Division of Teacher Education

Special Education

# Assessment & Intervention, SPED-533

Autumn Quarter, 2011

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Class Hours: M 4:30-6:50

Class Location: Teachers 607

**Course Description:**

This course will focus on special topics associated with assessment and evaluation of learners who have special needs. Specifically, this course provides a foundational understanding of assessment in education and special education. Course content will cover legal and ethical issues, statistical and measurement considerations, and both formal and informal assessment processes across all abilities and disabilities. Students will gain understanding in the selection, administration, scoring, and interpretation of formal and informal assessments for the purpose of identifying and addressing exceptional learning needs.

**Relationship to Conceptual Framework:**

Effective educators demonstrate ways of knowing, ways of being, and ways of doing. We - administrators, faculty members, candidates, members of the professional community, and community members - are working together to prepare **committed, caring, and competent educators** able to support learning and the development of efficacy in a variety of contexts. We are **committed** to providing the right conditions for learning, the conditions most likely to generate positive outcomes for students. We are committed to engaging in practices that are likely to have positive outcomes for learners, practices that are research-based and empirically supported.

Learners must be resilient, demonstrating a sense of competence and effectiveness as well as connectedness to the broader community. As **caring** educators, however, we recognize that there are both alterable and inalterable variables in our work. As **competent** educators, we support candidates in their efforts to expand their own learning and that of those with whom they work.

**Required readings:** This course does not have a required textbook. Rather, we will be reading chapters from multiple books as well as chapters and information briefs. All required readings will be posted in BlackBoard both in the course readings folder as well as in the week in which those chapters will be due. You are responsible for reading all required texts prior to attending class.

Bracey, G. W. (n.d.) *Thinking about tests and testing:* [Blackboard resource]

Browder, D. M., Spooner, F., & Wakeman, S. (2011). Alternate assessment. In D. M. Browder & F. Spooner (Eds.), *Curriculum and instruction for students with severe disabilities: Finding the balance*. New York: Guilford Press.

Klein-Ezell, C., LaRusso, R., & Ezell, D. (2008). Alternate assessment for students with developmental disabilities. In Parette, Peterson-Kaplan, Ringlaben, & Akintunde, O. (Eds.). *Research-based practices in Developmental Disabilities (2nd Ed.)* ProEd.

Overton, T. (2009). *Assessing learners with special needs: An applied approach.* Upper Saddle River, NJ: Merrill.

* Chap 1: An introduction
* Chap 2: Laws, Ethics, and Issues
* Chap 7: Norm referenced assessment
* Chap 9: Measures of intelligence

Salvia, J., Ysseldyke, J. E., & Bolt, S. (2007). *Assessment in special and inclusive education. (*11th Ed.)

* Chap 3: Test scores and how to use them
* Chap 5: Using test adaptations and accommodations
* Chap 20: Making instructional decisions
* Chap 21: Making special education eligibility decisions
* Chap 23: Communicating assessment information

Wright, J. (1992) *Curriculum-based Measurement: A manual for teachers.* [http://www.jimwrightonline.com/pdfdocs/cbaManual.pdf]. [Blackboard resource]

**Suggested Texts:** Although this course does not have any required texts, both the Overton and Salvia texts are excellent resources that you should consider purchasing.

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| **Specialized Program Association and INTASC Standards Addressed by the Course:** |
| ***INTASC Core Principles*** | ***CEC Standard Domain Areas***  |
| *1.*  | *Content Knowledge\** | *1. Foundations\** |
| *2.*  | *Learner Development\** | *2. Characteristics of Learners\**  |
| 3.  | Learner Diversity\* | 3. Individual Differences\* |
| 4.  | Instructional Strategies\* | 4. Instructional Strategies\* |
| 5.  | Learning Environment  | 5. Learning Environments and Social Interactions |
| 6.  | Communication | 6. Language  |
| 7.  | Planning for Instruction | 7. Instructional Planning  |
| *8.*  | *Assessment\** | *8. Assessment\** |
| *9.*  | *Reflective Practice and Professional* *Development\**  | *9. Ethics and Professional Practice\** |
| *10.*  | *Community\** | *10. Collaboration\** |
| *\*Select knowledge, skills, and dispositions covered in this course* |

**Course Objectives:**

The ***goal*** of this course is to provide students with a strong foundational knowledge related to assessment in both general and special education.

***Objectives*** for students completing SPED 533 are that they will be able to do the following:

1. Describe the process, legal implications, and ethnical issues related to assessment.
2. Describe the major statistical and measurement considerations related to assessment.
3. Develop valid classroom-based and curriculum-based assessments for all students.
4. Describe the ecological and academic domains related to assessment.
5. Discuss the personnel responsible for conducting assessment in the various domains.
6. Explain the decision-making process involved in entitlement and service designations.
7. Identify and explain the pros and cons to formal test instruments.
8. Be able to effectively implement a formal test instrument.

**Course Policies**

**Issues related to infusion of technology and electronic communication policy:**

Technology is integrated throughout the course content and assignments. Students are encouraged to seek outside assistance if they have difficulties in completing these integrated projects and assignments.

* Students will have access to course materials and professional website links through Blackboard.
* Faculty will use PowerPoint to outline and illustrate course material.
* Students may use Blackboard to turn in assignments.

**Issues related to diversity:**

* Students will learn how cultural diversity and ability differences are related to assessment.
* Students will discuss legal and ethical issues related to diversity and assessment.

**Note:** If you have documented special needs related to your participation in this course you should meet with the instructor to arrange reasonable provisions to ensure an equitable opportunity to meet all the requirements of this course. Note: Accommodations require prior approval and paperwork completed by Disability Services Office (DSO).

**Person-First Language:**

In accordance with the APA Manual, students and professionals in the field are to use “person-first" verbal and written language. Within this style of language, the person precedes the disability, both figuratively and literally. This standard will result in terms such as "people with disabilities" rather than "disabled people," or “a child with autism” rather than “an autistic child.” **Point deductions will be given for written student assignments that neglect to use person-first language.**

# Policy on Academic Honesty:

The University of Cincinnati considers academic dishonesty a serious offense. Dishonest behavior in any form, including cheating, plagiarism, deception of effort, and unauthorized assistance, may result in a failing grade in this class and/or dismissal from the program. UC may impose additional penalties for such behavior.

**Electronic Communication**:

Participants are responsible for checking Blackboard and email on a regular basis. Students are encouraged to utilize email and other forms of digital communication when interacting with the instructor. When using email, students are to be professional and courteous. Students should also remember email is an asynchronous form of communication. Thus, while a prompt response may be desired, it may not always be possible (especially late at night and on weekends). Students should allow at least 24 hours (48 hours on weekends) for a response. That said, the instructor answers emails in the timeliest fashion possible.

**Class attendance and participation:**

The foundation of this course is based on the attendance and participation, both in class and online! With that in mind, you should be prepared for each week of class by reading the assigned readings, participating in group activities, and raising questions and contributing to the on­line discussion. It is also expected that an atmosphere of courteousness and respect be present at all times; this includes respecting opinions that differ from your own. If it is necessary for you to miss class due to extenuating circumstances, it is your responsibility to inform the instructor by email regarding assignments and make-up work AND obtain class notes and handouts from a classmate.

### Late Assignment Policy:

### Assignments should be submitted online through the Blackboard Assignments tab and are required to be submitted as instructed by the assigned time (i.e., 11:59 PM). Late class assignments will be assessed the following penalties:

1. 10% reduction of points for each day the assignment is late (including weekends).

2. Extensions may be given on a limited basis and are at the discretion of the instructor. To request an extension, communicate your request to the instructor prior to the assignment due date.

3. All assignments must be completed prior to finals week. Failure to complete an assignment will result in a lower course grade.

**Assessment and Grade Assignment:**

1. **Baseline Assessment Exam: (taken/not taken):** Teacher candidates will take a pretest exam in the first two weeks of class to establish a baseline of knowledge in assessment. It is understood that most students will not pass the baseline exam. The baseline exam score **will not** affect your course point total but is needed to calculate your growth in understanding of subject matter. The baseline exam will be graded simply as “taken” or “not taken”. If the first exam remains untaken beyond October 3rd, students will receive a 5% point deduction on their overall course point total.
2. **Reading Quizzes (7 quizes @ 5 Pts each=35 pts):** Each week with assigned readings, you will be presented with two broad questions about the readings. You will pick ONE question to answer. Your answer should demonstrate understanding of the broad topics presented in the readings.
3. **Assessment Letter to Parents/Guardians (30 pts):** Teacher candidates will effectively communicate understanding of the formal assessment and computed scores. Each candidate will write a letter to a parent/guardian describing assessment results in relation to student needs (based on a case example provided in class). Candidates will be rated on: introduction, description of assessments, demonstrated understanding of assessment results, and recommendations. The rubric is attached to the end of the syllabus and is available on Blackboard.
4. **Case Study: (20 pts):** Teacher candidates, in groups of 2-3, will complete a case study. Students will have class time to collaborate and begin work on these case studies. Case study completion involves completion of all questions embedded within the case as well as a self reflection. Although the reflections must be turned in individually, groups may submit their case study questions together. Rubric will be discussed in class and presented on Blackboard.
5. **Two Online Module Completion: (2 modules @ 15 pts each=30 pts)** Teacher candidates will complete two assessment-focused online modules developed by the IRIS Center (Peabody College at Vanderbilt University). IRIS Module 1: General classroom assessments. IRIS Module 2: Responsiveness to Intervention. Each IRIS module consists of video, audio, readings and interactive activities about disability-related assessment topics. Each module takes between 1-2 hours to complete, and you will be assessed by completing the module assessment questions on Blackboard. We will not hold class session on the days that IRIS Modules are assigned.
6. **Final Exam: (50 pts):** Teacher candidates will complete a take-home comprehensive final examination. The final exam will be cumulative and will cover assessment in education and special education. This exam will be comprised of four essay questions (each worth 16 points) and will be graded in the following 4 areas equally (4 points per area):(1) Information accuracy, (2) Position statement and support information clearly presented, (3) Organization, and (4) the use of skillful, professional language. The last 2 points you will receive automatically if you turn in your assignment on time. *The purpose of this assessment is for you to demonstrate your general knowledge of assessment as it relates to education and special education.*
7. **Graduate Credit Requirement (additional 10%)**

Graduate students enrolled in this class will need to complete an additional assignment following graduate credit performance assessment in addition to those already outlined. You are encouraged to ***propose an assessment assignment that meets your professional needs***. However, you may also ***Select and read 6 course-related articles from peer-reviewed journals.*** Develop an annotated bibliography that meets the following criteria:

1. Summarize the article.
2. Explain the text. Develop a brief account that reflects some in-depth and personalized ideas and is supported by theory as well as evidence or argument
3. Interpret the text. Briefly expand on a perspective that is a helpful interpretation or analysis of the importance/meaning/significance of a point. You may provide useful history or context.
4. Length 1-2 double-spaced pages for ***each*** reference

## Grading System

Grades will be assigned in accordance with the University of Cincinnati grading system.

**Grading Scale:**

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| 93-100%=A | 83-86.9%=B  | 73-76.9%=C | 63-66.9%=D |
| 90-92.9=A-  | 80-82.9%=B-  | 70-72.9%=C- | 60-62.9%=D- |
| 87-89.9%=B+  | 77-79.9%=C+  | 67-69.9%=D+ | Below 60%=F |

**Course Changes:** The instructor reserves the right to amend the syllabus and grade requirements at anytime throughout the quarter.

**Main Campus Students: UC NightWalk** is a student organization that provides any UC student, faculty, or staff member transportation to any location within 3 blocks of campus after dark.  Operating hours are 8pm-12:30am Sunday-Thursday, and 8pm-1am Friday.  You are encouraged to utilize this service, which can take time to arrive, but also think about walking in groups, or utilizing the University shuttle as a great way to get to your vehicles after night classes.

**TOPICS AND ASSIGNMENTS**

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| **Week #/ Date** | **Topics** | **Readings and Assignments** |
| Week 1: Sept. 26 | * Course introduction
* Assessment in practice
* Legality and accountability issues: Students with IEPs
 | Overton Chap. 1 & 2 (read prior to the first day of class!!)**\*\*\*Complete Pretest on Blackboard by Oct. 3!!!** |
| Week 2:Oct. 3 | * Assessment processes
* Culturally responsive assessment practices
* Assessment reliability & validity
 | Salvia Chap. 3Listen to Alfredo Artiles podcast about cultural issues and assessment |
| Week 3: Oct. 10 | * Statistical and measurement considerations
* Testing accommodations
 | Bracey p. 1-30Salvia Chap. 5  |
| Week 4:Oct. 17 | * Formal assessments
* Descriptive statistics & test scores
 | Salvia Chap. 23 Overton Chap. 7 & 9 |
| Week 5: Oct. 24 | * General Classroom Assessments
* Assessment of ELL students
* Case studies workgroup time
 | Wright: Chap. 1, 2, 3, and 5 (IEP goal writing section only!!) **\*Parent letter due Oct. 28th**  |
| Week 6:Oct. 31ONLINE WEEK | * Informal assessments
* Curriculum-based measures (CBM)
 | Classroom Assessment IRIS Module due Nov. 4th Reading Rockets WebinarOverton Chap. 6 |
| Week 7: Nov. 7 | * Entitlement & Services Decisions
* Case study group work time
 | Salvia Chap. 21  |
| Week 8:Nov. 14ONLINE WEEK | * Responsiveness to Intervention (RtI)
 | RtI IRIS Module Completion due Nov. 18th Overton Chap. 10 |
| Week 9:Nov. 21 | * Alternate Assessment
 | Browder ChapKlein-Ezell Chap**Case study due Dec. 5th!!!** |
| Week 10:Nov. 28 | * Systems Accountability
 | **Final exam due Dec. 5!!!** |

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| **Letter to Parents/Guardians (30 pts):** Teacher candidates will effectively communicate understanding of the formal assessment and computed scores. Each candidate will write a letter to a parent/guardian describing assessment results in relation to student needs (based on case example provided in class). Candidates will be rated on: introduction, description of assessments, demonstrated understanding of assessment results, and recommendations.  |
| **Category** | **5** | **3** | **1** |
| Introduction to the Letter | Introduction provides complete, and clear information regarding purposes of the assessments and background information helpful to the family in contextualizing the assessment. | The introduction provides a sufficient review of the assessment processes and some background information and a moderate effort is made to contextualize the information for the family.  | The introduction provides limited information regarding the purpose of the assessments and no attempts are made to contextualize the information for the family. |
| Description of the Assessments | Letter illustrates a strong command of the assessment process and provides “user friendly” information including purposes of the assessments, what information the assessments provide, and the role of bias and contextual elements on the assessment results.  | Letter illustrates a moderate command of the assessment process and includes “user friendly” and accurate manner. The letter considers role of bias in assessment, recognizes elements such as cultural, ethnic, linguistic diversity that influence assessment. | The letter contains superficial statements about the assessments with no reference to the intended measures. The letter does not accurately reflect the connection between the assessments and the student’s needs.  |
| Assessment Results | Letter provides clear evidence of critical analysis of assessment data and shows thorough understanding of interpretation of assessment data. | Letter provides some evidence of analysis of assessment data and shows moderate understanding of the interpretation of the assessment data.  | Letter provides a weak analysis of assessment data and shows limited interpretation of the assessment data.  |
| Recommendations to the Family | Letter provides comprehensive recommendations based on the assessment data.  | Letter provides a few recommendations based on the assessment data. | Letter provides incomplete recommendations not entirely based on the assessment data.  |
| Writing Conventions | Letter exhibits effective writing conventions: sentence formation, standard usage including tense, case, and mechanics. | Letter exhibits minimal control of writing conventions: sentence formation, standard usage including tense, case, and mechanics. | Letter lacks control of writing conventions: sentence formation, standard usage including tense, case, and mechanics.  |
| Communication | Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about. | Ideas were somewhat organized, but were not very clear.  | The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out the content of the letter. |

**Standards Alignment**

# CEC Content Standards Addressed In This Course

## CEC Common Core Standards, including Knowledge and Skills:

### Standard 1 - Foundations

Knowledge:

* Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
* Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.

### Standard 2 - Development and Characteristics of Learners

Knowledge:

* Similarities and differences of individuals with and without exceptional learning needs.
* Similarities and differences among individuals with exceptional learning needs.

Skills:

* Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
* Establish and maintain rapport with individuals with and without exceptional learning needs.

### Standard 8 - Assessment

Knowledge:

* Basic terminology used in assessment.
* Legal provisions and ethical principles regarding assessment of individuals.
* Screening, prereferral, referral, and classification procedures.
* Use and limitations of assessment instruments.
* National, state or provincial, and local accommodations and modifications.

Skills:

* Gather relevant background information.
* Administer nonbiased formal and informal assessments.
* Develop or modify individualized assessment strategies.
* Interpret information from formal and informal assessments.
* Report assessment results to all stakeholders using effective communication skills.
* Develop or modify individualized assessment strategies.
* Create and maintain records.

### Standard 9 - Professional and Ethical Practice

Skills:

* Practice within the CEC Code of Ethics and other standards of the profession.
* Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession.
* Practice within one’s skill limit and obtain assistance as needed.
* Use verbal, nonverbal, and written language effectively.
* Reflect on one’s practice to improve instruction and guide professional growth.

## CEC Individualized General Curriculum Standards, including Knowledge and Skills:

### Standard 1 - Foundations

Knowledge:

* Definitions and issues related to the identification of individuals with disabilities.
* Factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities.

### Standard 3 - Individual Learning Differences

Skill:

* Relate levels of support to the needs of the individual.

### Standard 4 - Instructional Strategies

Knowledge:

* Strategies to prepare for and take tests.

### Standard 8 - Assessment

Knowledge:

* Specialized terminology used in the assessment of individuals with disabilities.
* Laws and policies regarding referral and placement procedures for individuals with disabilities.

Skill:

* Use exceptionality-specific assessment instruments with individuals with disabilities.
* Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities.

### Standard 10 - Collaboration

Knowledge:

* Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities.

## CEC Individualized Independence Curriculum Standards, including Knowledge and Skills:

### Standard 1 - Foundations

Knowledge:

* Definitions and issues related to the identification of individuals with disabilities.

### Standard 3 - Individual Learning Differences

Skill:

* Relate levels of support to the needs of the individual

### Standard 8 - Assessment

Knowledge:

* Specialized terminology used in the assessment of individuals with disabilities.
* Laws and policies regarding referral and placement procedures for individuals with disabilities.
* Types and importance of information concerning individuals with disabilities available from families and public agencies.

Skill:

* Use exceptionality-specific assessment instruments with individuals with disabilities.
* Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities.
* Adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities.

### Standard 10 – Collaboration

Knowledge:

# Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities.