

College	Malone College
Course Name	Assessment in Special Education
Number	Sped 582
Term and Year:	Term 1 Summer 08
Credit Hours:	03
Instructor:	Evonn Welton, Ph.D. 330 673 0525 <u>domassoc@yahoo.com</u>

Prerequisites: Sped 552; Educ. 510

Course Description: This course prepares the student to select, administer and interpret both formal and informal assessment procedures. It also prepares the student for developing instructional interventions based upon the assessment findings.

Rationale: Using assessment as a method of developing a comprehensive understanding of the entire child is critical for effective classroom instruction. This course is designed to facilitate comprehension and implementation of assessment as it will be used in the classroom setting. This course will provide classroom instruction and clinical hours so that the students become skilled with a variety of assessment techniques such as criterion - referenced testing, standardized testing, behavioral observation and data collection. The course will also develop an understanding of how to transfer testing results into educational interventions. Lastly, the course is designed so that students develop an understanding of the necessity of implementing objective, ethical and legal evaluation methods in their future classroom settings.

Course Objectives:

1. To enable students to develop knowledge of the process of assessment and its role in educational and instructional planning.
2. To provide students with a working knowledge of formal and informal methods (including functional assessment, portfolios and alternative assessments), terminology and techniques of assessment and their application in the academic/behavioral content areas
3. To provide student experience in coordinating assessment data into qualitative and quantitative descriptions of the classroom functioning of children.
4. Develop knowledge of the process and terminology of assessment and its role in educational and instructional planning for both students in the general and independent curriculums.
5. Demonstrate skill with formal and informal methods and techniques of cognitive, academic, motor, social-emotional/behavioral, communicative (including augmentative) and adaptive assessment and know their applications, strengths and limitations for individualized assessment and/or adapting assessment devices for use with students requiring a general curriculum or functional independence curriculum.
6. Have a working knowledge of informal classroom assessment (including test adaptation) procedures in the academic content and behavioral areas.
7. Be knowledgeable about the protection and reporting of assessment data to team members and parents.

8. Develop an understanding of the implications of cultural and linguistic diversity when evaluating children.
9. Develop a systematic approach to evaluation team reports and assessment.
10. Develop a working understanding of the selection of assessment instruments and practice their use in simulated testing situations.
11. Develop skills in coordinating assessment data from diverse sources in making decisions about individual functioning across all educational domains including general curriculum, functional independent curriculum and levels of support.
12. Gain understanding of translating assessment data into long-term goals and short-term objectives appropriate for an IEP.
13. Gain experience in professional IEP writing.
14. Gain experience in professional ETR writing.
15. Develop an appreciation of the usefulness and the potential misuse and harmfulness of assessment procedures and data (including computer based assessment, scoring and reports) in order to maintain unbiased assessment procedures and preserve legal and ethical principles as they relate to evaluation and assessment
16. Develop sensitivity to the social and cultural implications of assessment and become appreciative of the need for non-discriminatory assessment including relating to needed levels of support.
17. Develop an awareness of individual legal rights within the assessment process and restrictions that may accrue in professional practice in the protection of those rights
18. Develop an appreciation of past practices in the labeling and classification of children and the need to be aware that the misuse of assessment data can still occur in the absence of professional vigilance.

Course Outline/course schedule

- I. Introduction
 - a. Legal issues
 - b. Concepts in assessment
 - c. Norm referenced testing
 - d. Criterion referenced assessment
- II. Specific Types of Assessment
 - a. Behavioral observation
 - b. Aptitude and specific abilities
 - c. Academic/classroom assessment
 - d. Early childhood (Including screening, play based, and individualized norm-referenced)
- III. Issues in assessment
 - a. Cultural and linguistic differences
 - b. Transition
 - c. Parents and reporting results
 - d. Future trends

Course Schedule (corresponds with above outline)

May 10, 2008

Chapter 1 & 2 Introduction/Definition of assessment, steps in assessment.
Chapter 3. Types of Assessment: Selection of assessment tools (incl. Cultural sensitivity) and Chapter 4 - standardized tests
Chapter 5 - Informal assessment, Chapter 6 Computer as assessment tool and 10 Behavior observation

May 17, 2008

Chapter 7 School performance, 8 Aptitude, Chapter 9 Abilities, Chapters 11 and 12 Reading and Math

No class May 24, 2008

May 31, 2008

Midterm

Chapters 13 & 14: Written expression, oral expression and bilingual assessment
Chapter 15: Issues in Assessment: Interpretation and cultural sensitivity
Chapter 16 Program monitoring
Chapter 17 Parents
Chapter 18 Early Childhood

June 7, 2008

Chapter 19 Career
Chapter 20 Trends
Group Presentations
All assignments due!

June 14, 2008

Final Exam

Required Texts

McLoughlin, J. & Lewis, R. (2008). Assessing special students: Seventh edition. New York: MacMillan.

Assignments

I. Group Presentations & Research Paper:

- a. Students will research/investigate a current topic in assessment and present a research based report identifying current findings and positions on this topic. Suggested topics include: RTI, Manifestation Determinations, Assessment and No Child Left Behind; Proficiency Tests; Bias in testing; Conceptualizations in intelligence; alternative assessments and/or assessment for children with severe disabilities.

Although the group will verbally present the findings, each student is responsible for writing their own minimum 5 page paper with minimum of four references from scholarly journals on the topic. Paper must be written in APA Style.

Verbal presentation: 50 pts
Paper: 100 pts.

Rubric

Overall Quality	<p>Target (90-100)</p> <p>Addresses topic comprehensively. Balances points of view if appropriate for topic. Good synthesis of information.</p> <p>Verbal presentation uses ppt. Clearly delivered. Handouts if appropriate.</p>	<p>Acceptable (84-89)</p> <p>Addresses topic relatively well. Balances points of view if appropriate for topic. Adequate synthesis of information.</p> <p>Verbal presentation clearly delivered. No handouts or ppt.</p>	<p>Unacceptable (83 or less)</p> <p>Does not adequately address topic. Paper is unbalanced and does not evidence graduate level critical thinking.</p> <p>Verbal presentation is unclear. No handouts or ppt.</p>
Technical	<p>Paper is APA style. Double spaced, five or more pages, Four or more references that are scholarly or from professional and credible websites. All citations and references correct. No first person, all spelling, grammar and punctuation are correct.</p>	<p>Paper is APA style. Double spaced. Five pages. Four scholarly or credible references. Two or less errors on citations and references. No first person. Two or less spelling, grammar or punctuation errors.</p>	<p>Paper is not in APA style. Less than five pages and less than four references. References from non-scholarly or non-professional sources. References and citations incorrect or omitted. First person or three or more spelling, grammar or punctuation errors.</p>

II. Academic Achievement Evaluation:

Students are to complete a comprehensive academic achievement assessment of a school age. You will need to select a specific area such as reading (basic reading skills/phonics/sight word recognition), or mathematics (computation and reasoning) or written expression (spelling and writing/grammar/punctuation/organization of thoughts).

The selected child should NOT have a disability. You may use your own children, relatives or friends. DO NOT hold this evaluation as a valid representation of abilities to the parent. This is for educational practice purposes only. The child must be permitted to withdraw if they become distressed with the process. Fictionalize names and any other information that could potentially be identifying. Do report the true DOB and age.

First collect basic background information as appropriate from the parent and teacher if accessible (see template). Assure them that all identification will be fictionalized.

Determine the types of assessment tools that would best answer the assessment question. The purpose of this assignment is to prepare you for assisting with the assessment and intervention of regular education children who could potentially be referred as having difficulty with acquisition of those academic skills expected of a child of their age and grade level. These skills will then hopefully generalize to your ability to assist with initial referral or reevaluations of children with disabilities. Therefore, the assessment question is, "What is the current reading/math/written expression level of performance for this child or adolescent?"

In order to answer this question, you should administer one norm-referenced assessment, one criterion referenced assessment, and administer or obtain informal tests or work samples as necessary. You will be benchmarking this child against those academic skills expected of a child in his/her X grade level. Understanding the implications of age on development is also important for young children. Note- if this was really a true evaluation, we may have other measures for comparison such as intellectual ability and performance on group tests but obviously we do not have this information for this assignment.

Suggested tests:

Woodcock Johnson III Tests of Achievement (select from: Letter Word Identification; Passage Comprehension; Calculation; Applied Problems, Spelling, Writing Samples). You can use earlier edition of WJPEB-R if available. See me for selected subtests.

Or the Wechsler Individual Achievement Test II (Select from: Reading Comprehension; Pseudoword Decoding; Numerical Operations; Math Reasoning; Spelling and Written Expression).

Or the Peabody Individual Achievement Test R/NU (Select from: Reading Recognition; Reading Comprehension; Mathematics; Spelling).

Or The Key Math.

Or The WRAT III however, this test can be fairly limited in terms of what skills it measures.

You need to use the Brigance or perhaps a criterion referenced measure that your district.

Work Samples and informal measures as noted above.

Protocol (with fictitious names) will be submitted with one of the assignments. These cannot be returned.

See template at end of syllabus. Do not use first person when writing this report. No handwritten reports.

100 pts.

Rubric:

Overall Quality	<p>Target (90-100)</p> <p>All recommended test types are used. All areas of academic functioning in selected area are addressed. Student communicates a thorough picture of child's functioning at this point in time. Student demonstrates the ability to make comparison between where child is and what would be expected. All information is correct. The information would be very useful to a team, parent or another teacher. All interpretation is data based. Strong recommendations.</p>	<p>Acceptable (84-89)</p> <p>One assessment type/tool is omitted. or Areas of academic functioning are addressed, but not in comprehensive or detailed manner. Information is correct and appropriate comparisons are made. . Information would be minimally useful to team, parent or another teacher. Adequate recommendations.</p>	<p>Unacceptable (83 or less)</p> <p>Single assessment tool is utilized. Information is incorrect or misleading. Inferences are made that are not supported by data. Student does not understand how to compare between where student is and where should be performing. Information would be useless to parent, teacher or team. Weak recommendations that are not useful.</p>
Correct use of assessment tools	<p>Protocol demonstrates accurate scoring and computations</p>	<p>Protocol has one minor error that would not have impacted scoring.</p>	<p>Protocol has one or more errors that would have resulted in incorrect interpretations</p>
Technical	<p>No first person, all spelling, grammar and punctuation are correct.</p>	<p>No first person. Two or less spelling, grammar or punctuation errors.</p>	<p>First person or three or more spelling, grammar or punctuation errors.</p>

III. Behavioral observation:

Students will be required to observe one individual utilizing anecdotal and quantitative recording technique.

No real names should be used on any report and we are not to access any records or confidential information on the individuals. **Do not use first person** when writing this paper. 100 pts.

No handwritten reports.

Rubric:

Overall Quality	<p>Target (90-100)</p> <p>Observation is detailed and offers very clear and operational description of setting, activity, and child's behavior. Antecedents and consequences identified. Data based with no inferences.</p> <p>Behavioral hypothesis is logical based upon observation.</p> <p>Quantitative measure is done correctly.</p>	<p>Acceptable (84-89)</p> <p>Observation is correct, but not detailed. Antecedents and consequences identified. Data based with no inferences.</p> <p>Behavioral hypothesis is logical based upon observation.</p> <p>Quantitative measure is correct.</p>	<p>Unacceptable (83 or less)</p> <p>Observation is not clear. Antecedents and consequences identified not identified. Not detailed and contains inferences.</p> <p>Behavioral hypothesis does not follow observation.</p> <p>Quantitative measure done incorrectly.</p>
Technical	<p>No first person, all spelling, grammar and punctuation are correct.</p>	<p>No first person. Two or less spelling, grammar or punctuation errors.</p>	<p>First person or three or more spelling, grammar or punctuation errors.</p>

See template at end of syllabus.

No late assignments will be accepted; however, you may turn in assignments early.

IV. *Two tests:* 100 pts. each. All tests are multiple choice, short answer or essay

Attendance Policy:

This is a very intensive class and attendance is *mandatory*. If you are ill or have a family emergency such that you cannot attend, please contact me immediately via email. Any unexcused absence will result in a loss of 20 %age points from your final grade.

Evaluation criteria:

Grading: % of total pts earned:

A 94-100	B- 84-85	D+ 74-75
A- 92-93	C+ 82-83	D 70-73
B+ 90-91	C 78-81	D- 68-69
B 86-89	C- 76-77	F <68

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SAMPLE

MALONE SPED 582

SUMMER 2008

FOR EDUCATIONAL PURPOSES ONLY

NOT TO BE CONSIDERED A VALID MEASURE OF PERFORMANCE

Name of Student: X Date of Birth: 6-16-00 Age: 7-10

Evaluators:

BACKGROUND INFORMATION:

HERE INCLUDE ANY INFORMATION WHICH MAY IMPACT THE STUDENT'S EDUCATIONAL FUNCTIONING. ISSUES SUCH AS ATTENDANCE, RETENTION, TEACHER/PARENT REPORT, RESIDENTIAL CHANGES, MEDICAL ISSUES IF IMPACT EDUCATION ETC. BELONG HERE.

EXAMPLE:

X is a 16 year old male who is currently attending the X grade at X School. Consultation with X's teachers and parents reveal that he is a pleasant boy who attempts all tasks presented to him. He is very motivated by academics and well liked by his teachers. While records indicate that X does not have any major medical problems which would impact his learning, his attendance is not good. His mother reports he has frequent colds and ear infections. X was not retained and has been in the X school district since kindergarten. He wears glasses and hearing is within normal limits during the last screening.

ACADEMIC ACHIEVEMENT

Reading

Standardized Norm Reference Measure:

X's overall skills with reading are considered to be within the average classification range (*Wechsler Individual Achievement Test II Reading Composite* standard score: 90) and commensurate with his age level. Specifically, further analysis revealed that X's ability to read single words in isolation (*Wechsler Individual Achievement Test II Word Reading* standard score: 100) and phonetic abilities (*Wechsler Individual Achievement Test II Pseudoword Decoding* standard score: 100) were also within the average range. X's skills with reading comprehension (*Wechsler Individual Achievement Test II Reading Comprehension* standard score: 78) can be considered an area of relatively less skill and below that expected of an individual of his age level.

Criterion Referenced and Informal Measures:

X's performance on the Brigance xxxx revealed that his is able to read words containing consonant, vowel, consonant combinations. Words containing more complex vowel combinations can be considered an area of difficulty. While he was able to read these words in isolation, he is

unable to utilize context clues to respond to questions involving reading comprehension of single sentences. This is consistent with teacher report and his performance on classroom tasks. Observation revealed that his oral reading is not fluent and therefore he appears to have difficulty understanding passages. He also is reported to read slowly whether aloud or silently. His teacher reports that this is also significantly impacting his abilities with content areas such as science and social studies that require reading. Performance on tests is also an area of difficulty due to this area of relative need.

X is currently in the X grade and is expected to He is able to demonstrate word recognition skills commensurate with other children of his age and grade level; however, he is unable to comprehend reading material consistent with his peers.

It is possible that X's area of need with tasks requiring reading comprehension may adversely impact his ability to progress in the general education curriculum.

(Note: All *WIAT II* subtests have a mean of 100 and a standard deviation of +/- 15).

DESCRIPTION OF EDUCATIONAL NEEDS

Based upon X's performance on the current evaluation, it can be stated that X demonstrates skills that are within the range expected of an individual of his age level on tasks requiring basic phonetic and sight word recognition. Tasks requiring reading comprehension can be considered areas of less skill. Background information reveals that he is frequently absent and has ear infections. It is possible that these areas of need may adversely impact his ability to progress in the regular education curriculum if he is not provided with intervention services. (NOTE: this section will only be an approximate since you do not have enough info to really make any definitive statements.)

INSTRUCTIONAL IMPLICATIONS TO ENSURE PROGRESS:

1. It is recommended that X's team consider consultation with the speech and language therapist in order to determine if there are speech/language or hearing difficulties that may be impacting his reading abilities.
2. It is recommended that X's team consider providing him with additional services designed to intervene for his reading difficulties. Specifically, it may be helpful to provide activities designed to improve vocabulary skills and reading fluency.
3. It is recommended that X be seated in the front of the room and his instructor frequently check for understanding.
4. If eligible, it is recommended that X be provided with extra time on tests.

BEHAVIOR OBSERVATION FORMAT

Name of Student: Fake

Date of Observation:

Observer:

Context:

Setting:

Activity:

Time:

- I. Provide an anecdotal account of the observation. Make sure behaviors are observable with no inferences.
- II. Identify a specific behavior and spend 5-10 minutes getting a quantitative measure and report that as well.
- III. How does this student's behavior compare to peers?
- IV. How might behavior impact learning?
- V. Are there antecedents or consequences?
- VI. If you have identified a specific behavior, are there antecedents or consequences?
- VII. What is the behavioral function (Attention seeking? Task avoidance? Internally driven? Tangible gain?)