| **Auburn University**  **Department of Rehabilitation, Special Education, and Counseling** |
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1. **Course Number: RSED 4140**

**Course Title: Assessment in Special Education: Applications Part II**

**Meeting Time/Place: Wednesdays 5:00-7:45pm/ Haley Center 2226**

## **Office hours:** by appointment and TBA

**Credit:** 3 semester hours

## **Instructor: Dr. Suzanne Woods-Groves, Ph.D.**

## **Instructor’s email:** [woodssu@auburn.edu](mailto:woodssu@auburn.edu)

## **Instructor’s phone:** 334-844-7621

**Office location:** Haley Center 1232C

1. **Date Syllabus Prepared:** August 2018.

**3.** **REQUIRED** **TEXTBOOKS:**

Hosp, M. K., Hosp, J. L., & Howell, K. W. (2016). *The ABCs of CBM: A practical guide to curriculum- based measurement*, **2nd Edition**. The Guilford Press.

ISBN :9781462524662 ISBN-10: 1462524664.

Burns, M. K., Riley-Tillman, T. C., & VanDerHeyden, A. M. (2012). *RTI applications: Volume 1, Academic and behavioral interventions.* The Guilford Press.

ISBN :9781462503544

## **OTHER ASSIGNED READINGS Additional readings will be announced and can be accessed via CANVAS**

**4. COURSE DESCRIPTION:** This course provides students with a framework for understanding the purposes and processes that underlie various forms of educational assessments, with emphasis on application assessment of students with disabilities. The course provides opportunities for application of concepts in assessment in special education as well as administration, review of curriculum based assessment data. The course covers how to use assessment data to inform instructional planning and IEP goal development.

**5. COURSE OBJECTIVES:** Upon completion of this course students will:

1. Describe, analyze, and demonstrate progress monitoring strategies and interpret data. 

2. Use informal assessment procedures and interpret results.

3. Explain different purposes for informal assessment of students with disabilities

4. Demonstrate knowledge and sensitivity for special needs testing.

5. Develop collaborative and consultation skills through involvement in clinical activities

6. Demonstrate an understanding of the fundamental concepts of assessment (e.g.,

terminology, reasons for testing, use of testing data)

7. Describe and discuss the legal and ethical considerations in assessment.

**COURSE OBJECTIVES (continued)**

8. Review informal assessment methods and instruments directly related to the IEP of a

school-aged student with a disability

9. Administer and interpret assessment procedures for a variety of curricular areas.

10. Develop standards-based IEP goals.

11. The Candidate understands formal and informal assessment strategies and selects appropriate assessments

* Demonstrates understanding of the different kinds of assessment; can distinguish between different types of assessments; can match type of assessment with purpose
* Selects appropriate assessments based on intended use of assessment, technical characteristics including validity, reliability, norms, and bias, and student characteristics, including cultural and linguistic characteristics

12. The Candidate accurately administers and interprets assessments (4.2)

* **Accurately administers and scores four formal assessments to school-**

**age student following guidelines provided in administration manual**

* Interprets assessment results accurately; identifies instructional implications, areas of instructional need, supports, and accommodations and/or modifications supported by data

13. The Candidate demonstrates professionalism throughout the assessment and decision-making process

* Administers assessments in a professional manner using guidelines within the manual
* Demonstrates appropriate written communication; results communicated in a way that are culturally sensitive; all of the required parts of the written assessment report are noted properly with correct data

1. **COURSE CONTENT SCHEDULE** **This syllabus** is a tentative outline for the course and is **subject to change** with advance notice from the instructor. **No late assignments accepted without university approved excuse.**

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Dates** |
| **08/22** | **Module 1:Assessment**  Course Overview Routine   * List & describe assessment trends & legislation in   U.S. schools.   * Ethics in Assessment * Score Interpretation * Supporting all learners in assessment practices | Hosp & Ardoin (2008) article access via CANVAS Module 1 | Identify a student in your internship site  **Due 08/28 by 11:59pm via CANVAS**   * Assessment Quiz * Assessment Application Activity |
| **08/29** | **Module 2: Overview CBM**   * Describe characteristics of CBM * Describe use & purpose of CBMs * Describe technical adequacy of CBMs * Compare & Contrast General Outcome Measures, Skills- Based Measures, & Mastery Measures. * Demonstrate writing instructional objectives | Hosp, Hosp, & Howell Textbook Chapters 1- 2 | Teacher Permission to access an academic goal to focus on student IEP  **Due 09/04 by 11:59pm via CANVAS**   * Overview CBM Quiz * Overview CBM Application Activity |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Dates** |
| **09/05** | **Module 3:Early Reading CBM**   * Describe types of Early Reading CBMs * Know administration & scoring rules * Demonstrate interpreting data & writing instructional objectives | Hosp, Hosp, & Howell Textbook Chapter 3 | **Due 09/11 by 11:59pm via CANVAS**   * Early Reading CBM Quiz * Early CBM Application Activity |
| **09/12** | **Module 4:**  **EXAM 1** | * **Exam 1 covers Modules 1-3 and all material addressed** | **No Class**  **Complete EXAM 1 via CANVAS** |
| **09/19** | **Module 5: Early Reading CBM & Reading CBM**   * Describe the components of reading and the purposes and advantages of Reading CBMs.   + - List and describe types of Reading CBMs and their scoring and administration rules.     - Demonstrate interpreting data     - Administer Early Reading CBMs | Hosp, Hosp, & Howell Textbook Chapters 3 & 4 | **Due 09/18 by 11:59pm via CANVAS**   * Reading CBM Quiz * Reading CBM Application Activity |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Dates** |
| **09/26** | **Module 6: Reading CBM**   * List and describe types of Reading CBMs & their scoring/administration rules * Demonstrate interpreting data & writing instructional objectives | Hosp, Hosp, & Howell  Textbook Chapter 4 | OPR project |
| **10/03** | **Module 7 Reading CBM continued**   * Administer Reading CBMs with fidelity | Hosp, Hosp, & Howell Textbook Chapters 3 & 4  Burns, Riley-Tillman, & VanDerHeyden Textbook Chapters 1-3 | Practicing CBM administration & scoring |
| **10/10** | **Module 8: Graphing Data**   * Describe the purpose of graphing CBM data * Demonstrate graphing skills * Interpret graphed data & make instructional decisions | Hosp, Hosp, & Howell Textbook Chapters 10  Burns, Riley-Tillman, & VanDerHeyden Textbook Chapter 4 | **Due 10/16 by 11:59pm via CANVAS**   * Graphing Quiz * Graphing Application Activity |
| **10/17**  **No in-person class**  **Watch Lecture via CANVAS** | **Module 10: Spelling CBM**   * Describe purpose & advantages of Spelling CBMs * Describe Spelling CBM scoring/administration rules * Demonstrate interpreting data & writing objectives | Hosp, Hosp, & Howell Textbook Chapter 5 | **Due 10/23 by 11:59pm via CANVAS**   * Spelling CBM Quiz * Spelling Application Activity |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Dates** |
| **10/24** | **Module 11: Spelling CBM continued**   * Demonstrate interpreting data & writing objectives * Administer Spelling CBM with fidelity | Hosp, Hosp, & Howell Textbook Chapter 5  Burns, Riley-Tillman, & VanDerHeyden Textbook Chapters 5-6 | Practice administering Spelling CBMs |
| **10/31** | **Module 12:**  **Exam 2** | * **Exam 2 covers Modules 5-11 and all material addressed** | **No Class**  **Complete EXAM 2 via CANVAS** |
| **11/07** | **Module 13:**   * Describe the purpose & advantages of Writing CBMs * List and describe types of Writing CBMs & their scoring/administration rules * Demonstrate scoring CBM writing samples. * Demonstrate graphing data, interpreting data, & writing instructional objectives | Hosp, Hosp, & Howell Textbook Chapter 6  Burns, Riley-Tillman, & VanDerHeyden Textbook Chapters 7-9 | **Due 11/13 by 11:59pm via CANVAS**   * Writing CBM Quiz * Writing Application Actvity |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Dates** |
| **11/14** | **Module 14: Numeracy CBM**   * Describe purpose of Numeracy CBMs * List and describe types of CBMs & their scoring/administration * Demonstrate graphing data, interpreting data, & writing instructional objectives | Hosp, Hosp, & Howell Textbook Chapter 7  Burns, Riley-Tillman, & VanDerHeyden Textbook Chapters 10-12 | **Due 11/27 by 11:59pm via CANVAS**   * Numeracy CBM Quiz * Numeracy Application Activity |
| **11/21** | **No Class Thanksgiving Holiday** |  |  |
| **11/28** | **Module 15: Math CBM**   * Describe purpose & advantages of Math CBMs * List and describe types of CBMs & their scoring/administration * Demonstrate graphing data, interpreting data, & writing instructional objectives | Hosp, Hosp, & Howell Textbook Chapter 8  Burns, Riley-Tillman, & VanDerHeyden Textbook Chapter 13 | **Due 12/03 by 11:59pm via CANVAS**   * Math CBM Quiz * Math Application Activity |
| **12/04** | **Module 16:**  **Exam 3** | * **Exam 3 covers Modules 13-15 and all material addressed** | **No Class**  **Complete EXAM 3 via CANVAS** |

1. **COURSE REQUIREMENTS:**

**1**. **Exams (300 points)**

Another requirement of this course is the completion of three **approximately 50-minute online examinations** (CANVAS) each worth **100 points.** All Exams will consist 25 items which will include a variety of item times such as multiple choice, true/false, application activities, and matching questions. All students will access and complete their exams via CANVAS. These exams are timed and must be completed during the allotted time period and due date. All exams must be completed individually and must represent your own work and responses.

* **Exam 1** will cover all information in Modules 1-4
* **Exam 2** will cover all information in Modules 5-11
* **Exam 3** will cover all information in Modules 13-15

1. **CBM Administration with PEERS Observation with Fidelity of Implementation Check (50 points)**
2. Each student will complete administration of the following CBM and be observed for fidelity of implementation. Student will

administer **to a fellow peer in RSED 4140** and be evaluated with a fidelity of implementation checklist. The following CBMs from Hosp, Hosp, & Howell (2016) textbook will be administered:

* + - * Early Reading CBMs
      * MAZE
      * Writing
      * Spelling
      * OPR Reading

1. **CBM Administration to a School Age Student with a Disability (100 points)**

The original signed “consent to test form” **must** be the first page of portfolio for each student. **Four CBM assessments** from the Hosp, Hosp, & Howell (2016) textbook will be administered. Results will be scored and interpreted. You will consult and get approval from Woods-Groves in selecting CBMs to administer. **Consent must be obtained from the parent and teacher and approved by Woods-Groves BEFORE a CBM is administered.**

**Possible Hosp, Hosp, & Howell CBMs to select from**

* + - * Early Reading CBMs
      * MAZE
      * Writing
      * Spelling
      * OPR Reading
      * Early Numeracy
      * Math CBM

1. **Case Study Data Analysis and Instructional Recommendations (40 points)**

Analyze case study datacollected and make instructional decisions. Be specific in reporting and describing the data. Write instructional recommendations based upon the data presented and explain how you would plan specially designed instruction for each student. This should also include supplementary aids and services, including accommodations and or modifications for each student.

1. **Individualized Education Program (IEP) Project and Mock IEP (30 total points)**

Each student will develop **two** measureable standard- based annual goals for the targeted student in your portfolio or from a case study provided by your instructor. . Each student will develop one goal in two different subject areas based on the data provided. The annual goal page of the IEP must be completed in its entirety for both annual goals. This includes the Area, Present Level of Academic Achievement and Functional Performance, Measurable Annual Goal, Date of Mastery, Type(s) of Evaluation for Annual Goal, and if appropriate, Benchmarks. Keep in mind that the academic goals must be observable and measurable and must contain the key components (who, will do what, under what conditions, at what level, and what length of time). The two annual goals should be included in your progress monitoring portfolio. The annual IEP goals are due the same time as the progress monitoring portfolio. **Mock IEP** Each student will facilitate a selected section of an IEP in class. Each member in the group (2-3 members) will select and present a section of a sample IEP.

1. **Application Activities (90 points)**

There will be 9 Application Activities each worth 10 points. The Application Activities are designed for students to apply skills taught within the course through data interpretation and case study activities. **The Application Activities can only be completed once.**

1. **Check for Understanding (CFU) Quizzes (40 points)**

There will be 8 quizzes each worth 5 points. The quizzes will focus on the required readings and scoring procedures. These Check for Understanding Practice Quizzes are designed for you to evaluate your understanding of course material and assignments. You can take the Quiz as many times as you want to achieve the 100% score. **Your highest grade will be recorded.**

1. **EVALUATION:** Final grades will be based on points assigned through completion and evaluation of course requirements and grades will be assigned on the basis of number of accumulated points, as follows:

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| **ASSIGNMENTS** | **Points per**  **activity** | **Total Points Possible** | **Approximate rounded % of final**  **grade** |
| **Exams (3)** | **See Below** | 300 | 46% |
| * **Exam 1 Modules 1-3** | 100 |  |  |
| * **Exam 2 Modules 5-11** | 100 |  |  |
| * **Exam 3 Modules 13-15** | 100 |  |  |
| **CBMs Administration with Fidelity Check with PEERS** | 50 | 50 | 8% |
| **Four CBMs Administered to School Age Students** | 100 | 100 | 15% |
| **Case Study Data Analysis & Instructional Recommendations** | 40 | 40 | 6% |
| **IEP Project and Mock IEP** | 30 | 30 | 5% |
| **Application Activity Assignments (9)** | 10 | 90 | 14% |
| **Check for Understanding Quizzes (8)** | 5 | 40 | 6% |
| **Total Points** |  | **650** | **100%** |

**8. GRADING AND EVALUATION**:

**Student Evaluation**: Student performance in the class will be determined according to the following point assignments and scale**.**

| Letter Grade | Percentage | Points |
| --- | --- | --- |
| A | 90 - 100 | 585-650 |
| B | 80- 89 | 520-578.5 |
| C | 70-79 | 455-513.5 |
| D | 65-69 | 422.5-448.5 |
| F | 64 and below | 416 and below |

1. **Class Policy Statements:**

*Following are AU recommended class policy statements. Any modifications are to be approved by the department head who will consult as needed with the associate dean for academic affairs to ensure consistency with university policies.*

1. Participation: Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course. Students are responsible for reading chapters in the textbook prior to attending class.
2. **Excused Absences**:  Students are granted excused absences from class for the following reasons:  Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays.  Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.  The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.  Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).
3. **Make-Up Policy:**Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences.  Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.  The format of the make-up exam will be (as specified by instructor).
4. **Disability Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up the meeting, please contact the instructor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
5. Honesty Code:  All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) will apply to this class.  All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
6. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

*In addition to the university recommended statements noted above, College of Education syllabi are to include the following statement:*

1. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**Student Academic Grievance Policy:** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See University Policy Site for steps toward redress <https://sites.auburn.edu/admin/universitypolicies/default.aspx>.

**Confidentiality:** Respect family rights to privacy, the identity of children and families will be confidential.

**Assessment Rubric**

| Assessment Rubric | Exemplary | Competent | Progressing | Poor |
| --- | --- | --- | --- | --- |
| The Candidate understands formal and informal assessment strategies and selects appropriate assessments (4.1) | | | | |
| Demonstrates understanding of the different kinds of assessment; can distinguish between different types of assessments; can match type of assessment with purpose  **Determined by overall exam performance** |  |  |  |  |
| Selects appropriate assessments based on intended use of assessment, technical characteristics including validity, reliability, norms, and bias, and student characteristics, including cultural and linguistic characteristics  **Determined by overall exam, application activity, and case study interpretation performance** |  |  |  |  |
| The Candidate accurately administers and interprets assessments (4.2) | | | | |
| Accurately administers and scores four formal assessments to school-age student following guidelines provided in administration manual  **Determined by CBM Administration, scoring, and interpretation project of four CBMs** |  |  |  |  |
| Interprets assessment results accurately; identifies instructional implications, areas of instructional need, supports, and accommodations and/or modifications supported by data.  **Determined by application activities, case study interpretation, and IEP development** |  |  |  |  |
| The Candidate demonstrates professionalism throughout the assessment and decision-making process (4.3) | | | | |
| Administers assessments in a professional manner using guidelines within the manual  **Determined by CBM observation and fidelity of implementation project performance.** |  |  |  |  |
| Demonstrates appropriate written communication; results communicated in a way that are culturally sensitive; all of the required parts of the written assessment report are noted properly with correct data  **Determined by Mock IEP demonstration** |  |  |  |  |