

Auburn University
Department of Rehabilitation, Special Education, and Counseling

Spring 2012

COURSE NUMBER: RSED 3110 Assessment in Special Education

Credit Hours: 3 semester hours (Lecture 3)

Time: Tuesday & Thursday 2:00 to 3:15

Haley Center Room 1218

Prerequisites: RSED majors only

Instructor: Dr. Peggy Shippen

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1. DATE SYLLABUS PREPARED: January 2012

2. TEXT:

Taylor, R. L. (2009). *Assessment of Exceptional Students* (8th ed.). Allyn & Bacon: Boston.

3. SELECTED READINGS

Curriculum-Based Measurement: A Manual for Teachers and Curriculum-Based Measurement: Workshop Participation Packet located at the following site:

<http://www.interventioncentral.org/>

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 assessment of students with disabilities. The course provides opportunities for application of concepts in assessment in special education as well as administration, review, and interpretation of standardized and curriculum based assessment data. The course covers historical, ethical, practical, and theoretical perspectives on identifying disabilities and planning individualized instructional programs for students with special needs.

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

1. Demonstrate an understanding of the relevant litigation and legislation related to assessment. ***CEC Standard: 1, 2, and 9**

2. Describe, analyze, and demonstrate major diagnostic test strategies and interpret data.
CEC Standard: 7 and 8

3. Use formal and informal assessment procedures and interpret results.

CEC Standard: 8

4. Explain different purposes for assessment of students with disabilities

CEC Standard: 2 and 6

5. Demonstrate knowledge and sensitivity for special needs testing.

CEC Standard: 2, 3, and 8

6. Develop collaborative and consultation skills through involvement in cooperative group activities.

CEC Standard: 9 and 10

7. Demonstrate an understanding of the fundamental concepts of assessment (e.g., terminology, reasons for testing, use of testing data)

CEC Standard: 1 and 8

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

CEC Standard: 8 and 9

9. Review selected assessment methods and instruments.

CEC Standard: 8

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

CEC Standard: 8**6. COURSE CONTENT (Tentative Schedule):**

Date	Topics	Readings Completed for Class	Assignments Due
Week 1 Jan. 10 & 12	Introductions/Syllabus		
	Historical & Legal Basis	Chapter 1	
Week 2 Jan. 17 & 19	The Assessment Process	Chapter 2	Team: June p. 24
	LRC Assessment Materials Check Out		
Week 3 Jan. 24-26	Practical & Ethical Considerations	Chapter 3	Team: June p. 51
	Practical & Ethical Considerations	Chapter 3	Team: June p. 73
Week 4 Jan. 31 & Feb. 2	Observation and FBA	Chapter 4	
	Observation and FBA	Chapter 4	Team: June p. 97
Week 5 Feb. 7 Tues Feb. 9 Th	Exam 1 Chapters 1-4		
	Criterion Referenced Tests and Curriculum Based Assessment	Chapter 5	

Week 6 Feb. 14 & 16	Criterion Referenced Tests and Curriculum Based Assessment	Chapter 5	Team: June p. 124
	Alternate Assessment	Chapter 6	
Week 7 Feb. 21 & 23	Assessment of Intelligence	Chapter 7	
	Discussion of Classmate Assessment (SATA)	SATA Manual	Team: June p. 171
Week 8 Feb. 28 and March 1	Assessment of Adaptive Behavior	Chapter 8	SATA IQ
	Assessment of Emotional Status	Chapter 9	
Week 9 March 6 & 8	Assessment of Emotional Status	Chapter 9	BASC
	Exam 2 on Chapters 5-9		
SPRING BREAK March 12-6 ☺			
Week 11 March 20 & 22	Assessment of General Achievement	Chapter 11	SATA Achievement
	Assessment of General Achievement	Chapter 11	Team: June p. 271
Week 12 March 27 & 29	Assessment of Reading	Chapter 12	
	Assessment of Reading WRMT Update and Review	Chapter 12	Initial WRMT Scores
Week 13 April 3 & 5	Assessment of Math	Chapter 13	Team: June p. 295
	Assessment of Math Key Math Update and Review	Chapter 13	Initial Key Math Scores
Week 14 April 10 & 12	Assessment of Written Expression	Chapter 14	Initial TWS Scores
	Release Day to Work on Assessments and Portfolio		
Week 15 April 17 & 19	Eligibility for Special Education	Alabama Administrative Code	
	Eligibility for Special Education	Alabama Administrative Code	
Week 16	Last Class April 23, 2012 Portfolio Due and Exam 3 on Chapters 11-14		

7. COURSE REQUIREMENTS:

1. Exams.

There will be three examinations during the semester. Examinations will be a combination of objective and short answer items **(20 points each)**.

2. Assessment Assignments (30 points)

a. Standardized assessments (20 points). Students will administer, score, and interpret the results of a standardized reading, math, spelling, and an overall achievement assessment given to a school-age student. The assessments will be obtained from the LRC.

Reading: Woodcock Reading Mastery Test-Revised/NU

Math: Key Math

Spelling: Test of Written Spelling

Behavior: Behavior Assessment Scale for Children (BASC)

Classmate Assessment: Scholastic Abilities Test for Adults (SATA)

b. Curriculum based measurements (10 points). Students will (a) conduct the following curriculum based measurements with a school-age student, and (b) interpret the CBM results through scoring and graphing.

Reading Fluency: 2 reading fluency CBMs (wpm, errors, wcpm)

Reading Comprehension: 2 Maze passages (% correct of attempts)

Math: 2 math calculation CBMs (% of correct digits)

Spelling: 2 spelling CBMs (% of words spelled correctly and correct letter sequences)

Writing: 2 written expression CBMs (# of TWW, % of WSC, % of CWS)

3. Attendance and Participation (10 points-June Case Study Activities)

Students will respond to the follow-along textbook case study of “June” by answering the designated questions. The assignment may be completed in teams of 2 or 3. Also students are expected to follow the attendance policy and actively participate in class.

8. GRADING AND EVALUATION:

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

Assignment	Points
Exam 1	20
Exam 2	20

Exam 3	20
Standardized Assessments	30
Curriculum Based Assessments	10
Attendance/Participation (June Case Study)	10
TOTAL	100

Grading Scale:

90-100	A
80-89	B
70-79	C
60-69	D
Below 59	F

9. CLASS POLICY:

Attendance: Students are expected to attend class and participate in class discussions and activities. According to the Auburn University Bulletin: “Specific policies regarding class attendance are the prerogative of individual faculty members. Faculty shall inform each class in writing at the beginning of the course regarding the effect of absences on the determination of grades.”

The course attendance policy is that (a) only one (1) absence is permitted for a semester course that meets once a week, and (b) only two (2) absences are permitted for a semester course that meets two or more times a week. Failure to meet this standard will result in a grade of “FA” (failure for excessive absences) unless the student withdraws from the class prior to the withdrawal date (see university semester calendar). At the discretion of individual instructors, verified absences may be excused under unusual circumstances (see Tiger Cub). In order for the absence to be considered excusable, however, the instructor must be in receipt of the documentation within seven days from the class in which the absence occurred.

Assignments: All written assignments are expected to conform to the current style manual of the American Psychological Association (APA), when appropriate. Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional.

All assignments must be turned in the day each are due and during the regularly scheduled class time. Assignments must be turned in by the student completing the assignment.

No late assignments will be accepted unless accompanied by a university approved excuse. If a student misses turning in an assignment and has a university approved excuse, he or she will have **one week** from the time he or she returns to class to turn in the assignment.

NOTE: Any assignments completed and/or submitted that do not comply with the above requirements will be returned and will not be accepted for credit.

Exams: Arrangements to make up missed major examinations (e.g. hour exams, mid-term exams) due to properly authorized excused absences shall be initiated by the student within one week from the end of the period of the excused absence. Normally, a make up exam shall occur within two weeks from the time the student initiates arrangements for it.

Accommodations for Students with Disabilities: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail (rabreks@auburn.edu). Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with The Office of Accessibility 1228 Haley Center at 844-2096.

Classroom Behavior and Honesty: Students are expected to read and adhere to all classrooms and community policies regarding behavior and honesty.

Competent professionals . . .

1. understand the central concepts, tools of inquiry, and structures of the content they teach or practice.
2. create learning experiences that make the content they teach or practice meaningful for individuals.
3. understand how individuals differ in their approaches to learning and create instruction or implement other professional practices adapted to this diversity.
4. use knowledge of how individuals learn and develop to provide educational opportunities that support intellectual, social, and personal development.
5. understand and use a variety of evidence-based professional practices in reasoned and flexible ways to encourage individual development of critical thinking, problem solving, and performance skills.
6. use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
7. use knowledge of effective verbal and non-verbal communication to foster active inquiry, collaboration, and supportive interaction in learning environments.
8. plan professional practices based upon knowledge of subject matter, individuals, the community, and identified goals.
9. understand and use formal and informal assessment strategies to evaluate and ensure continuous progress toward identified goals.
10. use technology in appropriate ways.

Committed professionals . . .

11. engage in responsible and ethical professional practices.
12. contribute to collaborative learning communities.
13. demonstrate a commitment to diversity.
14. model and nurture intellectual vitality.

Reflective professionals . . .

15. analyze past practices to stimulate ongoing improvement of future practices.

**CEC Standards (brief)*

Brief Statement of CEC Standards	* RSED 3110
1. Subject matter content and pedagogy (CEC Standard 1)	•
2. Human growth and development (CEC Standard 2)	•
3. Teaching diverse groups of learners (CEC Standard 3)	
4. Using of a variety of instructional strategies, including technology (CEC Standard 4)	
5. Creating a positive learning environment (CEC Standard 5)	
6. Has effective communication skills (CEC Standard 6)	•
7. Plans for instruction based on subject matter, students, and curriculum (CEC Standard 7)	•
8. Uses assessment to evaluate learning (CEC Standard 8)	•
9. Reflective practice and professional growth (CEC Standard 9)	•
10. Foster relationships with colleagues, parents, and community (CEC Standard 10)	•