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| **Auburn University**  **Department of Rehabilitation, Special Education, and Counseling** |
| **COURSE NUMBER: RSED 4140 Assessment in Special Education:**  **Applications Part II**  **Credit Hours**: 3 semester hours  **Time: Tuesdays 5:30-8:00 p.m.**  **Prerequisites:** RSED majors only concurrent with Internship  **Office hours:** By appointment |
| **Instructor:** Mr. Curtis Gage  **Email**: [cag0047@auburn.edu](mailto:cag0047@auburn.edu)  **Class** **Location:** Haley Center 2226 |
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**1**. **DATE SYLLABUS PREPARED:** January 2018

**2.** **REQUIRED** **TEXT:**

Hosp, M.K, Hosp., J. L., Howell, K. W. & Allison, R. (2014). *The ABC’s of CBM: A Practical Guide to Effective Decision Making.* *G*uilford: NY, NY.

**RECOMMENDED TEXT:**

Burns, M.K., & Parker, D.C. (2014). *Curriculum-based assessment for instructional design: Using data to individualize instruction*. *G*uilford: NY, NY.

**3. SELECTED READINGS**

CBM Manuals on 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.

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.

1. **COURSE CONTENT (Tentative Schedule):**

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| **Date** | **Topics** | **Readings Completed**  **for Class** | | | **Assignments Due** |
| **Week 1**  **Jan. 16** | Cover Syllabus  Curriculum Based Measurement Tools | CBE, CBA, and CBM  Reading, Spelling, Maze | | | Identify a student in your internship site |
| **Week 2**  **Jan. 23** | Considerations of Informal Assessments  Curriculum Based Measurement Tools | CBM Manuals on Canvas  Hosp Ch. 1  Burns Ch. 1  Writing and Math | | | Teacher Permission to access an academic goal to focus on student IEP  **Quiz 1- Chapter 1** |
| Overview of CBE Instructional Level | Hosp Ch. 2  Burns Ch. 2 | | |  |
| **Week 3**  **Jan. 30** | Special Education Tracking System (SETS) | IEP information | | | Response to online discussion question  **Quiz 2- Chapter 2** |
| **Week 4**  **Feb. 6** | Special Education Tracking System (SETS) | IEP information  Compliance Verification Form (CVF) | | | Response to online discussion question |
| **Week 5**  **Feb. 13** | CBE Process Phase 1  CBA-ID as an Assessment Tool | Hosp Ch. 3  Burns Ch. 3 | | | Bring in Sample CBM’s to share with class  Bring in IEP annual goals  **Quiz 3 – Chapter 3** |
| **Week 6**  **Feb. 20** | CBE Process Phase 2  CBA-ID for Reading | Hosp Ch. 4  Burns Ch. 4  **Mock IEPs** | | | Response to online discussion question  **Quiz 4 – Chapter 4** |
| **Week 7**  **Feb. 27** | **Exam 1 Review** | | | | |
| **Week 8**  **Mar. 6** | **Exam 1**  **Scoring CBMs** | | | | |
| **Week 9**  **Mar. 13** | **Spring Break** | | | | |
| **Week 10**  **Mar. 20** | **No Class**  **IRIS Center Module**  **Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom**  [**https://iris.peabody.vanderbilt.edu/module/gpm/#content**](https://iris.peabody.vanderbilt.edu/module/gpm/#content) | | | | |
| **Week 11**  **Mar. 27** | CBE Process Phase 3  CBA-ID for Early Writing | | | Hosp Ch. 6  Burns Ch. 6 | **IRIS Module Responses Due** |
| Response to online discussion question  **Quiz 5 – Chapter 6** |
| **Week 12**  **Apr. 3** |  | | | **Mock IEPs** | Response to online discussion question |
| Trouble Shooting CBE  CBA-ID Instruction/Intervention | | | Hosp Ch. 7  Burns Ch. 7 | **Quiz 6 – Chapter 7** |
| **Week 13**  **Apr. 10** |  | | | **Mock IEPs** |  |
| Keeping CBE Process Going  CBA-ID In Action | | | Hosp Ch. 8  Burns Ch. 8 | Graphs of CBMs  Bring IEP Projects  **Quiz 7 – Chapter 8** |
| **Week 14**  **Apr. 17** |  | | | **Mock IEPs**  IEP Project Review/Questions  **Exam 2 Review** |  |
| **Week 15**  **Apr. 24** | **No Class** | | | | |
| **Week 16**  **May. 1** | **Exam 2 on CBE Process, Phases, and Questions**  **Progress Monitoring Portfolio and IEP Project DUE** | | | | |
| Progress Monitoring Elementary  and Secondary | | Article Bonus | | Article Review (5 Points) |

**The above schedule and procedures for this course are subject to change.**

**7. COURSE REQUIREMENTS:**

1. **Exams (100 points)**

There will be **two** examinations each worth **50 points**. The examinations will be a focused on scoring CBMS and the CBE phases, steps, and processes.

1. **Progress Monitoring Portfolio of School Age Student with a Disability (300 total points)**

**The Progress Monitoring Portfolio will be worth 150 points and be well organized into sections according to the progress monitoring data collections on each student for each site. (150 points each site)**

The original signed “consent to test form” **must** be the first page of portfolio for each student.

Each student will (a) administer, score, and interpret the results for the following curriculum based measurement with a school-aged student with a disability, **and** (b) interpret the CBM results (error patterns) through scoring. These CBMs will be accessible on ***Canvas*** or from the instructor.

**Student Demographics.** A brief description of the student including ethnicity, language, age, grade level, type of disability(ies), and present level of academic performance in each area should be included in the portfolio for each student.

**Data Collection.** Collect data once a week on goals of your teacher’s choosing using either his/her current data collection system or new one you develop. Then, graph data each week and analyze patterns. Include written narrative notes. The narrative notes must include an analysis of the data, instructional decisions and recommendations for each area. This assignment is to be completed weekly starting week 3 and shown to instructor. You will bring graph, actual data, and written narrative notes. In addition, include a description of the times and settings of conducting each CBM. The portfolio should be well organized into sections according to the progress monitoring data collections for each site. **The Portfolio will include a minimum of 5 progress monitoring data collection sessions per site or 10 data points if no change in internship site:**

Reading Fluency: 5 reading fluency CBMs (wpm, errors, wcpm)

Reading Comprehension: 5 maze CBMs (% correct)

Math: 5 math calculation CBMs (correct digits)

Spelling: 5 spelling CBMs (words spelled correctly/correct letter sequences

Written Expression: 5 written expression CBMs (correct word sequences)

**Data Analysis and Instructional Recommendations.** Analyze the datacollected and make instructional decisions. Be specific in reporting and describing the data. Make instructional recommendations based upon the data you collected and how you would plan the instruction and specially designed instruction for each student. This should also include supplementary aids and services, including accommodations and or modifications for each student.

1. **IRIS Center Module (40)**

Each student will complete the **Classroom Assessment (Part 1): An Introduction to**

**Monitoring Academic Achievement in the Classroom** in its entirety and answer the

assessment questions. Please be sure to review each section of this module (i.e., Challenge, Initial Thoughts, Perspectives and Resources, and Wrap up). After you have completed the module, answer questions 1-6 found in the Assessment section of this module, and submit your answers in Canvas. This assignment should be double spaced with a cover page.

1. **Individualized Education Program (IEP) Project (110 total points)**

**Standards-based Annual IEP Goals (80 total points)**

Each student will develop **two** measureable annual goals for the targeted student in your portfolio. Each student will develop one goal in two different subject areas based on the data collected on a student. 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. **(40 points each IEP annual goal)**

**Mock IEP (30 points)**

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. **Online Discussion Board Questions (80 points)**

Each student will submit an original response and the initial post on the online discussion board about the study questions. Each response must contain 5-10 complete sentences that are relevant to the discussion questions. Each response is worth 16 points.

1. **Chapter Quizzes (70 points)**

There will be 7 quizzes each worth **10 points**. The quizzes will focus on the required readings.

**8. GRADING AND EVALUATION**:

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

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| **Assignment** | **Points** |
| Exam 1 Scoring CBMs | 50 |
| Exam 2 CBE Phases, Steps, and Process | 50 |
| Progress Monitoring Project | 300 |
| IRIS Center Module Assessment | 40 |
| IEP Project | 110 |
| Discussion Board Questions | 80 |
| Quizzes | 70 |
| **TOTAL** | **700** |

**Grading Scale:**

**Grade Point Range**

A 90% - 100%600-700

B 80 - 89% 500-599

C 70% - 79% 400-499

D 60% - 69% 300-399

F Below 60% Below 299

**9. CLASS POLICY:**

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.