**Syllabus for Spring 2019**

**RSED 7120/6 Advanced Assessment in Special Education**

Department of Special Education, Rehabilitation, and Counseling

College of Education, Auburn University

**Instructor:** Eddie Clark

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Office Hours: By appointment, and after class

Class will meet on Thursday night’s from 6:30 PM to 9:00 PM in Haley Center, 1212.

# Course Description

This course focuses on the design of assessment strategies for students with learning and behavior disabilities. The main purpose of this course is to determine specific instructional needs and monitor academic progress in the context of data-based academic instruction. Students will select assessments, construct assessments, administer assessments, and use assessment data to develop appropriate instructional plans as well as set goals for individualized educational programs for students with disabilities in the following areas: reading, spelling, writing, and mathematics.

**Required Text**:

Hosp, M.K, Hosp., J. L., & Howell, K. W. (2007). *The ABC’s of CBM: A Practical Guide to Currículum-Based Measurement. G*uilford: NY, NY.

Lloyd, J. W., Landrum, T. J., Cook, B. J., & Tankersley, M. (2013). *Research-based approaches for assessment*. Pearson Education: Boston, CO.

**Additional Readings/Assignments**

*Curriculum Based Measurement: A Manual for Teachers.* Retrieved from the following site: <http://www.interventioncentral.org/> and will be posted on Canvas.

In addition to this, there may be selected readings and articles assigned by instructor which may be posted on Canvas.

# Course Objectives

Upon completion of this course, teacher education students will be able to:

1. Demonstrate an understanding of core concepts in assessment such as reliability, validity, and standardization.
2. Interpret records of student progress documented by formal and informal assessment strategies.
3. Demonstrate an understanding of data collected from formal and informal assessment procedures and instruments.
4. Use information from formal and informal assessment procedures to design goals for individualized educational programs.
5. Use performance data to make appropriate modifications to instructional programs and strategies.
6. Administer and interpret assessment procedures for a variety of curricular areas.
7. Demonstrate ways in which technology can assist with planning and managing assessment in the learning environment.

**Alabama Quality Teaching Standards to be addressed include:**

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| --- | --- |
| **(2)(c)5.(i)** | **Knowledge of the purposes, strengths, and limitations of formative and summative assessment and of formal and informal assessment strategies.** |
| **(2)(c)5.(iii)** | **Knowledge of measurement-related issues such as validity, reliability, norms, bias, scoring concerns, and ethical uses of tests and test results.** |
| **(3)(c)3.(i)** | **Knowledge of the role that mathematics plays in everyday life.** |
| **(3)(c)3.(ii)** | **Knowledge of the concepts and relationships in number systems.** |
| **(3)(c)3.(iii)** | **Knowledge of the appropriate use of various types of reasoning, including inductive, deductive, spatial and proportional, and understanding of valid and invalid forms of reasoning.** |
| **(3)(c)3.(iv)** | **Knowledge of both metric and customary measurement and fundamental geometric concepts, including shapes and their properties and relationships.** |
| **(5)(c)3.(ii)** | **Knowledge of Alabama's state assessment requirements and processes.** |

# Policies and Procedures

**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.” At the discretion of individual instructors, verified absences may be excused under unusual circumstances. 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). Written assignments completed outside of class 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 examinations 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.**

***Classroom Behavior and Honesty:*** Students are expected to read and adhere to all classroom polices in the Auburn University Policies site regarding classroom behavior and honesty (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>).

**Classroom Behavior: “**Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions… Students have the responsibility of complying with behavioral standards… Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of turn; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence.” (See Auburn University Policy Site <https://sites.auburn.edu/admin/universitypolicies/default.aspx>).

**Honesty Code**: The University Academic Honesty Code and the University Policy Site Regulations pertaining to Cheating will apply to this class (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>). The Auburn Academic Honesty Code is found in both the University Policy Site and the Student Government Association’s Code of Laws. Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g. tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, students are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.

***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. If you have a conflict with office hours, an alternate time can be arranged. To set up this meeting, please contact your supervisor 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).

***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.

***Contingency Plan:*** In the unlikely event that either instructor(s) or students are unable to attend class due to serious infectious illness (documentation required), assignments and will be made available on Canvas for completion or submission.

# Course Assignments and Requirements

**Article Summary and Reaction (2 papers @ 5 points for 10 points)**

Students will be provided one article by the instructor on the topic of informal assessment for review and reaction. The second article on the topic of “progress monitoring” will be located by the student. Each article summary and reaction should include a section with a summary and a section with the reaction and be a minimum of 2 double spaced pages.

**Content Exams (2 @ 20 points for 40 points):**

Major concepts will be presented during the class sessions of the course. The student’s ability to understand and use this knowledge is vital to your ability to attain course objectives.

**Assessment Portfolio (50 points total) consisting of the following:**

A portfolio will be compiled by each student and have 2 primary components (A and B) below. It is required that the student writes a 4-5 page assessment summary report including findings of the standardized achievement tests and the CBMs outlined below.

1. Standardized Achievement Tests (**25 points**):

Students will **administer, score, and interpret** the results of standardized achievement tests given to a **school-age** student. One test will be comprehensive in nature including multiple academic areas such as reading, math and writing. The other academic achievement tests will focus on one are such as math, reading, or spelling only. Also, target students will complete the survey or request completion of scales or inventories of the target student from his/her parent or teacher.

**On campus** students will administer the following comprehensive achievement test and focused skill reading test. These instruments are available in the LRC with the exception of the career interest assessment.

* + Test of Written Spelling (TWS-4)
  + Kaufman Test of Educational Achievement (KTEA-II)
  + Woodcock Reading Mastery Test- III (WRMT)
  + Career Interest Inventory (Instructor will provide)
  + Behavior Assessment Scale for Children (BASC)

**Distance students** will acquire assessments **from the local school district** where you work or where you are completing your practicum. IF YOU CANNOT access test materials, then we will work with the LRC to help provide assessments. You will not have to complete the exact achievement tests noted above; however you will need a single area achievement test such as math, reading, spelling or writing and one comprehensive achievement test with multiple areas of assessment. You will also need to acquire a behavior or adaptive behavior assessment. The instructor will provide the career interest inventory.

1. Curriculum-Based Measures (CBMs = **20 pts** ):

Students will administer and interpret informal assessments in the academic areas of …

(1) **reading** **decoding**/fluency /words per minute, errors, and wcpm (5 probes)

(2) **reading** **comprehension**/ percent correct on maze (5 probes)

(3) **spelling**/correct letter sequences and words spelled correctly (5 probes)

(4) **written expression**/ total words written and correct word sequences (5 probes)

(5) **math** computation or math problem-solving/correct digits and correct answers (5 probes)

(12.5 pts for administration (.5 each) and 7.5 pts for interpretation = **20 pts for CBMs**)

For the CBMs in PART B, students are required (a) **to conduct** these informal assessments with the same school-age student assessed in Part A. The CBM section of the portfolio must include the scripted administration procedures used in the CBM manual as well as scoring outcomes, AND (b) **to interpret** the CBMs for instructional planning. Interpretation includes recommended types of instructional strategies that the student would benefit be likely to benefit from. These recommendations MUST be data-based and written as a measurable instructional goal(s).

CBM data **MUST** be presented in tables or graphs along with the written interpretation of skills or deficits identified from the CBMs.

Portfolio Quality **(5 points):** Overall quality of portfolio including content and organization.

**Evaluation Procedure:** Students will earn points for each assignment. Grades will be awarded based on the following scale:

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| --- | --- | --- | --- | --- |
| **Grading Scale** | |  | **Assignment Values (Total of 100)** | |
|  |  | Article Review 2 X 5pts | 10 |
| A | 90-100 | Quizzes 2 X 20 pts | 40 |
| B | 80-89 | Standardized Tests (Part A) | 25 |
| C | 70-79 | CBMs (Part B) | 20 |
| D | 60-69 | Portfolio Quality | 5 |

**Course Schedule**

**Note:** The assignments and due dates are tentative and subject to revisions and changes.

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| **DATE** | **TOPICS** | **READINGS** | **ASSIGNMENT DUE** |
| 1/10 | Syllabus  Overview of Course |  |  |
| 1/17 | Research-Based Assessment | Lloyd text Chapter 1-2 | Test of Written Spelling  in class |
| 1/24 | Data Based Decisions | Lloyd text Chapter 3-4  Scoring CBMs | Meet in LRC at 4 PM for material checkout |
| 1/31 | Parents and IEPs  Standardized Assessment in Reading and Overall Achievement | Lloyd Chapters 5-6  Examiner’s Manual for  WRMT-3 | Parent Permission Forms  Bring Assessment Easel |
| 2/7 | Curriculum Based Measurement | CBM Manual on Canvas  Lloyd Chapter 8  Hosp Ch. 1 & 2 | Scoring CBMs |
| 2/14 | **No Class**-Work on Article Review | | |
| 2/21 | Placement and LRE  IQ and Adaptive Behavior  Assessing Reading (WRMT) | Lloyd text Chapter 7-8  Hosp Ch. 3 & 4  CBM Manual | 1st Article Review Due |
| 2/28 | Assessing Spelling (TWS) | Hosp Ch. 5  CBM Manual | Bring reading spelling CBMs  Discuss Portfolio Part A |
| 3/7 | Content **QUIZ 1** covers content through 2/28 | | |
| **Spring Break, March 11-15 ☺** | | | |
| 3/21 | Assessing Writing  Accommodations for Assessment | Hosp Ch. 6  CBM Manual  Lloyd Ch. 9 | Standardized assessments review **(Portfolio Part A)**  Bring Writing CBMs |
| 3/28 | **No Class**-Work on Article 2 and Portfolio B | | |
| 4/4 | Assessing Math | Hosp Ch. 7  CBM Manual | Bring Math CBMs |
| 4/11 | Charting & Graphing Data | Hosp Ch. 8 & 9  CBM Manual | 2nd Progress Monitoring Article Review Due |
| 4/18 | Eligibility in Special Education  Alternative Assessment | Alabama Administrative Code |  |
| 4/25 | Content **QUIZ 2** covers content through 4/18  Portfolio Due (DE student Portfolio must be post marked by this date). | | |