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| **Auburn University**  **Department of Special Education, Rehabilitation, and Counseling** |
| **Spring 2020**  **COURSE NUMBER: RSED 3110 Assessment in Special Education**    **Credit Hours**: 3 semester hours (Lecture 3)  **Time:** Wednesday 4:00 – 6:30  Haley Center Room 2124  **Prerequisites:** RSED majors only |
| **Instructor:** Eddie Clark  [eddie.clark@auburn.edu](mailto:eddie.clark@auburn.edu) |
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1. **DATE SYLLABUS PREPARED:** January 2020

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

Pierangelo, R.A. & Giulani, G. (2017). *Assessment in Special Education.* Boston, MA: Pearson.

**3. SELECTED READINGS**

See 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 standardized assessments for evaluating 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 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, 6**

2. Describe, analyze, and demonstrate major diagnostic test strategies and interpret data. 

**CEC Standard: 4**

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

**CEC Standard: 4**

4. Explain different purposes for assessment of students with disabilities

**CEC Standard: 4**

5. Demonstrate knowledge and sensitivity for special needs testing.

**CEC Standard: 1, 4**

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

**CEC Standard: 7**

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

**CEC Standard: 4**

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

**CEC Standard: 4 and 6**

9. Review selected assessment methods and instruments.

**CEC Standard: 4**

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

**CEC Standard: 4**

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

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| **Date** | **Topics** | **Readings Completed**  **for Class** | **Assignments Due** |
| **Week 1**  **Jan. 8** | Introductions/Syllabus |  | Find a school age student  (6-16 years old) |
| Intro to Assessment | Chapter 1 |  |
| **Week 2**  **Jan. 15** | Methods of Assessment | Chapter 2 | **Parent permission to assess/video** |
| KTEA Materials Check Out Review KTEA | | |
| **Week 3**  **Jan. 22** | Methods of Assessment | Chapter 2 | Review KTEA |
| Scoring Terminology | Chapter 4 |  |
| **Week 4**  **Jan. 29** | Scoring Terminology | Chapter 4 | **Parent permission to assess/video DUE** |
| Response to Intervention | Chapter 5 |  |
| **Week 5**  **Feb. 5** | Pre-Referral Strategies | Chapter 6 |  |
| Pre-Referral Strategies | Chapter 6 |  |
| **Week 6**  **Feb. 12** | **Exam 1 Chapters 1 ,2, 4, 5 and 6** | | |
| Multidisciplinary Team | Chapter 7 |  |
| **Week 7**  **Feb. 19** | Parent Consent and Evaluation | Chapter 8 | Test of Written Spelling  In Class |
| Assessment of Academic Achievement | Chapter 9 | Bring Draft KTEA Results to Class |
| **Week 8**  **Feb. 26** | Norm-Referenced  Assessment | Key-Math |  |
| **Week 9**  **Mar. 4** | Norm-Referenced  Assessment | Key-Math |  |
| **Exam 2, Chapter 7-9** | | |
| **Mar. 11th** | **Spring Break** |  |  |
| **Week 10**  **Mar. 18** | Assessment of Behavior | Chapter 11 | Review BASC |
| Assessment of Behavior | Chapter 11 | Review Key Math |
| **Week 11**  **Mar. 25** | Determining Whether a Disability Exists: Eligibility | Chapter 16 | Review CVFs for discussion |
| No Class: Administer Assessments | | |
| **Week 12**  **April 1** | Determining Whether a Disability Exists: Eligibility | Chapter 16 | Review CVFs for discussion |
| Determining Whether a Disability Exists: Eligibility |  | Review CVFs for discussion |
| **Week 13**  **April 8** | Determining Whether a Disability Exists: Eligibility |  | Review CVFs for discussion |
| Portfolio Presentation | Draft Materials including video clips with self-critique | 7-8 minutes |
| **Week 14**  **April 15** | Release to Complete Assessments and Portfolio | | |
| **Week 15**  **April 22** | **Review Test of Written Spelling** | | |
| **Week 16**  **April 29** | **Individual Meetings with Instructor** | | |
| **Exam 3 Chapters 11 &16**  **Portfolio Submission** | | |

**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).**

1. **Assessment of Classmates (4 Points).** Students will administer an adult normed achievement and intelligence test to a classmate, interpret the scores, and present their findings in their portfolio. Only one of the two students will include the assessment findings in their portfolio and both students will get credit for the work.
2. **Assessment of School Age Student (26 points)**

The original signed “consent to test/video form” should be the **first** page of portfolio.

**Standardized Assessments (20 points)**

Students will to administer, score, and interpret the results of a standardized reading, math, spelling, and behavioral assessment given to a school-aged student. The assessments will be obtained from the LRC or the instructor.

Reading: Kaufman Test of Educational Achievement (LRC)

Math: Key Math (scoring software in LRC)

Spelling: Test of Written Spelling (no software)

Behavior: Behavior Assessment Scale for Children (BASC) (software in LRC)

**Video of Assessment Administration: (4 points)** Recording of one subtest or complete administration of the TWS. The camera should be focused on you and not show the examinee’s face. The video should include the easel, score sheet, and audio of your administration.

**Portfolio Presentation (2 Points)** 7-8 minutes. Describing selected clips of video assessment administration results.

1. **Attendance and Participation (10 points-Class Activities)**

YOU MUST BE PRESENT TO GET CREDIT FOR THE CLASS ACTIVITIES. 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**.**

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| **Assignment** | **Points** |
| Exam 1 | 20 |
| Exam 2 | 20 |
| Exam 3 | 20 |
| Portfolio (Assessments, Video, Presentation) | 30 |
| Attendance/Participation (Class Activities) | 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.”

**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.

**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, 122 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.

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| CEC Initial Preparation Standards | |
| Standard 1 | Learner Development and Individual Differences |
| Standard 2 | Learning Environments |
| Standard 3 | Curricular Content Knowledge |
| Standard 4 | Assessment |
| Standard 5 | Instructional Strategies and Planning |
| Standard 6 | Professional Learning and Ethical Practices |
| Standard 7 | Collaboration |



DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

Consent Agreement Fall 2019

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This document is to indicate that I have been informed and do approve of the participation of my child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (first and last name), in the practicum activities of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (AU student’s first and last name). My permission includes videoing of the practicum student administering assessments, but **will** **not** include my child’s face or identifiable features. I understand that this university student is gaining experience in the use of assessments and the results obtained from the use of these assessments should not be construed as reliable, valid results.

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Printed Name of Parent or Guardian Signature of Parent or Guardian

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Printed Name of Witness Signature of Witness