

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

1. **COURSE NUMBER:** RSED 3110 Assessment in Special Education

**Course Title**: Assessment in Special Education

**Credit Hours**: 3 semester hours

**Prerequisites:** RSED Majors, or by permission

**Co-requisites:** None

**Instructor:** Caroline Dunn, Humana-Germany-Sherman Distinguished Professor

Pronouns: she/her/hers

**Office Address:** 2014 Haley Center

**Email Address:** [dunnca1@auburn.edu](mailto:dunnca1@auburn.edu)

The instructor will respond to Tigermail emails or Canvas messages within 48 hours of receipt (note: this may vary for emails sent on Saturday or Sunday)

**Phone Number:** 334-844-2086

**Office Hours:** Tues. 3:30-4:30 pm or by appointment

1. **DATE SYLLABUS PREPARED:** December 2020. This syllabus is a tentative outline for the Spring 2021 semester and **is subject to change.**
2. **TEXT:**

Pierangelo, R.A. & Giulani, G. (2020). *Assessment in Special Education (5th Ed).* Boston, MA: Pearson.

**3. SELECTED READINGS**

[Alabama Literacy Act and Students with Disabilities](https://www.alsde.edu/sec/ses/Resources/FINAL%20-%20Alabama%20Literacy%20Act%20and%20Students%20with%20Disabilities%20FAQ.pdf)

[Mastering the Maze](https://www.alsde.edu/sec/ses/Policy/2019%20Mastering%20the%20Maze%20Process%201.pdf#search=Mastering%20the%20Maze)

[Plain Language of Special Education](https://www.alsde.edu/sec/ses/Policy/PlainLanguageFebruary2020.pdf)

Other in 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**

|  |  |
| --- | --- |
| 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 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topics** | **Readings Completed**  **for Class** | **Assignments Due** |
| **Week 1**  **Jan. 12 & 14** | Introductions/Syllabus |  | *Find a school age student*  *(6-16 years old) due Feb. 9* |
| Intro to Assessment | Chapter 1 | Ice Cream Personality Test #1 |
| **Week 2**  **Jan. 19 & 21** | Methods of Assessment | Chapter 2 |  |
| Basic Statistical Concepts | Chapter 3 |  |
| **Week 3**  **Jan. 26 & 28** | Scoring Terminology | Chapter 4 |  |
| Scoring Terminology | Chapter 4 |  |
| **Week 4**  **Feb. 2 & 4** | Response to Intervention | Chapter 5 |  |
| Test of Written Spelling (TWS) | Review TWS |  |
| **Week 5**  **Feb. 9 & 11** | **Thursday: Meet in LRC for Materials Check Out**  **Parent permission to assess/video DUE** | | |
| Alabama RTI Process  Pre-Referral Strategies | Chapter 6 |  |
| **Week 6**  **Feb. 16 & 18** | **Wellness Day** | | |
| **Exam 1 Chapters 1-6** | | |
| **Week 7**  **Feb. 23 & 25** | Multidisciplinary Team  Parent Consent and Evaluation | Chapter 7  Chapter 8 | Ice Cream Personality Test #2 |
| Parent Consent and Evaluation cont.  Assessment of Academic Achievement | Chapter 8 cont.  Chapter 9 |  |
| **Week 8**  **Mar. 2 & 4** | Assessment of Academic Achievement cont.  Kaufman Test of Educational Achievement (KTEA) | Chapter 9 cont.  KTEA Review |  |
| Key Math Diagnostic Assessment | Key Math Review |  |
| **Week 9**  **Mar. 9 & 11** | Assessment of Intelligence | Chapter 10  SATA IQ Review |  |
| Assessment of Intelligence | Chapter 10 cont.  SATA IQ and Achievement Review |  |
| **Week 10**  **Mar. 16 & 18** | Assessment of Behavior | Chapter 11 |  |
| **Exam 2, Chapters 7-10, Assessments** | | |
| **Week 11**  **Mar. 23 & 25** | Behavior Assessment System for Children-3 (BASC) | BASC Review |  |
| **Release to Administer Assessments** | | |
| **Week 12**  **Mar. 30 & Apr. 1** | Determining Whether a Disability Exists: Eligibility | Chapter 16 |  |
| **Wellness Day** | | |
| **Week 13**  **Apr. 6 & 8** | Determining Whether a Disability Exists: Eligibility cont. | Chapter 16 cont. |  |
| **Individual Meetings with Dr. Dunn re: Portfolio Drafts** | | |
| **Week 14**  **Apr. 13 & 15** | Release to Complete Assessments and Portfolio | | |
| Development of the IEP | Chapter 19 |  |
| **Week 15**  **Apr. 20 & 22** | Portfolio Presentations |  | 5 minutes each |
| **Exam 3 Chapters 11, 16, and 19, some Cumulative Content** | | |
| **Week 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 Classmate (4 Points).**

Students will administer an adult normed achievement and aptitude 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.

1. **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 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, no software)

Math: Key Math (LRC, scoring software in LRC)

Spelling: Test of Written Spelling (LRC, no software)

Behavior: Behavior Assessment Scale for Children (BASC) (scoring 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)** 4-5 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**.**

|  |  |
| --- | --- |
| **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 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: “**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.

**COVID Related Policies:**

**Statement on COVID-19 physical distancing**

Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, studio, creative space setting and in public spaces.

Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

**Face covering policy**

In response to COVID-19, and in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines face coverings are required at all times while on campus, except when alone in a private office. This includes the classroom, laboratory, studio, creative space, or any type of in-person instructional activity, and public spaces. "A “face covering” is defined as a “covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask, surgical mask, towels, scarves, and bandanas.

If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.

**Possibility of going remote**

In the event that the University is forced to move to fully online instruction, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via a Canvas Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency by ensuring that you have access to a computer and Internet.

**Assignments / schedule subject to change due to pandemic**

The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

**In the event a student in class tests positive**

Students must conduct daily health checks in accordance with CDC guidelines (Links to an external site.). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the Student Health Center (Links to an external site.) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

**In the event that I test positive or am required to quarantine**

If I am unable to attend our F2F portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor will be identified (Dr. Margaret Flores) and she will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

**Zoom policies**

When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

**Attendance**

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

**Please do the following in the event of an illness or COVID-related absence:**

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam
* Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.



DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

Consent Agreement Spring 2021

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