**Auburn University**

**Course Syllabus**

**Department of Special Education, Rehabilitation, and Counseling**

**Basic Course Information**

**Course Number:** RSED 3110

**Course Title:** Assessment in Special Education

**Credit Hours:** 3 Semester hours

**Prerequisites:** RSED majors or by permission

**Term:** Spring, 2023

**Day/Time:** Tuesday, 6:30-9:00

**Instructor:** Meg Podemski

**Email**: [mop0010@auburn.edu](mailto:mop0010@auburn.edu)

**Phone**: 334-705-4159

**Office Hours**: By request and Tuesdays from 5:00 – 6:00

**Syllabus Prepared:** December 2022. This syllabus is a tentative outline for the Spring 2023 Semester and is subject to change.

**Required Text**: Assessment in Special Education: A Practical Approach, 6th Edition, by Roger A. Pierangelo & George A. Giuliani, ISBN: 978-0137545544

MyLab Education with Pearson eText will be set up through AU Bookstore. Contact them to opt out.

**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.

**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

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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 |

**COURSE CONTENT (Tentative Schedule)**

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Topics | Readings Completed for Class | Assignments DUE |
| Week 1  January 17 | Introductions  Syllabus  Introduction to Assessment | Chapter 1 | Begin looking for a school age student to evaluate |
| Week 2  January 24 | Methods of Assessment  LRC checkout procedures | Chapter 2 |  |
| Week 3  January 31 | Basic Statistics | Chapter 3 |  |
| Week 4  February 7 | Scoring Terminology | Chapter 4 | Parent permission to assess/video due |
| Week 5  February 14 | Legal, Ethical, and Professional Issues in Assessment | Chapter 5 |  |
| Week 6  February 21 | Diversity in Assessments and Response to Intervention | Chapters 6 & 7 |  |
| Week 7  February 28 | Exam 1 Chapters 1 – 7 |  |  |
| Week 8  March 7 | Spring Break |  |  |
| Week 9  March 14 | Screening Responsibilities  Pre-Referral  Multi-Disciplinary Teams | Chapters 8,9, & 10 |  |
| Week 10  March 21 | Assessment of Achievement and Behavior | Chapters 11 and 13 |  |
| Week 11  March 28 | Assessment of Intelligence | Chapter 12 |  |
| Week 12  April 4 | Exam 2 Chapters 8-13 |  |  |
| Week 13  April 11 | Writing an educational report  Begin reviewing CVF’s | Chapter 19 |  |
| Week 14  April 18 | Preparation and Presentation of Test Results  Eligibility Procedures | Chapters 20 & 21 |  |
| Week 15  April 25 | Developing an IEP  Meet with instructor | Chapter 22 |  |
| Week 16  May 2 | Exam 3 Chapters 14 - 22  Portfolio Submissions |  |  |

**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 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.

3. Assessment of School Age Student (25 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.

Achievement: Woodcock-Johnson   
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: (3 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.

4. 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.

**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: 25  
Exam 2: 20  
Exam 3: 20  
Portfolio (Assessments, Video, Presentation) 25  
Attendance/Participation (Class Activities) 10

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

**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, chatrooms, 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.

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 Student Policy eHandbook Links to an external site. for steps toward redress.

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.

Zoom policies  
If 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.