

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

1. **Course Number:** RSED 5330/6330/6330D

**Course Title:** Assessment for Eligibility

**Credit Hours**: 3 semester hours

**Prerequisites:** RSED Majors only

**2. Term:** Spring 2025

**Day/Time:** T/R, 9:30 AM – 10:45 AM

**Location:** Haley Center 1218

 **Date Syllabus Modified**: Updated November 2024

**3. Instructor:** Dr. Victoria Sanchez

 **Office Address**: Haley Center 1234C

 **Email Address:** vms0025@auburn.edu

 **Office Hours:**  By appointment

**4.**  **Required Textbook:** Pierangelo, R. A., & Giuliani, G. (2022). *Assessment in special*

*education: A practical approach* (6th ed.). Pearson.

 All Access: <http://aub.ie/allaccess>

 

**5. 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. This course will include assessment processes for eligibility for each category of special education eligibility. 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. May receive credit for RSED 5330 or RSED 6330.

**6. Student Learning Outcomes:**

|  |
| --- |
| 1.1.1 Understand how language, culture, and family background influence the learning of individuals with exceptionalities. |
| 4.1.1 Select and use technically sound formal and informal assessments that minimize bias. |
| 4.1.2 Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. |
| 4.1.3 Collaborate with colleagues and families to use multiple types of assessment information in making decisions about individuals with exceptionalities. |
| 6.1.1 Use Professional Ethical Principles and Professional Practice Standards to guide their practice.  |
| 7.1.2 Serve as a collaborative resource to colleagues. |

**7. Course Content (Tentative Schedule)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Lecture**  | **Assigned Readings****(due prior to class)** | **Assignments** **(due prior to class)** |
| Week 11/14 | **Syllabus -** Course Overview & Expectations | Class SyllabusClass Canvas |  |
| Week 11/16 | **Chapter 1** – Introduction to Assessment | Chapter 1, pp. 1‒10 |  |
| Week 21/21 | **Chapter 1** – Overview of the Assessment Process  | Chapter 1, pp. 11‒13 SpEd Process  |  |
| Week 21/23 | Navigating the IEP & Developing IEP Student Profiles  | IEP Information & Student Profile | HW 1: Assessment Process |
| Week 31/28 | Developing IEP Student Profiles  | Student Profile & IEP Videos on Canvas |  |
| Week 31/30 | **VIRTUAL CLASS** **Chapter 2** – Methods of Assessment  | Chapter 2 |  |
| Week 42/4 | **Chapter 3** – Basic Statistical Concepts | Chapter 3  |  |
| Week 42/6 | **Chapter 3** – Basic Statistical Concepts | Chapter 3  | Reflection 1: IEP |
| Week 52/11 | **Chapter 4** – Scoring Terminology used in Assessment  | Chapter 4 |  |
| Week 52/13 | **Chapter 4** – Scoring Terminology used in Assessment  | Chapter 4 |  |
| Week 62/18 | Basics of Assessment Administration  | Test Manual (TBA)  | IEP Profile #1 – Case Study  |
| Week 62/20 | Basics of Assessment Administration  | Test Manual (TBA)  |  |
| Week 72/25 | **Chapter 11** – Assessment of Academic Achievement | Chapter 11, pp. 133‒145, 154‒163 | HW 2: Participant Permission |
| Week 72/27 | **Chapter 11** – Assessment of Reading Achievement | KTEA-2 Reading |  |
| Week 83/4 | **Chapter 11** – Assessment of Math Achievement | Chapter 11, pp. 150‒154KTEA-2 Math  |  |
| Week 83/6 | **Chapter 11** – Assessment of Writing Achievement  | Chapter 11, pp. 145‒149 KTEA-2 Written Exp.  | IEP Profile #2: Select Student |
| Week 93/18 | **Academic Achievement Scoring and Interpretation** | Test Manual (TBA)  |  |
| Week 93/20 | **Academic Achievement Scoring and Interpretation** | Chapter 19 pp. 277‒285  |  |
| Week 103/25 | **Chapter 13** – Assessment of Behavior  | Chapter 13 | HW 3: Academic Interpretation |
| Week 103/27 | **Chapter 13** – Assessment of Behavior  | Chapter 13 |  |
| Week 114/1 | **Behavioral Assessment Scoring and Interpretation** | Test Manual (TBA)  |  |
| Week 114/3 | **Behavioral Assessment Scoring and Interpretation** | Test Manual (TBA) |  |
| Week 124/8 | **Chapter 12** – Assessment of Intelligence  | Chapter 12 | HW 4: Behavioral Interpretation |
| Week 124/10 | **Intelligence Assessments Scoring and Interpretation**  | Chapter 12 |  |
| Week 134/15 | **Chapter 18** – Determining Whether a Disability Exists – High incidence disabilities | Chapter 18, pp 257‒262Alabama Dept of SpEd |  |
| Week 134/17 | **Chapter 18** – Determining Whether a Disability Exists – High incidence disabilities | Chapter 18, pp.262‒266Alabama Dept of SpEd | Reflection 2: Eligibility Report |
| Week 144/22 | **Chapter 18** – Determining Whether a Disability Exists– High incidence disabilities | Chapter 18, pp.266‒270Alabama Dept of SpEd |  |
| Week 144/24 | **Chapter 18** – Determining Whether a Disability Exists – Low incidence disabilities | Chapter 18, pp.271‒273Alabama Dept of SpEd |  |
| Week 154/29 | **Chapter 18** – Determining Whether a Disability Exists – Low incidence disabilities | Chapter 18, pp.274‒276Alabama Dept of SpEd | HW 5: Eligibility |
| 5/1 | **ASSESSMENT PORTFOLIO DUE BY 11:59 PM**\*Graduate Student Presentation |  |  |

**8. Course Requirements:** Students are required to: a) successfully complete all assignments

 and submit to the instructor **no later than the date designated for each project**, b) attend class

 and participate, and c) read assigned materials prior to class sessions. Specific requirements

 include:

* 1. **Class Participation (15 points).** All students are expected to attend/view all class sessions, engage actively with the course content, and provide meaningful contributions. Note that “active participation” can occur in a variety of ways, including viewing, listening, writing, and speaking during lectures, discussions, and small-group activities. Frequent absences may curtail your opportunities to earn these points. Missing portions of classes, through persistent late arrival or early departure, may count toward the instructor’s determination of a student’s class attendance and participation. Distance students have one week from class video posting to view through Panopto. Panopto tracks minutes viewed and will be used to provide participation points (0.5 points per class).
	2. **Reflections (10 points).** Students will conduct 2 reviews of special education documents for a student within their placement. The first reflection will be the entire IEP and profile page reflection. The second reflection will be for the IEP eligibility report and services.
	3. **Homework (LA; 15 points).** There will be five homework assignments during the semester. These are designed to support the understanding and application of assessments in special education (3 points each).
	4. **IEP Profile (30 points).** Students will complete 2 IEP student profiles. One of these profiles will be for a provided case study. The second profile will be for a student in your placement.
	5. **Assessment Portfolio (30 points).** You will complete a comprehensive educational report for a K-12 student. This process will involve the administration, scoring, and interpreting of results. These assessments will include an academic achievement test and behavioral assessment **PLUS** your choice of a: (a) test of cognition, (b) language assessment, or (c) a diagnostic assessment.
	6. **Graduate Student Presentation (20 points).** Graduate students will develop a comprehensive presentation that outlines an individualized assessment plan for one student in their placement. Graduate students will identify the areas of need, select appropriate assessments, and justify their choices based on student need, psychometric properties, and norming populations.

**9. GRADING AND EVALUATION**:

|  |  |  |  |
| --- | --- | --- | --- |
| **Undergraduate Requirements** | **Points** | **Weighted Percentage** | **Grading Scale:** |
| Class Participation  | 15 | 10% | A | 90-100 |
| Reflections | 10 | 15% | B | 89-80 |
| Homework  | 15 | 15% | C | 79-70 |
| IEP Profile Page | 30 | 30% | D | 69-60 |
| Assessment Portfolio  | 30 | 30% | F | Below 59 |
| **TOTAL** | **100** | **100%** |  |  |
|  |  |  |  |  |
| **Graduate Requirements** | **Points** | **Weighted Percentage** | **Grading Scale:** |
| Class Participation  | 15 | 10% | A | 90-100 |
| Reflections | 10 | 15% | B | 89-80 |
| Homework  | 15 | 15% | C | 79-70 |
| IEP Profile Page | 30 | 30% | D | 69-60 |
| Assessment Portfolio + Presentation | 50 | 30% | F | Below 59 |
| **TOTAL** | **120** | **100%** |  |  |

# **10. CLASS GUIDELINES:**

* *Be responsible:* This is your education. Manage your time and responsibilities for this course.
* *Be attentive:* Minimize your distractions so you can learn best while you are in class. Ask questions, share your thoughts. The more you speak out, the more you learn.
* *Be considerate to others:* I value everyone’s viewpoint and want to foster a safe environment for open discussions and personal growth in our class. Therefore, we need to listen to others with understanding, use appropriate language, and convey respect. Maintain confidentiality of any personal information shared during class.
* *Communicate any issues as early as possible:* Communicating questions or concerns about material or assignments as soon as you can is key to your success.

**11. CLASS AND UNIVERSITY POLICIES:**

|  |  |
| --- | --- |
| Artificial Intelligence (AI):  | **In this course, it is expected that all submitted work is produced by the students themselves.** Students are permitted to use Generative AI Tools such as ChatGPT as a **supportive tool for brainstorming ideas and editing**. To maintain academic integrity, **students must disclose any use of AI-generated material.** Students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected.A student should include the following statement in assignments to indicate use of a Generative AI Tool: “The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment].” |
| Assignments: | Written assignments are expected to be 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 and time they are due. Assignments must be turned in by the student completing the assignment.Late assignmentswill be accepted up to one week following the deadline with a 10% penalty deduction per day [Deduction does not apply to 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.** |
| Attendance:  | Students are expected to attend class and participate in class discussions and activities and will be held responsible for any content covered in the event of an absence.  |
| Communication:  | Students are responsible for checking tigermail and Canvas at least once every 24 hours. Be sure to set your Canvas notifications so that you receive alerts when announcements are posted, assignments are due, a grade is released, messages are received, comments are made on assignments, etc.  |
| Documented 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, military orders, and religious holidays. Students who wish to have an excused absence from 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 [Student Policy eHandbook](https://cas.auburn.edu/owa/redir.aspx?C=6030eed59dec435abc9061fa4edc1426&URL=http%3a%2f%2fwww.auburn.edu%2fstudent_info%2fstudent_policies%2f) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) for more information on excused absences. |
| Email Communication:  | I will respond to emails sent to vms0025@auburn.edu within 48 hours Monday through Friday during regular work hours.  |
| Make-Up Policy: | Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student as soon as possible but no later than **one week** of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within one week of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.  |
| Step 1-2-3-Email: | Step 1: Refer to your syllabus or assignment directionsStep 2: Ask your Peer Pal from classStep 3: Visit my office hours – seriously, I want to see you! Email Me |

## University and College of Education Policies

|  |  |
| --- | --- |
| Academic Honesty: | All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](https://cas.auburn.edu/owa/redir.aspx?C=6030eed59dec435abc9061fa4edc1426&URL=http%3a%2f%2fwww.auburn.edu%2fstudent_info%2fstudent_policies%2f) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) will apply to university courses. 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.  |
| Classroom Behavior: |  The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the Student Policy eHandbook ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) for details of this policy. |
| 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, an addendum to your syllabus and/or course assignments will replace the original materials. |
| 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>. |
| Students with Disabilities:  | Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow-up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility, but need accommodations, should contact the Office of Accessibility at: ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in HC 1228. |