

**AUGUSTA STATE UNIVERSITY
COLLEGE OF EDUCATION
Department of Educational Leadership, Counseling, and Special Education
SPECIAL EDUCATION PROGRAM**

**SPED 6006
DIAGNOSTIC ASSESSMENT OF STUDENTS WITH DISABILITIES
3 SEMESTER HOURS**

SPED 6006 Educational Assessment in Special Education (3-V-3)

Professor: Lori F. Anderson, Ph.D.

Class Times and Location:

Office: 302 University Hall

Office Hours:

E-mail: lander18@aug.edu

Phone: 706-729-2460

COURSE DESCRIPTION

This course prepares students to be professional educators and practitioners in assessment. Students will focus on the educational assessment methods and procedures used in decision making and program planning for students with mild disabilities and from culturally or linguistically diverse backgrounds. This course covers formal, informal, and curriculum-based diagnostic/assessment instruments. Students will complete a case study and develop an Individual Education Program based upon the results of the case study and assessment. *Prerequisite(s):* admission to the graduate program, SPED 6101, SPED 6201. 20 Hours of field experience is required.

Students With Disabilities: Students with disabilities need to contact ASU's Office of Disability Services at 706-737-1469 to discuss appropriate accommodations.

TEXTBOOKS AND READINGS:

1. Overton, T. (2006). *Assessing Learners with Special Needs* (6th ed.). Pearson: Upper Saddle River, NJ. ISBN: 0-13-117990-X.
2. Leslie and Caldwell. QRI-4: The Qualitative Reading Inventory, 4th edition. Pearson.
3. LiveText (Required by COE)
4. APA-6th Edition (Required by COE)

LiveText

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. [LiveText](#) is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

Element: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners.

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

COURSE-SPECIFIC STANDARDS:

The intent of SPED 6006 is to provide the graduate student in special education with a comprehensive understanding of and practical experience in the diagnostic assessment of students with special needs. This course prepares students to be a professional educators and practitioners in assessment. Students will focus on the educational assessment methods and procedures used in decision making and program planning for students with mild disabilities and/or from culturally or linguistically diverse backgrounds. Students will learn the aspects of the assessment process that represent a commitment to integrity, intellectual spirit, justice and stewardship. This course covers formal, informal, and curriculum-based diagnostic/assessment instruments. Their usefulness and suitability for specific students and situations will be covered. Students will complete one case study and develop Individual Education Program (IEP) recommendations based upon the results of the case study and assessment. Upon successful completion of this course, students will meet a common core of knowledge and skills essential for special educators in the field of Special Education by demonstrating the following competencies:

The student will:

1. Develop knowledge of the basic and current issues in assessment: terminology, purposes, procedures, due process, assurances, legal provisions, regulations, ethical concerns, parental concerns, program standards, state-wide testing, accommodations, and alternate assessment. Explain the steps in the assessment process (screening, pre-referral, referral and classification) that reflect current practices and the responsibilities/roles of parents, students, teachers, and other professionals the process including the importance of collaboration. (PSC/NCATE 1; INTASC 8; BOR IIB(1); CEC: CC8S1, CC8K3, CC8K1)
2. Analyze and evaluate theoretical models of and approaches to assessment, including the use and limitations of each type of assessment instrument in regards to learning disabilities, Mild intellectual disabilities or emotional behavioral disorders. (PSC/NCATE 1; INTASC 3, 8; BOR IIB(1); CEC: CC1K5, GC1K1, CC8K1, CC8S6)
3. Determine appropriate application and interpretation of scores, including grade score versus standard scores, percentile ranks, age/grade equivalents and standings.; (PSC/NCATE 1; INTASC 8; BOR IIB(1); CEC:GC1K7)
4. Incorporate strategies that consider the influence of diversity and type of disability on assessment, eligibility, programming, and placement of individuals with exceptional learning needs. (PSC/NCATE 1, 4; BOR IIB(1) ; INTASC 1,3, 8; CEC:GC8S3)
5. Analyze and interpret results of informal assessment measures including methods for monitoring progress. (PSC/NCATE 1; INTASC 8; BOR IIB(1) ; CEC: CC8S9, CC8S8, CC8S2)
6. Complete educational assessment of a student with a mild disability. This will include:
 - a. collaboration with teachers,
 - b. creation and maintenance of records,
 - c. compiling of background information regarding academic history,
 - d. establishment and maintenance of rapport with learners,
 - e. administration, scoring, and interpretation of formal assessment instruments,
 - f. modification of existing assessment tools to accommodate the unique abilities of the individual student;
 - g. determination of current level of functioning,
 - h. discussion of the results with teachers,

- i. suggestions for instructional plans or modifications to current program,
- j. consideration of ethical practices for confidential communication,
- k. and completion of a written report.

(PSC/NCATE 1, 3, 7; INTASC 8; BOR IIB (3); CEC: CC8S10, CC8S8, CC8S7, CC8S2, CC8S6)

7. Demonstrate initial ability to adapt and modify ecological inventories, portfolio assessments, and future-based assessments to accommodate the unique abilities and needs of individuals with disabilities. (PSC/NCATE 1,7; INTASC 4, 8; BOR2B(2); CEC: CC8S4, CC8S9)
8. Demonstrate initial ability to use exceptionality-specific assessment instruments with individuals with disabilities. (PSC/NCATE1, 3; INTASC 1; BOR IIB(1); CEC:GC8S4)
9. Demonstrate initial ability to articulate the factors that influence the over-representation of culturally/linguistically diverse students in programs for individuals with disabilities. (PSC/NCATE 1, 4; INTASC 1,3; IIB(3); CEC: CC1K6, CC1K5)
10. Demonstrate initial knowledge of specialized policies regarding screening, referral and placement procedures for individuals with disabilities. (PSC/NCATE 1; INTASC 1; BOR IIB(1); CEC: GC1K1)
11. Demonstrate initial knowledge of specialized terminology used in the assessment of individuals with disabilities. (PSC/NCATE 1, 3; INTASC 8; BOR IIB(1); CEC: CC8K1)
12. Demonstrate initial knowledge of legal provisions, regulations, and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities. (PSC/NCATE 1; INTASC 1,8; BOR IIB(1); CEC: CC8K2)
13. Demonstrate initial ability to delineate the principles of normalization versus the educational concept of "least restrictive environment" in designing the educational programs for individuals with disabilities. (PSC/NCATE 1; IIB(3); INTASC 4, 3, 8; CEC: CC1K8)
14. Evaluate and modify instructional practices in response to ongoing instructional data. (CEC-ACC3S2)
15. Demonstrate an understanding of strategies for identifying individuals with exceptional learning needs (CEC-ACC 3S3)
16. Demonstrate an understanding of a variety of methods for assessing and evaluating students' performance (CEC-ACC 4K2)
17. Use educational research to improve instruction intervention strategies and curricular materials (CEC-ACC3S3)
18. Evaluate a student's success in the general education curriculum (CEC-ACC 4K4)
19. Design and implement research activities to examine the effectiveness of instructional practices (CEC-ACC4S2)
20. Advocate for evidence-based practices in assessment (CEC-ACC4S3)

METHOD OF INSTRUCTION:

FIELD EXPERIENCE REQUIREMENTS:

This course requires 20 hours of **direct contact** with students who are at risk or have disabilities. If you do not complete all your lab hours before the deadline, you will fail SPED 6006. There are no exceptions to this rule, nor any extensions on lab hours. Specific assignments will be explained by the professor each semester and may include the following: observation of classrooms for students at risk or with disabilities; interviews of teachers and administrators regarding school and district policies on pre-referral procedures, modifications and accommodations; positive and negative interactions between students and teachers; assessment and case study of one student to include collection of background information, comprehensive educational assessment, evaluation of data, and/or IEP development.

ASSIGNMENT REQUIREMENTS:

All written assignments should be grammatically correct and strictly adhere to APA-format. Clear guidelines and examples for APA, 5th edition can be found at:

<http://owl.english.purdue.edu/owl/resource/560/01/>

*****You should carefully study and apply ALL the grammatical suggestions in the “APA-stylistics” section. Be sure that you carefully study and apply the information from ALL the pages in this website – not just the first page.*****

- **I do not accept late assignments.**

I do not give Incompletes. All students are responsible for all material presented in class whether or not they attend the session regardless of the reason for the absence. Plan your schedule accordingly.

COURSE SCHEDULE:

Day	Date	Topic	Ov. Chap.	Assignments Due
Mon	10/12	Course Overview <i>QRI: 1-5</i>		
Mon	10/19	Introduction; Laws, Ethics, & Issues <i>QRI: 6-9</i>	1-2	Instrument Review Due
Mon	10/26	<i>QRI: 10-14</i> Descriptive Statistics; Reliability & Validity	3-4	
Mon	11/2	Norm-Referenced & Curriculum-Based Assessment	5-6	
Mon	11/9	Midterm Exam Due by 5 pm Academic & Behavioral Assessment	7-8	Midterm Covers Overton Chapters 1-5
Mon	11/16	<i>IQ, Adaptive Behavior & Special Considerations</i>	9-10	
Mon	11/23	<i>Interpreting Results</i>	11	
Mon	11/30	Student Presentations		PPT Presentations & Student Reports Both Due Today
Wed	12/9	Final Exam Due by 6 pm		Final Exam Covers Overton Chapters 6-11

PERFORMANCE ASSESSMENT:

STUDENT REPORT:

Note: This is a 2-part assignment

Part One:

1. Find a child to whom you will administer the **QRI**, and record baseline data, miscue analysis, etc.
2. Write a 5-10 page summary report in APA-style. Page 1 will be the **Title page**. Page 2 will be a 50-100 word **Abstract** summarizing the assessment instrument, process, and results. Pages 3, 4, and 5 will be the body of the text. Page 6 will be your reference page, to be followed by an Appendix that contains copies of your students data sheet, miscue analysis sheet, and other pertinent data. The Body of the text should include a **Methodology** section that describes (a) the student participant, (b) the assessment instrument, and (c) assessment procedures. Please pay careful attention to confidentiality. You should describe the student’s pertinent characteristics (i.e., age, gender, grade, etc.), but do NOT give the student’s real name. Please refer to him/her by initials or a pseudonym. The paper should also include a **Results** section that thoroughly describes test results (i.e., reading level, baseline data, types of miscues, etc.) in numeric terms, but does not interpret the data (yet), and a **Discussion** that interprets the data in light of peer-reviewed research, and includes IEP recommendations for practical classroom considerations and strategies for this student and other students with similar learning characteristics. In your paper, you should cite 3-5 peer-reviewed journal articles in reference to your test subject, administration, results, classroom application, etc. Your final page is your **Reference** page. The QRI will be one of your references, along with your peer-reviewed articles. Please pay close attention to APA-style regarding

format, and correct grammar and spelling. Please refer to the Owl at Purdue website for APA style specifics or ask me if you have further questions.

Part Two:

3. Present your results to the class in a 10-minute power point presentation. Students will provide each class member with a typed handout summarizing their results and recommendations. The 10-minute time limit is firm. You will not receive credit for presenting what you did not have time to present. Plan your presentation time accordingly.

A reminder: If you list an article on your reference page, you MUST cite it in your text. No uncited bibliographies. This applies to all your work for this class. No Websites. No non-peer-reviewed sources.

INSTRUMENT REVIEW (5-10 pages to include 5 pages of summary and analysis plus a Title Page, 50-100 word Abstract, and Reference Page):

1. Read and summarize a peer-reviewed journal article that describes the development or use of a quantitative or qualitative measurement instrument (i.e., test) or describes results obtained from its use (2 pp).
2. In your report, you should mention the advantages and disadvantages of the instrument. What does it measure? How does it measure this? Are the results accurate? What does it NOT do? Is this a true disadvantage, or is the instrument actually designed for another purpose? How do you interpret results? What type of information do you obtain (and not obtain)? How can you use (and not use) this information? How can results obtained from the use of this instrument (or one like it) inform your teaching? (3 pp). **At least half your paper should be analysis and application. (Use 1-3 peer-reviewed sources to support your recommendations).**
3. **A reminder: If you list an article on your reference page, you MUST cite it in your text. No uncited sources. This applies to all your work for this class.**

Assessment :

1. Instrument Review (25%)
2. Midterm Exam (25%)
3. Student Report (25%)
12.5% for PPT and 12.5% for written report
4. Final Exam (25%)

Grading Scale:

100-90 A 89-80 B 79-70 C 69-60 D < 60 F

OTHER IMPORTANT INFORMATION:

All written assignments should be grammatically correct and adhere to APA-format. Written reports should be well-organized and error-free. **Please carefully proof and correct your own papers** before submitting. Clear guidelines and examples for APA, 5th edition can be found at:

<http://owl.english.purdue.edu/owl/resource/560/01/>

All students are responsible for all material presented in class, whether or not they attend the session, regardless of the reason for their absence. If a student misses more than 10% of the class sessions, s/he will be dropped from the class (ASU 2009-2010 catalog, p.22).

Pipeline Accounts

Students are encouraged to check their Pipeline accounts daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline

account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus internet cafes for students who do not have access from a home computer.

ALL STUDENTS ENROLLED IN SPED 6013 ARE EXPECTED TO ABIDE BY ALL ASU RULES AND REGULATIONS CONCERNING ACADEMIC INTEGRITY, INCLUDING ACADEMIC HONESTY, CHEATING, PLAGIARISM, COLLUSION WITH OTHERS TO CHEAT OR PLAGIARIZE, AND SANCTIONS FOR ACADEMIC DISHONESTY.

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the Augusta State University Catalog. In part, the policy reads:

“Academic honesty requires the presentation for evaluation and credit of one’s own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student’s own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person’s actual works, whenever one appropriates another person’s ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.”

Department of Educational Leadership, Counseling, and Special Education Website

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical>. A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

Cell Phone & Pager Policy

Students are asked to mute or turn off cell phones and/or pagers during class time.

Writing Workshop

The Writing Center sometimes offers Writing Workshops to help students develop and improve composition, writing style skills, and use of APA style. Students who attend will be required to bring an assignment draft, a completed self-check style rubric, and the APA Publication Manual. See your instructor for details and dates. You may also contact the ASU Writing Center (737-1402) for further help with developing and improving composition skills.

Students with Disabilities

Students with disabilities who are registered with the office of Disability Services are invited to schedule an appointment with the instructor to discuss academic accommodations. Disability Services is located in the Counseling and Testing Center in Bellevue Hall, 706-737-1471.

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the second class session to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. Verification of disability status must come directly from the Office of Disability Services. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office). Please let me know promptly about problems or concerns with assignments or requirements of the course.