

Understanding for Teaching - Teaching for Understanding
AUGUSTA STATE UNIVERSITY
COLLEGE OF EDUCATION
Department of Educational Leadership, Counseling, and Special Education
SPECIAL EDUCATION PROGRAM

SPED 3003 Educational Assessment (3-0-3)
3 SEMESTER HOURS

Professor: Dr. Lori Anderson
Office: 302 University Hall
Office Hours: M: 2-5
T: N-5
W: 10-N

Class Times: T: 5-7:45 pm
Class Meets: University Hall 328
Phone: 706-729-2460
E-mail: lander18@aug.edu

COURSE DESCRIPTION: An introductory course involving basic assessment terminology, administration of frequently used diagnostic instruments, strengths and weaknesses of various assessment tools, and evaluation and instructional recommendations. 20 hours of field experience is required. *Prerequisite(s): SPED 3110.*

TEXTBOOK:

Spinelli, C. G. (2006). *Classroom assessment for students with special needs in an inclusive setting*, 2nd ed. Upper Saddle River, NJ: Merrill/Prentiss Hall.
ISBN:0-13-119353-8 (paperback)

HIGHLY RECOMMENDED:

The Publication Manual of the American Psychological Association (2001). 5th ed. New York: American Psychological Association. (Also available in Spanish.)
Hodges' Harbrace Handbook. 14th (or current) ed. Fort Worth: Harcourt College Publishers.

Reference websites for additional helpful links:

<http://www.doe.k12.ga.us>

Georgia Department of Education

<http://www.pbis.org>

Functional Assessment

<http://www.ideapractices.org>

IDEA Practices

<http://www.prenhall.com/spinelli>

Textbook Website

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.

CONCEPTUAL FRAMEWORK PRINCIPLES:

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate

Understanding for Teaching - Teaching for Understanding

performance, scholarship, service, and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and or institutional mission, and continuously evaluated.

The Department of Educational Leadership, Counseling, and Special Education holds a common set of standards (knowledge, skills, and dispositions) in which candidates are prepared to practice as professionals in their disciplines. The members of the Department will promote the success of all students by demonstrating:

- I. Learned and Scholarly Professionals who are Knowledgeable - Ethical - Collegial.
- II. Democratic Professionals who are Advocates and Meaning-Makers.
- III. Self-Actualizing Professionals who are Role Models and Change Agents.

Department of Educational Leadership, Counseling, and Special Education STANDARDS ARE CONGRUENT WITH NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION (NCATE), PROFESSIONAL STANDARD COMMISSION (PSC), INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (INTASC), COUNCIL FOR EXCEPTIONAL CHILDREN (CEC), AND BOARD OF REGENTS (BOR) STANDARDS.

COURSE OBJECTIVES:

The purpose of this course is to understand the process of formal and informal assessment as it occurs in the general and special education setting, especially for students with mild disabilities.

Upon successful completion of this course the student will be able to demonstrate knowledge in evaluating assessment measures, be able to select an assessment tool, administer both formal and informal assessments, analyze the results, report the results and use the results to write individual goals and objectives.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

Understanding for Teaching, Teaching for Understanding

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.

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.

Understanding for Teaching - Teaching for Understanding

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.

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

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.

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

PROGRAM-SPECIFIC STANDARDS:

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. Describe and distinguish between assessment, testing, and diagnosis; formal and informal assessment and related terms; provide examples of formal and informal assessment; describe and distinguish among the various purposes for conducting assessment of students referred for possible Special Education services; describe and distinguish among the possible persons who may contribute to the team approach to assessing students with possible disabilities; (PSC/NCATE 1; INTASC 3; CEC: CC1K5, GC1K1, CC8K1, CC8S6)
2. Provide examples of the functions and contributions of each team member; (PSC/NCATE 1; INTASC 10; CEC: CC8K5, CC8S6)
3. Describe the hierarchy of the steps in educational assessment; distinguish among all of the steps in the assessment hierarchy; provide practical examples of each step in the assessment hierarchy; and generally, describe the development of the IEP; (PSC/NCATE 1; INTASC 8; CEC: CC8S1, CC8K3)
4. Describe, distinguish among, and recognize examples of the legal, professional, and evaluative criteria that are essential in the selection of an assessment tool; describe measurement scale, norm groups, reliabilities, validities, and measurement error; distinguish among and provide examples of the various measurement scales, reliabilities and validities; (PSC/NCATE 1; INTASC 8; CEC: CC1K6, CC8K2, CC8S5, GC8K2)
5. Evaluate the technical quality of standardized tests with respect to norms, reliabilities, validities, and measurement error; describe and interpret test scores; and describe and evaluate suggestions for promoting non-biased assessment; describe and demonstrate the preparations of the tester, testing environment, student, participants, and equipment; describe and practice adherence to standardized administration, observation of student behavior, recording student responses, and establishing rapport with student; describe and practice scoring tests and interpreting results; and describe ways to modify the test and avoid bias in testing and interpreting results; (PSC/NCATE 1, 3; INTASC 8; CEC: GC1K7)

Understanding for Teaching - Teaching for Understanding

6. Describe the purposes of assessments of school performance; (PSC/NCATE 1; INTASC 8; CEC: GC8S3)
7. Compare and contrast individual and group administered tests; (PSC/NCATE 1; INTASC 8; CEC: GC8S5, CC8K4)
8. Provide examples of various sources of information in the assessment of school performance; (PSC/NCATE 1; INTASC 3; CEC: GC8S4)
9. Describe administration, scoring and interpretative considerations of frequently used global measures of assessment; (PSC/NCATE 1; INTASC 8; CEC: CC8S3, CC8K4)
10. Administer, score, and interpret an individualized achievement test. Complete a comprehensive case study on a student at-risk or suspected of having a disability; (PSC/NCATE 1,3,7; INTASC 8; BOR IIB(3) CEC: CC8S10, CC8S8, CC8S7, CC8S2, CC8S6)

METHOD OF INSTRUCTION:

Course delivery for SPED 3003 will utilize a variety of methods which may include lectures, online assignments, lab assignments, group and/or individual projects, and tests.

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 3003. 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 IEP development.

COURSE SCHEDULE

Jan 12

Introduction to course
Review Syllabus & Course Requirements
Review test administration - Introduce KTEA, Woodcock, Keymath, and Copeland administration procedures
Schedule lab assignments, assign groups, and sign up for test administration times

Jan 19

Chapter 1
KTEA Test administration procedures

Jan 26

Chapter 2
Woodcock Test administration procedures

Feb 2

Chapter 3
Keymath Test administration procedures

Feb 9

Chapter 4
Instrument Review Due

Feb 16

Chapter 5

Understanding for Teaching - Teaching for Understanding

Feb 23

Chapter 6

Mar 2 - MidTerm

Test covers Chapters 1-6

Mar 9

Chapter 7

Discuss Test administration results

Mar 16

Chapter 8

Discuss Test administration results

Mar 23

Chapter 9

Discuss Test administration results

Mar 30 - Online

Chapter 10

Apr 6 - Spring Break - No Class

Apr 13

Chapter 11

Apr 20

Chapter 12

Apr 27

PPTs and Student Reports Due. No Late Submissions will be accepted.

May 4 - Final Exam

Test covers Chapters 7-12

ASSIGNMENT REQUIREMENTS:

All written assignments should be grammatically perfect (or nearly so) and strictly adhere to APA-format. Please carefully proof and correct your own papers before submitting. Clear guidelines and examples for APA, 6th 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.*****

ALL reports you submit must include the following material:

1. Written verification from the Writing Center that includes the signature of the person who reviewed it. A signature does not guarantee any particular grade.
2. Hard copies of the journal articles you reference.
3. Staple the Writing Center verification note - with signature - to the Title Page
4. Staple your paper together and submit the Writing Center verification, the paper, and the articles together in a manila envelope.

Understanding for Teaching - Teaching for Understanding

5. I do not accept individual pages or sections. Everything must be stapled together and submitted all at once, or it is incomplete.

- **I will not accept late assignments for any reason. No exceptions.**

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. Please plan your schedule and your work accordingly.

INSTRUMENT REVIEW (3-5 pages of summary & analysis plus a Title Page, 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 (1-2 page summary). I will provide several pre-approved article options, or you may use another article with my advance approval.

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? How can you tell? What does this instrument 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) from these test results? 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? Use recommendations from 1-2 additional peer-reviewed journal articles for this last point - not just personal opinion (2-3 pp). **Over half your paper should be analysis and application.**

3. A reminder: If you list an article on your reference page, you **MUST** refer to it in your text. Uncited articles will not be counted as references. This applies to *all* your work in this class.

For the STUDENT REPORT (in 2 parts - a written report and a PPT) students will:

Part 1

Write a 6-page summary report in APA-style. Page 1 will be the **Title page**. **Page 2** will be a 50 word **Abstract** summarizing the assessment instruments you used, your process, and your overall results. You should state your results in dry, numeric terms. Do not use words like "wonderful, significant, better, worse, etc." Just state the numeric scores the student earned. Pages 3, 4, and 5 will include the following sections: **Page 3** will be a **Methodology** section that describes (a) the student participant, (b) the assessment instruments, 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. **Page 4** will be the **Results** section that completely describes how your student performed in numeric terms, **but does not interpret the results (yet)**. **Page 5** will be a **Discussion** section that interprets the results, and includes practical classroom considerations and strategies for this student and other students with similar learning characteristics. **The discussion section is an excellent place to cite additional peer-reviewed articles.** The suggestions from peer-reviewed literature should form the basis of **all** your interpretations and recommendations. **In your paper, you should cite at least 1-3 peer-reviewed articles** as appropriate in reference to your test subject, administration, results, classroom application, etc. **Page 6** is your **Reference** page. The tests you administered should be included in your references, along with your additional

Understanding for Teaching - Teaching for Understanding

peer-reviewed sources. 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 2

Present your assessment results to the class in a 10-minute power point presentation. You should provide all class members with a typed handout that summarizes pertinent information on your student (i.e., age, grade, disability, etc.) and presents test results in specific, numeric terms, as well as your major recommendations, based on peer-reviewed research. Please include your sources on your handout. **A reminder: If you list an article on your reference page, you MUST refer to it in your text. No uncited bibliographies. This applies to all your papers. No Websites of any kind. No non-peer-reviewed sources will be accepted.**

ASSESSMENT:

Instrument Review	(25%)
Midterm Exam	(25%)
Assessment Report	(25% - 12.5% PPT and 12.5% written paper)
Final Exam	(25%)

Grading Scale

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

ATTENDANCE:

Any student who misses 10% or more of the class sessions will be dropped from the course (ASU 2009-2010 catalog).

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.

ALL STUDENTS ENROLLED IN SPED 3003 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.

If there are any questions or concerns about the integrity code, please see the instructor. Faculty supports the code and expects students to do likewise.

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found on page 62 of the 2003-2004 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

Understanding for Teaching - Teaching for Understanding
borrows facts, statistics, or other illustrative materials unless the
information is common knowledge."

- I check all student work for plagiarism. Anytime you use more than 5 words verbatim without quotation marks, even if you mention the author, it counts as plagiarism. The first occurrence will result in a grade of zero (0) for the assignment. The second occurrence will result in a grade of F for the course. Be sure that you both paraphrase and give the author credit.

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.

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 & Computer Policy

Students are asked to mute or turn off cell phones and/or pagers during class time. Students who check their email during class time will be asked to leave. This is an unexcused absence. Violations will be addressed on an individual basis.

Writing Center

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the immediately following the first 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. 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).

Student Safety

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

Understanding for Teaching - Teaching for Understanding

Cell Phones

The use of cell phones for calls, text messaging, or other tasks is prohibited in class.

BIBLIOGRAPHY

- Baca, L. M., & Cervantes, H. T. (1998). *The bilingual special education interface*. Columbus, OH: Merrill.
- Barkley, R. A. (1997). *Defiant children: A clinician's manual for assessment and parent training* (2nd ed.). New York: Guilford Press.
- Breen, M. J., & Fielder, C. R. (Eds.). (1996). *Behavioral approach to assessment of youth with emotional/behavioral disorders: A handbook for school-based practitioners*. Austin, TX: Pro-Ed.
- Cline, T. (1996). *Curriculum related assessment, Cummins and bilingual children*. Clevedon, Avon, England: Multilingual Matters.
- McLaughlin, J. A., & Lewis, R. B. (2001). *Assessing students with special needs*. Upper Saddle River, NJ: Merrill.
- O'Neill, R. E. (1997). *Functional assessment and program development for problem behavior: A practical handbook*. Pacific Grove, CA: Brooks/Cole.
- Overton, T. (2000). *Assessment in special education: An applied approach*. Upper Saddle River, NJ: Merrill.
- Pierangleo, R., & Guiliani, G. (1998). *Special educator's complete guide to 101 diagnostic tests*. West Nyack, NY: Center for Applied Research in Education.
- Suzuki, L. A., Meller, P. J., & Ponter Otto, J. G. (1996). *Handbook of multicultural assessment: Clinical, psychological, and educational applications*. San Francisco: Jossey-Bass.