

Rutgers University
Graduate School of Education
Department of Educational Psychology
Special Education

15:293:533 Assessment and Measurement for Special Education Teachers [3 credits]

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Fall 2011

Online

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Course Description:

This course provides students with the knowledge, skills and understanding of assessment issues related to students in general and special education settings. Topical coverage includes the types and characteristics of assessments, an introduction to formal and functional assessment in special education and the use of assessment information to determine special education eligibility, identifying current academic and non academic performance, setting instructional goals, monitoring progress, and determining the effectiveness of instruction. Current legal and ethical issues in assessment are discussed including participation in state and local assessment programs, appropriate grading and testing accommodations, and assessment of students from diverse backgrounds.

Course Objectives:

Parenthetical information relates to New Jersey Professional Teaching Standards (NJPTS) and Council of Exceptional Children Common Core Knowledge and Skills Base for Beginning Special Education Teachers (CEC CC). This course meets the New Jersey requirement for instructional content formal and informal (functional) assessment in special education leading to the endorsement in Teacher of Students with Disabilities.

1. Students will identify and describe the role of assessment in eligibility for special education, determining present levels of performance, planning instruction and monitoring progress. (PTS 5il; CEC CC 1K6, CC8K3, CC8S6).
2. Students will identify legal and ethical issues in assessment of children in general and special education programs. (CEC CC 8K2).
3. Students will demonstrate knowledge of basic terminology and concepts related to assessment, including the application and interpretation of scores, test development, standardization and norming procedures, test reliability and validity and bias. (PTS 5il,2; CEC CC 8K1).
4. Students will be able to select and administer informal and formal assessment instruments related to reading, written language, math, classroom performance, behavior, transitional planning and other non academic areas. (PTS 5iil,2,3; CEC CC 8K4, CC 8S2).

5. Students will interpret assessment data to determine present levels of educational performance in a range of academic and non academic areas, to evaluate instruction and to monitor performance of individuals with exceptional learning needs. (*PTS 5ii1, iii4; CEC CC 8S5, CC 8S8*).
6. Students will develop and use appropriate formative and summative evaluation tools for lesson and unit planning and instruction. (*PTS 5iii1; CEC CC8S8*).
7. Students will interpret scores and reports from Child Study Team assessment in light of eligibility decision, IEP development and development of instructional programs for students in special education. (*PTS 5iii1; CEC CC 8S6*).
8. Students will communicate both orally and in writing appropriate and professional summaries and descriptions of students' academic and non academic performance based on assessment data. (*PTS 5iii3, CEC CC 8S7*).
9. Students will identify current issues and practices in grading and evaluating students with and without disabilities including the needs of ELL students and other diverse populations, testing and grading modifications and accommodations and participation in state and local assessment programs. (*CEC CC 8K5*).

Required Text(s):

Salvia, J., Ysseldyke, J. E., & Bolt, S. (2010). *Assessment in Special and Inclusive Education* (11th ed.). Belmont, CA: Wadsworth (Cengage Learning).

Zhao, Yong. (2009). *Catching Up or Leading the Way: American Education in the Age of Globalization*. Alexandria, VA: ASCD.

NJAC 6A:14 (New Jersey Special Education Regulations) [NJDOE website]

Parental Rights in Special Education (PRISE) [NJDOE website]

Assignments:

Attendance and Participation. Students are expected to attend each class promptly and meaningfully participate individually or in groups. In an online course this means faithful and relevant involvement in all online discussion threads. A lack of meaningful participation will affect your final grade. **The following is what makes for a good response in a threaded discussion group from a grading perspective:** I am looking for you to post thoughtful, well reasoned expressions of your ideas about the topics and questions at hand and respond to your classmates' ideas in the same way. Participate early (E), thoughtfully (T) and frequently (F) in the Unit Discussion Threads - [Remember: ETF] Operationally this means responding thoughtfully to each Discussion Thread at least one time by Wednesday and then responding thoughtfully to a minimum of three of your classmates by Saturday. Except for Unit 1, which begins on a Thursday, all units will be available on Monday and they will remain available for "discussion" until Sunday. Generally, Sunday comments do not lend themselves to interaction

among classmates, so please don't wait until the last minute. "Thoughtfully" means I can readily tell that some focused cerebral energy went into the formulation of what you decided to share. I ask that you respond **vigorously and early** to my questions and your classmates' responses. Obviously, how well you do this has an impact on your class participation grade, which necessarily carries more weight in an online class. **Remember: early, thoughtfully, and frequently!** Please do not wait until the last day of a week.

Required Readings and Homework. Students should digest required readings **prior** to each week's class and be prepared to ask questions and discuss the material. Discussion questions may be distributed to focus reading attention.

Salvia, Ysseldyke, & Bolt Powerpoints. These are quite informative and may be found in Doc Sharing.

Quizzes. There will be two quizzes throughout the semester. The quizzes may cover any material from readings, on line discussions, etc.

CST Interview. Structured interview with either a School Psychologist or Learning Disabilities Teacher / Consultant with Child Study Team experience. I will provide more information about this next week.

Journal Article Reviews. Each student will review two recent journal articles **related to the assessment of students with disabilities**. Articles should be selected from the following journals: RASE (Remedial & Special Education), Learning Disabilities Research & Practice, Journal of Learning Disabilities, or Exceptional Children. Articles will be presented and discussed in class. Written component of assignment will consist of a two-page summary **and** opinion: preferably no more than one page of each. Remember APA!

Important Note: All journal articles must be approved by me in advance.

Final Exam. A cumulative final exam will be administered.

Course Announcements:

It is critical that you look here on a regular basis for updates and clarifications. Currently you will note separate announcements on the following topics:

- Participation: Discussion Threads/Posting Responsibilities
- Warning: Online Timeout
- Person-first Language
- Online Writing Reminders & Writing Checklist

Going forward you can expect to see important information regarding quizzes, journal article reviews, final exam, etc. located here.

Email Response. I **intend** to respond to all of your emails sent to me. Likewise, I would appreciate a response to all emails I send to you. This pertains to those that accompany returned work, individual communications, anything. I need to know that you are in continuous communication with me. A simple “I received this” or “I got the message” relieves my anxiety. If you don’t receive an email response from me, I would appreciate a call at the number on the syllabus. Ask me why I didn’t respond. Depending entirely on technology can be a slippery slope.

Grading Criteria:

Each assignment is assigned a point value, and the total number of points is used to calculate the final grade. Final grades will be rounded to the nearest tenth. No grades will be curved, and no extra credit is available. Late assignments will only be accepted with **advance** permission of the instructor. Any such situations must be discussed with me **prior** to the due date of the assignment. **Late assignments are not eligible for maximum credit or a grade of A.**

Point Values:

Attendance & Participation	25 points
Two Quizzes @ 5 points each	10 points
Two Journal Articles @ 10 points each	20 points
CST Interview	25 points
Final Exam	20 points

Other Course Information:

All assignments should be typed, double spaced, and neat. Please use 12-point font in a traditional/professional font. Journal Article Reviews should be completed using **APA Format (5th Edition)**. **[If you have APA questions, ask them before and not after an assignment is submitted.]** Please review the APA websites located in the Course Webliography.

The Comprehensive Written Report does not follow APA format. You will be provided with requirements / models for that particular assignment.

Discussion Thread postings do not follow APA format. Neither should these contributions be considered so informal, however, as to include texting abbreviations (IMHO) or keyboard emoticons ☹.

Submission of written work will be done through email. I will not be working with Drop Boxes. Please save documents in word format and be certain to include your name as part of the file name, e.g., D Jeter Journal Article Review 1.

Students with documented disabilities who are entitled to accommodations should contact the instructor *as soon as possible* to discuss academic accommodations or alternatives. Additional assistance is available through the New Brunswick Campus Coordinator at (732) 932-1711.

Students should review and be familiar with the **Policy on Academic Integrity**. Violations of Academic Integrity include plagiarism, failing to cite sources, unauthorized assistance on in-class or take home exams, and turning in the same paper/project for more than one course without the permission of the instructor. Violations of academic integrity will be handled according to the procedures and guidelines outlined in the catalog and could result in course failure and/or expulsion

Schedule

DATE	TOPICS	ASSIGNMENTS	READING
9/1	Syllabus Introductions Testing		Course Announcements (CA) Doc Sharing (DS) Webliography (W)
9/12	Four Pillars of Assessment		Four Pillars of Assessment (DS) Tony, Rose, Juliette (DS)
9/19	The Special Education Process		SYB: 1 & 2 NJAC 6A:14 PRISE
9/26	Test Scores, Technical Adequacy, Adaptations & Accommodations	Journal Article # 1 Due	SYB: 3, 4, & 5 Z:1 & 2
10/3	Observing Behavior		SYB: 6, 7, & 8 Z:3
10/10	Test Evaluation & Assessment of Achievement	Quiz #1 Out	SYB: 9 & 10 Z:4
10/17	Diagnostic Measures: Reading, Math, Oral & Written Language		SYB: 11, 12, & 13 Z:5
10/24	Assessment of Intelligence, Perceptual, Perceptual Motor, & Social/Emotional Issues	Journal Article # 2 Due	SYB: 14, 15, 16 Z:6
10/31	Assessment of Adaptive Behavior, Measures for Infants/Preschoolers, & Technology-Enhanced Measures	Quiz #2 Out	SYB: 17, 18, 19 Z:7
11/7	Making Instructional Decisions		SYB: 20
11/14	Making Special Education Eligibility Decisions		SYB: 21 Z:8
11/21	Making Accountability Decisions & Communicating Assessment Information	CST Interview Due	SYB: 22 & 23
11/28	The Future of American Education		Z:9
12/5	Final Exam	Final Exam Out	
12/12	Final Exam	Final Exam In	

SYB = Salvia, Ysseldyke, & Bolt text
Z = Zhao text

CA = Course Announcements

DS = Doc Sharing

W = Webligraphy