

# RUTGERS UNIVERSITY

## ASSESSMENT AND MEASUREMENT FOR SPECIAL EDUCATION TEACHERS

Fall Semester 2012

### SYLLABUS

Instructor: Dr. Stuart Barudin

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**Class Meetings:** On Line

**Required Text:** Nitko, Anthony & Brookhart, Susan. Educational Assessment of Students. 6<sup>th</sup> Edition, 2011, Pearson Publishers. (ISBN -13: 978-0-13-704954-7)

#### **Supplemental Readings:**

- New Jersey Special Education Administrative Code (NJAC 6A-14)
- The Office of Special Education, New Jersey Department of Education website
- Journal Articles and Other Readings Posted in the Course Shell

#### **Course Description:**

This course provides a basis of knowledge needed to develop skills and understanding of assessment issues related to students (Pre-K to 12) in general and special education settings. Topical coverage includes the types and characteristics of assessments, an introduction to formal and informal (functional) assessment in special education and the use of assessment information in the determination of eligibility for special education and related services as prescribed in New Jersey Special Education Administrative Code (NJAC 6A:14). The course also is designed to provide an overview of strategies designed to identify current academic and nonacademic performance, set instructional goals, monitor progress and determine the effectiveness of instruction. Current legal and ethical issues in assessment will be discussed including the participation in state and local assessment programs, appropriate grading and testing accommodations and assessment of students from diverse backgrounds.

**Course Objectives:** *Parentetical information relates to New Jersey Professional Teaching Standards for Teachers and School Leaders (NJPSTSL) and Council for Exceptional Children Common Core Knowledge and Skills Base for Beginning Special Education Teachers – CEC CC. This course meets the New Jersey requirements for instructional content in formal and informal assessment in Special Education leading to the endorsement in Teacher of Students with Disabilities.*

The students in this course:

1. Will be able to describe the characteristics, uses, advantages and limitations of different types of assessment (such as criterion-referenced, normed referenced, traditional standardized and performance-based tests, observation systems and assessments of student work) for evaluating how classroom students learn, what they know and are able to do and what kinds of experiences will support their further growth and development (NJPSTSL 5.1).
2. Will become familiar with terminology and technical aspects of educational measures, including the different types of scores that are used to report test results (NJPSTSL 5.1).

3. Be able to describe aspects of measurement theory and assessment-related issues, such as validity, reliability, bias and scoring concerns (NJPSTSL 5.2).
4. Be able to select, administer, score, design and interpret both formal and informal tests that would be appropriate for a student with disabilities (NJPSTSL 5.1).
5. Be able to describe the legal provisions, regulations and guideline procedures set forth in the Individuals with Disabilities Education Act as they pertain to assessing students as well as describe typical procedures used for screening, pre-referral, referral and classification (NJPSTSL 7.1).
6. Be able to interpret test results through different error analyses to determine strengths and weaknesses, as well as, present levels and areas needed for remediation and instruction (NJPSTSL 5.3).
7. Will be able to use information from test results and other sources, participate in the design and implementation of the Individualized Educational Program (IEP) where appropriate (NJPSTSL 7.6).
8. Will be able to analyze student performance using multiple sources of data and modify future plans instructional techniques that promote desired student learning outcomes (NJPSTSL 5.4).
9. Will be able to accurately document and report assessment data and ongoing student data to parents/professional staff and create and maintain records, particularly with regard to maintaining security and confidentiality of student information (NJPSTSL 5.4).
10. Students will identify and describe the role of assessment in eligibility for special education, determining the present levels of performance, planning instruction and monitoring progress (CEC CC 1K6, 8K3, 8S6).
11. Students will identify legal and ethical issues in assessment of children in general and special education programs (CEC CC 8K2).
12. 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 (CEC CC 8K1).
13. Students will be able to select and administer informal and formal assessment instruments (formative and summative) for reading, written language, math, classroom performance, behavior transition planning and other nonacademic areas (CEC CC 8K4, 8S2).
14. Students will interpret assessment data to determine present levels of educational performance in a range of academic and nonacademic areas to evaluate instruction and to monitor performance of individuals with exceptional learning needs (CEC CC 8S5, 8S8).
15. Students will develop and use appropriate formative and summative evaluation tools for lesson and unit planning and instruction (CEC CC 8S8).
16. Students will interpret scores and reports for Child Study/IEP Teams assessments with regard to eligibility determinations, IEP development and developing instructional programs for students in special education (CEC CC 8S6).
17. Students will identify current issues and practices in grading and evaluating students with and without disabilities including the needs of English Language Learners, other diverse populations, testing and grading modifications and accommodations and participation in state and local assessment programs (CEC CC 8K5).

### **Assignment Policy:**

- **Academic Integrity:** Students are expected to comply with standards of academic integrity in this course. If you need assistance in understanding an assignment or course content, please seek assistance from the instructor and or other appropriate resource (i.e., the Rutgers Help Desk). Assignments are expected to be individually prepared unless a group project is assigned. The consequences for violating policies of academic integrity and other elements of the student code are serious and can have a tremendous negative impact on your academic progress and future career. You should not turn in the same work for two separate classes without the specific written approval of the faculty members involved. Leaving work until the last minute can increase the temptation to

plagiarize work from journals or “borrow” work from friends. You can avoid problems by being organized and getting work done by the posted due dates. Please review the following website on the Rutgers University policy on academic integrity:

[Http://academicintegrity.rutgers.edu/policy-on-academic-integrity](http://academicintegrity.rutgers.edu/policy-on-academic-integrity)

- **Terminology:** Under no circumstances should terms such as *retarded* or *learning disabled* be used as a noun. Prepositional constructions such as “students with learning disabilities” or “individuals who have mental retardation” are preferred over adjectival constructions such as “mentally retarded people.” Because the term “normal” has multiple meanings and may inappropriately imply abnormal where it is not applied, the term should not be used. Instead, more operationally descriptive terms such as “intellectually average students” or “students without learning disabilities” should be used. Please refer to the most recent APA Manual for more information on person-first terminology.
- All assignments (except Threaded Discussions) must be submitted in the course drop box. They must be typed and double spaced. Please use a 12-point font and a traditional/professional font (i.e. Times New Roman). When appropriate, all assignments must be completed using the most recent APA format. This is particularly important if a research journal article and/or web based articles is being critiqued
- Assignments are expected to be completed in a manner consistent with students in a graduate school program. Writing is an important skill and crucial to master, especially for someone wanting a career in education.

## Course Assignments

### Threaded Discussions:

There will be four opportunities for students to interact with each other on different posted topics. Students will either be assigned to a group or be able to select one of several topic options. Students will be expected to post an initial detailed reaction and then be expected to react to the postings of all the other members of his or her group. Initial and reaction posting dates will be given and each threaded discussion has a value of 10 points.

### Activities

There are several activities required during the semester specific to a weekly topic and the posted readings. Each activity will be posted in the course shell and students are expected to follow the specific directions for that assignment. There is an expectation that students will submit assignments consistent with graduate level work products. All activity assignments must be submitted in the course drop box by the required due date. The activities include:

- Web based essay on landmark special education litigation specific to assessment
- Developing Learning Targets for an Instructional Unit from the New Jersey State Standards
- Developing Long and Short Term Assessment Plans
- Developing Objectively Scored Items
- Developing Performance Tasks
- Checklists
- Preparing Student Grades

## IEP Project

Following the rubrics provided in the course shell, information from assigned readings and the NJDOE annotated IEP, students will develop an Individualized Educational Program (IEP) that includes present levels of academic achievement and functional performance, functional goals and objectives, instructional accommodations and modifications, supplemental aides and services and testing accommodations

## **Grading Policy**

Evaluation of your performance in this course is based on the percentage of the 250 total points you earn in completing all the required assignments. Assignments submitted after the posted due dates will be penalized at a rate of 5% of the assignment value for each day late. Students may receive permission to submit an assignment after the posted due date **only** with the written permission of the instructor.

Final percentage scores will be converted to letter grades as follows:

92 – 100%	A
87 – 91%	B+
82 – 86%	B
77 – 81%	C+
72 – 76%	C
62 – 71%	D
< 62%	F

If you have any special needs as addressed by the American with Disabilities Act and are eligible for academic accommodations or modifications, please notify me immediately so that reasonable efforts can be made to address your individual needs. For additional assistance, please contact the New Brunswick Campus ADA Coordinator at 732-932-1711.

## **Course Assignments:**

<b>Assignment</b>	<b>Projected Due Date(s)</b>	<b>Point Value</b>
Web Based Legal Essay	September 16	10
Learning Targets – State Standards	September 23	20
Threaded Discussion #1	September 27/30	10
Descriptive Statistics Problems	October 7	10
Assessment Plan	October 21	20
Threaded Discussion #2	October 18/21	10
Midterm Exam	October 26	20
Test Design	November 4	20
Performance Tasks	November 11	20
Threaded Discussion #3	November 15/18	10
Checklists	November 18	10
Preparing Student Grades	December 2	20
Threaded Discussion #4	December 6/9	10
IEP Project	December 12	40
Final Exam	December 19	20
		<b>Total Points 250</b>

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**ASSESSMENT AND MEASUREMENT IN SPECIAL EDUCATION**

**Fall Semester 2012**

<b>Week of</b>	<b>Discussion Topic</b>	<b>Assignment</b>
September 3	<ul style="list-style-type: none"> <li>• Introduction to the Course</li> <li>• Using Assessment to Make Classroom Decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Post Biography</li> <li>• Text Chapters 1 &amp; 5</li> </ul>
September 10	<ul style="list-style-type: none"> <li>• Legal Issues in Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Web Based Essay</li> </ul>
September 17	<ul style="list-style-type: none"> <li>• Writing Objectives and Aligning Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Text Chapter 2</li> <li>• Selected Readings</li> <li>• Learning Targets Assignment</li> </ul>
September 24	<ul style="list-style-type: none"> <li>• Standardized and Criterion-Referenced Assessment Testing</li> <li>• Descriptive Statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Text Chapters 7, 15 &amp; 16</li> <li>• Selected Readings</li> <li>• Threaded Discussion #1</li> </ul>
October 1	<ul style="list-style-type: none"> <li>• Validity and Reliability</li> </ul>	<ul style="list-style-type: none"> <li>• Text Chapters 3 &amp; 4</li> <li>• Descriptive Statistics Problems Assignment</li> </ul>
October 8	<ul style="list-style-type: none"> <li>• Integrating Assessment and Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Text Chapter 6</li> </ul>
October 15	<ul style="list-style-type: none"> <li>• Response to Intervention (RTI)</li> </ul>	<ul style="list-style-type: none"> <li>• Selected Readings</li> <li>• Threaded Discussion #2</li> <li>• Assessment Plan Assignment</li> </ul>
October 22	<ul style="list-style-type: none"> <li>• Midterm</li> </ul>	
October 29	<ul style="list-style-type: none"> <li>• Designing Classroom Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Text Chapters 8, 9 &amp; 10</li> <li>• Test Design Assignment</li> </ul>
November 5	<ul style="list-style-type: none"> <li>• Portfolio and Curriculum Based Measurement Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Text Chapters 11 &amp; 12</li> <li>• Performance Tasks Assignment</li> </ul>
November 12	<ul style="list-style-type: none"> <li>• The Teacher's Role in the IEP Process</li> <li>• Collaborative Teaching: Accommodations and Modifications in an Inclusive General Education Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Selected Readings</li> <li>• Threaded Discussion #3</li> <li>• Checklist Assignment</li> </ul>
November 19	<ul style="list-style-type: none"> <li>• The SLD Eligibility Criteria Debate</li> </ul>	<ul style="list-style-type: none"> <li>• Selected Readings</li> </ul>
November 26	<ul style="list-style-type: none"> <li>• Grading and State Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Text Chapters 13 &amp; 14</li> <li>• Student Grades Assignment</li> </ul>
December 3	<ul style="list-style-type: none"> <li>• Assessment of Behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Selected Readings</li> <li>• Threaded Discussion #4</li> </ul>
December 10	<ul style="list-style-type: none"> <li>• Final IEP Project</li> </ul>	
December 17	<ul style="list-style-type: none"> <li>• Final Exam</li> </ul>	

