

**Identification and Assessment of Disabilities**  
**15:293:526**  
**Spring, 2013**

**Instructor:** Dr. Edith Ferris

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Office hours: Office hours: GSE 308

Wednesday 11:00 – 12:00

Thursday 1:30 – 4:30 or by appointment

**Texts:**

Required:

Salvia, J., Ysseldyke, J. and Bolt, S (2010). *Assessment in Special and Inclusive Education*, 11th edition. Boston: Houghton-Mifflin

Mather, N., Wending, B., and Woodcock, R. (2001). *Essentials of the WJIII Tests of Achievement Assessment*. New York: John Wiley & Sons.

Optional:

Additional required readings available online at **SAKAI: <https://sakai.rutgers.edu>**

**Class Meeting:** Location GSE 347

Day: Thursday

Time: 4:50 – 7:30 pm

**Course Description:**

This course introduces students to the procedures and practices for the assessment and identification of students with disabilities. The legal, ethical and professional requirements of individuals involved in assessment are discussed. The philosophical bases of test design and test selection are taken into account, as well as consideration of students from a variety of cultural and language backgrounds. There will be an examination of measurement theory and various assessment tools will be reviewed and critiqued. Test selection, administration, scoring and interpretation will be addressed. There will be a focus on current trends in the development of functional assessments and standardized testing.

## Course Objectives:

At the completion of this course, students will be able to:

1. demonstrate knowledge of ethical considerations relevant to assessment, as well as the implication of assessment-based decisions for various student populations
2. demonstrate knowledge of legal provisions, regulations and guidelines regarding assessment of individuals with disabilities including those specific to the identification of students with learning disabilities
3. demonstrate knowledge of the basic terminology and statistics used in assessment
4. distinguish between different types of tests and specify their uses and limitations
5. demonstrate knowledge of the criteria used to evaluate the quality of tests, including test development procedures, standardization and norming procedures, test reliability, and validity, types and interpretation of test scores
6. demonstrate knowledge of appropriate tests administration and interpretation procedures
7. demonstrate a knowledge and use of report writing skills
8. demonstrate a knowledge and use of functional assessment as an alternative method of identification and progress monitoring
9. identify current issues in the assessment and identification of students with disabilities, including the disproportionate representation of culturally and linguistically diverse students in special education.

## Assignments and Grading:

Course assignments have been assigned a point value and the total number of points will be used to calculate the final grade. Late assignments will only be accepted with the permission of the instructor and will lose 2% of the grade for each day they are late. Included in the class participation component is the score received on group assignments completed in class. Because group work is based on assigned readings, it is important that students keep up-to-date on their reading in order to be good group members. Because of the hands-on-approach, attendance is imperative. Therefore, 1 point will be deducted from the class work score for each absence. Students should notify the instructor by e-mail or in writing when they are absent.

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| 1. Class participation                  | 15 points |
| 2. Child Study Team Report/Presentation | 10 points |
| 3. Classroom Observation                | 15 points |
| 4. Test Review Presentation             | 25 points |
| 5. Administration and Assessment Report | 35 points |

### Final Grades

A	90 – 100	C+	77 – 79
B+	87 – 89	C	70 – 76
B	80 – 86	F	below 70

### **Schedule:**

- 1/19** Legal basis for assessment in New Jersey, review of federal laws regarding assessment and classification, parental rights in procedural safeguards, changes in assessment re IDEA04. S&Y Chapter 1
- 1/26** Introduction to assessment procedures and report writing, WJ3 Administration and Scoring  
Reading: Mather Chapters 1 & 2. S&Y Chapter 2
- 2/2** Administration of the WJ3  
Reading: Mather Chapters 3 & 4.
- 2/9** Classroom Observation Child Study Team assignment due  
Reading: S&Y Chapter 6
- 2/16** Basic statistical concepts in assessment &  
Reading: S & Y Chapters 3
- 2/23** Reliability and Validity & How to evaluate a test  
Reading: S & Y Chapters 4 & 9, Mather Chapter 6
- 3/1** Curriculum based assessment Classroom observation due  
Reading S&Y Chapter 7 &8
- 3/8** Assessment of Intelligence  
Reading: S&Y Chapter 14
- 3/15** **Spring Break**
- 3/22** Assessment of academic achievement & reading  
Reading S&Y Chapter 10 & 11
- 3/29** Assessment of reading continued, written language  
Reading S&Y Chapter 13
- 4/5** Assessment of math & oral language and multi-cultural assessment  
Reading S&Y Chapter 12
- 4/12** Assessment of perceptual-motor skills & infants-preschoolers Assessment report due  
Reading S&Y Chapters 15 & 18
- 4/19** Assessment of social & emotional behavior & Adaptive behavior,  
Reading S& Y Chapters 16 & 17
- 4/26** Using assessment to make decisions and communicating assessment information Reading Chapters 21 & 23