

**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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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 5iii,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:**

Nitko, A. J., & Brookhart, S. M. (2011). *Educational Assessment of Students*. (6<sup>th</sup> ed.). Boston, MA: Pearson Education, Inc.

### **Supplemental Materials:**

NJAC 6A:14 (New Jersey Special Education Regulations. [NJ DOE Website]

Parental Rights in Special Education (PRISE) [NJ DOE Website]

Individualized Educational Program (IEP). This website provides information about the components of IDEA and the IEP.

<http://idea.ed.gov/explore/view/p/.root,dynamic,TopicalBrief,10>.

IDEA 2004 Model Form (IEP). This website provides a model form of an IEP.

<http://www.nj.gov/education/specialed/ieptoc.htm>.

### **Assignments:**

***Online 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 expect 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 assigned 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 Tuesday, 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 do not 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.

**N.B. – In an effort to assure a successful beginning, Unit 1 will remain open for two weeks and will overlap with Unit 2 to provide additional “start up” time for those who arrive late and to accommodate for any delays in acquiring texts. Remaining Units will have a one week time span.**

***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.

***Disability Research Paper.*** Each student will write a research paper on a specific disability. ***This is a 4 or 5 (not 6) page research paper (not counting Title Page & References Page) dealing with one of the following disabilities:***

- SLD
- OHI (ADHD)
- ED
- Autism
- Auditorily Impaired
- Visually Impaired
- Cognitively Impaired
- Traumatic Brain Injury
- Preschool Child with a Disability

***You may also choose either of the following “special” areas:***

ELLs

Gifted & Talented

**Using a minimum of 4 substantial sources, discuss your chosen disability (or special area), making sure to address (at a minimum) the following topics:**

- Disability Definition & NJAC 6A Definition
- Identification
- Prevalence
- Causes
- Educational Considerations (programs, accommodations, modifications)
- Assessment Practices
- Psychological & Behavioral Characteristics
- Early Intervention Considerations
- Transition Considerations

**Important: All choices must be approved by me in advance and no later than February 8th. Make your choice sooner rather than later. Don't wait until the last minute. And don't forget APA. [Due Date: Feb. 18<sup>th</sup>.]**

**Classroom Test Design.** After identifying a specific grade level and a specific subject area, you will design a test with 8 multiple choice questions, 8 matching questions, 5 true and false questions, and one essay question using the information you will find in Part II of Nitko & Brookhart: *Crafting & Using Classroom Assessments*. [Due Date: March 1<sup>st</sup>.]

**Developing an Assessment Plan.** Using a *single* unit plan of your own interest and design, develop a corresponding assessment plan that closely follows the examples of Figures 6.2 and 6.3 on pages 110 and 111 of your text. Be sure to include the following:

Long Term Plan (Figure 6.2)	Assessment Activity Plan (Figure 6.3)
	[techniques] & [purpose, activity, follow-up action (use)]
General learning target	Pretest
Time frame	Observation & oral testing
Formative assessment	Homework
Summative assessment	Quizzes
Weights	Independent investigation (performance assessment)
	End-of-unit test
	* IMPORTANT! – Identifying the “actions” to take is a critical element of this part of the assignment!
	** It is possible that your techniques may differ from the model.

[Due Date: March 22<sup>nd</sup>]

**IEP Development & New Jersey Model Form.** A case study will be provided from which you will develop the following IEP components: Present Levels of Academic Achievement and Functional Performance (PLAAFP), Goals, Objectives, Modifications, & Accommodations. Program recommendations will also be required. In addition to your text, you will find relevant information at the websites listed under Supplemental Materials. Your assignment is to be submitted in the format of the IDEA 2004 Model Form (IEP). [Due Date: April 26<sup>th</sup>]

**RTI Video.** The LRP video entitled *Getting Ready for RTI* is located in Course Home. It is placed there so that you may view it at a time convenient to you. Viewing is not required until the week of March 25<sup>th</sup>.

**Quiz.** There will be one quiz during the semester. The quiz may cover any material from readings, threaded discussions, video viewings, etc. Date to be announced.

**Final Exam.** A cumulative final exam will be administered on May 9th. It is due back to me no later than May 15th. No exceptions

### **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:

- Warning: Online Timeout
- Person-first Language
- Doc Sharing Folders / Units 9 through 15

### **Grading Criteria:**

Each assignment has a corresponding point value and the total number of points is used to calculate the final grade. **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.** Lengthy “disappearances” from eCollege will also be problematic.

### **Point Values:**

Attendance & Participation	25 points
Disability Research Paper	15 points
Classroom Test Design	05 points

Assessment Plan	15 points
IEP Development	15 points
Quiz	05 points
Final Exam	20 points

**Grades to Points:**

GRADE	POINTS
A	93-100
B+	87-92
B	81-86
C+	77-80
C	70-76
F	Under 70

**Other Course Information:**

**Writing Requirements & APA.** All assignments should be typed, double spaced, and neat. Please use 12-point font in a traditional/professional font. Research papers should be completed using **APA Format (6<sup>th</sup> Edition)**. **[If you have APA questions, ask them before and not after an assignment is submitted.]**

It is important that you review the APA Publication Manual (6<sup>th</sup> Ed.) and / or the APA websites located in the Course Weblibliography. Pay particular attention to the following APA conventions:

- Title Page**
- Running head**
- Pagination**
- Abstract**
- Keywords**
- Introduction**
- References Page**
- Format for References**
- Citations in Paragraph**
- Citations in Parentheses**

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.** All written work will be submitted through up loads to both Dropboxes and Doc Sharing Folders (already prepared). Past experience has taught me to build in a back up. **Please save documents in word format and be certain to include your name on the document itself AND as part of the file name, e.g., D Jeter Disability Research Paper.**  
**Email Response.** I intend to respond to all 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 contacts, 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, try a second time! After that, I would welcome a call at the number on the syllabus. Ask me why I didn’t respond. Depending entirely on technology can be a slippery slope. Please use my Rutgers email: [rkmowl@rci.rutgers.edu](mailto:rkmowl@rci.rutgers.edu)

**Due Dates.** Assignment Due Dates are specifically noted on the **Syllabus Schedule**. If you are uncertain about something (anything), please contact me. ***Unless it is absolutely impossible, please submit assignments on the exact date they are due.***

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

**Academic Integrity.** 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*

<b>DATE</b>	<b>TOPICS</b>	<b>ASSIGNMENTS</b>	<b>READING</b>
1/22 Unit 1	Syllabus Introductions <ul style="list-style-type: none"> <li>• Classroom Decision Making &amp; Using Assessment</li> <li>• Describing the Goals &amp; Learning Targets of Instruction</li> </ul>		Course Announcements (CA) Chapters 1 & 2 (NB) NJAC 6A:14 PRISE
1/29 Unit 2	<ul style="list-style-type: none"> <li>• Validity of Assessment Results</li> <li>• Reliability of Assessment Results</li> </ul>		Chapters 3 & 4 (NB) Appendices I & J (NB)
2/4	<ul style="list-style-type: none"> <li>• Professional</li> </ul>	Obtain Topic Approval	Chapter 5 (NB)

Unit 3	Responsibilities, Ethical Behavior, & Legal Requirements in Educational Assessment	for Disability Research Paper by February 8 <sup>th</sup>	Appendices A, B, & C (NB)
2/11 Unit 4	<ul style="list-style-type: none"> <li>• Planning for Integrating Assessment &amp; Instruction</li> <li>• Diagnostic &amp; Formative Assessments</li> </ul>		Chapters 6 & 7 (NB)
2/18 Unit 5	<ul style="list-style-type: none"> <li>• Completion, Short Answer, &amp; True-False Items</li> <li>• Multiple Choice &amp; Matching Exercises</li> <li>• Essay Assessment Tasks</li> </ul>	Disability Research Paper Due on February 18 <sup>th</sup>	Chapters 8, 9, & 10 (NB)
2/25 Unit 6	<ul style="list-style-type: none"> <li>• Higher-Order Thinking, Problem Solving, &amp; Critical Thinking</li> <li>• Performance &amp; Portfolio Assessments</li> </ul>	Classroom Test Design Assignment Due on March 1 <sup>st</sup>	Chapters 11 & 12 (NB)
3/4 Unit 7	<ul style="list-style-type: none"> <li>• Preparing Students to be Assessed &amp; Using Students' Results to Improve Assessments</li> <li>• Evaluating &amp; Grading Student Performance</li> </ul>		Chapters 13 & 14 (NB)
3/11 Unit 8	<ul style="list-style-type: none"> <li>• Standardized Achievement Tests</li> <li>• Interpreting Norm-Referenced Scores</li> </ul>		Chapters 15 & 16 (NB)
3/18 Unit 9	<ul style="list-style-type: none"> <li>• Traditional SLD Identification</li> <li>• IQ-Achievement Discrepancy Approach</li> <li>• Major Tools (WISC IV / WJ III)</li> </ul>	Developing an Assessment Plan Assignment Due on March 22 <sup>nd</sup>	Unit 9 Folder (DS)
3/25 Unit 10	<ul style="list-style-type: none"> <li>• RTI Approaches</li> <li>• Universal Screening</li> <li>• CBM &amp; Progress Monitoring</li> <li>• SLD Identification</li> <li>• Efficacy &amp; Fidelity</li> </ul>		Unit 10 Folder (DS) View RTI Video (Course Home)
4/1 Unit 11	<ul style="list-style-type: none"> <li>• Developing &amp; Using Classroom-Based Diagnostic Tools Linked to Intervention: Reading / Writing /</li> </ul>		Unit 11 Folder (DS)



	<ul style="list-style-type: none"> <li>Spelling</li> <li>Project-Based Learning Activities</li> </ul>		
4/8 Unit 12	<ul style="list-style-type: none"> <li>Developing &amp; Using Classroom-Based Diagnostic Tools Linked to Intervention: Math</li> <li>Project-Based Learning Activities</li> </ul>		Unit 12 Folder (DS)
4/15 Unit 13	<ul style="list-style-type: none"> <li>Approaches &amp; Tools Used by Collaborating Specialists: Speech-Language, OT, PT</li> </ul>		Unit 13 Folder (DS)
4/22 Unit 14	<ul style="list-style-type: none"> <li>Working with ELLs</li> <li>Assessment Issues &amp; Practical Approaches Linked to Intervention</li> </ul>	IEP Development and NJ Model Form Assignment Due April 26 <sup>th</sup>	Unit 14 Folder (DS) NJDOE Bilingual Website: <a href="http://www.nj.us/education/bilingual">http://www.nj.us/education/bilingual</a>
4/29 Unit 15	<ul style="list-style-type: none"> <li>Social Skills &amp; Behavior</li> <li>Using Diagnostic Tools to Support Intervention Planning</li> </ul>		Unit 15 Folder (DS)
5/9 – 5/15	FINAL EXAM	Out: 5/9 Due: 5/15	

NB = Nitko & Brookhart text  
CA = Course Announcements  
DS = Doc Sharing