

Assessment & Measurement for Special Education Teachers
15:293:533:B2

Summer 2013 Semester

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Text: **Educational Assessment of Students**, 6th edition (2012) Nitko & Brookhart

Location/Time: **Murry Hall room 113** - T & Th 1:00 to 4:40 PM

Start date: Tuesday May 28th

You should purchase the textbook immediately. Limited copies will be available at the Barnes & Noble University Bookstore - 100 Somerset Street, New Brunswick, NJ. Please call them at (732) 246-8448 to check availability and price. **Older editions can not be used with this course.**

I. Course Description and Objectives

This course provides students with 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, and introduction to formal and informal (functional) assessment in special education, and the use of assessment information to determine special education eligibility, identify current academic and nonacademic performance, set instructional goals, monitor progress, develop classroom assessments and determine the effectiveness of instruction.

Parenthetical information relates to New Jersey Professional Standards for Teachers and School Leaders (NJPSTSL). This course meets the New Jersey requirement for assessment in special education.

Each student will:

1. Be able to describe the characteristics, uses, advantages, and limitations of different types of assessments (for example, criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems and assessments of student work) for evaluating how 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. 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 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 guidelines procedures set forth in the Individuals with Disabilities Education Act (IDEA) 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. Using information from test results and other sources, participate in the design and implementation of the Individualized Education Program (IEP), where appropriate (NJPSTSL 7.6).

8. Analyze student performance using multiple sources of data, and modify future plans and instructional techniques that promote desired student learning outcomes (NJPSTSL 5.4)

9. 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 5.6)

Supplemental Readings

1. 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>,

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

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

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

II. Policies

How You Earn Your Grade:

Evaluation of your performance in this course is based on the percentage of total points that you earn in the course. Each assignment has been given a point value. Detailed descriptions of these course requirements are provided on the following pages:

Course Requirements:

Number grades 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
61% and below	= F

- If you have special needs as addressed by the Americans with Disabilities Act and are eligible for academic accommodations or **modifications**, please notify me immediately. Reasonable efforts will be made to accommodate your special needs. For additional assistance, please contact the New Brunswick Campus Coordinator at (732) 932-1711.

Assignment Submission Policy:

- .Late assignments are accepted only at the discretion of the instructor and will, if accepted, be penalized 10% of their total worth for each day they are late before they are graded. There will be no exceptions. **All assignments are due by 1 PM on the date assigned, unless otherwise indicated.** If you are absent the day an assignment is due, you must either email the instructor to let her know of your illness or submit the assignment via Sakai. It is expected that you will comply with standards of academic integrity. You should read and be familiar with the Policy on Academic Integrity by clicking the following link: <http://academicintegrity.rutgers.edu/integrity.shtml>. 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. Plagiarism, handing in someone else's work, work obtained on the internet, or work written for another professor's course, or using resources while taking online tests are all reasons for failure of this course and dismissal from this university.
- **Terminology:** Use "people-first" language at all times. Terms such as *retarded* or *learning disabled* should never be used. 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 *normal* has multiple meanings and may inappropriately imply abnormal where it is not applied, this word should not be used. Instead, more operationally descriptive terms such as "intellectually average students" or "students without learning disabilities" should be used.
- All assignments should be typed, double spaced, and neat. *Edit your work before handing it in*, as attention to grammar, spelling, and organization count. Please use 12-point font in a traditional/professional font (e.g., Times New Roman). Points will be deducted for careless or sloppy errors. If you need further assistance with your writing, please visit the Writing Center on campus.
- Page recommendations refer to the *actual text* of the paper (not including title page, references, or attachments).
- It is utterly essential that you check your **Rutgers email** (or whatever email is linked to this course) on a daily or every other day basis. Failure to do so may result in you missing important information or changes in the course

III. Course Requirements

1. Attendance, Preparation, & Participation (50 pts.)

Attendance: The nature of this course requires that students attend class regularly and participate actively. Two absences will be deemed excessive and will result in points deducted from the final grade. Excessive lateness and a lack of meaningful participation in class activities will affect your final grade. As a courtesy, please notify the instructor when an emergency or illness requires you to be absent from class. The instructor reserves the right to request documentation supporting reasons for absence.

Preparation and Participation: Come to class prepared to discuss course materials and your experiences as a teacher intern and **when required with the text**. Students are expected to read

assigned readings *prior to class* and to participate actively in class discussions and activities. Certain class activities will be worth points and will usually be done as a group. Therefore you should be up-to-date with your reading in order to be a good group participant. If you are absent during a class activity you may only make up the points with a medical excuse.

2. **Test Design – 40 points.** With a partner you will download a short informational segment from the internet. You will design a test with 8 multiple choice questions, 5 to 10 matching questions and one essay using the format in chapters 8, 9 and 10 in the text. You will then modify the test for students with disabilities following the same format.
Due date: June 14

3. **Reliability, Validity, & Norms and Using Statistical Scores: (20 points)**
Working in pairs, examine your test manual (that will be provided by the instructor) for different types of reliability and validity, and information on how the test was normed. (a) compare and contrast each test's reliability and validity, (b) determine how closely the norm sample of each test correlates with the local school district and neighboring districts; and (c) discuss the conclusions that can be drawn from this information. You must list correlation coefficients for reliability and validity or you will lose points on this assignment. Use the **headings from the handout** to structure your paper. These headings must be used or you will lose points.
Due date: June 4

4. **Assignments**
Checklist - 10
Due June 18
Select a disability and develop a check list and adapt it for that disability. The checklist should address either an academic or adaptive area of your choice or group work. Items on the checklists should be observable (e.g. interacts with at least two other group members in a positive manner rather than works well with others) There are a number of websites which can guide you in this task. Please cite whatever sources you use including date of download.
https://helpdesk.bcit.ca/fsr/teach/teaching/ja_developchecklists.pdf is required reading for this assignment.
Rubric - 10
Due June 18
Select a disability and develop a rubric for a written assignment based on that disability.

5. **Writing an IEP – Based upon a case, students will develop an IEP. (50 points)**
Due June 25
Rubric for this assignment is posted on Sakai

6. **Developing an Assessment Plan – 30 points**
Due June 11
Using your unit plan: 1. Develop an assessment plan. Using the example in the text on

page 110 – figure 6.2 as a model include the time frame, the formative and summative assessment plans and the weighting of the assessments. 2. Develop an assessment plan for your unit using the activity plan on page 111, figure 6.3 as a model, list your objectives, types of assessment, purposes(s) of assessment and **actions** to be taken using the assessment results. Note - Identifying the actions to take is a critical element of this part of the assignment. 3. Develop a blueprint for the summative assessment for your unit using figure 6.5 on page 114 as a guide.

7. RTI Final Project - 40 points

Due July 2

In order to familiarize you with the Response to Intervention approach to identifying those students who may be at risk for learning disabilities, this project will focus on the development of an RTI model.

The components include:

1. Select a group of not more than three other students with whom you will work.
2. Determine an academic or adaptive area of concern at a particular grade level of interest to you.
3. Develop a method of screening individuals within a school setting in order to determine who may be at risk. (e.g. kindergarten students need five skills in order to read. Screening an entire class to identify those who lack those skills would be the beginning of an RTI project. The screening needs to be quick, efficient and have a **research base**.)
4. Develop a **research based intervention** that follows the 3 tier model. This is a critical component of the project for use of **research based intervention** and is a vital part of the process. Your research must contain citations from internet and peer reviewed journals (a minimum of 4) that support your choice of an intervention model.
5. Describe the 3 tiers which must contain service delivery in increasing intensity.
6. Progress monitoring **MUST** be included in your RTI plan with monitoring described that adheres to a fidelity model.
7. Part of your grade includes meeting with your instructor at least two times throughout the planning process.
8. Data collection and decision making must be clearly delineated.
9. This project will be submitted in written form for a final grade and will also include a power point presentation to the class.

9. Class quizzes - 50 points

III. Schedule: *

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment(s)</u>
May 28	Introduction to the course Using assessment to make class room decisions. Writing objectives & aligning Assessment to instruction	Ch. 1 & 2
May 30	Formal vs. Informal Tests Validity & Reliability & Interpreting diagnostic scores	Ch. 3 & 4 Sakai - Gerwertz (2010) <i>Warning Formative Assessment</i>
June 4	Integrating assessment & instruction Professional responsibility & ethics Curriculum based measurement,	Ch. 5 & 6 Reliability etc. due
June 6	Using diagnostic tools to support intervention planning – data managed instruction, RTI approaches,	Ch. 7 Sakai Fuhs, Fuhs & Compton (2011) <i>Smart RTI</i>
June 11	Designing Classroom Assessments Modifying assessments for at-risk learners, review of assessment for reading, writing, math & spelling	Chs. 8. 9 & 10 Assessment plan due Sakai – Benedict, et al 2013) <i>Using Lesson Study-RTI</i>
June 13	Portfolios, Performance & Rubrics Developing & using classroom-based diagnostic tools linked to intervention	Ch. 11 & 12 Test Design due
June 18	State Assessments & Grading Assessment accommodations & preparing students for standardized assessments Working with specialist: Speech-Language OT/PT	Ch. 13 & 14 Sakai – <i>Classroom strategies Speech and Language</i> Shah – NAEP & Special Education Rubric & checklist due
June 20	IEP writing	Sakai – Parent Rights Kraft, N. Martella& R. Martella (2001) <i>Writing better IEP goals</i> Case study
June 25	Standardized Tests of Achievement & Ability, Classification & Identification Approaches & the classroom teachers' responsibility	Ch. 15 & 16 IEP due

- June 27 Diagnostic tools to support intervention for social skills, behavior, & ELL students. Interview techniques and working with parents. Readings on Sakai
- July 2 RTI Presentations
- July 5 Non cumulative final

*** The schedule is subject to change depending on the availability of materials and space.**