

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

**15:293:533:E1 Assessment and Measurement for Special Education Teachers [3 credits]**

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3 credits

Online

**June 24 - Aug 1, 2013**

**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:**

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>.

Overton, T. (2006). *Assessing Learners with Special Needs* (5th ed.). Upper Saddle River, New Jersey: Merrill.

Salvia, J., Ysseldyke, J. E., & Bolt, S. (2013). *Assessment in special and inclusive education* (12<sup>th</sup> ed.). Belmont, CA: Wadsworth.

### **Assignments:**

1. Online Attendance and Participation (25 points) 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.** 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.**

2. Required Readings and Homework (15 points). 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.

3. Test Review (30 points). This assignment involves the evaluation of one standardized achievement or diagnostic test. Guideline and grading criteria for the test review are provided at the end of the syllabus. [Due Date: July 6<sup>th</sup> ]

4. Classroom Test Design (15 point). 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: July 11th.]

5. In-class Observation Activity(15 points): You will be asked to observe a child's behavior

through a video clip provided in class and be asked to write a one-page observation note.  
[Due Date: June 27th.]

6. Individualized Education Plan (25 points): This assignment involves the development of an IEP based on the educational assessment results. Refer to the guidelines and grading criteria at the end of the syllabus. [Due Date: July 25th.]

7. Educational Assessment Project (50 points): Students will complete a comprehensive educational assessment project. The project is intended to provide an opportunity for integration and application of concepts and procedures taught in the class. Guidelines and grading criteria for the project are provided at the end of the syllabus. [Due Date: August 1st.]

### **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 /

### **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
Reading and homework	15 points
Test review	30 points
Classroom Test Design	15 points
Observation Activity	15 points
IEP	25 points
Educational Assessment Project	50 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:

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: [dake.zhang@gse.rutgers.edu](mailto:dake.zhang@gse.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>Assignment</b>	<b>READING</b>
June 24 Unit 1	Syllabus Introductions <ul style="list-style-type: none"> <li>• IDEA 2004; NCLB;</li> <li>• Special Education Assessment;</li> <li>• The Assessment Process;</li> <li>• New Jersey Special Education Regulations</li> </ul>		NB Chapters 1 -2 NJAC 6A:14 PRISE
June 27 <sup>th</sup> Unit 2	<ul style="list-style-type: none"> <li>• Informal assessment</li> <li>• Parent/teacher interview</li> <li>• Permanent product information</li> <li>• Ecological assessment</li> <li>• Social Skills &amp; Behavior Assessment in classrooms</li> <li>• assessing behavior through observation</li> </ul>	Behavioral observation due (video-clip)	Unit 2 Folder
July 1 <sup>st</sup> Unit 3	<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)
July 4 <sup>th</sup> Unit 4	<ul style="list-style-type: none"> <li>• Responsibilities, Ethical Behavior, &amp; Legal Requirements in Educational Assessment</li> <li>• Planning for Integrating Assessment &amp; Instruction</li> <li>• Diagnostic &amp; Formative Assessment</li> </ul>	Test review due on July 6 <sup>th</sup>	Chapter 5-7 (NB) Appendices A, B, & C (NB)

July 8 <sup>th</sup>	<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> <li>• Higher-Order Thinking, Problem Solving, &amp; Critical Thinking</li> <li>• Performance &amp; Portfolio Assessments</li> </ul>		Chapters 8, 9, 10, 11, 12 (NB)
July 11 <sup>th</sup> Unit 6	<ul style="list-style-type: none"> <li>• Standardized Achievement Tests</li> <li>• Interpreting Norm-Referenced Scores</li> <li>• Criterion-referenced scores</li> </ul>	Classroom Test Design Assignment Due	Chapters 15 & 16 (NB)
July 15 <sup>th</sup> Unit 7	<ul style="list-style-type: none"> <li>• Assessment for LD</li> <li>• IQ-Achievement Discrepancy Approach</li> <li>• Major Tools (WISC IV / WJ III)</li> <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 7 Folder
July 18 <sup>th</sup> Unit 8	<ul style="list-style-type: none"> <li>• CBM and content areas</li> <li>• Reading</li> <li>• Writing</li> </ul>		Unit 8 Folder
July 22 <sup>nd</sup> Unit 9	<ul style="list-style-type: none"> <li>• CBM and content areas</li> <li>• Math</li> </ul>		Unit 9 Folder
July 25 <sup>th</sup> Unit 10	<ul style="list-style-type: none"> <li>• Instructional modification, introduction of IEP</li> <li>• High-Stakes Testing, Accommodations, Alternate Assessment</li> <li>• </li> </ul>	IEP due	Unit 10 Folder
July 29 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Approaches &amp; Tools Used by Collaborating Specialists: Speech-Language, OT, PT</li> <li>• Working with ELLs</li> </ul>		Unit 11 Folder NJDOE Bilingual Website: <a href="http://www.nj.us/education/bilingual">http://www.nj.us/education/bilingual</a>
Aug 1 <sup>st</sup> Unit 11		Assessment Project Due	

## Educational Assessment Project

<u>Components</u>	<u>Points</u>
<b>I. Identifying Data</b> (e.g., name, age, grade, school, teacher, date of assessment)	<b>1</b>
<b>II. Referral and Background Information</b> Describe the reason for referral and provide pertinent background information (historical, behavioral, and academic factors) using the following sources.	<b>4</b>
<ul style="list-style-type: none"> <li>• Permanent product information (e.g., student school records)</li> <li>• Informal Teacher and/or parent interview information</li> </ul>	
<b>III. Academic Assessment Battery Description &amp; Results</b>	<b>20</b>
Teacher Interview (complete Teacher Interview Form for Academic Problems in Workbook for this section)	3
Ecological assessment	1
Direct observation of on task behavior (two 15 minute-sessions each in reading, math, spelling, and writing) of the student being assessed and a peer)	1
Permanent classroom products in reading and math	1
Standardized achievement test (e.g. WJ-III) – reading, mathematics, spelling, and writing	7
Or Standardized diagnostic test (e.g., PPVT, Keymath)	
Curriculum-based assessment in:	8
•reading* (e.g., oral reading fluency)	
•math	
•spelling	
•written expression (quantitative and qualitative)	

For each measure (e.g., interview, observation, ecological assessment, standardized and CBM assessments), provide a brief description of the purpose of the measure, why it was selected, and the information it yields. Follow the description by reporting the results for both instructional environment and instructional placement for all academic skills using the following methods: teacher interview, direct observation, student interview, permanent product review, and direct assessment). Use appropriate outcome metrics (standard score, grade equivalent, percentile rank, wcpm). Report assessment results in figures within the text

**Note: \* = reading assessment should include the following: oral reading fluency (3 passages at each grade level until you find instructional, independent, and frustrational levels), reading comprehension (end of passage comprehension questions that include both literal and inferential questions), and story retelling measures (administer story retelling for a passage at the student's instructional reading level only following the procedures delineated in Shapiro's Academic Skills Problems Workbook on pp. 57-58).**

<b>IV. Conclusions</b>	<b>15</b>
• Summarize and interpret the assessment results for each academic area.	5
• Interpret assessment results to include a description of the student's behavior during the testing sessions, instructional level, strengths and areas in need of remediation.	4
• Identify points of corroboration or inconsistency across methods (e.g., CBA and standardized achievement or diagnostic test results; direct observation and interview information) and provide possible explanations for the findings.	3
• Identify strengths and difficulties within and across academic skill areas.	1
• Interpret assessment results to include a description of the student's performance in relation to his or her peers.	1
• Present samples of work to illustrate statements regarding performance in the skill area, when appropriate.	1
<b>V. Recommendations</b>	<b>5</b>
• Make recommendations in all academic skill areas that will assist in instructional placement and intervention modifications decisions, as well as the development of instructional goals and objectives.	
<b>TOTAL</b>	<b>50</b>

### **Guidelines for Qualitative (Holistic) Scoring**

1. Develop general criteria for distinguishing between papers of different values on a 5- or 4-point scale. List these criteria.
2. Read the paper impressionistically and each rater assigns a value on the scale.
3. Average the scores of both raters.

**IEP Assignment - 25 points**

(Attach this form to your assignment)

<u>Components</u>	<u>Points</u>
I. Complete identifying data	<b>1</b>
II. List the student's unique characteristics/needs (both academic and social-behavior) derived from the assessment.	<b>2</b>
III. Describe the district "do's" that include special education (i.e., specially designed instruction), related services, modifications, and other information to address the student's unique characteristics/needs. When appropriate, specify programs and activities in which the student will participate with non-exceptional students. Include a description of modifications, if any, needed for the student to succeed in the regular education class that address unique characteristics/needs.	<b>5</b> <b>2</b>
IV. Indicate the amount of time (or frequency), initiation date, and duration (e.g., 40 minutes weekly for the entire year, beginning immediately) of special education and related services	<b>5</b>
V. Identify present levels of performance based on your assessment results	<b>10</b>
VI. Write annual goals for each characteristic/need (should be based on a reasonable projection of what can be accomplished at the end of the year). Specify no more than two or three objectives for each goal. The objectives should systematically indicate a progression toward meeting the annual goal. All objectives must be written in behavioral terms (learner, condition, behavior, and criteria) and include: (a) procedures for evaluation (e.g., checklist, test, task analysis, permanent product) and (b) an evaluation schedule (2 x per week)	
<b>Total Points</b>	<b>25</b>

TEST REVIEW RECORDING FORM- 30 points

**I. Identifying Information: (4 points)**

1. Test Name:
2. Authors/developers:
3. Publishers:
4. Date of Publications:
5. Date of Norming/Standardization (if appropriate):
6. Decisions for which test is intended (specified by publisher):
7. Author's definitions of constructs tests intended to measure:

**II. Test Format/Items: 10 points**

1. Components (summary of table of contents and/or listing of all materials): (3 points)
2. General administrations procedures. Include any suggestions for testing presented by the publishers, use of basal and ceiling levels, whether the test is individual or group administered, or any specific cautions or suggestion regarding administration, use or interpretation. (3 points)
3. Summary of all subtests  
(4 points)

For **each** section or subtest, report:

- a. Name of the subtest:
- b. Purpose of subtest stated by publisher:
- c. Summary of specific directions given to the student:
- d. Format of item presentation(task provided):
- e. Behavior required of students to compete the task:
- f. Number of items in the subtest:
- g. Scoring procedures (example of scoring key or rules for scoring) and range of scores:

**III. Technical Adequacy: (9 points/3 points each)**

Reliability

1. Type of reliability reported and brief description of procedures.
2. Actual or range of reliability coefficients obtained and reported for each type.

Validity

1. Type of validity reported and brief description of procedures.

2. Actual or range of validity coefficients obtained and reported for each type.

Standardization

Describe normative sample (when appropriate).

- Size of sample
- Community size
- Geographic regions
- Ethnic representation
- Ages/grades
- Other characteristics of norm group presented by publisher

**IV. Interpretation of Test Results: (2points/1 point each)**

1. Summary of test score aggregation (subtest level):
2. Interpretive guides suggests by publisher

**V. Evaluation: (For this section, include a minimal of at least 5 references of reviews\* described in the professional literature) (4 points/1pt each)**

1. Strengths of the test:
2. Weakness of the test:
3. On the basis of your review of this test, list the specific uses for which it would be appropriate:
4. Comments, notes, and cautions:

Note: \*=Sources for existing reviews and evaluative information include:

Course Text

Professional Journals (e.g. Psychological assessment, Journal of Educational Measurement)

Mental Measurements Yearbook

Murphy, L. L. (2002). Tests in print VI: An index to tests, test reviews, and the literature on specific tests. Lincoln, Nebraska: Buros Institute of Mental Measurement, distributed by the University of Nebraska Press.

Hammill, D. D., Brown, L., & Bryant, B. R. (2<sup>nd</sup> ed.) (1992). *A consumer's guide to tests in print*. Austin, TX: Pro-Ed