

Identification and Assessment of Disabilities
15:293:526
Fall 2014

Instructor: Dr. Edith Ferris
Phone 609-947-0507
E-mail: edith.ferris@gse.rutgers.edu
Office hours: Thursday 1:30 – 4:30 or by appointment

Class Meeting: Location GSE 347
Day: Thursday
Time: 4:50 – 7:30 pm

Texts:
Required:

Venn, J. (2014). *Assessing Students with Special Needs*, 5th edition. Pearson

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

Additional Readings/Sites:

1. The state department of NJ – Achieve NJ – presents everything you need to know about Student Growth Objectives. (SGO Training Modules - How do I create a high quality SGO's? Option 2 –SGO guidebook – pg. 10 Setting Tiered SGO's) also (Documents & Resources – SGO's – Additional Resources – SGO Quality – Power Point) also SGOs – SGO Training Modules – Module 2 Assessment.
<http://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml>
2. Special Education Scenarios -
<http://www.danielsongroup.org/article.aspx?page=SpecialEd>
This site provides examples of implementation of the Danielson principals for special education students with examples that range from Unsatisfactory to Distinguished.
3. PARCC website <http://www.parcconline.org/> The PARCC Assessment – Assessment System – read all components.

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

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:

All course objectives are related to the New Jersey Core Teaching Standard Instructional Practice #6 Assessment. Objective 8 is basic to Standard 1. Learner Development and Standard 2. Learner Differences. In addition, the area of Professional Responsibility #9. Reflections and Continuous Growth and #10. Collaboration is inherent in all 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 5% 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, 10 points will be deducted from the class work score for each absence and more than two absences will necessitate repeating the course. Students should notify the instructor by e-mail or in writing when they are absent.

Students should review and be familiar with the Policy on Academic Integrity. 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 are all reasons for failure of this course and dismissal from this university.

1. Class participation	60 points
2. Child Study Team Report/Presentation	50 points
3. Classroom Observation	50 points
4. Test Review Presentation	100 points
5. Administration and Assessment Report	100 points
6. Quiz	50 points

Final Grades

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

Schedule:**Reading AR/S = Additional Readings/Sites**

Date	Topic	Reading and Assignments
9/4	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, the Core Content Standards & PARCC.	Venn Chapter 1
9/11	Introduction to assessment procedures and report writing, WJ3 Administration and Scoring	Mather Chapters 1 & 2. Venn p. 89-97 Sakai – Salvia, Ysseldyke & Bolt (2013) Why Assessment
9/18	Administration of the WJ3	Mather Chapters 3 & 4.
9/25	Classroom Observation	Venn Chapter 9 Child Study Team assignment due
10/2	Measurement Concepts – reliability and validity Report writing	Venn Chapters 3 & 4 & pg. 97-99
10/9	Test Scores & How to evaluate a test	Venn Chapter 4 & pg. 82-88, Mather Chapter 6
10/16	Curriculum based assessment – developing SGOs	Sakai – Salvia, Ysseldyke & Bolt (2013) Curriculum Based Assessment, AR/S 1 and AR/S2 Domain 1 pgs. 17-19 & Domain 3 pgs. 54-57 Classroom observation due
10/23	Assessment of Intelligence & Adaptive Behavior	Venn Chapter 6 Sakai – 1. Behaviors Sampled by Intelligence Tests & 2. Miller, Peter (2012) Twin Study
10/30	Assessment of Academic Achievement & Reading	Venn pg. 251-264 & Chapter 12 Sakai – 1. Salvia, Ysseldyke & Bolt (2013) Multiple Skill Devices 2. Downs, Patrick (2011) Dyslexia Not Related to Intelligence

11/6	Assessment of Reading continued, Written Language	Venn Chapter 14 Sakai – Serafini, Frank (2010) Classroom Reading Assessment
11/13	Assessment of math & oral language and multi-cultural assessment	Venn Chapter 8 & 13 Sakai – 1. Maxwell, L. & Shah, N. (2012) Evaluating ELLs for Special Needs – 2. Thurlow, Liu, Ward & Christensen (2013) Assessment Principles & Guidelines for ELLs with Disabilities
11/20	Assessment of perceptual-motor skills & infants-preschoolers	Venn Chapter 7 Sakai – 1. Ackerman, Coley (2012) State Pre-K Assessment Policies 2. Salvia, Ysseldyke & Bolt (2013) Measuring Perceptual Motor Skills Assessment report due
11/25 Tuesday	Assessment of social & emotional behavior & Using Technology to Make Assessment Decisions	Sakai – Salvia, Ysseldyke & Bolt (2013) 1. Assessment of social & emotional behavior & `2. Using technology for assessment http://kc.vanderbilt.edu/kennedy_files/TSSAManual102010.pdf Assessing Children with Autism spectrum Disorder Vanderbilt University
12/4	Using assessment to make decisions, communicating assessment information and standardized national assessment.	Sakai – Salvia, Ysseldyke & Bolt (2013) Assessment Decisions and AR/S 3.
12/11	Final – using actual assessments to determine classification, placement and program.	