

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

**Assessment and Measurement for Special Education Teachers [3 credits]  
15:293:533:91**

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Fall 2014 (9/2- 12/22)  
Online  
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**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

**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 (Instructional Practice #6 Assessment).
2. Become familiar with terminology and technical aspects of educational measures, including the different types of scores that are used to report test results ((Instructional Practice #6 Assessment).
3. Be able to describe aspects of measurement theory and assessment-related issues, such as validity, reliability, bias and scoring concerns (Instructional Practice #6 Assessment).
4. Be able select, administer, score, design and interpret both formal and informal tests that would be appropriate for a student with disabilities (Instructional Practice #6 Assessment).
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 (Instructional Practice #6 Assessment).

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. (The Learner and Learning #1. Learner Development, #2. Learning Differences and Instructional Practice #6. Assessment).
7. Using information from test results and other sources, participate in the design and implementation of the Individualized Education Program (IEP), where appropriate . (The Learner and Learning #1. Learner Development, #2. Learning Differences, Content #4. Content Knowledge, and Instructional Practice #6. Assessment, #7. Planning for Instruction).
8. Analyze student performance using multiple sources of data, and modify future plans and instructional techniques that promote desired student learning outcomes (Instructional Practice #6. Assessment)
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 (Instructional Practice #6. Assessment and Professional Responsibility #10 Collaboration)

**Required Text:**

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

**Supplemental Resources (SR):**

SR 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>,

SR 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>

SR 3. The Danielson Framework for Teaching (and teacher observation).

<http://www.danielsongroup.org> This site provides a basis for understanding teaching effectiveness and what observers will be looking when evaluating your teaching.

SR 4. 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.

SR 5. The state department of NJ – Achieve NJ – presents everything you need to know about Student Growth Objectives.

<http://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml> - SGO's

SR 6. Sample PARCC tests for practice <http://www.parcconline.org/computer-based-samples>.

SR 7. Charlotte Danielson Training videos for a structured observation.  
<http://apps.ksbe.edu/kapiina/training-resources/charlotte-danielson-training-videos>  
Select 3<sup>rd</sup> Grade Language Arts

SR 8. The IRIS Center  
<http://iris.peabody.vanderbilt.edu/index.html>

SR 9. NJAC 6A:14 New Jersey Special Education Regulations:  
<http://www.state.nj.us/education/code/current/>

SR 10. Parental Rights in Special Education (PRISE):  
<http://www.state.nj.us/education/specialed/form/>

### **Assignments:**

**Rubrics and additional information to assist in completion of the assignments noted below can be found in Doc Sharing in the Folder entitled Rubrics!**

***Online Attendance and Participation.*** Students are expected to attend each class promptly and meaningfully participate. In an online course this means faithful and relevant involvement in ***each and every*** 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. **Operationally this means responding thoughtfully to each assigned Discussion Thread at least one time to each prompt by Friday and then responding thoughtfully to one 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. Discussion Thread postings do not follow APA format. These essential contributions should not be considered so informal, however, as to include texting abbreviations (IMHO) or key board emoticons 😊.

Following you will note examples of both "high quality" and "low quality" postings:

**EXAMPLE DISCUSSION PROMPT:** *Discuss what you see as potential promises and pitfalls associated with RTI.*

**EXAMPLE: high-quality posting (thoughtful & focused):** I believe that RTI is not a panacea, but rather, an unproven approach to LD identification and prevention of early reading problems that may hold promise. Using early screening and intervention for emerging reading problems, avoiding a “wait-to-fail” approach, RTI can help change the learning trajectory for many early elementary students for the better. But as Fuchs, Fuchs, and Compton (2012) suggest, to do this well would require a massive commitment of financial and human resources, professional development, staff buy-in, and administrative leadership in the schools. And the question remains, once a student receives remediation through multiple RTI tiers, and is subsequently referred, evaluated, and classified as having a learning disability, what types and intensities of academic services will they receive, compared to those in the RTI tiers to which they were not fully responsive? We also need to consider the new roles for both general and special education teachers under an RTI approach and the data management systems necessary to help make it all work well (Fuchs, Fuchs, & Stecker, 2010).

**EXAMPLE: low-quality posting (less than thoughtful & focused):** I like what Robert said about RTI and I agree with most of his points. His response was very thoughtful. I mean, you can’t expect schools and teachers to solve all of the world’s problems—there really are limits. And what about the parents? What are their responsibilities to help kids learn to read early on? Everybody needs to work together under an RTI model to help kids succeed.

***Required Readings and Homework.*** Students should read, review, and digest required readings, IRIS Modules, etc., **prior** to each week’s class and be prepared to ask questions and discuss the material.

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

- Specific Learning Disability (SLD)
- Other Health Impaired (OHI) [ADHD falls into this disability category]
- Emotionally Disturbed
- 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:***

- English Language Learner (ELL)
- Gifted & Talented

**Important: All choices must be approved by me in advance and no later than September 15th. Make your choice sooner rather than later. Don't wait until the last minute. And don't forget APA.**

**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*. Introductory information: e.g., class type, grade level, purpose of plan, etc., is required.

**Developing an Assessment Plan.** Using a 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. Introductory information: e.g., class type, grade level, purpose of plan, etc., is required.

**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 and should conform to the types of Programs and Related Services delineated in NJAC 6A:14. 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). **Use the version of the form that is NOT annotated!**

**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

**Quiz.** There will be one quiz during the semester. The quiz may cover any material from readings, discussion threads, video viewings, etc.

**Final Exam.** There will be a cumulative final exam administered the week of December 15th.

### **Course Announcements:**

It is critical that you look for Course Announcements on a regular basis for updates and

clarifications. Currently you will note separate announcements on the following topics:

- Participation: Discussion Threads / Posting Responsibilities
- Warning: Online Timeout
- Person-first Language
- Assignment Rubrics / Information

### **Q & A Forum:**

You are encouraged to post any questions you have regarding overall course issues and assignments, as well as questions specifically pertaining to assigned readings each week in the weekly Q&A Forum. You can expect to see the instructor response within a day. Just to summarize, the Q&A Forum is for a combination of course housekeeping issues and also a place to ask questions each week about content you are reading that may be confusing, or on which you would like some clarification or some related question answered. I may also use the Q&A Forum to provide additional information during the semester. The Q&A Forum is open, so all students see all questions and answers. **For confidential or sensitive issues, do NOT use the Q&A forum, and instead, contact the instructor, Dr. Robert Mulligan, by email at: [rkmowl@rci.rutgers.edu](mailto:rkmowl@rci.rutgers.edu)**

### **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.** There will be a 10% reduction for each day an assignment is late. Lengthy “disappearances” from eCollege will also be problematic and will result in a penalty.

### **Course Grading Plan:**

1. **Class Discussion / Participation (@ 4 points per Module X 14 Modules = 56 points)**
2. **Disability Research Paper (60 points)**
3. **Classroom Test Design (45 points)**
4. **Assessment Activity Plan (45 points)**
5. **IEP Development (45 points)**
6. **Quiz (19 points)**
7. **Final Exam (30 points)**

### **Course Grades: (based on 300 points converted to percent)**

<b>GRADE</b>	<b>PERCENT</b>
<b>A</b>	<b>93-100</b>

<b>B+</b>	<b>87-92</b>
<b>B</b>	<b>81-86</b>
<b>C+</b>	<b>77-80</b>
<b>C</b>	<b>70-76</b>
<b>F</b>	<b>Under 70</b>

**Submission of Written Work.** All written work will be submitted through uploads to Dropboxes. Make sure to save your own copies! Please submit 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.

**NO HANDWRITTEN ASSIGNMENTS WILL BE ACCEPTED!**

**Email Response.** I intend to respond to all emails sent to me as long as the quantity is reasonable and the topics are pertinent. 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! Please use my Rutgers email: [rknowl@rci.rutgers.edu](mailto:rknowl@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.** Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

**Academic Integrity.**

Your work for this course should be original. 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. Please review and familiarize yourselves with the Rutgers' Policy on Academic Integrity which can be found at the following website address: <http://academicintegrity.rutgers.edu/policy-on-academic-integrity>

## Schedule

<b>DATE</b>	<b>TOPICS</b>	<b>ASSIGNMENTS</b>	<b>READINGS</b>
Module 1 9/2- 9/7	Syllabus Assignment Rubrics Introductions <ul style="list-style-type: none"> <li>• Classroom Decision Making &amp; Using Assessment</li> <li>• Describing Goals &amp; Learning Targets of Instruction</li> </ul>	Obtain Topic Approval for Disability Research Paper by 9/15!	Chapters 1 & 2 (NB)  Setting Instructional Outcomes (SR3/pp. 17-19)  Student Growth Objectives (SR5)
Module 2 9/8- 9/14	<ul style="list-style-type: none"> <li>• Validity of Assessment Results</li> <li>• Reliability of Assessment Results</li> </ul>		Chapters 3 & 4 (NB)  Skim Appendices I & J (NB)
Module 3 9/15- 9/21	<ul style="list-style-type: none"> <li>• Professional Responsibilities, Ethical Behavior, &amp; Legal Requirements in Educational Assessment</li> </ul>		Chapter 5 (NB) Skim Appendices A, B, C (NB) NJAC 6A: 14 PRISE SR1 SR2
Module 4 9/22- 9/28	<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) Designing Student Assessment (SR3/pp. 29-31) Special Education Scenarios (SR5/pp. 17-19)
Module 5 9/29- 10/5	<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 Assignment Due Today!	Chapters 8, 9, & 10 (NB)
Module 6 10/6- 10/12	<ul style="list-style-type: none"> <li>• Higher-Order Thinking, Problem Solving, &amp; Critical Thinking</li> <li>• Performance &amp; Portfolio Assessment</li> </ul>		Chapters 11 & 12 (NB)
Module 7 10/13- 10/19	<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>	Classroom Test Design Assignment Due Today!	Chapters 13 & 14 (NB) PARCC Practice Tests (SR6)
Module 8 10/20- 10/26	<ul style="list-style-type: none"> <li>• Standardized Achievement Tests</li> <li>• Interpreting Norm-Referenced Scores</li> </ul>		Chapters 15 & 16 (NB) View RTI Video (Course Home)
Module 9	<ul style="list-style-type: none"> <li>• Traditional SLD</li> </ul>		Unit 9 Folder (DS)

10/27-11/2	<p>Identification</p> <ul style="list-style-type: none"> <li>• IQ-Achievement Discrepancy Approach</li> <li>• WISC IV / WJ III / WIAT</li> </ul>		<p>Using Assessment in Instruction (SR3/pp. 75-79)</p> <p>Special Education Scenarios (SR4/pp. 54-57)</p> <p>Article “Smart RTI” (DS)</p> <p>IRIS Star Legacy Module</p> <p>IRIS IQ/Achievement Discrepancy Module</p>
Module 10 11/3-11/9	<ul style="list-style-type: none"> <li>• RTI Approaches</li> <li>• Universal Screening</li> <li>• Curriculum Based Measurement &amp; Progress Monitoring</li> <li>• SLD Identification</li> <li>• Efficacy &amp; Fidelity</li> </ul>	Assessment Plan Assignment Due Today!	<p>Unit 10 Folder (DS)</p> <p>Article “Lesson Study” (DS)</p> <p>IRIS RTI Modules</p>
Module 11 11/10-11/16	<ul style="list-style-type: none"> <li>• Why Science Matters</li> <li>• Developing &amp; Using Classroom-Based Diagnostic Tools Linked To Intervention:</li> <li>• Reading</li> <li>• Writing</li> <li>• Spelling</li> <li>• Math</li> </ul>		<p>Unit 11 Folder (DS)</p> <p>IRIS Reading, Literacy, Language Arts, &amp; Mathematics Modules</p>
Module 12 11/17-11/23	<ul style="list-style-type: none"> <li>• Approaches &amp; Tools Used by Collaborating Specialists: Speech-Language, OT, PT, Counseling, etc.</li> </ul>		<p>Unit 12 Folder (DS)</p> <p>IRIS Related Services Module</p>
Module 13 11/24-12/4	<ul style="list-style-type: none"> <li>• Working with ELLs</li> <li>• Assessment Issues &amp; Practical Approaches Linked to Intervention</li> </ul>	IEP Development Assignment Due Today!	<p>Unit 13 Folder (DS)</p> <p>NJ DOE Website</p> <p>Danielson Training Video (SR7/Select 3<sup>rd</sup> Grade Language Arts</p> <p>IRIS Classroom Diversity Modules</p>
	<b>THANKSGIVING BREAK</b>	<b>11/27-11/30</b>	
Module 14 12/5-12/10	<ul style="list-style-type: none"> <li>• Social Skills &amp; Behavior</li> <li>• Using Diagnostic Tools to Support Intervention Planning</li> </ul>		<p>Unit 14 Folder (DS)</p> <p>IRIS Independent Learners Module</p>
Classes End 12/10			
Reading Days			

12/11- 12/12			
Exams	A Cumulative Final Exam Will Be Administered.		
12/15- 12/22			

**NB = Nitko & Brookhart Text**  
**CA = Course Announcements**  
**DS = Doc Sharing**  
**SR = Supplemental Resources**