

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

**Assessment and Measurement for Special Education Teachers
15:293:533:90
3 Credits
Spring 2015**

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Phone Number: By arrangement	
Office Hours: By arrangement	Prerequisites: 05:300:306 or by advisor approval
Online	Special Permission Required: No

Learning Goals:

Parenthetical information relates to New Jersey Professional Standards for Teachers.

Upon completion of this course, students can expect to:

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

- 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).
- 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).
- 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).

Course Catalog Description:

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.

Class Materials / Textbooks:

Nitko, A. J., & Brookhart, S. M. (2015). *Educational Assessment of Students. (7th ed.)*. Boston, MA: Pearson Education, Inc.

Supplemental Resources (SR):

SR 1. Individualized Educational Program (IEP). This website provides information about the components of the IEP. Click on Individualized Education Program (IEP) to the left under Browse Major Topics when you get there.

<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. For your convenience, copies of the Annotated and Unannotated forms can be found in Doc Sharing. <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 3rd 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. NJAC 6A:15 New Jersey Bilingual Education Regulations:

<http://www.state.nj.us/education/code/current/>

SR 11. Parental Rights in Special Education (PRISE):

<http://www.state.nj.us/education/specialed/form/>

SR 12. The Right to Special Education in New Jersey (A Guide for Advocates) 2nd Edition.

http://www.edlawcenter.org/assets/files/pdfs/publications/Rights_SpecialEducation_Guide.pdf

SR 13. New Jersey Special Education Compliance and Best Practices & Addendum: The IEP Process and Development of the IEP Document [White Paper published by NJ IEP Direct (Centris Group) in Collaboration with Comegno Law Group, P.C. (Doc Sharing).

Overview of Course Activities:

This course includes substantial weekly readings and related activities (main text and supplemental resources), structured review and discussion of readings and associated topics, quiz(zes) on readings, Disability Research Paper, Classroom Test Design, Assessment Planning, & Case Study Interpretation with related IEP Development. Each week of the course will run from Monday morning through Sunday night. Students are strongly encouraged to complete all or most of the assigned week's course readings during the weekend preceding week of the course.

Q & A Forum:

Students are encouraged to post questions they have about the more challenging parts of the assigned readings, as well as related topics the class covers, in the online QUESTION and ANSWER Forum. It is always a good idea to first try to answer your own questions by rereading content and conferring with fellow students. But if you cannot resolve the issue, post the question and the instructor will usually post an answer that day (or sometimes the next day, depending on when the question was posted). Chances are that if you are confused about part of the readings, some fellow students are also confused, so everyone can benefit from this feature of the course. **The Q&A Forum can and should also be used for general course housekeeping issues or questions about assignments, rubrics, exemplars, etc.**

Professional Discourse:

As current and future teaching and allied field professionals, students are expected to present themselves and act in the online class discussions as they would in a professional meeting in the school district where they work. This applies to several dimensions of professional conduct:

- Students are expected to be respectful of divergent beliefs and opinions that may be voiced in online class discussions, offering constructive questioning and feedback as appropriate.
- Except where otherwise customary (e.g., deaf community terminology), students are expected to use **person-first language** when speaking of students with disabilities (e.g., **student with a learning disability**, NOT, **LD student**), and never use demeaning terms such as **retard**. Students should avoid language that objectifies human beings as “things” of pity, such as, **wheelchair-bound**, **confined to a wheelchair**, or **suffers a disability**.

Grading Policy:

1. Class discussion / participation (60 points @ 4 pts per unit x 12 + 6 pts per unit x 2)
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 (15 points)
7. Final Exam (30 points)

Course Grades: (out of 360 possible points)

GRADE	PERCENT	POINTS
A	93.00 – 100.0 %	Point totals will be converted to percentages. N.B. A grade of 86.99 earns a B, not a B+ Any mid-course modification of course assignments will be reflected accurately as percentage of total possible points earned.
B+	87.00 – 92.99 %	
B	81.00 – 86.99 %	
C+	77.00 – 80.99 %	

C	70.00 – 76.99 %	
F	Under 70 %	

Late Assignments Policy:

All assignments are expected on time. (This includes Discussion Thread responses!). Late assignments will receive a reduced grade, generally, a flat reduction in grade equivalent to 10% of the total possible assignment grade per day late (or part thereof). Students with bona fide emergencies should contact the instructor as soon as possible to discuss special arrangements in order to avoid grade penalties. The instructor will work constructively and collaboratively with students who communicate early regarding special problems completing assignments on time, with no grade penalties in special situations where advance communication takes place and the circumstances are deemed reasonable, but will not be supportive of last minute requests for extensions on assignment due dates.

Assignments:

Participation. Students are required to participate in online class discussions. For each unit, the instructor will post 2-4 discussion prompts. For each discussion prompt, each student is required to post an original contribution (about 5-6 sentences, or a bit more), and also at least one reply to another student’s original posting or student’s response to another student’s original posting (also about 5-6 sentences). [See exemplars below]. Students will be graded on the thoughtfulness, connections to the readings (appropriately cited), originality, and overall quality of their postings/replies to others. Students must post all of their comments for the week by Midnight, Sunday. Students are required to read all other student postings as well as postings by the Instructor.
work.

Discussion Prompt Responses / Exemplars:

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. Anticipate your reading load by looking ahead in the Syllabus. Some weeks are heavier than others. Also, some readings are dense and require a second reading. A "second reading," by the way, can be a productive strategy to employ with many students; those with disabilities and those without!

Disability Research Paper (APA). Each student will write a research paper on a specific disability using APA Style. ***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 February 1st. Use the DRP Topic Approval Form Dropbox you will find under Course Home for this purpose. Make your choice sooner rather than later. Don't wait until the last minute.

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 (maximum 1 page): e.g., class type, grade level, purpose, etc., is required.

Developing an Assessment Plan. Construct a unit plan of your own interest and design and develop a corresponding assessment plan that closely follows the examples of Figures 6.1 and 6.2 on pages 111 and 112 of your text. Introductory information (maximum 1 page): e.g., class type, grade level, purpose, 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. TBA

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 only and be certain to include your name on the document itself AND as part of the file name.**

NO HANDWRITTEN ASSIGNMENTS WILL BE ACCEPTED!

Additional Course Resources. Please remember to carefully scrutinize all resources as you complete assignments, e.g., rubrics, exemplars, etc. **Questions or confusions should be dealt with early rather than later through communication via the Q&A Forum. It is likely that the answer(s) to your question(s) will benefit others in the class!**

Email Connection and Response to Emails. It is critical to your success in this online environment that you have a working email that is **CONNECTED** to the class website. If you do not already have one, please see to this important detail immediately. Also, 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 a timely email response from me, try a second time! Please use my Rutgers email: rkmowl@rci.rutgers.edu

Academic Integrity Policy:

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

For any and all assignments and class activities, **no copying of any kind is allowed**, unless copied text is placed within quotations and author/source is appropriately cited. Excessive use of quoted material in essay assignments, quizzes, and tests is strongly discouraged and this will tend to result in lower grades. Students need to express themselves using their own language. **Clear evidence of extensive plagiarism will likely result in a grade of F for the assignment AND course.**

Office of Disability Services:

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>.

Course Schedule

Week #	CONTENT COVERAGE	ASSIGNMENTS & READINGS
#1 (1/20-1/25)	Syllabus Assignment Rubrics Introductions <ul style="list-style-type: none"> • Classroom Decision Making & Using Assessment • Describing Goals & Learning Targets of Instruction 	<ul style="list-style-type: none"> • Chapters 1 & 2 (NB) • Skim Appendices (NB) • Setting Instructional Outcomes (SR3/pp. 17-19) • Student Growth Objectives (SR5)
#2 (1/26-2/1)	<ul style="list-style-type: none"> • Validity of Assessment Results • Reliability of Assessment Results 	<ul style="list-style-type: none"> • Chapters 3 & 4 (NB) • Appendix F (NB)
#3 (2/2-2/8)	<ul style="list-style-type: none"> • Professional Responsibilities, Ethical Behavior, & Legal Requirements in Educational Assessment 	<ul style="list-style-type: none"> • Chapter 5 (NB) • NJAC 6A: 14 • PRISE • SR1 • SR2
#4 (2/9-2/15)	<ul style="list-style-type: none"> • Planning for Integrating Assessment & Instruction • Diagnostic & Formative Assessments • Providing Formative Feedback 	<ul style="list-style-type: none"> • Chapters 6, 7, & 8 (NB) • Designing Student Assessment (SR3/pp. 29-31) • Special Education Scenarios (SR5/pp. 17-19)
#5 (2/16-2/22)	<ul style="list-style-type: none"> • Fill-in-the-Blank & True-False Items • Multiple Choice & Matching Exercises • Essay Assessment Tasks 	<ul style="list-style-type: none"> • Chapters 9, 10, & 11 (NB)
#6 (2/23-3/1)	<ul style="list-style-type: none"> • Higher-Order Thinking, Problem Solving, & Critical Thinking • Performance & Portfolio Assessment 	<ul style="list-style-type: none"> • Chapters 12 & 13 (NB)
#7 (3/2-3/8)	<ul style="list-style-type: none"> • Preparing Students to be Assessed & Using Students' Results to Improve Assessments • Evaluating & Grading Student Assessment 	<ul style="list-style-type: none"> • Chapters 14 & 15 (NB) • PARCC Practice Tests (SR6)
#8 (3/9-3/15)	<ul style="list-style-type: none"> • Standardized Achievement Tests • Interpreting Norm-Referenced Scores 	<ul style="list-style-type: none"> • Chapters 16 & 17 (NB) • View RTI Video (Course Home)
SPRING RECESS	3/14-3/22	
#9 (3/23-3/29)	<ul style="list-style-type: none"> • Traditional SLD Identification • IQ-Achievement Discrepancy Approach • WISC IV / WJ III / WIAT 	<ul style="list-style-type: none"> • Unit 9 Folder (DS) • Using Assessment in Instruction (SR3/pp. 75-79) • Special Education Scenarios

		(SR4/pp. 54-57) <ul style="list-style-type: none"> • Article “Smart RTI” (DS) • IRIS Star Legacy Module • IRIS IQ/Achievement Discrepancy Module
#10 (3/30-4/5)	<ul style="list-style-type: none"> • RTI Approaches • Universal Screening • Curriculum Based Measurement & Progress Monitoring • SLD Identification • Efficacy & Fidelity 	<ul style="list-style-type: none"> • Unit 10 Folder (DS) • Article “Lesson Study” (DS) • IRIS RTI Modules
#11 (4/6-4/12)	<ul style="list-style-type: none"> • Why Science Matters • Developing & Using Classroom-Based Diagnostic Tools Linked To Intervention: <ul style="list-style-type: none"> • Reading • Writing • Spelling • Math 	<ul style="list-style-type: none"> • Unit 11 Folder (DS) • IRIS Reading, Literacy, Language Arts, & Mathematics Modules
#12 (4/13-4/19)	<ul style="list-style-type: none"> • Approaches & Tools Used by Collaborating Specialists: Speech-Language, OT, PT, Counseling, etc. 	<ul style="list-style-type: none"> • Unit 12 Folder (DS) • IRIS Related Services Module
#13 (4/20-4/26)	<ul style="list-style-type: none"> • Working with ELLs • Assessment Issues & Practical Approaches Linked to Intervention 	<ul style="list-style-type: none"> • Unit 13 Folder (DS) • NJ DOE Website • Danielson Training Video (SR7/Select 3rd Grade Language Arts) • IRIS Classroom Diversity Modules
#14 (4/27—5/4)	<ul style="list-style-type: none"> • Social Skills & Behavior • Using Diagnostic Tools to Support Intervention Planning 	<ul style="list-style-type: none"> • Unit 14 Folder (DS) • IRIS Independent Learners Module
CLASSES END	5/4	
READING DAYS	5/5 & 5/6	
FINAL EXAM	TBA	A CUMULATIVE FINAL EXAM WILL BE ADMINISTERED

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