

Assessment & Measurement for Special Education
15:293:533:B2
3 Credits
Tuesday & Thursday 1-4:40 pm
Murray Hall Room 112

Instructor: Dr. Edith Ferris	Email: edith.ferris@gse.rutgers.edu
Phone: 609-654-7429	Location: Murray Hall Rm _112__
Office Hours: Tuesday & Thursday 10:30 – 12:00 or by appointment	Prerequisites or other limitations: Matriculated students
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

LEARNING GOALS

Parentetical 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, #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)

SPECIAL EDUCATION MASTERS PROGRAM GOALS

Learning Goal 1: Attain mastery of the essential aspects of practice and research in the field of special education.

Learning Goal 2: Attain in-depth understanding of Council for Exceptional Children (CEC) professional standards and code of ethics for special education professionals.

Learning Goal 3: Further develop critical professional dispositions that help education professionals promote improvement in the lives of their students (commitment to ongoing professional development, using data-informed approaches, collaborative approaches, developing cultural competencies, etc.).

Learning Goal 4: Prepare to be professionals in special education or closely allied professional fields or to further advance in their professional work.

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:

Textbook: **Educational Assessment of Students**, 7th edition (2014) Nitko & Brookhart

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

Supplemental Readings and Sites (SR/S)

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>
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.
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.
5. The state department of NJ – Achieve NJ – presents everything you need to know about Student Growth Objectives. (SGO Training Modules How do - How do I create a high quality SGO's? Option 2 –SGO guidebook – pg. 8-23
<http://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml>
6. Sample PARCC tests for practice <http://www.parcconline.org/computer-based-samples>.
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
8. The state department of NJ – Achieve NJ Overview for Special Education Teachers pg. 1 & 2
<http://www.state.nj.us/education/AchieveNJ/teacher/SpecialEducatorOverview.pdf>

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

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:

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

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

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>.

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 an intellectual disability" are preferred over adjectival constructions such as "intellectually challenged 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 unexcused absences (work or routine family events - picnic celebration, 4-day family getaway trip, etc.) will be deemed excessive and will result **in 10 points deducted from the final grade average.** 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. **Cell phones should be turned off and stored off the table/desk.**

All assignments are expected on time. Late assignments will receive a reduced grade, generally, the equivalent of 10% of the total possible project 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 project due dates.**

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.

Due June 11

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.

3. Assignments

Refer to your SR 3 & 5 readings for these assignments.

Checklist - 10

Due June 16

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 16

Select a disability and develop a rubric for a written assignment based on that disability. Refer to required readings in SR 3 and 5.

Using Scores for Instruction – 10

Due June 4

Using the set of scores provided in class, organize the students into three groups for instruction. Instructors Resource 5 has samples with scores.

4. Writing an IEP – Based upon a case, students will develop an IEP. (50 points)

Due June 24

Rubric for this assignment is posted on Sakai

5. Developing an Assessment Plan – 30 points

Due June 9

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. **Also refer to your SR 3 & 5 readings.**

6. RTI Final Project - 40 points

Due June 30

In order to familiarize you with the Response to Intervention approach to identifying those students who may be at risk for learning disabilities and possible classification for special education, this project will focus on the development of a RTI model that has three tiers.

Determine an academic or adaptive area of concern at a particular grade level of interest to you. Organize your paper around the 3 tiers – for each tier:

1. Develop a method of screening and progress monitoring for individuals for each of the three tiers 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 documented **research base**. A list of online resources is on Sakai)

2. Develop a **research based intervention for each of the 3 tiers**. This is a critical component of the project for the use of **research based interventions** is a vital part of the process. Describe the 3 tiers which must contain service delivery in increasing intensity (ex. how many students in a group, how often will they meet).
3. Progress monitoring **MUST** be included in your RTI plan with monitoring described that adheres to a fidelity model.
4. Data collection and decision making must be clearly delineated. How will you decide when to change tiers?
5. Your research must contain citations from internet and peer reviewed journals (a minimum of 4) that supports your choice of an intervention model for each of the three tiers and includes a reflection of why your choices are appropriate.
6. **Follow the rubric on Sakai.**

Oral Presentation

Points 10

Due June 30

Give a power point presentation to the class that lasts about 10 minutes and outlines your project.

7. Class quizzes - 50 points

III. Schedule: *

SR – Supplemental Readings

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment(s)</u>
May 26	Introduction to the course Using assessment to make class room decisions. Writing objectives & SGOs & aligning instruction	Ch. 1 & 2 SR3 Domain 1 Setting Instructional Outcomes pg. 17-19 SR5
May 28	Formal vs. Informal Tests Curriculum based assessment Assessing students for instruction	Sakai <i>Assessing Students for Instruction</i> &- Gerwertz (2010) <i>Warning Formative Assessment</i>

June 2	Integrating assessment & instruction Professional responsibility & ethics Using scores in teaching	Ch. 5 & 6 SR3 1f - Designing Student Assessment pg. 29-31 SR4 1f – pg.17-19
June 4	Using diagnostic tools to support intervention planning – data managed instruction, RTI approaches,	Ch. 7 Sakai Fuhs, Fuhs & Compton (2011) <i>Smart RTI</i> SR3 3d - Using Assessment in Instruction pg. 75-79 SR 4 3d – Using Assessment in Instruction pg. 54-57 Using scores due
June 9	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 11	Portfolios, Performance & Rubrics Developing & using classroom-based diagnostic tools linked to intervention	Ch. 11 & 12 Test Design due
June 16	State Assessments & Grading, PARCC, 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 Take practice tests on SR 6
June 18	IEP writing The difference between IEP goals & SGOs	Sakai – Parent Rights Kraft, N. Martella & R. Martella (2001) <i>Writing better IEP goals</i> Case study, SR 8
June 23	Standardized Tests of Achievement & Ability, Classification & Identification Approaches & the classroom teachers' responsibility,	Ch. 15 & 16
June 25	Diagnostic tools to support intervention for social	Readings on Sakai

skills, behavior, & ELL students. Interview techniques and working with parents. Teacher observation

SR 7 video

June 30 RTI Presentations

July 2 Non cumulative final

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