Sam Houston State University

SPED 6322: Bilingual Special Education Assessment
Fall 2017

SPED 6322 is a required course for the M. Ed. in Special Education and Educational Diagnostician Certification.

College of Education, Department of Language, Literacy and Special Populations

Instructor: Corinna Villar Cole, Ph.D.
Teacher Education Center (TEC)
P. O. Box 2119/SHSU Huntsville, Texas 77341
Phone: 936-294-4024
Fax: 936-294-1131
E-mail address: ccole@shsu.edu

Office hours: Before and after class by appointment.

Day and time the class meets: Tuesday, 5:30 pm to 8:20 pm

Location of class: The Woodlands Center (TWC)

Course Description: This course addresses basic measurement principles, formal and informal assessment, and the connection of assessment to instruction. Students gain experience with diagnostic tools for assessing achievement, social behavior, adaptive behavior, language, vocational, and perceptual-motor skills. Response to intervention and curriculum-based measurement are also addressed.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):
 Essential:
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

 Important:
- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning to apply course material (to improve thinking, problem solving, and decisions)

Textbooks: Required

Salvia, J., Ysseldyke, J. E., & Bolt, S. (2016). *Assessment in special and inclusive education (13th ed.).* Belmont, CA: Wadsworth/Cengage.

Rhodes, R., Ochoa, S. H., & Ortiz, S. O. (2005). *Assessing culturally and linguistically diverse students: A practical guide.* New York, NY: The Guilford Press.

***Tk20 Account* <u>is</u>** required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at https://tk20. shsu. edu/

Course Format: SPED 6322 is taught in the classroom using group activities, PowerPoint presentations, Prezis, test demonstrations, Blackboard enhancement via Internet, videos, and individual presentations.

Course Content: SPED 6322 presents basic concepts of measurement, an introduction to test administration, various types of assessment in academic and nonacademic areas, and legal issues related to special education.

Course Requirements:
- Late assignment policy: Assignments are accepted past due date; 10% is deducted for each day that the assignment is late.
- Incompletes: On rare occasions, circumstances prevent students from completing all requirements before the course ends. According to University Policy, students may receive an Incomplete in the class if they have kept up with assignments throughout the course but are not able to complete the final requirements due to extenuating circumstances. This is permissible but if you receive an Incomplete, you will not earn an A in this class.
- Time requirement: Expect to spend two-three hours per week on readings and three to six hours per week on assignments.

Professionalism/Academic Honesty:

- ***Read carefully, sign, and return to professor the Ethical Practices for Educational Diagnostician Candidates document.***
- All tests must be handled in accordance with standards of the APA. Particular emphasis must be given to confidentiality, copyright laws, and ethical use of test materials.
- Falsification of records (test results or test protocols) is a violation of state law. Anyone falsifying records will be dismissed from the Educational Diagnostician Program.
- Accurate and detailed records of assessment information must be maintained. Students must demonstrate accurate administration and scoring to receive course credit.
- Written consent for assessment must be obtained; rights to privacy and confidentiality must be maintained by the use of first names only
- Attendance and participation are critical in this class. Each student is expected to participate in discussions and testing sessions; absence of more than 3 hours may result in a grade reduction.
- Plagiarism will result in a "zero" on the assignment and referral to the Professional Concerns Committee and Dean of Students.
- Students are to use the templates for assignments that are disseminated in class by the instructor. Students may not use colleague's reports as templates for their work. Internet reports and materials, as well as school district reports and materials, may not be used as templates for assignments.

Student Syllabus Guidelines

- SHSU Academic Policy Manual -- Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Disabled Student Policy #811006](#)
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students # 900823](#)
- SHSU Academic Policy Manual – Curriculum and Instruction
  - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)

Visitors in the classroom: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

[NCATE Standards](#)

[CAEP Standards](#)

The Conceptual Framework and Model

[The COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5).

SHSU Dispositions and Diversity Proficiency (DDP) Standards

CF: Conceptual Framework

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1. 1 (InTASC #10) & 3. 3	1. c., 1. g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1. 5 & 3. 4	1. b, 4. a., & 6. d.
3.	Practices ethical behavior and intellectual honesty.	3	1. 1(InTASC #9) , 3. 3, & 3. 6	1. g. & 4. a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3. 1, 3. 3	4. a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1. 1 (InTASC #2)	4. a. & 4. d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3. 1	4. a. & 4. d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1. 1 (InTASC #6)	1. d. & 4. a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1. 1 (InTASC #9) & 3. 3	1. d, 1. g., & 4. a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1. 1 (InTASC, & #2)	4. a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1. 1 (InTASC #2 and #9), & 1. 4, 2. 3	1. c., 3. c., 4. a., & 4. d.

Standards for cross-cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs (*please provide additional information for the candidate if the DDP is administered during your course*).

College of Education Information:
Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please

remember that your response to these surveys is critical to SHSU program excellence.

Matrix

Topic(s)/Objective(s)	Activities/Assignments (Including field-based activities)	Measurement (Including Performance Based)	Standards Alignment **S**—SPA Standard Alignment **TS**—Texas Educator Standards/Competencies **DDP**—Diversity and Disposition Proficiencies **CF**—Conceptual Framework Indicator **N/C**—NCATE/CAEP Standard 1 (if there is no SPA) **NETS*S** – ISTE NETS Technology Standards for Students
Statement of assessment philosophies	Classroom presentation and discussion	Written statement of personal philosophy of assessment in portfolio	1. 3k *1. 1k* **CF 4** **DDP 1, 9** *ISTE NETS5*
Make decisions consistent with laws and policies related to disability field	Blackboard Quiz on Parents' Rights Handbook	Quiz	1. 1k, 1. 2k, 1. 4k, 1. 5k, 2. 1k 2. 2k, 4. 2, *1. 2k, 8. 1k* **CF 1; DDP 9**
Use assessment terminology; describe disability types and range of ability	Blackboard Quiz on disability criteria according to IDEA 2004 and SBOE Rules	Quiz	6. 1k *2. 1k* **CF 1, 4** **DDP 9** *ISTE NETS 5*
Evaluate test standardization procedures	Classroom presentation and discussion; Test 1	Quiz	6. 4 k *8. 4k* **CF 4, DDP 4**
Evaluate technical characteristics of tests	Test Review and Presentation; Test 1	Evaluation of a Test	6. 2k, 6. 3k, 6. 5k, 6. 6k, 6. 10k *8. 2k, 8. 3k, 8. 5k* **CF 4. DDP 9** *ISTE NETS 5*
Make decisions using various types and purposes of evaluation	Test Administration and Report	Evaluation Evaluation Report	1. 1s, 6. 12k *8. 7k, 8. 4s* **CF 1, 4** *ISTE NETS 5*
State limitations, bias, and legal guidelines in standardized measures	Classroom presentation and discussion; Test Review	Written response to Case Study	6. 7km 6. 8k **CF 4, 5** *8. 7k;* **DDP 4**
Apply issues, philosophies, and controversies in evaluation	Classroom presentation and discussion 5	Written response to Case Study	1. 3k *1. 1k* **CF 1, 5, 9** **DDP 1, 9**
Describe the evaluation process from prereferral to determination of	Classroom presentation and discussion	Quiz	4. 1k,4. 3k, 6. 9k, **CF 1, 4, 9** *1. 2k*

Administer and score commonly used evaluation instruments	Individual Test Administration and Assessment Report	Evaluation Evaluation Report	,2. 7s **CF 4, DDP 4, 9** *8. 3s, 8. 5s, 8. 6s, 8. 7s, 8. 8s* *ISTE NETS 5*
Make testing decisions based on behaviors sampled by formal and informal measures	Individual Test Administration; Curriculum Based Measures, and Assessment Report; Portfolio	Evaluation Evaluation Report and Portfolio	9. 1k, **CF 1, 4** *8. 4s* **DDP 1** *ISTE NETS 5*
Apply assessment information for program planning	Classroom presentation and discussion; Case Study Report	Written response to Case Study	1. 1s *8. 11s* **CF 4; DDP 9** *ISTE NETS 5*
Demonstrate knowledge of assessment issues for learners from diverse backgrounds	Classroom presentation and discussion	Written response to Case Study	5. 2s,6. 5s, 7. 1k, 7. 2k, 7. 3k, 7. 4k, 7. 5k, 7. 2s *2. 2, 3. 1k* **CF 1, 5** **DDP 1**
Interpret formal and informal assessment information	Individual Test Administration and Assessment Report; Portfolio	Evaluation Evaluation Report and Portfolio	6. 10k, 6. 3s, 6. 4s, 6. 7s, 6. 10s, 6. 11s, 10. 1s *8. 7k, 8. 11s* **CF 4, DDP 1, 4, 8, 9** *ISTE NETS 5*

Web address for NCATE Unit Standards : http://www. ncate. org/documents/standards/NCATE%20Standards%202008. pdf
http://www. ncate. org/public/unitStandardsRubrics. asp?ch=4
Web address for State Standards: http://www. sbec. state. tx. us/SBECOnline/standtest/edstancertfieldlevl. asp
Web address for Council for Exceptional Children: http://www. cec. sped. org/
Web link to Conceptual Framework: http://www. shsu. edu/~ncate/concept. html
Web address for Behavior Analysis Certification Board Task List: http://www. bacb. com/becom_frame. html
State Standards: http://www. tea. state. tx. us/index2. aspx?id=5938

Expectations:
1. Learn how to access your Tk20 account.
2. Attend class and participate in group discussions. Come to class prepared, alert, and able to participate.
3. Please turn off your **cell phone and computer** and put it away during class UNLESS the device is being used for an in-class purpose such as following along on a posted PowerPoint presentation. This also means no texting, Facebooking, etc. during class
4. If you must eat, please do it in designated areas in the building. ***Absolutely no eating in class.*** Only water is allowed.
5. Please do not interrupt others.
6. If you need additional clarification, always ask! You are not "interrupting" when you ask questions or make comments. Often, others have a similar question!
7. Please arrive on time.

List of Activities/Assignments/Requirements

1. **Test Protocols:**

    • **Professor will NOT accept protocols without Parent Permission form, audio recording of test administration (only for those protocols marked with **), and a self-reflection.**

    • **Testing Schedule" will provide the required number of protocols per test.**

    • Students will administer tests from the following instruments:

        • **Batería Woodcock-Muñoz, Pruebas de aprovechamiento (BAT III ACH)

- **CTOPP2
- **GORT 5
- **Kaufman Test of Educational Achievement, Third Edition (KTEA-3)
- DIBELS
- AIMS
- **Wechsler Individual Achievement Test®–Third Edition (WIAT®–III)
- **Woodcock-Johnson IV, Tests of Oral Language (WJ IV OL)
- **Woodcock-Johnson IV, Tests of Achievement (WJ IV ACH)
- Vineland-III
- ABAS-3

2. **In-Class Review of testing instruments appropriate for ELLs**

- Batería III Woodcock-Muñoz, Pruebas de aprovechamiento (BAT-III ACH)
- Woodcock-Muñoz Language Survey-III (WMLS-III)
- Bilingual Verbal Abilities Test (BVAT)

3. **Online and Chapter Quizzes**

- All quizzes as assigned on Blackboard

4. **In-Class Activities/Demonstrations**

- Various in-class activities and demonstrations

5. **Video Viewing Guides**

- Answer viewing guide questions as required

6. **Test Review/Evaluation**

- Each graduate candidate will review a standardized norm-referenced test

7. **Case Study--Academic Evaluation Report (Submit to Tk20)**

- Prepare a case study and present it in class. This assignment will also need to be submitted to Tk20. ***If not submitted to Tk20, student will not receive a grade for this course.***

8. *Testing Portfolio*

- Complete evaluation activities and include protocols, self-reflections, parent permissions, audio recordings, etc. in Testing Portfolio.

9. **Self-Reflections**

- Write self-reflections on assessment instruments.

10. **Written Statement of Personal Philosophy of Assessment**

- Write a statement of your personal philosophy of assessment.

11. **TK20 Dispositions and Diversity Standards**
- Complete Dispositions and Diversity Standards assignment on Tk20.

12. **Exams**
- Take online mid-term and final exams.

➢ *Please NOTE: minor adjustments/additions may be made to Assignments. You will be provided adequate time to prepare.*

Assignment*	Percent
Tk20 Assignment* (2)	0

• Dispositions and Diversity Profile	
Chronological Age Worksheets* (3)	2
Online Quizzes* (3)	3
Self-Reflections* (5) • BAT III ACH, KTEA-3, WIAT III, and ABAS-3/Vineland-3, CBM	6
Test Review/Evaluation** (1)	6
WJ IV Achievement Test Kit Administration with Graduate Assistant (1)	10
Summary Report* (SR - 8) • BAT III ACH, KTEA-3, WIAT III, WJ IV ACH AND WJIV OL, ABAS-3 AND Vineland-3, CBM	13
Weekly Quizzes* (14)	15
Exam* (2) • Mid-term and Final	15
Test Protocols* (12) • BAT III ACH – 2 protocols • CTOPP 2 – 1 protocol • KTEA-3 – 1 protocol • WJ IV ACH – 2 protocols • WJ IV OL – 2 protocols • WIAT-III – 1 protocol • ABAS-3 – 1 protocol • Vineland-3 – 1 protocol • CBM – 1 protocol	15
Case Study* (1)	15
TOTAL PERCENT	**100**

*The above listed assignments are all required for a passing grade in this course.
**A 10% deduction will be taken if the "Achievement Test Kit Administration with the Graduate Assistant" needs to be re-administered due to not obtaining 100%. Students are limited to three (3) scheduled attempts.

Course Evaluation

Grades:

A= 92%-100%
B= 85%-91%

<mark>**Students obtaining a grade of "C" or below must retake this course.**</mark>
Student Syllabus Guidelines with link (www.shsu.edu/syllabus)
Minimum passing grade for protocols: 80

Bibliography:

Council for Educational Diagnostic Services. *Assessment for Effective Intervention*.
Dehn, M. J. (2008). *Working memory and academic learning: Assessment and intervention*. Hoboken, NJ: Wiley Publishing.
Embretson, S. E. & Reise, S. P. (2000). *Item response theory for psychologists*. Mahwaw, NJ: Lawrence

Erlbaum Associates, Publishers.

Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C. (2013). *Essentials of cross-battery assessment* (3rd ed.). Hoboken, NJ: Wiley Publishing.

Flanagan, D. P. (2011). *Essentials of learning disability identification.* Hoboken, NJ: Wiley Publishing.

Fletcher-Janzen, E. & Reynolds, C. (2008). *Neuropsychological perspectives on learning disabilities in the era of RTI: Recommendations for diagnosis and intervention.* Hoboken, NJ: Wiley Publishing.

Gibb, G. S. & Wilder, L. K. (2002). Using functional analysis to improve reading instruction for students with emotional/behavioral disorders. *Preventing School Failure, 46*(4), 152-157.

Idol, L., Neven, A. & Paolucci-Whitcomb, P. (2005). *Models of curriculum-based assessment* (3rd ed.). Austin, TX: Pro-Ed.

Lichtenberger, E. O., Mather, N., Kaufman, N. L., & Kaufman, A. S. (2004). *Essentials of assessment report writing.* Hoboken, NJ: Wiley Publishing. ISBN 0-471-39487-4

Mather, N. & Jaffe, L. E. (2002). *Woodcock-Johnson III: Reports, recommendations, and strategies*. New York, NY: John Wiley & Sons. ISBN 0-13-098662-3.

Meltzer, L. (2007). *Executive function in education: From theory to practice.* New York, NY: Guilford Press.

Mody, M, & Silliman, E. R. (2008). *Brain, behavior, and learning in language and reading disorders.* New York, NY: Guilford Press.

Naglieri, J. & Goldstein, S. (2009). *Practitioner's guide to assessing intelligence and achievement.* Hoboken, NJ: Wiley Publishing.

Peacock, G. P., Ervin, R. A., Daly, E. J., & Merrell, K. W. (2009). *Practical handbook of school psychology.* New York, NY: Guilford Press.

Rhodes, R., Ochoa, S. H., & Ortiz, S. O. (2005). *Assessing culturally and linguistically diverse students: A practical guide.* New York, NY: The Guilford Press.

Salvia, J., & Ysseldyke, J. *Assessment (*10th ed.). New York, NY: Pearson Publishing.

Sattler, J. M. (2007). *Assessment of children: Behavioral and clinical applications* (5th ed.). San Diego, CA: Jerome M. Sattler, Publisher.

Sattler, J. M. (2009). *Assessment of children: Cognitive applications* (4th ed.). San Diego, CA: Jerome M. Sattler, Publisher.

Thurlow, M. L. . Elliott, J. L. & Ysseldyke, J. E. (2005). *Testing students with disabilities: Practical strategies for complying with district and state requirements*. Thousand Oaks, CA: Corwin Press.

Wendling, B. J., & Mather, N. (2009). *Essentials of evidence-based interventions*. Hoboken, NJ: Wiley Publishing. ISBN 978-0-470-20632-4.