



**SPD 3305: Assessment Practices in Special Education
SPRING 2018**

SPED 3305 is a required course for Certification EC-12 Special Education

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

Through program dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Program acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.

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TEC 111B
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Course Format:

The content of this course is delivered through class lecture, PowerPoint presentations, whole class and small group activities, independent assignments, internet research, Blackboard activities, and a case study.

Office hours:

Mondays	8:30 - 9:30;
Mondays	12:30 - 3:30;
Tuesdays	8:30 - 3:30;
Wednesdays	8:30 - 9:30;
Wednesdays	12:30 - 5:30;
Fridays	by appointment

Day and time the class meets: Wednesdays 5:30 – 8:20 PM

Location of class: TEC 113

Course Description: This course presents an overview of formal and informal assessment procedures for special education teachers including basic concepts of measurement; assessment of academic achievement; screening tools; diagnostic testing in reading, math, language and adaptive behavior; informal assessment; curriculum based measurement; designing instruction based on assessment. Additionally, cultural issues related to assessment are being addressed.

Textbooks: Overton, T. *Assessing learners with special needs: An applied approach* (8th ed.)
Upper Saddle River NJ: Merrill Pearson. ISBN-13: 978-0-13-385641-5

Course Objectives:

- Legal issues impacting assessment

- Parent participation in assessment
- Over-representation and cultural considerations in assessment
- Basic measurement principles
- Administration of standardized tests
- Administration of criterion referenced tests
- Administration of curriculum based measures
- Informal evaluation procedures
- Writing IEP goals and objectives based on evaluation data
- Methods of assessing student skills including language, academic, adaptive, and assistive technology.

Please view attached NCATE Accreditations, Conceptual Model, and Standard Matrix.

Tk20 Account statement

Tk20 Account **is** 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/>

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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: Learning to apply course material to improve thinking, problem solving, and decisions.

Course Requirements/ Assignments:

Assessment Activities (you are responsible for finding a child (1st through 5th grade) to assess for your case study)

A. The following tests will be administered and scored:

1. Key Math3 (administered to partner from class and to your case study child)
2. Test of Silent Word Reading Fluency (TOSWRF) administered to your case study child
- B. You will administer curriculum-based assessments to your case study child
 1. Reading Fluency: Dibles Words Correct per Minute, determine instructional/frustration level
 2. Reading Comprehension: Maze Fluency, % correct maze replacements
 3. Writing Assessment: One of the following – Story Starters, Writing sample, Correct Word Sequences, based on TEKS.
- C. You will develop Standard-Based Goals and Objectives based on Key Math3, TEKS, and CBM
 1. Goals and objectives based on KeyMath3
 2. Goals and objectives based on TEKS
 3. Goals and objectives based on Curriculum-Based Measures

Case Study:

Based on what we have learned in class you will complete a case study of the child you have assessed utilizing the assessment data for that child and background information. Your case study will include the following:

- Background information (related information parent is willing to share including age, grade, grades, school history...)
- Assessment data (assessments you administered)
- Present levels of academic achievement and functional performance (PLAAFP)
- Proposed Standard-Based goals and objectives
- Recommendations for accommodations for general/special education classroom
- Instructional recommendations (for services/interventions from special education/general education/inclusion)
- Recommendations for participation in state accountability (STAAR) including accommodations
- Recommendations for consideration of related services
- Recommendations for consideration of assistive technology

You must submit the permission slip signed by the student's parents (it is posted on Blackboard) to the instructor **prior** to working with the student

The Case Study will be presented in class and submitted to Blackboard/Tk20 link

Research Review and Synthesis paper

Students will research and write a review and synthesis of current peer-reviewed research on an assessment and/or key issue within the field (e.g., The Role of Assessment in Informing Interventions for Students with Special Education Needs; After the Test: What Now? Post Assessment Reflection). A detailed assignment description and rubric will be issued at the class session indicated in the syllabus. Students must include at least 3 peer-reviewed research/practice articles. The paper will be 3-5 pages plus the reference page. APA format is required.

Course Evaluation

Tests/Quizzes

- A. You will have two tests, one in the middle of the semester, and a final at the end of the semester. Tests will cover text readings, assignments, and class lectures and discussions.

- B. You will have two online quizzes, covering on line research and overall knowledge of special education.

Online Activities

- A. Text chapter applied activities
B. STAAR assignment (on line research of STAAR assessments and possible accommodations)

Course Evaluation

<i>Assignments</i>	<i>Points</i>	<i>Points per Section</i>
<i>Tests/Quizzes</i>		<i>200</i>
Parent's Rights Quiz	20	
Disabilities Quiz	20	
Midterm	50	
Final Exam	110	
<i>Assessments</i>		<i>120</i>
Key Math 3	40	
TOSWRF	20	
Reading Fluency (Dibels)	20	
Reading Comprehension (Mazes)	20	
Writing Assessment	20	
<i>Case Study</i>		<i>150</i>
Present Levels of Academic and Functional Performance	20	
Standard-Based Goals/Objectives	30	
Background information	10	
Recommendations for instruction	10	
Recommendations for classroom accommodations	10	
Recommendations for STAAR	10	
Recommendations for Related Services/Assistive Tech.	10	
Case Study Presentation (Hard copy & Power Point)	50	
<i>Research Review and Synthesis</i>		<i>50</i>
<i>Online Activities</i>		<i>60</i>
Chapters 1 & 2	20	
Chapters 3 & 4	20	
STAAR Assignment	20	
<i>Attendance & Participations</i>		<i>20</i>
<i>TOTAL</i>		<i>600 points</i>

Grade Evaluation:

A= 92% - 100% B=85% - 91% C=75% - 84%
D= 70% - 74% Failing = Below

COURSE SCHEDULE

Date	Chapter/Topic Covered	Reading/Assignments: DUE 11:00 PM
January 17	Introduction, class expectations, review of special ed. Laws/ eligibilities Chapter 1: Introduction to Assessment Chapter 2: Laws, Ethics, Issues	Read Chapter 1 Read Chapter 2
January 24	Chapter 3: Descriptive Statistics Chapter4; Reliability and validity Calculating Chronological Age (CA) Research Parent's Rights (Procedure Safeguard)	Read Chapter 3 Read Chapter 4 Applied Online Activities: Chapters 1 & 2 DUE: 1/24
January 31	Review Special Ed. In general Chapter 5: Norm Referenced Testing Introduce Reading Fluency: TOSWRF and DIBELS Research review and synthesis paper	Read Chapter 5 Online Parent's Rights Quiz DUE: 1/31
February 7 Online	Chapter 6: Curriculum based Assessments Send me your grade level you need printed for MAZE so they are ready for you.	Read Chapter 6 Download your DIBELS and bring with you for approval on 2/14 Applied Online Activities Chapters 3 & 4 DUE: 2/7
February 14	CBM: MAZE – Reading Comprehension; Writing Assessment	Read Chapter 7 Protocol Due: TOSWRF and DIBELS
February 21	KeyMath3: Demonstration and Practice	Protocol Due: MAZE and Writing

	Administer KeyMath3 to your case student	
February 28	Midterm	Midterm Online DUE: 2/28
March 7	Interpretation of assessments Writing of PLAAFP (Present Levels of Academic Achievement and Functional Performance) Writing of Standard-Based goals and objectives	Protocols due: KeyMath3 Last day to submit all Protocols
March 14	Spring Break	
March 21	Writing a Case Study Introduce STAAR http://www.tea.state.tx.us/student.assessment/accommodations/staar-telpas/ Disabilities Review	Read Chapter 11 Turn in all Test Kits Research Review and Synthesis paper DUE 3/21
March 28	Academic Assessment WIAT II, KTEA II, WJ III Developmental Scale: Brigance	Disabilities Quiz DUE: 3/28
April 4	Measures of Adaptive Behavior Intellectual/ Cognitive Assessments	Read Chapters 9 & 10 STAAR DUE: 4/4
April 11 Online	Writing Case Study	Create Power Point Presentation
April 18	Case Study Presentation Group 1	Group 1: Submit Case Study and Power point presentation via Blackboard/Tk20 Hard Copy to Instructor
April 25	Case Study Presentation Group 2	Group 2: Submit Case Study and Power point presentation via Blackboard/Tk20 Hard Copy to Instructor

May 2	Final Exam	Final Exam Due 5/2
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Class Schedule: *Class schedule is subject to change to meet the needs of the class*

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.

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see:

<http://www.shsu.edu/dotAsset/7ff819c3-39f3-491d-b688-db5a330ced92.pdf>

Expectations:

1. You must find your own student for your case study.
2. Before assessing the child, the informed consent must be signed by the parent. A copy of the consent should be turned in to the instructor prior to beginning your assessment and should be included in your case study folder with the child's assessment.
3. Keep a copy of all items submitted for grading.
4. You must **submit your Case Study to Blackboard/TK20** to receive credit for this course. Failure to submit your case study to BB/TK20 will result in an incomplete in this course (which will automatically become an F if not corrected within the next semester). See the instructor about this requirement if you are not a teaching major/minor.
5. Class attendance is mandatory. Absence of more than 3 hours (1 class) may result in grade reduction. **Absence for more than 20% of the course will result in course failure. Two points will be deducted each class absence.**
6. Class will begin promptly. Attendance will be taken. Students who arrive after attendance is taken are responsible for seeing the instructor after class to be sure they are marked as present. You will be considered late if you are not in class when attendance is taken.
7. Two late arrivals will count as an absence.
8. All testing and handling of test materials, examinees, and information obtained will be in accordance with the American Psychological Association's Ethical Principles for Psychologists or the American Association for Counseling and Development. Falsification of records is subject to serious consequences. Any violation of these guidelines will result in failure of this course and possible dismissal from the program.
9. You are responsible for turning work in on time even if you are absent. You may submit work via email in some cases or send it with a classmate if you will be absent. You will be responsible for making sure it is received by the professor, whether or not technology is up and working the day your assignment was sent or is due. Assignments are due at the beginning of each class. **Five points will be deducted each day for Late Submission.**
10. You will be expected to be able to accurately calculate chronological age.
11. You will be expected to use People First Language during class and in written assignments. This is not natural for many of us, and will take practice to become a part of the way you refer to students with special needs.
12. **Technology requirements.** It is expected that teacher candidates who register for this course have the following computer skills: sending/receiving emails, attaching documents to emails, creating tables, using Microsoft Word, and submitting artifacts to TK20. Microsoft Word is the word processing program that is necessary to complete assignments. Students are expected to check daily.

Bibliography:

Journals:

Assessment for Effective Intervention (Council for Educational Diagnostic Services)
The Dialog (Texas Educational Diagnosticians Association)

Books

Layton, C., & Lock, R. *Assessing Students with Special Needs to Produce Quality Outcomes*. New York: Pearson Education
 McLoughlin, J.A., & Lewis, R. B. (2008). *Assessing Students with Special Needs*, 7th Ed. New

- York: Pearson Education
- Burns, D. (2006). *IEP-2005. Writing and implementing individual education programs*. Springfield, IL: Charles C. Thomas.
- Sattler, J. (2006). *Assessment of Children: Behavioral, Social, and Clinical Foundations*, 5th Ed. San Diego, CA: Jerome Sattler Publisher.
- Sattler, J. (2008) *Assessment of Children: Cognitive Applications*, 4th Ed. San Diego, CA: Jerome Sattler Publisher.
- Spinelli, C.G. (2006). *Classroom Assessment for Students in Special and General Education* (2nd Ed.). Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.