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EDSP 405.50: Assessment of Students with Exceptionalities

Trent L. Atkins

University of Montana, Missoula, trent.atkins@umontana.edu

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Semester: Fall 2021

Course title: EDSP 405: Assessment of Student with Exceptionalities

Course credits: Three credits

Instructor name: Trent Atkins, PhD

Contact information: trent.atkins@umontana.edu (phone and/or zoom appointments available)

"The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people. Today, we honor the path they have always shown us in caring for this place for the generations to come."

Course format: This course is offered in an online, asynchronous format. Each week corresponds with a Learning Units (LU) in the course. Each LU invites active student engagement in several types of activities, including readings (text and other), podcasts and video clips, and web-based activities, as well as reflections on readings and activities through threaded discussions and/or individual responses. Students should plan to spend a *minimum* of 3 hours per week completing the activities and responses in each LU, with *additional* time for reading and assignments as needed. This is commensurate with the 15 hours per credit hour of contact time required during the face-face semester (45 hours for a 3-credit class), with an expectation of an additional 1-2 hours of homework time per credit hour.

Required Text and Learning materials:

Salvia, Ysseldyke, & Witmer. (2013). *Assessment in special and inclusive education (13th Ed.)*. Belmont, CA: Wadsworth, Cengage Learning.

Course Description: Focus on a variety of assessment procedures for students who qualify for Special Education services. A variety of assessments and assessment techniques will be taught, with a strong emphasis on the use of ecologically valid assessment tools. Specific measurement skills will be taught including observation skills. Field experience is required.

Broad Course Goal: This course will provide students with background knowledge and clinical practice on the assessment of children and youth being considered for special education services and those who are receiving special education services.

Students who have successfully completed this course will be able to:

1. Describe the fundamental knowledge, principles, and practices of assessment as they pertain to special education.
2. Understand key terms related to types of assessment and test scores.
3. Understand legal and ethical obligations of special education assessment practices.
4. Demonstrate the ability to correctly select and administer formal and informal assessments. This includes familiarity with observation, interview, criterion-referenced assessments, norm-referenced assessments, diagnostic assessments, and curriculum-based assessments.
5. Understand and discuss the issues involved when assessing children from diverse linguistic, cultural, or ethnic backgrounds.
6. Develop or select assessment tools that will help determine students' learning strengths and needs.
7. Evaluate tests and understand how to make appropriate test adaptations and accommodations.
8. Understand the importance of collecting and analyzing data from a variety of sources and assessment tools.
9. Translate test results into "everyday" language and into appropriate learning goals and objectives.
10. Describe the different types of decisions that stem from assessment information, such as instructional, eligibility, and accountability decisions.

Course Calendar

Week	Readings & Assignments due for this week	Topics
1	Read: Salvia Chapters 1-3; Formative and Summative Assessment Complete: Reading Response; 3-2-1 Forum post	Assessment Overview Assessment and Decision Making Major Laws pertaining to Assessment rules and regulations
2	Read: Salvia Chapters 4-5; Navigating the Measurement and Monitoring Maze Complete: Reading Response; Assessment Scenario	Test Scores: Basic terms, test types, and norms Test Reliability Test Validity
3	Read: Salvia Chapters 6 & 8; From Formative Assessment to Assessment for Learning Complete: Reading Response; Quiz 1	Assessing Behavior Curriculum-Based Measurement
4	Read: Salvia Chapters 7 and 11 Complete: Teacher-Made Test and Academic Achievement Forum	Teacher-Constructed Tests Assessment of Academic Achievement Standardized Testing Procedures
5	Read: Salvia Chapters 12 and 14 Complete: Forum – Questions about this week's content	Diagnostic Reading Measures Measures of Oral and Written Language
6	Read: Salvia Chapters 13 and 17 Complete: Compare and Contrast reading response grid	Diagnostic Mathematics Measures Measures of Social and Emotional Behavior
7	Read: Salvia Chapter 21 and IRIS Module Complete: IRIS Module Assessment component	Evaluating Tests Test Adaptations Test Accommodations
8	Read: Salvia Chapter 22; Testing Accommodations for ELLs pdf (pp. 4, 12, 14, and 15); ELL Accommodations Complete: Forum Post, Practice administration of a standardized assessment	Cultural and Linguistic Considerations Reading Diagnostic Assessment
9	Read: Salvia Chapter 23; Referral form; Evaluation Plan form Complete: Reading Response, Quiz 2, 1st Field Assignment DUE: Narrative Observation and Interval Recording Assignments	Using Technology in Assessment Special Education Evaluations <ul style="list-style-type: none"> • Referral Form • Evaluation Plan • Eligibility Criteria • Evaluation Report
10	Read: Salvia Chapters 26; Eligibility Criteria Checklist; Evaluation Report Form Complete: Reading response	Making Instructional Decisions Special Education Evaluations <ul style="list-style-type: none"> • Eligibility Criteria Checklist • Evaluation Report
11	Read: Salvia Chapters 27; Center for Parent Information and Resources ; http://www.parentcenterhub.org/Disability-Categories ; Individualized Education Program (IEP) form; Intro to Assessment and Overview Complete: Reading Response 2nd Field Assignment DUE: Interview Assignment	Making Eligibility Decisions Individualized Education Programs Present Levels of Academic Achievement and Functional Performance
12	Read: Salvia Chapter 28; IEP Guide (pp. 36-46) Complete: PLAAFP and MAG response 3rd Field Assignment Due: Standardized Assessment	Making Accountability Decisions Writing Goals and Objectives Mock Evaluation and IEP meetings
13	Read: Salvia Chapter 29	Collaborative Team Decisions

14	4th Field Assignment Due: Goals and Objectives	Work on Case Studies
15 Finals Week	CASE STUDY PRESENTATIONS Field Attendance Log Complete: Quiz 3	

Course Guidelines and Policies: Student Conduct Code: All work submitted for a grade must be original or properly cited. Students are expected to know, understand and comply with the academic honesty policies as described in the University of Montana [Student Conduct Code](#). Please be especially careful with any information copied or remembered from another source (e.g., the Internet); even when you are paraphrasing ideas the source must be cited. If you have any questions, please consult with Dr. Wilson.

Person-First Language: When referring to persons with disabilities, it is most respectful to use “person-first language”. That means that we emphasize the person before the disability. For example, we would say, “a child with autism” not “an autistic child”, or “she uses a wheelchair”, not “she is wheelchair-bound”. If you have questions or need to review the criteria for using respectful, person-first language, see Child Care plus+ The Language of Inclusion; Vol. 13 No. 2 <http://www.ccplus.org/newsletters/13.2.pdf>. This is also best recommended practice in the Publication Manual of the American Psychological Association (6th ed.), pp. 72 & 76.

Supports for Students with Disabilities: The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide appropriate supports.

Assignment Expectations: You are expected to visit the course website frequently and to submit weekly assignments within articulated time frames. Typically, only current Learning Units for each week will be available at a time, since the associated resources, activities, and discussions are tied with specific lesson content. (I will do my best to open some content at least a few days ahead of time so that those wanting to move on may do so.)

Assignment Due Dates: All written assignments are due at the end of the assigned week by midnight on Sunday, unless otherwise specified (**weeks run Monday-Sunday**). Acceptance and grading for any assignment submitted late is at the discretion of the instructor. If late assignments are accepted they will incur a 10% deduction of points possible for each day late, up to three days late.

Note: Please save an electronic copy for yourself until the semester is completed so that you may resubmit any assignment if necessary.

Assignment Format: Your formal assignments must be typed, using person-first language, written following APA style guidelines, contain full references, and be clearly and concisely written unless otherwise stated by the instructor. Please note that all entries in online discussions or in online chat rooms must be professional in nature. It is okay to disagree with another student’s position, but comments must be made professionally and respectfully, with support from the literature.

Evaluation Procedures*:

Name of Assignment	Percent of final grade
Forum and Classroom Discussions and Reading Responses	20%
Online Assessment Module(s)	5%
3 Quizzes	20%

Practice Standardized Assessment	15%
Standardized Test Assignment	10%
Naturalistic Observation Assignment	10%
Interview Assignment	5%
Goals and Objectives	10%
Case Study Presentations**	5%
Graduate student assignments	P/F

* Subject to Change

**Your case study presentation is a mandatory requirement of this course

Grading:

A	=	93 - 100	B	=	83 - 86	C	=	73 - 76	D	=	63 - 66
A-	=	90 - 92	B-	=	80 - 82	C-	=	70 - 72	D-	=	60.0 - 62
B+	=	87 - 89	C+	=	77 - 79	D	=	67 - 69	F	=	0 - 59.9

Assignment Descriptions

Quizzes:

During the semester, you will take three quizzes based on content covered in readings and course discussions/activities.

Forum and Class Discussions

To create discussion and promote deeper processing about key concepts of this course, regular forums will be posted in Moodle. You are expected and required to participate in all forum discussions. Points will be deducted if you do not participate or fail to make substantive responses. At times I will ask you to take notes about an assigned reading. Points will be deducted if you are not ready for the discussion.

Reading Responses

You will be asked to complete a number of reading responses throughout the semester on text and other assigned readings. Accurate and complete responses will receive full points. Points may be deducted for late submissions, inaccurate responses, or incomplete responses.

Online Learning Module

You will complete one online learning module from the IRIS Center. I will provide you with the web link to the module. At the end of the module, you will complete the assessment component on a **Word document** and submit electronically to me via University email.

Evaluation of a Standardized Academic Achievement or Diagnostic Assessment

For this assignment, you will evaluate a standardized academic achievement test or diagnostic assessment. You will receive a detailed assignment description with a list of questions to answer.

Practice Administration of a Standardized Assessment

There are two components to this assignment. First, you will administer a standardized test(s) to a classroom peer for a total of approx. 90 minutes of assessment time. Second, video yourself for a 10-minute segment. You will submit all properly scored record forms, the calculated score sheet, and your video. The video is a requirement in order for you to receive a score for this assignment.

Field-work Assignment Descriptions

Attendance log:

Students are to keep a log that includes the date and the start and stop times of each observation. Students should figure the

amount of time spent in each observation as well as the total time spent throughout the semester. At the conclusion of your field practicum, have your cooperating teacher sign the log and submit to me at the end of the semester.

Field Case Study Assignments

The following four assignments are intended to involve a single student. Work with your cooperating teacher to select an appropriate student to work with as your case study student. The assignments are listed in the order I would like you to complete them. **Before completing these, print the parent permission letter from our Moodle course shell and obtain permission to work with the student.**

Naturalistic Observation Assignment (1):

You will use two types of naturalistic observation techniques: a narrative recording and an interval recording observation. For the narrative recording, you will record children's actions during a 20-minute time period. Record only what you see, as opposed to an interpretation of what you see. Be mindful of the language you use; be objective as opposed to subjective. You will submit the narrative recording as well as a one-page typed reflection of the observation. See Moodle for examples of this assignment.

You will also identify a skill that you need more information on and use an interval recording method to take data. The skill needs to be appropriate for this type of recording method. You may choose either a partial or full interval recording system depending on the skill you are observing. Refer to Chapter Six of the text for guidance. You need 5 or so minutes of data for each of the three observation periods. Ideally, you should collect data at three different times of day (unless of course the skill you are observing is specific to a certain activity or class period; in this case, try to collect data at the beginning, middle, and end of the period). You will submit the raw data, and a 1-2 page typed document with a summary of the data and a reflection of the experience. See Moodle for examples of this assignment.

Assignment (2):

For this assignment, you will interview your teacher or other school staff member, about the child's academic and behavioral strengths and challenges as well as the child's interests. The information should help give you a more complete picture of the child and can also help to validate information gathered through both the formal and the informal assessments. You will submit a 1-2 page typed document consisting of the information collected during the interview, an analysis of the information, and a reflection of conducting the interview.

Standardized Test Assignment (3):

There are two options for this assignment. One, you can participate in the administration of a standardized assessment of your case study student if already scheduled by your cooperating teacher. Depending on the situation, you may strictly observe the administration or if possible, administer a component or components with the supervision and guidance of your cooperating teacher. If no standardized assessment is upcoming, option two is to administer a portion of a standardized diagnostic assessment to your case study student for approximately 30 minutes. Practice giving the test before you use it with the target student. Before administering the assessment, it is imperative that you are familiar with all items, administration procedures, scoring procedures, the flow of the test, and all materials organized to help assure a smooth, testing session. The test should be appropriate for the target child. In either scenario, you will turn in the raw score sheet (or a copy), a score sheet that has the calculated scores, and a 1-2 page typed document consisting of an analysis of the child's performance and reflection of what went well and what could be improved were you to administer the test again. If appropriate, black out the child's personal information.

PLAAFP Statement, Goals and Objectives (4):

Using the information you gathered from the three other field assignments, you are to formulate two PLAAFP statements and at least three goals for the target child. These are to be written based on the information you gathered, **not** from the child's already existing individualized education program (IEP). Choose two different areas for your PLAAFP statements, such as reading, writing, math, behavior, etc. For each area, state any baseline information that you gathered that indicates what the child's present skill levels are. In an IEP, this is referred to as Present Level of Academic Achievement and Functional Performance (PLAAFP). Your goals and objectives should reasonably follow from this information. Where appropriate, you should include more specific objectives following a broad goal. All goals and objectives need to include a specific, observable, and measurable behavior; a condition; and a criterion (or criteria). Goals and objectives should be written in plain, objective

language and organized with the corresponding PLAAFP statement.

Case Study Presentations (5):

During the last regular week of the semester, you will submit to me a powerpoint presentation on your field case study student. You will be provided with a presentation rubric that specifies the content of the powerpoint.

Graduate Student Scholarly Paper (P/F): Students taking the class for graduate credit will be required to write a scholarly paper on some aspect of the historical vs. the current assessment practices in special education. Paper length expectation is 8 – 10 typed pages. Please make an appointment with me to discuss additional details.