A. COURSE DESCRIPTION:

PTEP Admission and EDSE 512 required. Students develop assessment skills related to students with disabilities focusing on principles, purposes, and the practice of assessment tools, including formal and informal measures.

B. PREREQUISITES:

Full PTEP Admission.
Satisfactory completion of EDSE 512: Planning, Assessment and Intervention.

C. RELATIONSHIP OF THIS COURSE TO THE PROGRAM KNOWLEDGE BASE:

The faculty of the School of Special Education believes:

- Students with exceptionalities are part of a larger community of diverse learners;
- All students can learn when provided with effective instruction, advocacy, and supports;
- Learners with exceptionalities excel when they are held to the same high standards and expectations as all other students; and
- The larger mission of education is best served when special educators collaborate with families, general educators, and related service professions.
This course provides potential special education teachers with knowledge and experience in assessment issues as they relate to students with disabilities. The course material is intended to provide development of skills in the use of assessment for eligibility determination, program planning and improvement, reporting/communicating results to stakeholders, participation in large scale assessment, as well as the legal, ethical and professional assessment issues.

D. PROFESSIONAL STANDARDS MET:

Colorado Department of Education (CDE) Standards for the Special Education Generalist: 9.06 (1)(a); 9.06(3) (b-c)(i-ii), (d-e, g); 9.06(4)(c)(i), 9.06(5)(a)(iv), (b) (iv, vi), (i)(i); 9.06(6)(a)(ii),(d)(iii),(d)(v), (e)(ii), (f)(i-ii).

CEC Standards (Individualized General Curriculum): GC1K1; GC2 (K1, K3, K4); GC4 (K2, S12); GC5 (K2, S1-2); GC8 (K1–K3, S1–S5); GC10K3.

Colorado Reading Directorate (CRD) Standards: 5.01d; 5.01.1a, b, c, d, e, f, g, h, I, j; 5.01.2e, m, p; 5.01.3h, i, n; 5.01.5c, g.

E. GOALS AND OBJECTIVES OF THE COURSE:

1. Eligibility Determination: Students select and use a variety of formal and informal assessment tools to meet the Colorado Department of Education and US Department of Education eligibility criteria for special education services.
   a. Communicate about the strengths and limitations of a wide variety of formal and informal assessment instruments; select and use these tools in screening, pre-referral/referral and in the determination of eligibility for special education; and to guide instruction.
   b. Understand basic statistical applications (e.g., normal curve equivalents; percentile ranks, stanines, quartiles, standard scores, and grade equivalents) necessary to accurately score and interpret a variety of formal and informal assessment tools.
   c. Develop and utilize a wide variety of informal and formal assessments to gain an understanding of the purposes of different types of assessments (e.g., screening, diagnostic, and progress monitoring), to determine specific learner academic needs, and to match students strengths with appropriate curriculum and instructional delivery strategies, in an environment organized to encourage optimal learning.
   d. Identify, develop and implement research based practices that meet the state and federal criteria for “response to intervention”.

[CDE: 9.06 (3)(c), (c)(ii), (5)(a)(iv)]
[CEC: GC 1K1; 2K1, K3-K4; 8K1-3. 8S1-5]
CRD: 5.01d; 5.01.1a, b, c, d]
2. Program Planning and Improvement: Students will demonstrate proficiency in the development and selection of formal and informal assessment tools that are targeted toward program planning and the improvement of programs for students with disabilities.
   a. Develop and select a number of valid and reliable assessment tools intended to assess a variety of academic areas such as literacy development (reading, writing, and oral language), math skills, and social, behavioral, and emotional functioning which can be used in the classroom.
   b. Develop and utilize adapted assessment of student performance.
   c. Identify the unique strengths and needs of students with disabilities, as related to acquisition of content, skills and knowledge, as well as being aware of proactive assessment techniques designed to identify early signs of academic or behavioral deficit or strength such as letter naming fluency to predict early reading development.
   d. Assess, compare, and contrast the effects of a wide variety of teaching strategies on student performance, as related, but not limited to, content standards, as demonstrated by the educator’s ability to link appropriate adaptations of instructional strategies and assessments to student learner needs, based on evaluation(s) of those needs.
   e. Utilize assessment data, including results of end-of-year achievement tests, in planning for standards-based instruction, incorporating scores, including grade score versus standards score, percentile ranks, age/grade equivalent, and stanines, and is able to interpret these to relevant stakeholders.
   f. Collect data on student achievement, incorporated into the development of Individual Education Plans (IEP) and Individual Literacy Plans (ILP).
   g. Assess and report progress regarding student attainment of annual goals and objectives.
   h. Modify student plans, in a timely way, based on student data.

[CDE: 9.06 (1)(a); (3)(b), (c)(i), (d-e); (4)(c)(i); (6)(e)(ii), (f), (f)(i-ii)]

[CEC: GC 4S12, 5K2, 5S1-2, 8K1-3, 8S1-5, 10K3]

[CRD: 5.01.1c, e, g, h, i, j; 5.01.2e, m, p; 5.01.3h, n; 5.01.5c, g]

3. Reporting/Communicating Results: Students will demonstrate skill in sharing assessment results to various stakeholders (students, parents, service providers, and other professionals) in both written and oral formats.
   a. Effectively interpret and communicate, orally and in writing, about student assessment results, to a variety of stakeholders, including but not limited to, those involved in instructional and support services planning and delivery; students where appropriate; and their parents/guardians.
   b. Communicate effectively to a variety of stakeholders, about the procedural safeguards inherent in due process rights, as related to assessment, eligibility, and placement.

[CDE: 9.06 (5)(b)(iv, vi), (i)(i); (6)(d)(iii)]
4. Participation in Large Scale Assessment: Students will demonstrate knowledge of large scale assessment and strategies that can be used to prepare students with disabilities in the participation in the CSAP.
   a. Prepare students for the Colorado Student Assessment Program (CSAP), the third grade literacy assessment, and for other formal and informal assessment of academic achievement.
   b. Analyze and interpret large scale assessment data to determine appropriate action to gain more detailed information in areas where students scored above or below proficiency.

5. Legal, Ethical and Professional issues related to assessment: Students will demonstrate assessment practices that reflect current legal, ethical and professional standards.
   a. Incorporate and utilize strategies that mitigate the influence of diversity on assessment, eligibility, programming, and placement of students with exceptional learning needs.
   b. Make ethical decisions, with regards to identification, assessment, instructional and other service delivery for students in special education.
   c. Make educated professional judgments regarding the reliability and validity of a variety of assessment instruments using objective resources to support final decisions.
   d. Demonstrate their understanding of the importance of ethics, lifelong professional development and upholding high standards of competence.
   e. Demonstrate the ability to reflect on one’s own practice as a special educator.
F. CONTENT OF THE COURSE:
Delivery will be accomplished through lecture, class discussions, role play, observation, case studies and practice opportunities.

1. Eligibility Determination:
   a. Use of informal assessment tools (observation, record review, rating scale/checklist, and interview).
   b. Use of formal assessment tools (Woodcock-Johnson III and specific assessment tools related to discipline/content areas).

2. Program Planning and Improvement
   a. Using assessment results to identify instructional strengths and needs for students.
   b. Assessment data as a method for evaluating student progress and program effectiveness.
   c. Data collection methods for instruction
   d. Problem solving model to guide instructional decision making
   e. Participation in school improvement plan goals in the special education classroom.
   f. Use of student self-evaluation tools (charting of own progress, self-reflection, learning contracts etc.).
   g. Research based instructional practices for instruction
   h. Monitoring academic growth (i.e. growth curves, precision teaching models, etc.).
   i. Use of management systems such as portfolio

3. Reporting/Communicating Results
   a. Sharing results of eligibility determination results with parents/stakeholders/students.
   b. Writing professional evaluation report.
   c. Understanding and interpreting both formal and informal assessment tools
   d. Communication strategies that foster teamwork among stakeholders.
   e. Provide assessment information so that students can articulate their needs and advocate for any needed accommodations.

4. Participation in Large Scale Assessment
   a. Large Scale Assessment decisions
      i. Participation without accommodations
      ii. Participation with accommodations
      iii. Alternate assessment
   b. Accommodations (timing, presentation, location, recording):
      i. Relating instructional accommodations to assessment accommodations.
      ii. Identify the process used to determine which accommodations are needed based on student’s disability and academic needs.
iii. Communication of accommodation needs to general educators and other service providers.

c. Alternate assessment
   i. How are alternate assessment decision made.
   ii. Implementing the alternate assessment
   iii. Reporting results to students/parents/service providers.

5. Legal, Ethical and Professional Issues related to assessment
   a. Student participation in large scale assessment.
   b. Examination of assessment materials for concerns such as bias.
   c. Confidentiality of information
   d. Security of assessment materials and data.
   e. Professional standards relating to assessment

G. COURSE REQUIREMENTS:

1. Eligibility Determination –
   a. Students will conduct one of each of the following informal evaluation measures
      i. Observation
      ii. Record Review
      iii. Checklist/rating scale
      iv. Interview (Parent/Student/Teacher)
   b. Students will complete 2 Woodcock- Johnson III Achievement Scales, complete with compuscore and error analysis. One WJ III will include oral and written interpretation.
   c. Students will complete 2 subject specific assessments (one of which must assess literacy skills) using standardized assessment tools, one may be a curriculum-based measurement.
   d. Students will develop a report of how the evaluation data collected could be used to identify a student using the RTI model.

[CDE: 9.06 (3)(c), (c)(ii), (5)(a)(iv)]
[CEC: GC 1K1; 2K1, K3-K4; 8K1-3. 8S1-5]
[CRD: 5.01; 5.01.1; 5.01.2; 5.01.3]
2. Program Planning and Improvement; Reporting/Communicating Results –
   a. Students will identify a student struggling in school and will complete a case study including the following:
      i. Background information (record review)
      ii. Diagnostic assessment results (academic)
      iii. Large scale assessment results
      iv. Results of assessment data as it relates to the area of suspected disabilities.
      v. Recommendations for instruction (general education and special education/IEP or ILP goals and objectives, if appropriate)
      vi. Recommendations for family involvement/support
   b. Students will organize a collection of student focused/directed assessment tools. This collection will include samples of:
      i. Student portfolios
      ii. Student contracts
      iii. Student self-management tools
      iv. Student self-monitoring tools

[CDE: 9.06 (1)(a), (3)(b-c), (c)(i), (d-e); (4)(c)(i); (5) (b)(iv, vi), (i)(i); (6)(d)(iii), (e)(ii), (f), (f)(i-ii)]
[CEC: GC4K2, 5K2, 5S1-2, 8K1-3, 8S1-5, 10K3]
[CRD: 5.01; 5.01.1; 5.01.2; 5.01.3; 5.01.5]

3. Participation in Large Scale Assessment –
   a. Given a student scenario, students use CDE approved forms to document large scale assessment decisions:
      i. How the student will participate
      ii. How to prepare the student for participation in state and district assessment.
      iii. How to use results for future assessment planning (if needed), program planning and instruction.

[CDE: 9.06 (3)(g)]
[CEC: GC4K2; 8K1-3, 8S1-5]
[CRD: 5.01.1; 5.01.5]

4. Legal, Ethical and Professional Issues related to assessment
   a. All students will review the CEDS Ethics in Assessment report and sign that they understand all components.
   b. All assignments will comply with legal, ethical and professional standards related to students with disabilities.
   c. All assignments will be submitted error-free and in APA format.
H. GRADING CRITERIA:

Class Participation 15 points each session 120 points
Informal evaluation tool 4 at 20 point 80 points Due at the end of class 4/11/2015
Woodcock Johnson III practice 1 at 50 points each 50 points Due at the end of class 3/27/2015
Large Scale Assessment paper 1 at 100 points 100 points Due at the end of class 4/10/2015
Case Study

| Total Points = 250 points |
| Due at the end of class 4/25/2015 |

Grading Scale:

A = 95 – 100%
A- = 93 – 94%
B+ = 91 – 92%
B = 88 – 90%
B- = 86 – 87%
C+ = 84 – 85%
C = 80 – 83%
C- = 78 – 79%
D+ = 76 – 77%
D = 72 – 75%
D- = 70 – 71%
F = 69% and below

Late Assignments:

Assignments that are not completed and turned in by the designated due date will be assessed a 5% deduction in points for each day they are late. No assignment will be accepted beyond 7 days after the original due date.
Incomplete:

An "I" is assigned due to unanticipated circumstances the last week of the term that make the student unable to complete course requirements within the allotted time (e.g. he/she missed the final examination due to sickness, an emergency in the family). The instructor must submit to the school director, a written notice of the specific coursework to be completed before the final grade is determined; a copy is kept in the school and one is provided to the student. To amend a grade of "I" with an earned grade on a student's transcript, the student must complete all incomplete course work by the last day of the next semester, including summer term. If the course requirements are not completed within the time limitation and the grade received in the Registrar's Office, the grade will be recorded on the academic record as a failing or unsatisfactory grade.

I. REQUIRED READINGS:


Overton, T. (2012). Assessing learners with special needs: An applied approach, 7th Ed. Upper Saddle River, New Jersey: Pearson. [CDE: 9.06 (1)(a); 9.06(3) (b-c)(i-ii), (d-e, g); 9.06(4)(c)(i), 9.06(5)(a)(iv), (b) (iv, vi), (i)(i); 9.06(6)(a)(ii),(d)(iii),(d)(v), (e)(ii), (f)(i-ii)] [CEC: GC1K1; GC2 (K1, K2, K4); GC4 (K2, S12); GC5 (K3, S4); GC8 (K1–K3, S1–S5); GC10K3]

J. SUGGESTED READINGS:


Plagiarism:
Policy on Plagiarism: Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof (UNC definition). Regarding written work in particular, direct quotations, statements which are a result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of indentation shall be used to indicate all direct quotes. Regarding class projects, you are not to use as your entire presentation the completed works of faculty members, fully imported websites, or any other body of work in which you are not the author. Of course, with proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further.

http://www.unco.edu/dos/honor_code/defining_plagiarism.html

K. INCLUSIVITY STATEMENT:

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty,
administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own.

L. DISABILITY ACCESS:

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, Voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

Detailed Description of Case Study

The purpose of the Case Study assignment is to provide a culminating activity for the class. It is an opportunity for you to pull together much of the information you would use to assess a child to make important educational decisions. In this assignment, you will conduct the testing, collect necessary information, analyze results, and provide a detailed summary of the results, the instructional options available, and the instructional decisions you would make based on all of the information you gathered. It is important to keep the purpose of this assignment in mind while completing it and after the course is completed. This is a practice exercise, as a result do not plan on using this information in an IEP meeting or even in a meeting with the child's parents. You should inform the parents of the child who gave you permission to assess their child that you will not be sharing any of the outcomes with them since this is for class and is a practice exercise. You will only be able to share general behavioral information with the parents, such as she behaved well during the testing today. Also, please keep confidentially in mind. Only use a first name for the child (making up a name is even better). Below is a list of the materials you will need to include in your case study packet:

1) Detailed background history for the child in your case study. Please provide as much background information as you can that may related to educational decisions you will make. This may include family educational history, family composition, health history, educational history (including any IEP information if you are privileged with this information), age, gender, etc.
2) **One Woodcock Johnson Test of Academic Achievement - Third Edition (All subtests – standard and extended batteries):** Include completed and hand-scored test record, student booklet, WJ-III Compuscore printout, and brief summary of performance in your own words.

3) **At least One “Other” diagnostic test:** Include all completed test forms (will vary by test used), student forms (if used, again this will vary by the test you use), scores for the test, and a brief written summary of the students performance on the test.

4) **At least One informal assessment (curriculum-based measurement) targeted towards a specific skill or skills (ideally used as a progress monitoring tool with a minimum of 3 data points).** This will be an informal assessment that either you create or one that is commercially available that will measure the students abilities in a very targeted skill group. Please include your rational for choosing/creating the informal assessment you did. Also include a detail of the results and what they mean in the context of the skill you were measuring for the child. Please include all forms and scores used in this portion of the assessment.

5) **Provide a detailed summary of all assessment results and student performance** (basically providing a very detailed present level of performance). For example, explain how results from one assessment were consistent with results from another assessment.

6) **Provide a detailed description of future educational/behavioral goals and your rational for choosing them.** Include recommendations for instruction and for family involvement.

All case study materials are due to be completed by Saturday, April 25, 2015 at the end of class. If you would like your materials returned, please include a self-addressed stamped envelope with your materials.
## EDSE 613
### Case Study Rubric

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Points Earned</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td></td>
<td>- Detailed student background is included and provides sufficient detail (See document Detailed Description of Case Study for more information).</td>
</tr>
<tr>
<td>30</td>
<td></td>
<td>- All assessments and corresponding materials are included.</td>
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<tr>
<td>60</td>
<td></td>
<td>- All assessments are administered and scored accurately.</td>
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<tr>
<td>60</td>
<td></td>
<td>- Detailed summary of results and educational decisions are included.</td>
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<tr>
<td>25</td>
<td></td>
<td>- All writing is professional and free of errors.</td>
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</tbody>
</table>

**Total Points Possible:** 250  
**Total Points Earned:**  
**Comments:**
## WJ-III Rubric

<table>
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<tr>
<th>Points Possible</th>
<th>Requirements</th>
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<tbody>
<tr>
<td>50-41</td>
<td>• Completed all required subtests&lt;br&gt;• Hand-scored each subtest accurately&lt;br&gt;• Calculated accurate raw scores&lt;br&gt;• Correct basals/ceilings and followed continuation rules correctly&lt;br&gt;• Provided print-out of scores&lt;br&gt;• Provided accurate interpretation of scores in your own words</td>
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<tr>
<td>40-31</td>
<td>• Completed all required subtests&lt;br&gt;• Hand-scored each subtest&lt;br&gt;• Accurate printout of scores&lt;br&gt;• Some minor raw score calculation errors; or&lt;br&gt;• Minor basal/ceiling or continuation rules errors; or&lt;br&gt;• Minor error in interpretation of scores (or did not put into your own words)</td>
</tr>
<tr>
<td>30-21</td>
<td>• Did not complete all required subtests&lt;br&gt;• Did not hand-score; and/or&lt;br&gt;• Major raw score calculation errors; and/or&lt;br&gt;• Did not have correct basal/ceiling or had multiple continuation rule errors; and/or&lt;br&gt;• Major errors in interpretation of scores</td>
</tr>
<tr>
<td>20-0</td>
<td>• Did not complete many required subtests&lt;br&gt;• Did not hand-score&lt;br&gt;• Did not calculate raw scores&lt;br&gt;• Did not have correct basals/ceilings or follow continuation rules&lt;br&gt;• Did not provide brief interpretation of scores</td>
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Rubric for “other” formal/norm referenced test (within case study)

<table>
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<tr>
<th>Points</th>
<th>Requirements</th>
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<tbody>
<tr>
<td>Advanced</td>
<td>• Administered all sections of the test&lt;br&gt;• Completed all scoring accurately&lt;br&gt;• Provided accurate brief interpretation of scores</td>
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<tr>
<td>Adequate</td>
<td>• Did not administer a few sections of test; or&lt;br&gt;• Did not complete all scoring accurately; or&lt;br&gt;• Minor errors in brief interpretation of scores</td>
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<tr>
<td>Not acceptable</td>
<td>• Did not administer many sections of the test; and&lt;br&gt;• Did not complete majority of scoring correctly; and&lt;br&gt;• Major errors in brief interpretation of scores</td>
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Informal Evaluation Tools

1. Description of the skill to be measured. Briefly describe the skill or content for which you will be developing this tool to measure progress. I will compare this with the items to be sure you have a clear focus for the evaluation tool.

2. Development of clear instructions for student completing the evaluation and for the teacher giving the evaluation.

3. Development of items that directly measure the identified skill. Be sure they are clear, to the point, and unbiased.

4. Accommodations that can be made for students with various disabilities (e.g., limited vision, reading difficulties, attention problems, etc.)

5. Scoring procedures

<table>
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<th>Requirements</th>
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<tr>
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<td>Meets all requirements stated above with high level of accuracy and consistency</td>
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<tr>
<td>34-25</td>
<td>Meets all requirements stated above but lacks some accuracy and consistency</td>
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<tr>
<td>24-15</td>
<td>Meets most requirements stated above but is accurate and consistent</td>
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<tr>
<td>15-0</td>
<td>Meets few requirements stated above and lacks some accuracy and consistency</td>
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<tr>
<td>Points Possible</td>
<td>Points Earned</td>
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**Total Points Possible:** 100  
**Total Points Earned**  
**Comments:**