EDSE 215: Assessment and Evaluation of Individuals with Mild to Moderate Disabilities

Fall 2017: Hybrid Course

Instructor: Dr. Jennifer Madigan
Office Location: Sweeney Hall 221
Telephone: (408) 924 3313
Email: Jennifer.madigan@sjsu.edu
Office Hours: By Appointment
Class Days/Time: Tuesdays 4-6:45 August 29-December 5
Classroom: SH 230 On Campus Meetings October 10, October 17 and December 5; All other meetings are Online

COURSE DESCRIPTION

This course will cover formal and non-formal evaluation methods to assess students with mild/moderate disabilities which includes standardized and alternative assessment, Response to Intervention (RTI), IEP development, case studies, and a comprehensive understanding of related research. Throughout the course, emphasis will be given to review best practices in assessing English-learners (ELs) and culturally diverse students.

KNOWLEDGE BASE

We believe in careful, consistent, evolving, and accurate measurement as the tool that guides instructional planning. Measurement tools in the hands of a knowledgeable teacher increases students’ opportunities for access to and success in the curriculum. We also believe that those factors bear in the correct identification of students with disabilities, and distinguishing disability from difference. Thus, the content of this course has been developed based on the theoretical perspectives and research work of: Artiles, Kauffman, O'Malley & Valdez, Salvia & Ysseldyke.

COMPETENCIES

By the end of the course the student will:
1. Demonstrate knowledge and application of research related to assessment, evaluation, RTI, and program planning for the individual identified with Specific Learning Disabilities (SLD).
2. Apply knowledge of laws, ethical considerations, and assessment procedures in the evaluation of a students with SLDs.
3. Demonstrate skill with various observational techniques.
4. Understand the assets and liabilities of published tests, for EL’s (English Learners).
5. Develop skills in using assessment measures and procedures other than published tests, such as curriculum based and dynamic assessment to determine the performance level of students to plan appropriate intervention programs for the student.
6. Conduct an integrated assessment of an individual with language-learning disabilities.
7. Describe language and cultural implications involved in the assessment of an individual from a CLD group who is an EL (English Learner).
8. Prepare an integrated assessment report.
9. Plan an appropriate individualized educational program (IEP) based on the individual’s present levels of performance including the stage of English language development, and a transition plan where appropriate and necessary.
10. Understand how to confer with the student’s parents, family and the student him/herself where appropriate, about the results of the assessment and suggestions for intervention.
11. Identify ways in which the learning disabilities specialist can work collaboratively with other staff members to include the classroom teacher, the speech and language pathologist, psychologist, transition specialist as well as the student’s parents/family.
12. Describe how an education specialist seeks alternative ways to support students and ELs with disabilities in the general education setting.

STANDARDS

Program Standard 5: Assessment of Students

The program provides opportunities for candidates to acquire the knowledge and skills necessary to assess students in a comprehensive manner within the breadth of the credential authorization. Each candidate understands and uses multiple sources of information in order to participate in progress monitoring and in decision making regarding eligibility and services. The program provides candidates with the knowledge and skill to assess students from diverse backgrounds and varying language, communication, and cognitive abilities. The program provides opportunities for using both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements. The program provides the opportunities for each candidate to
demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems.

**M/M Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities**

The program prepares candidates to demonstrate knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate disabilities covered under the authorization. The program prepares candidates to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based, curriculum-based, and appropriate to the diverse needs of individual students. The program prepares candidates to utilize these approaches to assess the developmental, academic, behavioral, social, communication, career and community life skill needs of students, and monitor students’ progress. The program prepares candidates to plan for and participate in state-mandated accountability measures.

**Required Text**


**Recommended Texts and Articles**


**Journals**

Educational Leadership  
Exceptional Children  
Exceptional Children Quarterly  
Exceptional Parent  
Focus on Exceptional Children  
Journal of Applied Behaviour Analysis  
Journal of Learning Disabilities  
Journal of Reading  
Journal of Special Education  
Learning Disabilities Quarterly  
Learning Disabilities Research and Practice  
Reading Research Quarterly  
The Reading Teacher  
Remedial and Special Education  
TeachingExceptional Children

**Web Sites**

http://www.natd.org/assessmentandevalresources.htm  
http://www.ncrel.org/sdrs/areas/as0cont.htm  
http://psychology.about.com/od/testing/  
http://pareonline.net/  
http://home.gwu.edu/~kkid/testing.html  
http://nces.ed.gov/nationsreportcard/  
http://www.psychoeducational.com/

**COURSE SCHEDULE:**

<table>
<thead>
<tr>
<th>Week/Reading</th>
<th>Topic</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>1: 8/29 Online</td>
<td>Course overview, Read the syllabus; Download Common Core State Standards, and define and discuss Assessment</td>
<td>Tuesday Sep 5, 2017 Reflection Paper 1 due in Canvas</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Content</td>
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<tr>
<td>2:</td>
<td>9/5</td>
<td><strong>Online</strong>&lt;br&gt;Overton: Chapter 2&lt;br&gt;Legal Implications and&lt;br&gt;Standardized and&lt;br&gt;Norm referenced&lt;br&gt;assessments</td>
</tr>
<tr>
<td>3:</td>
<td>9/12</td>
<td><strong>Online</strong>&lt;br&gt;Overton: Chapter 3&lt;br&gt;Standardized Assessment Statistics&lt;br&gt;Standard scores, Percentiles</td>
</tr>
<tr>
<td>4/5:</td>
<td>9/19 &amp; 9/26</td>
<td><strong>Online</strong>&lt;br&gt;Overton: Chapter 4 &amp; 5&lt;br&gt;Reliability and Validity&lt;br&gt;Interpretation of test data</td>
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<tr>
<td>6:</td>
<td>10/3</td>
<td><strong>Online</strong>&lt;br&gt;Overton: Chapter 6&lt;br&gt;CBM&lt;br&gt;Informal Testing</td>
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<tr>
<td>7:</td>
<td>10/10</td>
<td><strong>ON CAMPUS</strong>&lt;br&gt;Overton: Chapter 7&lt;br&gt;RTI&lt;br&gt;Response to Intervention and Progress Monitoring</td>
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<tr>
<td>8:</td>
<td>10/17</td>
<td><strong>ON CAMPUS</strong>&lt;br&gt;Overton: Chapter 8&lt;br&gt;WIAT demonstration and practice&lt;br&gt;Signature Assignment case studies</td>
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<tr>
<td>9:</td>
<td>10/24</td>
<td><strong>Online</strong>&lt;br&gt;Overton: Chapter 9&lt;br&gt;Academic Assessment Quiz Prep</td>
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<tr>
<td>10:</td>
<td>10/31</td>
<td><strong>Online</strong>&lt;br&gt;IEP Meetings&lt;br&gt;Teams, Roles, timeframes, guidelines</td>
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<td>11:</td>
<td>11/7</td>
<td><strong>Online</strong>&lt;br&gt;Overton: Chapter 10&lt;br&gt;Measurement of Intelligence&lt;br&gt;Interpretation of test data and instructional implications</td>
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<tr>
<td>12:</td>
<td>11/14</td>
<td><strong>Online</strong>&lt;br&gt;Overton: Chapter 13&lt;br&gt;Modifications and Accommodations Quiz Prep</td>
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<tr>
<td>13:</td>
<td>11/21</td>
<td><strong>Online</strong>&lt;br&gt;Informal Assessment&lt;br&gt;Diagnostic Strategies for instructional planning</td>
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<td>14:</td>
<td>11/28</td>
<td><strong>Online</strong>&lt;br&gt;Case Studies Developing PLAP and IEPs</td>
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<tr>
<td>15:</td>
<td>12/5</td>
<td><strong>ON CAMPUS</strong>&lt;br&gt;Case Studies Developing PLAPs/IEPs</td>
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Grading: (Final grades will be based on the following percentages (%) of total possible points earned:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>92-100%</td>
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<tr>
<td>A-</td>
<td>90-91%</td>
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<tr>
<td>B+</td>
<td>88-89%</td>
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<tr>
<td>B</td>
<td>82-87%</td>
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<tr>
<td>B-</td>
<td>80-81%</td>
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<tr>
<td>C+</td>
<td>78-79%</td>
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<tr>
<td>C</td>
<td>72-78%</td>
</tr>
<tr>
<td>C-</td>
<td>70-71%</td>
</tr>
<tr>
<td>D+</td>
<td>68-69%</td>
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<tr>
<td>D</td>
<td>62-67%</td>
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<tr>
<td>D-</td>
<td>60-61%</td>
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<tr>
<td>F</td>
<td>59% or below</td>
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Assignments and Quizzes: Due Dates

1. Tuesday Sep 5, 2017
   Reflection Assignment 1
   due by 11:59pm
2. Tuesday Sep 12, 2017
   Reflection Assignment 2
   due by 11:59pm
3. Tuesday Sep 26, 2017
   Document Collection and Interview Assignment
   due by 11:59pm
4. Tuesday Oct 3, 2017
   IRIS Module RTI Part 1
   due by 11:59pm
5. Tuesday Oct 24, 2017
   Discussion Board Participation Activity: RTI
   due by 11:59pm
6. EDSE 215: Quiz 1
   due by 11:59pm
   Tuesday Oct 24, 2017
7. WIAT Training
   due by 11:59pm
   Tuesday October 31, 2017
8. Discussion Board Participation Activity: IEP Meetings
   due by 11:59pm
   Tuesday Nov 7, 2017
9. IRIS Module: RTI Part 2
   due by 11:59pm
   Tuesday Nov 14, 2017
10. IRIS Module High Stakes Testing
    due by 11:59pm
    Tuesday Nov 21, 2017
11. EDSE 215: Quiz 2
    due by 11:59pm
    Tuesday Nov 28, 2017
12. Final: Case Signature Assignments
    due by 11:59pm
    Tuesday Dec 19, 2017
Make-up quizzes will not be given unless there is a medical or legal reason which need to be appropriately documented.
Regular and constructive class participation will be helpful in improving award of a given grade.
Late assignments will result in a 10% reduction of points each day.

University Policies

Academic integrity
Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

Student Technology Resources
Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.
Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center’s tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at http://www.sjsu.edu/larc/.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/.