

**SAN JOSE STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF SPECIAL EDUCATION**

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

Fall 2015

Instructor: Dr. Jennifer Madigan
Office Location: Sweeney Hall 221
Telephone: (408) (924 3313)
Email: (jenmadigan@aol.com)
Office Hours: Wednesdays 2:00-4:00
Class Days/Time: Wednesdays 4-6:45 8/26, 9/2, 9/9, 9/16, 9/23, 9/30, 10/7, 10/14, 10/21, 10/28, 11/4, 11/11, 11/18, 12/2, 12/9

Classroom:

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), case studies, and a comprehensive understanding of related research. Throughout the course, emphasis will be given to review best practices in assessing English-language learners (ELLs) 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 learning disabled individual.

2. Apply knowledge of laws, ethical considerations, and assessment procedures in the evaluation of a learning disabled individual.
3. Demonstrate skill with various observational techniques.
4. Understand the assets and liabilities of published tests, and the CELDT exam for ELL's (English Language 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 minority group who is an ELL's (English Language 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. 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 ELL's with disabilities in the mainstream.

STANDARDS

CCTC 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 1: Characteristics of Students with Mild/Moderate Disabilities

The program provides opportunities for each candidate to identify the characteristics of students with mild to moderate disabilities, including students identified with specific learning disabilities, mild/moderate mental retardation, other health impairments, traumatic brain injury, emotional disturbance, and autism spectrum disorders and to determine the implications of these characteristics for service delivery.

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

Overton, T. *Assessment in Special Education: An Applied Approach*. Prentiss Hall Publishers.

Recommended Texts and Articles

Alper, S., Ryndak, D.L. and Schloss, C.N. Alternative Assessment of Students with Disabilities in Inclusive Settings. Needham Heights, Massachusetts: Allyn and Bacon, 2001.

Ashlock, R.B. Error Patterns in Computation. Columbus Ohio: Charles E. Merrill, 4th ed., 1990.

Bracey, G.W. "Thinking about Tests and Testing: A Short Primer in Assessment Literacy." Washington, D.C. American Youth Policy Forum, 2000.

Brady, L., Kennedy, K., and Marsh, C. Curriculum and Assessment. Sydney: Pearson, 2003.

LeGrange, L. and Reddy, C. Continuous Assessment. Kenwyn: Juta & Company, 2000.

Lerner, J. Learning Disabilities. Boston: Houghton Mifflin, 2003.

McLoughlin, J.A. and Lewis, R.B. Assessing Students with Special Needs. Upper Saddle River, New Jersey: Pearson/Prentice Hall, 5th ed., 2001.

Nitko, A.J. Educational Assessment of Students. Upper Saddle River, New Jersey: Pearson/Prentice Hall, 4th ed., 2004.

Olson, L.L. and Platt, J.C. Teaching Students and Adolescents with Special Needs. Upper Saddle River, New Jersey: Pearson, Merrill/Prentice Hall, 4th ed., 2004.

Sieborger, R. and Macintosh, H. Transforming Assessment. Lansdowne: Juta, 2002.

Vaughn, S., Bos, C.S. and Schumm, J.S. Teaching Exceptional Diverse and At-Risk Students. Boston: Pearson Education Inc., 2003.

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
Teaching Exceptional Children

Web Sites

<http://dww.ed.gov>
<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/>
<http://epaa.asu.edu/epaa/v3n6.html>

COURSE SCHEDULE

Class Meetings: 8/26, 9/2, 9/9, 9/16, 9/23, 9/30, 10/7, 10/14, 10/21, 10/28, 11/4, 11/11, 11/18, 12/2, 12/9

Table 1 Course Schedule

Week	Topics, Readings, Assignments, Deadlines
1 8/26	Reading: Chapter 1 Course overview and expectations What is Assessment? History of Assessment Methods of assessment
2 9/2	Reading: Chapter 2 Statistics Standard scores, Percentiles
3 9/9	Reading: Chapter 3 Reliability and Validity Standard error of measurement Calculation and application of estimated true score
4 9/16	ONLINE Reading: Chapter 4 No Class on campus: Canvas Module 1 Due in Canvas 9/23
5 9/23	Administering the WIAT Tools, practices, and procedures Caveats on data interpretation, particularly concerning EL's
6 9/30 No Class on Campus	Reading: Chapter 5 Online in Canvas: IEP Meetings No Class on Campus
7 10/7	Read: Chapter 6 WJIV training Norm-referenced assessment Calculation of chronological age, raw scores, basal ceiling levels Assignment #1 Due in Canvas 10/7
8 10/14	Reading: Chapter 7 Administering the WRAT Practice and Application Quiz # 1 Discussion Board Activity Due in Canvas
9 10/21 No Class on Campus 10/21	Reading: Chapter 8 No Class on Campus: Canvas Module 2 Due in Canvas 10/28 Culturally Competent Assessment Assessment of culturally diverse and EL students
10 10/28 No Class on Campus	Response to Intervention (RTI) Learners at different stages of language and literacy competence: collaborating with their teachers and supporting families

Week	Topics, Readings, Assignments, Deadlines
10/28	
11 11/4 No Class on Campus	Response to Intervention (RTI) continued ONLINE in Canvas No Class on Campus Understanding 3 tiered interventions and progress monitoring
12 11/11	Reading: Chapter 8 STAR Testing: Modifications and Accommodations Challenges in assessing and planning for EL's Informal Assessment Diagnostic strategies for instructional planning Practice in assessment; in class hands-on experiences with assessments Discussion Board Activity Due in Canvas 11/11
13 11/18	Reading: Chapter 9 Managing and Scheduling IEPs; Resources Case Studies
14 11/25 No Class on Campus	Reading: Chapter 10 No Class on Campus: Canvas Module 3 Due: 12/2
15 12/2	Summing Up Quiz # 2
Final Exam 12/9 NO CLASS	NO CLASS ON CAMPUS Course Final- Assessment Case Study Project DUE: 12/16 To be turned into Canvas OR Special Education Office SH 204

GRADING CRITERIA: *Please read the following information carefully*

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 week.

GRADES according to point values

1. **Class Participation:** 75 Points

2. **Assignment 1:** 25 Points
3. **Canvas Modules:** 75 Points (Canvas Activities worth 25 points each)
4. **Quizzes (2):** 25 Points
5. **Assignment #3: Final Case Study Assessment Report:** 100 Points

TOTAL POSSIBLE POINTS = 300

GRADING CRITERIA

A	283-300	A-	282-270		
B+	255-269	B	243-254	B-	237-242
C+	231-238	C	225-230	C-	210-200

COURSE REQUIREMENTS

Assignments: The course requirements consist of a combination of successful completion of three assignments, including one final project, as well as passing of two quizzes.

Assignment 1: Due 10/7

1. Compile the Common Core learning standards of your school/ district for two grades. For example, K and 1st, 2nd and 4th, 7th and 8th, 10th and 11th grades. Select two of the following areas reporting the standards: Reading/Language Arts- Mathematics-Social Studies- Science -Art/Music and Physical Education. Include two or three pages to show examples.

Use the CDE website link: <http://www.cde.ca.gov/re/cc/>

2. Include the protocol forms used by teachers from the general education program in referring students to the SST team. Include a copy of the assessment plan and a copy of the transition plan. If you are unable to locate any or all of these forms, they can be accessed at the following websites:

SCCOE SELPA forms:

<http://www.smcoe.k12.ca.us/StudentServicesDivision/SELPA/Pages/IEP-Process.aspx>

3. Conduct an interview with an Administrator, School Psychologist or other school personnel involved with Special Education referral and Assessment on your school campus. Please use the following questions as a guide for your interview:

- a. *Describe the special education referral process for special education in your school or district.*
- b. *Describe the Assessment process for special education eligibility in your school or district.*
- c. *How are the rights of English Learners protected in your district/school?*

4. Write a 2 page paper summarizing the information gathered from your interview.

Assignment 2: Completion of Three Modules in Canvas online

Module 1 Due: Turn in Online to Canvas by 9/23

Module 2 Due: Turn in Online to Canvas 10/28

Module 3 Due: Turn in Online to Canvas by 12/2

Assignment #3 COURSE FINAL: Assessment Report

Due: 12/16

Select one of your students that is coming up for review. Administer a standardized, norm-referenced test, and cross-reference results with samples of the student's work throughout the semester. Interpret results. Prepare a case study of the student following the rubric included in the syllabus. IF this is not a student considered an English Learner, discuss the modifications that would be appropriate for an EL Student, so that you could have a fair and meaningful assessment of the student's competencies, progress, and needs.

Course Final- Assessment Case Study Project DUE: 12/16

To be turned into Canvas OR Special Education Office SH 204

LATE WORK WILL RESULT IN A LOSS OF 10 PERCENT REDUCTION IN POINTS PER WEEK

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](http://www.sjsu.edu/senate/S07-2.htm), 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](http://www.sjsu.edu/studentconduct/) 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](http://www.drc.sjsu.edu/) (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](http://www.sjsu.edu/larc/) 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](http://www.sjsu.edu/writingcenter/about/staff/) 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](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

EDSE 215: Assignment #1 Rubric

Name:

Criteria:	5	4	3	2	1	0
Contains learning standards						
Contains protocol forms for referring students to the SST and transition plan						
Referral process for special education adequately described						
Assessment process for special education eligibility adequately described						
Adequate description of how rights of English Language Learners are protected						

Total Score: