

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

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

**Hybrid format
Fall 2016**

Instructor: Dr. Jennifer Madigan
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Office Hours: By appointment
Class Days/Time: On campus and Online Tuesdays: 4-6:45 8/30, 9/6, 9/13, 9/20, 9/27, 10/4, 10/11, 10/18, 10/25, 11/1, 11/8, 11/15, 11/22, 11/29, 12/6

Classroom: SH 230

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 Student Learning Outcomes (SLOs)

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, Terry. *Assessing Learners with Special Needs: An Applied Approach, 7th Edition*

ISBN13: 9780131367104

*** ANY EDITION AFTER 2010 IS ACCEPTABLE**

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>

MLK Library Liaison: Teresa Slobuski

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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.

Document Collection and Interview Assignment: Due 10/4

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:

<https://sites.google.com/a/sccoe.org/sccoe-sped-forms-templates/discussion/iep-related>

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.

Canvas Assignments:

Tue Sep 13, 2016

[WIAT Training](#)

due by 11:5

Tue Sep 20, 2016

[Brigance Training](#)

due by 11:5

Tue Sep 27, 2016	IRIS Module RTI Part 1	due by 11:5
Tue Oct 4, 2016	Document Collection and Interview Assignment	due by 11:5
Tue Oct 11, 2016	Discussion Board Participation Activity: IEP Meetings	due by 11:5
Tue Oct 18, 2016	IRIS Module: RTI Part 2	due by 11:5
Tue Oct 25, 2016	Discussion Board Participation Activity: RTI	due by 11:5
Tue Nov 8, 2016	IRIS Module High Stakes Testing	due by 11:5
Tue December 13, 2016	Participation Points and Quizzes	due by 11:5
Tue Dec 13, 2016	Final: Case Study	due by 11:5

COURSE FINAL: Assessment Report
Due: 12/13

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: 12/13

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

GRADING CRITERIA: *Please read the following information carefully*

GRADES according to point values

1. **Class Participation:** 35 Points
2. **Document Collection and Interview Assignment:** 25 Points

3. **Canvas Assignments:** 115 Points
4. **Quizzes (2):** 25 Points
5. **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

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.

University Policies: Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus related University Policies and resources information listed on GUP's [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) : <http://www.sjsu.edu/gup/syllabusinfo/>

COURSE SCHEDULE

Table 1 Course Schedule

Week	Topics, Readings, Assignments, Deadlines
1 8/30	Reading: Chapter 1 Course overview and expectations What is Assessment? Methods of assessment; Statistics Standard scores, Percentiles
2 9/6	Do: WIAT Training in Canvas Reading: Chapter 2 WJIV, WIAT and Introduction to testing
3 9/13 No Class on Campus	Do: Brigance Training in Canvas Reading: Chapter 3 Reliability and Validity Standard error of measurement Calculation and application of estimated true score WIAT Training Assignment Due in Canvas 9/13
4 9/20 No Class on Campus	Do: RTI Canvas Module Reading: Chapter 4 Brigance Training Assignment Due in Canvas 9/27
5 9/27	Guest Speaker: Writing IEPs and Common Core Standard Alignment RTI Canvas Assignment Due 9/27
6 10/4 No Class on Campus	Do: IEP Meetings Videos in Canvas Reading: Chapter 5 Best Practices for IEP Development Document Collection and Interview Assignment Due in Canvas 10/4
7 10/11 No Class on Campus	Do: RTI Part 2 in Canvas Read: Chapter 6 Norm-referenced assessment Calculation of chronological age, raw scores, basal ceiling levels Discussion Board Assignment Due Online in Canvas: IEP Meetings

Week	Topics, Readings, Assignments, Deadlines
8 10/18 No Class on Campus	Do: RTI Discussion Board Assignment Reading: Chapter 7 RTI Part 2 Due in Canvas 10/18
9 10/25 No Class on Campus	Reading: Chapter 8 Culturally Competent Assessment Assessment of culturally diverse and EL students RTI Discussion Board Assignment Due in Canvas 10/25
10 11/1 No Class on Campus 10/28	Do: Canvas IRIS Module: High Stakes Testing Reading: Chapter 9
11 11/8 No Class on Campus	Canvas IRIS Module High Stakes Testing Due in Canvas 11/8 Reading: Chapter 10
12 11/15	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 Quiz #1
13 11/22	Managing and Scheduling IEPS; Resources Case Studies
14 11/29 No Class on Campus	Work on Case Study Assessment Results and Write up of Student Evaluation and Recommendations
15 12/6	Summing Up Quiz # 2
Final Exam 12/13 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

