

University of North Carolina - Greensboro
Department of Specialized Education Services

Course: SES 360 Assessment in Special Education Spring 2006
Schedule: Monday 4-6:50 Room: McIver 227
Instructor: Donna Tilley-Gregory, M.Ed, NBPTS Office: Available before and after class
Phone: 910-257-0415 e-mail: redlegtchr@earthlink.net

Required Text:

Overton, T. (2004) Assessing Learners with Special Needs: An applied approach (4th ed.).
Upper Saddle River, NJ: Merrill.

Required Equipment: Digital timer (kitchen timer with count down feature)

Supplemental Materials: (provided by Instructor)

Paulsen, K. J. (1997). Curriculum-based measurement: Translating research into school-based practice. *Intervention In School and Clinic*, 17, 162-167.

Jenkins, T. (2004). The Joining of Assessment and Instruction: A User Friendly Guide on How to Implement Curriculum Based Measurement in the Classroom.

Other articles and materials to supplement textbook and lectures.

Course Description: Formal and informal assessment approaches needed for identification and eligibility requirements in special education. Also addressed are assessment practices related to planning and evaluating educational programs in special education. This course is designed to give the student a broad understanding and basic skills that facilitate effective and appropriate assessment of individuals with disabilities. Emphasis is placed on understanding assessment results and conducting assessment for instructional planning.

Course Objectives: Upon completion of this course the student will be able to:

1. demonstrate knowledge of critical issues related to educational assessment, particularly those that concern individuals with disabilities, race, and culture.
2. describe state and federal assessment procedures for identification and placement of students into special education programs including the newly reauthorized IDEA (2004).
3. characterize various norm-referenced, criterion-referenced, and informal assessments tools, including their appropriate uses and roles in the assessment process.
4. effectively administer, score and interpret results from norm-referenced assessment instruments.
5. effectively develop, administer and interpret outcomes from curriculum-based assessments to plan instructional programs.
6. demonstrate proficiency in developing portfolios to assess educational progress and performance of students with special needs.
7. analyze and synthesize assessment results from multiple sources to develop individualized education plans.

ISTE National Educational Technology Standards:

IV. 2. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning

- Evidence(s): 1. prepare data collection worksheets
 2. graphically represent data to facilitate interpretation and communication

V. 3. apply technology to increase productivity

- Evidence(s): 1. use technology to search for info on assessment instruments
 2. prepare summaries of assessment findings

Teaching Strategies: The course involves guided readings from textbook and articles, lectures, class discussion, problem-based activities, and simulations. Course materials will be presented in class and, if necessary, through e-mail. Some of the requirements will be completed in conjunction with the student’s field placement. It is imperative that students are prepared for class by doing prerequisite reading before coming to class.

Requirements: (Each project assignment will have guidelines and evaluation rubric.)

1. Participation - It is expected that students will attend class as scheduled, participate in discussions, and activities, and demonstrate respect for self and others in the learning environment.
2. Blackboard Discussion -
3. Evaluation of a norm-referenced instrument - Students will examine the administration manual of an assessment instrument and evaluate the instrument for appropriateness and technical quality. This will be done during in-class activities under the guidance of the instructor.
4. Development, administration, and interpretation of curriculum-based assessment - Students will identify skill areas to be assessed, develop, administer, and interpret outcomes from curriculum-based assessments. This will be done in coordination with the student’s field experience.
5. Written language analysis - Students will collect and interpret written language data. This will be done in coordination with the student’s field experience.
6. Portfolio project - Students will design a portfolio, including criteria for evaluation of the portfolio, to assess student learning. This will be done in coordination with the student’s field experience.
7. Assessment score interpretation - Using instructor provided case study data, students will prepare a short interpretive summary.

Note: *All out-of-class work and projects will be typed or word processed.*

Evaluation Methods: Each student’s grade is based on the percentage of total possible points that can be earned for this course.

Participation-Attendance (-5/ab) 25	A 94% (or higher)	Any time a student’s grade drops to below a “C” a conference with the instructor is required.
Blackboard Discussion 25	A- 90%	
Instrument evaluation 25	B+ 87%	
Written Language Analysis 50	B 84%	
Informal Math Assessment 50	B- 80%	
Curriculum Based Assessment 200	C+ 77%	
Portfolio project 100	C 74%	
Assessment Interpretation 25	C- 70%	
Exams		
(1@25, 1@25 + Final @50) 100		
Total possible - 600		

Topical Outline/Schedule:

Date	Preparation	Class Activity
January 9		Review Syllabus and Assignments Overview of Assessment Terminology Pre-referral process
January 16	MLK Holiday	No Class
January 23		Types of evaluations Legal basis/requirements-IDEA NC forms for assessment and parental safeguards Ecological assessment
January 30		Descriptive Statistics and Measurement Concepts Reliability and Validity
February 6		Norm Referenced Assessment Exam 1 Review
February 13		Exam 1 Evaluation of instrument (in class)
February 20		Informal Assessment Curriculum-based Assessment
February 27		Collecting/interpreting data: reading, math, written language Activity: Development of a test
March 6	UNCG Spring Break	No Class
March 13		Due: Curriculum-based Assessment
March 20		Assessment of behavior Observation/recording of behavior Observation practice
March 27		Portfolio Assessment Exam 2 Review
April 3		Exam 2 Test Administration and Behavior During Testing Activity: Records review and Understanding a Psychological Evaluation Report
April 10		Educational Achievement Tests View Selected Instruments Other Selected Standardization Diagnostic Instruments
April 17		Ability Assessment Adaptive Behavior Assessment Due: Portfolio Assessment Project
		Due: Assessment Interpretation (in

April 24		class) Interpreting Assessment for Educational Intervention Special Considerations in Assessment Activity: Case Studies Final Exam Review
May 1	Last Class	Final Exam

Flexibility: Schedule subject to change due to changes in instruction or unforeseen situations, such as weather. Students will be informed before a change is made.

Accommodation for Disability: If a student has a health problem or disability that may impact on the student's performance, the student must schedule an appointment with the instructor before the third class meeting to discuss accommodations.

Academic Integrity Policy: Students are expected to abide by the honor code as outlined in the *UNCG Student Handbook*.

Attendance Policy: Due to the participatory nature of this class, students are expected to attend class sessions as scheduled and be prepared for the topic. -5 points for each unexplained /unexcused absence out of a possible 25. If you must be absent, notify the instructor by voice mail (819-2717). If you are absent for a quiz the grade is reduced by 10% at the instructor's discretion.

Late Assignments are penalized 5% of the assignment possible points for each class session that passes without assignment submission. **Late examinations** are penalized 10% and must be completed within three days or exam date.