EDFS 720
Educational Assessment of Students with Disabilities
Spring 2012 (3 hrs.)

Meeting Time: Wednesday, 4:00 - 6:45 p.m.
Instructor: Michael Skinner, Ph.D.
Office Hours: Monday: 2:00 p.m. – 4:00 p.m.
              Tuesday: 2:00 p.m. – 3:30 p.m.
              Wednesday: 2:00 p.m. – 3:30 p.m. (Or, By Appointment)
Office Location: #221, School of Education Building (86 Wentworth)
Office Phone/Fax/e-mail: 843-953-8044 843-953-5407 (fax) skinnerm@cofc.edu

Course Prerequisites:
EDFS 710 -- Introduction to Exceptional Children & Youth

Course Description:
A study of the selection, administration, and interpretation of formal and informal educational measures. Includes the application of assessment information to individualized education programs for children and youth with exceptionalities. The course requires 15 hours of field experience for purposes of completing the IEP.

Course Texts & Other Materials:


A notebook for this course is available at SASE-INK (291 Calhoun). This notebook contains guided reading prompts for the textbook, assignment guides and rubrics, and several other materials you will need.

The text website is located at <http://www.pearsonhighered.com/overton7e>. This site provides some very useful material, including reviews, practice assessments, interactive activities, and more. (We will be completing some of the activities in class.)
### Course Goals:

<table>
<thead>
<tr>
<th>Upon successful completion of this course, students will:</th>
<th>Unit Standards</th>
<th>CEC Standards</th>
<th>ISTE</th>
<th>SC State Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe basic assessment procedures in the following instructional and/or developmental areas: motor, language, functional, cognitive, daily living, social, academic, career-vocational;</td>
<td>I, II, VI</td>
<td>2, 3, 5, 6, 8, 10</td>
<td>3c, 3d</td>
<td></td>
</tr>
<tr>
<td>State the purpose of, and assumptions regarding assessment of people with disabilities;</td>
<td>V, VI</td>
<td>2, 6, 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State guidelines specified in IDEA and by professional organizations (e.g., APA), including current ethical and legal issues regarding assessment;</td>
<td>I, IV, VI, VII</td>
<td>1, 3, 8, 9, 10</td>
<td></td>
<td>State Standards of Conduct</td>
</tr>
<tr>
<td>Define and use basic measurement concepts in order to evaluate the psychometric properties of individualized tests;</td>
<td>IV, VI</td>
<td>2, 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe, differentiate among, and explain the roles in the assessment process played by norm-referenced, criterion-referenced, informal (e.g., CBM, CBA, etc.), and teacher-made tests;</td>
<td>I, II, VI</td>
<td>1, 2, 3, 8, 10</td>
<td>2a, 2c, 2d</td>
<td></td>
</tr>
<tr>
<td>Describe procedures for sharing assessment information with parents, other professionals, and the child with special needs;</td>
<td>IV, V, VI</td>
<td>3, 6, 9, 10</td>
<td>3a, 3b, 3c</td>
<td></td>
</tr>
<tr>
<td>Describe and demonstrate methods designed to evaluate socio-emotional/behavioral characteristics;</td>
<td>IV, V, VI</td>
<td>3, 8</td>
<td>3c, 3d</td>
<td></td>
</tr>
<tr>
<td>Demonstrate proficiency in administration and scoring of specific assessments (e.g., AIMSWEB and other progress monitoring systems, Woodcock-Johnson Psycho-educational Test Battery (Achievement Tests), Behavioral Assessment Systems for Children - 2, Vineland Adaptive Behavior Scales)</td>
<td>II, III, VI</td>
<td>8, 9</td>
<td>2d</td>
<td></td>
</tr>
<tr>
<td>Discuss salient features of various tests designed to assess cognitive ability (e.g., Wechsler Scales, Stanford-Binet 5th Edition);</td>
<td>I, II, III, V, VI</td>
<td>3, 6, 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe procedures and assessment devices such as behavioral checklists and anecdotal records which can be used to assess classroom behavior;</td>
<td>I, V, VI, VII</td>
<td>3, 5, 6, 8</td>
<td></td>
<td>Safe Schools Climate Act</td>
</tr>
<tr>
<td>Describe and demonstrate procedures for designing informal assessment devices (e.g., CBM, CBA, and CRT probes, independent reading inventories, task analyses, etc.);</td>
<td>I, II, III, VI</td>
<td>3, 4, 6, 7, 8</td>
<td>ISTE 2a, 2c, 2d</td>
<td></td>
</tr>
</tbody>
</table>
Describe and demonstrate procedures for administering diagnostic/standardized tests designed to assess achievement in math, reading, oral and written language, and readiness skills; 
I, II, III, VI 
3, 4, 6, 8, 10

Analyze and synthesize test results and generate appropriate educational programming; 
I, II, V, VI 
2, 3, 6, 7, 8, 10 
3d Academic Standards

Describe current trends in infant, toddler, preschool, vocational and career assessment. 
I, IV, VI 
2, 5, 7, 8 
5c, 5d

### Learning Activities & Point Values:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance &amp; Participation</td>
<td>Your performance in this area is based on your attendance record, participation in class, and completion of assigned exercises. If you miss a class activity or exercise due to circumstances beyond your control, please see the me.</td>
<td>15</td>
</tr>
<tr>
<td>Quizzes</td>
<td>7 @ 15 Points Each (Lowest Dropped) - Quizzes will be composed of short answer and objective questions and will be linked to reading assignments (see “Guided Reading” section of the course notebook) and material covered in class. There are excellent support materials on the website for the text (cited earlier in this syllabus), including practice quizzes.</td>
<td>90</td>
</tr>
<tr>
<td>Achievement Testing: Demonstration of Competence</td>
<td>You are required to complete the Mini-Battery of Achievement (MBA) on a peer. You will score this test using computer software. The completed protocol, including the computer printouts, will be handed in and graded. You must reach proficiency on this “practice” test before administering any assessments in the schools for your IEP.</td>
<td>15</td>
</tr>
<tr>
<td>Assessment Instrument: Written Report, Demonstration, &amp; Presentation</td>
<td>You will sign up for an assessment instrument that we discuss in this course. On the date we discuss this instrument, you are responsible for making a brief presentation to the class, including a demonstration of the instrument. You are required to distribute a descriptive handout to all class members and to me.</td>
<td>15</td>
</tr>
<tr>
<td>Individualized Education Program (IEP)</td>
<td>You are responsible for completing an IEP based, at least partially, on an assessment you conduct with a student. I will provide additional information about this assignment in class. (Completed during 15 hours of field experience.)</td>
<td>100</td>
</tr>
<tr>
<td>Comprehensive Final Examination</td>
<td>The examination date is included on the attached course calendar. Please do not ask for this date to be changed. Makeup final examinations will not be given without the authorization of the Office Of Undergraduate Studies. I will provide a study guide to assist you in your preparations for the exam.</td>
<td>100</td>
</tr>
</tbody>
</table>

| Total Points Possible | 335 |

### Grading Contingencies:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Score Range</th>
<th>Percentage Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>310 - 335</td>
<td>93-100 %</td>
</tr>
<tr>
<td>B+</td>
<td>294 - 309</td>
<td>88-92%</td>
</tr>
<tr>
<td>Grade</td>
<td>Range</td>
<td>Percentage</td>
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<td>-------</td>
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</tr>
<tr>
<td>B</td>
<td>277 - 293</td>
<td>83-87%</td>
</tr>
<tr>
<td>C+</td>
<td>260 - 276</td>
<td>78-82%</td>
</tr>
<tr>
<td>C</td>
<td>247 - 259</td>
<td>74-77%</td>
</tr>
<tr>
<td>F</td>
<td>246 and below</td>
<td>73% and below</td>
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</table>

**Attendance Policies:**

Class attendance is expected behavior. Examples presented in class will serve to extend and clarify material presented in the text and will be covered on quizzes and the final examination. Students are responsible for all content and assignments for each class. If you are not present for a given class, it will be assumed that your absence is for a good cause (and that determination is up to you). If, for medical or serious personal reasons, you will miss two classes in a row, I should be informed of the reasons. A student may be dropped from the course for excessive absences (i.e., more than 15% of the scheduled classes).

**Additional Information:**

1. Procedures will be discussed in class for borrowing assessment instruments. Please adhere to these rules.

2. To receive credit, all assignments must be handed in on time. “On time” is defined as the beginning of the class session during which the assignment is due.

3. If you have a conflict with an examination time, see me as soon as possible.

4. Office hours are posted outside of my office door and on this syllabus. I am available during these times to provide additional help which you feel you need to achieve course objectives. Please note, however, that this is not a substitute for a class session.

5. I have opted for frequent quizzing in this course for three reasons: (a) we simply cover too much material to test in a mid-term/final exam format; (b) we’ve known for some time that students tend to learn more efficiently and retain more when material is broken into small “chunks;” and (c) frequent quizzes allow me to base your grade on multiple measures of your course performance (versus only a midterm and final exam).

**CEC Performance Data**

Performance data will be collected on candidates enrolled in the MAT special education program. In this course, these data will be collected from the IEP assignment. These data will be reported to our accreditation organization, The Council for Exceptional Children (CEC), in aggregate form only. The full set of CEC standards can be viewed at: <http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/CommonCoreStandardsforStudents/default.htm>.
Honor System

The honor code of the College of Charleston will be followed in this course. The honor code of the College can be found in the publication titled: Student Handbook: A Guide to Honorable Conduct. Copies of this document are provided to students at orientation and are also available in the Office of Student Affairs.

Course Calendar:

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 11</td>
<td>Course Overview&lt;br&gt;Introduction to Assessment</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Jan. 18</td>
<td>Descriptive Statistics</td>
<td>Chapter 3 Quiz #1</td>
</tr>
<tr>
<td>Jan. 25</td>
<td>Reliability &amp; Validity</td>
<td>Chapter 4 Quiz #2</td>
</tr>
<tr>
<td>Feb. 1</td>
<td>Norm-referenced Assessment: The Basics</td>
<td>Chapter 5 Quiz #3</td>
</tr>
<tr>
<td>Feb. 8</td>
<td>Norm-referenced Assessment: Academic Achievement</td>
<td>Chapter 8 Quiz #4</td>
</tr>
<tr>
<td>Feb. 15</td>
<td>Norm-referenced Assessment: Academic Achievement</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Feb. 22</td>
<td>Norm-referenced Assessment: Adaptive Behavior</td>
<td>Chapter 10 (Pages 335 – 346)</td>
</tr>
<tr>
<td>Feb. 29</td>
<td>Informal Assessment (CBA, CBM, etc.), RTI, &amp; Progress Monitoring</td>
<td>MBA Protocol Due</td>
</tr>
<tr>
<td>Mar. 7</td>
<td>No Class - Spring Break</td>
<td>Quiz #5</td>
</tr>
<tr>
<td>Mar. 14</td>
<td>Informal Assessment (CBA, CBM, etc.), RTI, &amp; Progress Monitoring</td>
<td>Chapter 6 &amp; 7</td>
</tr>
<tr>
<td>Mar. 21</td>
<td>IEPs &amp; Interpretation of Assessment Results for Educational Intervention</td>
<td>Chapter 13 (Overton) Gibbs &amp; Dyches IEP Book Quiz #6</td>
</tr>
<tr>
<td>Mar. 28</td>
<td>IEPs &amp; Interpretation of Assessment Results for Educational Intervention</td>
<td>Chapter 13 (Overton) Gibbs &amp; Dyches IEP Book</td>
</tr>
<tr>
<td>Apr. 4</td>
<td>Formal Assessment of Behavior</td>
<td>Chapter 9 Quiz #7</td>
</tr>
<tr>
<td>Apr. 11</td>
<td>Assessment of Intelligence</td>
<td>Chapter 10 (Pages 308 – 335)</td>
</tr>
<tr>
<td>Apr. 18</td>
<td>Review &amp; Closure Activities&lt;br&gt;Prepare for Final Examination</td>
<td>IEP Due</td>
</tr>
<tr>
<td>Apr 25 (Wednesday)</td>
<td>Final Examination&lt;br&gt;(4:00- 7:00 p.m.)</td>
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Guidelines for Assessment by Students Enrolled in Special Education Coursework\(^1\) at the College of Charleston

The special education program adheres to all laws, regulations, and professional ethical guidelines regarding psychological and educational assessment. These include the CEC and APA codes of ethics and the Individuals with Disabilities Education Act (IDEA).

Assessments required for coursework are not required to undergo Institutional Review Board procedures unless they are part of additional research or study (outside course requirements).

Students enrolled in our coursework:

1. will obtain written parental/guardian informed consent before conducting any individual or small group\(^2\) assessments. Those individuals who are the teachers of record of students undergoing assessment should obtain informed consent if the assessment is not a typical classroom assessment activity by that teacher.

2. will conduct individual or small group assessments only under the oversight of the course instructor(s) and responsible classroom teacher(s).

3. will maintain complete confidentiality of assessment subjects by refraining from discussing the assessment or its results with unauthorized persons and by using pseudonyms for subjects, family members, school staff members, and schools in any written or oral class assignments. It is not permitted to take photographs of assessment subjects.

4. will administer instruments only in the circumstances for which they were designed. Instruments must be current, valid for their purpose, age appropriate, and not biased with regard to gender, ethnicity, language, or disability. Instruments selected must be focused on the educational or behavioral area(s) of concern. Students who construct informal instruments will avoid these areas of bias and maintain instrument content validity.

5. will administer instruments according to written directions and protocols that accompany the instruments, including but not limited to adhering to guidelines about frequency of administration, time limitations, age restrictions, and basal and ceiling rules.

6. will administer and/or interpret only those instruments within the individual’s range of training. The student will limit any interpretations to assessments actually administered and within the instrument’s limitations. Students will not administer or interpret individual intelligence assessments, visual-motor assessments, Gestalt assessments, standardized or informal drawings, aperception assessments, or other psychological, language, physical, or emotional assessments that require specialized training beyond that of classroom teachers (i.e., as that required for certified school psychologists, licensed psychologists, speech/language specialists, audiologists, physical therapists, occupational therapists, or medical doctors).

7. will maintain the copyright terms of all assessment materials.

8. will not participate in multidisciplinary team or IEP committee decision-making, other than as an invited observer.

9. will state in any written report or assessment summary that the assessment was conducted for teacher training purposes.

10. will report any problems experienced during assessments or infringements to these guidelines to the course instructor or department chair.

_adopted by the faculty of the Special Education Program, College of Charleston, on 20 August 2007._

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\(^1\) Must be attached to all syllabi that require formal or informal assessments.

\(^2\) Small group organized for the purpose of assessment, not a typical instructional group within the class.
COURSE POLICIES AND PROCEDURES

Course policies and procedures apply to all EDEE and EDFS courses and all PEHD teacher education courses above the 200 level.

1. GRADING SCALES: UNDERGRADUATE AND GRADUATE

<table>
<thead>
<tr>
<th>UNDERGRADUATE GRADING SCALE</th>
<th>GRADUATE GRADING SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Letter Grades</strong></td>
<td><strong>Percentage Range</strong></td>
</tr>
<tr>
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<td>B</td>
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</tr>
<tr>
<td>B-</td>
<td>84-85%</td>
</tr>
<tr>
<td>C+</td>
<td>82-83%</td>
</tr>
<tr>
<td>C</td>
<td>79-81%</td>
</tr>
<tr>
<td>C-</td>
<td>77-78%</td>
</tr>
<tr>
<td>D+</td>
<td>75-76%</td>
</tr>
<tr>
<td>D</td>
<td>72-74%</td>
</tr>
<tr>
<td>D-</td>
<td>70-71%</td>
</tr>
<tr>
<td>F</td>
<td>0-69%</td>
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</tbody>
</table>

2. PROFESSIONAL BEHAVIORS/DISPOSITIONS: Students are responsible for all content and assignments for each course and are expected to demonstrate professional behaviors consistent with our EHHP professional dispositions:

• We believe that all children can learn
• We value and respect individual differences
• We value respectful human interactions
• We exhibit and encourage intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas
• We are committed to inquiry, reflection, and self-assessment
• We value collaborate and cooperative work
• We are sensitive to community and cultural contexts
• We engage in fair, responsible, and ethical practice

3. ATTENDANCE: Class attendance and punctuality are expected professional behaviors. A student may earn a failing grade for excessive absences equaling more than 15% of class meetings or 2
weeks of class (15% of classes meeting 3 x weekly = 6 absences; 2 x weekly = 4 absences; 1 x weekly = 2 absences). In addition, students are responsible for meeting specific attendance requirements outlined in each course syllabus.

4. **MISSED COURSE ASSESSMENTS:** If a student misses a course assessment (e.g., quiz, test, examination, assignment) other than the final examination for a legitimate reason (as determined by the instructor), the instructor has the discretion to administer a make up. It is the responsibility of the student to make arrangements with the instructor for any make up work.

5. **DUE DATES:** All due dates for scheduled course assignments and assessments are listed in each course syllabus. Changes are announced in class. The instructor determines consequences related to late work. It is suggested that students have a reliable class contact for course information in case of absences.

6. **FINAL EXAMINATIONS:** The course final examination (test, performance, project) only takes place during the college-specified period. Undergraduate students with more than two finals scheduled on one day may arrange an alternate time for one exam with Undergraduate Academic Services. Graduate students apply to the Graduate School for changes.

7. **COURSE PAPERS:** All course papers will be word-processed using the most current style guide published in the Publication Manual of the American Psychological Association.

8. **HONOR SYSTEM:** All courses in the School of Education, Health, and Human Performance are conducted under the College of Charleston Honor Code found in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/studenthandbook](http://studentaffairs.cofc.edu/honor-system/studenthandbook). Students are responsible for reading, understanding, and adhering to the Code of Conduct. **Ignorance is no excuse.** Both students and faculty are responsible for reporting violations to Student Affairs. Conviction of an Honor Code violation results in a grade of XF for the course in which the violation occurred. For help clarifying paraphrasing vs. plagiarism, see the following websites: [http://writing.wisc.edu/Handbook/QPA_paraphrase.html](http://writing.wisc.edu/Handbook/QPA_paraphrase.html), [https://www.indiana.edu/~istd/example1paraphrasing.html](https://www.indiana.edu/~istd/example1paraphrasing.html), and [http://owl.english.purdue.edu/owl/resource/619/01/](http://owl.english.purdue.edu/owl/resource/619/01/)

9. **ADA ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed.

10. **MISSION:** The mission of the School of Education, Health, and Human Performance at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

    Our mission is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. Professionals who can make the Teaching-Learning Connection through attaining the three Elements of Teacher Competency (ETC) create these opportunities for learners. The ETCs organize the EHHP standards for effective teaching. **Students are expected to understand the Elements of Teacher Competency and the EHHP standards as they relate to their preparation to become a teacher leader.**
- ETC1: Understanding and valuing the learner
  - Standard 1: Evidence theoretical and practical understanding of the ways learners develop
- ETC2: Knowing what and how to teach and assess and how to create an environment in which learning occurs
  - Standard II: Demonstrate understanding and application of the critical attributes and pedagogy of the major content areas
  - Standard III: Evidence a variety of strategies that optimize student learning
  - Standard IV: Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning
- ETC3: Understanding ourselves as professionals
  - Standard V: Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession
  - Standard VI: Communicate effectively with students, parents, colleagues, and the community
  - Standard VII: Show an understanding of the culture and organization of schools and school systems and their connection to the larger society