Syllabus for SPED 533: Clinical Practice in Assessment – Strategist Section (1 Credit) Online

Date: Fall 2018

Professor/Instructor:	Mrs. Kerrie Oster, M.S.
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Office Hours:	By Appointment

Required Materials:

1. A GoReact access code (purchased from MSU Bookstore).
2. Access to a Woodcock-Johnson IV testing kit and several other formal tools (see p. 3). If you do not have access to these formal assessments, please let your instructor know <u>during the first 2 weeks of class</u>.
3. Access to a video recorder. You will need to submit a video of each of your practice administrations of the WJIV, so please plan how you will record yourself. Your videos will be uploaded to the secure Blackboard course shell through GoReact.
4. Access to a scanner capable of scanning assignments into a PDF document. Please test the scanner early to ensure it is working before your first assignment needs to be submitted. Picture files (jpeg) will not be accepted. Only PDF or Word documents may be submitted.

Catalog Description:

This course provides a practicum in the assessment of children or adults with disabilities.

Course Purpose: This practical application class accompanies the Sped 550 course and provides students with practice in both formal and informal assessment tools.

CEC & InTASC Standards Addressed:

CEC Advanced Preparation Standard 1 – Assessment

Special education specialists use valid and reliable assessment practices to minimize bias.
Key Elements
1.1 Special education specialists minimize bias in assessment.
1.2 Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs

CEC Advanced Academic Intervention Specialty Set Skills:

ACC4 S1	Design and use methods for assessing and evaluating programs.
ACC4 S2	Design and implement research activities to examine the effectiveness of instructional practices.
ACC4 S3	Advocate for evidence-based practices in assessment.
ACC4 S4	Report the assessment of individuals' performance and evaluation of instructional programs.
SEAIS4 S1	Conduct comprehensive evaluations individuals with exceptionalities and translate data for programmatic purposes
SEAIS4 S2	Evaluate and adjust intervention plans based on data
SEAIS4 S3	Provide data-driven feedback on individual, school-wide, and system-wide intervention implementation
SEAIS4 S4	Document and interpret program evaluation data and make recommendations

Course Overview:

This clinical hour is designed to help you gain experience with various assessment tools and to provide you with practice in the administration and scoring of those assessments; your practice need not be with students who have "diagnosed" disabilities. The main goal is for you to become familiar with various assessment tools, materials, protocols, and administration and scoring procedures. During your final practicum, you will administer assessments in which the results may be used for eligibility and/or program planning.

Course Assignments:

1. **Part One:**
   a. Complete either a **Behavior Rating Profile** (BRP) or a **Behavior Evaluation Scale** (BES)
   b. Complete two (2) observational/data behavior forms; use the data forms to complete a Functional Behavior Assessment (FBA)
   c. Write an assessment report (see pp. 7-8 in the syllabus) based on information from the BRP/BES and FBA
   d. Write a Behavior Intervention Plan (BIP) based on the FBA/assessment report
   e. Complete a Test Critique Report of the BRP/BES (see pp. 9-10)
   f. Submit a copy of the protocol/data forms, the FBA and BIP, the assessment report, and the Test Critique form to Black Board

2. **Midterm:**
   a. Administer at least six subtests of the **Woodcock-Johnson IV Cognitive**
   b. Submit a 10-15 minute video of you administering the assessment (the video should be uploaded in Black Board via GoReact)
   c. Write a summary (one or two paragraphs) of your thoughts based on information gleaned from the assessment
   d. Submit a copy of the protocol and summary to Black Board

3. **Part Two:**
   a. Complete an informal academic assessment in reading/writing (e.g. reading inventory, passage is read aloud and fluency/errors are tracked, comprehension questions are asked based on passage read, paragraph is written on a topic, etc.)
   b. Complete an informal academic assessment in math (e.g. math inventory, five to ten questions on a specific skill)
   c. Complete a formal academic assessment (e.g. **KTEA**, **WIAT**, etc.)
   d. Write an assessment report (see pp. 7-8 in the syllabus) based on information from the informal inventories and the formal academic assessment
   e. Complete a Test Critique Report of the formal academic assessment
   f. Submit a copy of the protocol/informal assessments, the assessment report, and the Test Critique form to Black Board

4. **Final**
   a. Administer at least six subtests of the **Woodcock-Johnson IV Achievement**
   b. Submit a 10-15 minute video of you administering the assessment (the video should be uploaded in Black Board via GoReact)
   c. Write a summary (one or two paragraphs) of your thoughts based on information gleaned from the assessment
   d. Complete a Test Critique Report of the WJ-IV (Cognitive/Achievement)
   e. Submit a copy of the protocol, summary, and Test Critique form to Black Board

** All assessments must be administered with a "practice student" and must not be used for high stakes testing.

Course Timeline:

1. Part One   DUE BY 11:59PM SUNDAY, SEPTEMBER 23

2. Midterm   DUE BY 11:59PM SUNDAY, OCTOBER 14

3. Part Two   DUE BY 11:59PM SUNDAY, NOVEMBER 11

4. Final   DUE BY 11:59PM SUNDAY, DECEMBER 9

Grading Scale:

Grade	Percent
A	92-100
B	84-91
C	76-83
F	<76

Course Policies:

Library

You will be involved in extensive writing and editing processes, and will be required to access many literature resources, both in the MSU library and on the Internet. If you are not familiar with how to do so, please contact the instructor.

Technology Requirements

To successfully complete this online course, students must have Adobe Reader, and Microsoft Office Word. Assignments will be submitted using the Assignments Tool found in the Lesson pages. Students must submit all assignments using Microsoft Word unless otherwise indicated. Remember, it is the student's responsibility to back-up all assignments on their personal computer. Plug-ins (PDF, PowerPoint Reader, etc.) necessary for the operation of software in this course can be downloaded for free by selecting the Software Downloads link under the Web Links on the Home Page.

Help Desk

Direct your inquiries about course operations to the instructor. MSU Online students have access to help with their Online technology related questions or problems. The number you call is based on the time of day you need assistance. Use the information below to determine which Help Desk to contact.

MSU Help Desk hours of operation: (All times are CST.)

- Monday - Thursday: 7:30 am to 7:30 pm
- Friday: 7:30 am to 4:30 pm
- Saturday: 10:00 am to 2:00 pm

For assistance during these times, call the MSU Online Help Desk at 858-4444 or 1-800-777-0750 extension 4444 or E-mail us your questions at helpdesk@minotstateu.edu The university switchboard is closed on Saturdays and students must dial 1-701-858-4444 or send an E-mail for assistance.

- For additional help desk coverage call the North Dakota University System Help Desk at: 1-866-HLP-NDUS (457-6387)
- Available 8 AM to Midnight (CST), 7 days a week

Academic Honesty

Academic honesty is at the core of pre-professional and professional programs. Any behavior deemed as academically dishonest by the Special Education department will result in disciplinary action including, but not limited to, a failing grade for the assignment and/or course, and/or

dismissal from the program. Academic dishonesty includes, but is not limited to, the following types of behaviors:

A. Misrepresenting another individual's work as one's own, e.g. plagiarism.
B. Copying from another student during an exam.
C. Altering one's exam after grading for the purpose of enhancing one's grade.
D. Submitting the same paper to more than one class.
E. Use of any material not approved by the instructor during an exam.
F. Turning in reports intended to be based on field collected data but, in fact, is not.
G. Failure to respect the confidentiality of students/persons served or studied.
H. Failure to uphold the professional standards for ethical conduct as set forth by the Council for Exceptional Children.

ADA Accommodation Statement:

In coordination with Disability Services, reasonable accommodations will be provided for qualified students with disabilities (SLD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health Related & Other). Please contact the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, disk or Braille) are available through Disability Services, located in the basement of Lura Manor, phone number 701-858-3371 or email evelyn.klimpel@minotstateu.edu.

Title IX Statement:

Minot State University is committed to a safe and violence free campus. If you experience any form of violence or sexual harassment. Please don't hesitate to reach out or contact one of the resources available at http://www.minotstateu.edu/keepusafe/.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to accountability and support. If you or someone you know has been harassed or assaulted, you can find the appropriate resources off/on Minot State University's campus. These resources include:

Lisa Dooley
Title IX Coordinator
Memorial Hall, 4th floor, Room 412
701-858-3447
lisa.dooley@minotstateu.edu

Minot State University does not discriminate on the basis of sex, religion, creed, national origin, race, age, disability, or any other basis prohibited by law. If you believe you have been discriminated against unlawfully, please bring this matter to the attention of your instructor or the MSU's Human Resource Office at 701-858-3352

Sample Report Format

Name: Johnny Appleseed (Fictitious Name)   **Date:** November 5, 2017

Birthdate: March 14, 2010   **Date of Testing:** October 29, 2017

Age: 7 years, 5 months   **Examiner:** J. Sample

Sex: Male   **School:** Example Elementary School

Grade: 2nd   **Teacher:** Mrs. X

Reasons for Testing: Concerns have been expressed with Johnny's academic progress this fall, especially in the area of reading. Although various interventions have been tried, Johnny has continued to struggle. The team agreed that Johnny should be assessed as part of an evaluation for special education services.

Background Information: Johnny is currently reading at a Rigby level of C. Although he is able to decode simple words, he struggles with more complex words. Johnny can add and subtract single digit numbers up to 10. He is able to write simple sentences when given writing prompts. Johnny's hearing and vision are both within normal limits. He had a normal birth and met developmental milestones on time.

Description of the Testing Environment: Johnny was assessed at a table in a small room with just he and the examiner. No other students were present, and minimal distractions were noted (announcement over the intercom, ticking of the clock).

Behavior Observations: Johnny was a bit timid when he first came to the testing site, but he warmed up as he got to know the examiner. He answered questions confidently when he knew the answer but tended to give up easily when he did not immediately know the answer. As questions became more difficult, Johnny appeared more tense. He did not appear to be distracted but seemed focused on the task at hand.

Tests: Wechsler Individual Achievement Test Third Edition (WIAT-III)

Discussion of Results:

Subtests	Raw Score	Subtest Standard Score	95% Confidence Level	Percentile	Grade Equivalent
Numerical Operations	9	89	+/- 12	45	1:8
Math Problem Solving	11	91	+/- 9	54	1:10
Word Reading	4	78	+/- 13	29	1:1

Sentence Composition	7	82	+/- 11	41	1:5
... (all subtests/ category scores should be listed					

In the area of Mathematics, Johnny earned an overall score within the low end of the average range. He was assessed in two different areas of math, though his score varied little between the two areas. On the Numerical Operations subtest, Johnny was given a workbook with math problems and asked to solve as many as he could. The problems started out simple but became more difficult as he progressed. Johnny was able to solve simple addition problems with ease. He had more difficulty with the subtraction problems and did not know what to do when he was asked to borrow or carry numbers. His overall score on this subtest fell in the high end of the low average range. On the Math Problem Solving subtest, Johnny was asked to use reasoning skills to solve math problems. Per subtest instructions, each question was administered orally, and Johnny often had a picture/word representation to assist him in solving the problem. He was able to use scratch paper as needed. Johnny completed the addition problems without difficulty but struggled a bit with subtraction. He was able to identify shapes by either pointing at a picture and making comparisons or by answering questions based on a grid or graph. Johnny's score on this subtest fell within the average range.

Johnny's overall score fell in the low range in the area of reading. In the Word Reading subtest, Johnny was asked to read a list of individual words that started off simple and gradually became more complex. Johnny was able to decode the first few words but had difficulty as the words became harder. Although he could get the initial sound of a word correct, Johnny was not able to apply decoding skills as the words became more difficult. His score on this subtest fell within the low range. In the Pseudoword Decoding subtest, ….

In the area of Writing, Johnny earned an overall score within the average range. On the Sentence Composition subtest, Johnny was asked to combine information from two different sentences into one sentence that meant the same thing. Johnny's score on this subtest was in the average range, and he seemed to have little to no difficulty with the task. On the Essay Composition subtest, …

Summary/Recommendations:
Johnny was assessed using the Wechsler Individual Achievement Test. According to test results, Johnny is performing at grade level in the area of writing. He is able to write complete, simple sentences and is learning to write more complex sentences. Although Johnny is close to grade level in the area of mathematics, subtraction can sometimes be tricky. His reading skills are below grade level, and he struggles to accurately decode words. Johnny will likely need intensive phonics instruction in order to begin accurately decoding words. Continuing to expose Johnny to books close to his level as well as reading books to Johnny while he follows along will also be beneficial for Johnny.

Test Critique Report for Standardized Tests

Practical/Non-Technical Factors Involved with the Test (1=very poor, 5=excellent)

1. Ease of Administration   1   2   3   4   5

2. Time It Takes   1   2   3   4   5

3. Ease of Scoring   1   2   3   4   5

4. Time to Score   1   2   3   4   5

5. Format   1   2   3   4   5

6. How It Relates to the   1   2   3   4   5
   Child's Abilities

7. Usefulness of the Test   1   2   3   4   5

8. Appropriate for the   1   2   3   4   5
   Given Age Group

Technical Factors Involved with the Test

Test Name and Date of Publication:

_____

Test Author(s): _____

Administration and Scoring Characteristics:

Administration: _____ Group or Individual

                    _____ Individual Only

Time required for administration: _____

How scores are interpreted:

_____

Test may be administered to subjects ages _____ through _____ years.

Examiner Characteristics:

____ Test is easily administered after reading the manual.

____ Test administered after special training beyond the manual

____ Test only administered by examiners with specific certificates or licenses.

Format Characteristics

_____ Respondent is not the target student but a third party (e.g. parents).

_____ Respondent is the target student and the response is of this nature:

Input:

_____ Listen

_____ Read Print

_____ Look at a stimulus

_____ Other (specify: _____)

Output:

_____ One-word Response

_____ Multi-word Response

_____ Manipulate Objects

_____ Mark on an answer sheet/Write

_____ Point

_____ Draw

_____ Other (specify: _____)

Norms

A. Normative Scores Reported

_____ Only age or grade equivalents reported: no normative scores

_____ Percentile ranks, quartiles or dichotomous scores reported

_____ Standard Scores Reported

B. Demographic Characteristics of the Norm Group

_____ Demographic characteristics are not specified

_____ Characteristics such as gender, disability, socioeconomic status and others are well defined.

C. When was the normative data established?

Additional Questions or Comments: