



Syllabus for SPED 550: Special Education Assessment (2 Credits)

Date: Fall, 2017

Professor/Instructor:	
Office:	
E-mail Address:	
Phone:	
Office Hours:	

Catalog Description: This course provides a description of processes of assessment for screening special education, eligibility, program planning, and evaluation. Legal requirements, professional roles and responsibilities, and terminology are covered. Focus is on the interdisciplinary assessment process.

CEC & InTASC Standards Addressed:

This course addresses both initial and advanced CEC standards for professional development. The primary initial preparation standard covered in this class is:

Initial Preparation Standard 4: Assessment	
4.0	Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.
<i>Key Elements</i>	
4.1	Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
4.2	Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
4.3	Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities.
4.4	Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

The primary advanced standard is:

Advanced Preparation Standard 1: Assessment	
1.0	Special education specialists use valid and reliable assessment practices to minimize bias.

<i>Key Elements</i>	
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.

Student Outcomes: Successful students will:

1. Recite, in sequential order, the four assessment questions associated with special education in the public schools.
2. Write a detailed description of an in-school special educational assessment system that correctly matches assessment tools and practices with each special education assessment question.
3. Write an accurate description of the relationship between a test item, its presentation, a subject responding, measurement, raw data, associated item scores and domain expertise.
4. Write an exemplified definition of item validity.
5. Consistently and accurately discriminate between content and construct validity. Write an accurate, exemplified definition of predictive validity.
6. Write an accurate, exemplified definition of concurrent validity.
7. Use the definitions of content, construct, predictive, and concurrent validity to write a rule set for using (or not using) correlation to describe validity.
8. Write an exemplified definition of item reliability.
9. Write an exemplified description of each of the threats to an instrument's reliability.
10. Use exemplified definitions of interrater reliability, test-retest reliability, parallel forms reliability, and internal consistency to explain their relationship to various threats to reliability.)
11. Will describe the derivation of various test statistics including: mean, standard deviation, Z scores, standard Scores, percentile scores, and age & grade equivalence (developmental) scores.
12. Write an accurate, parent-friendly interpretation of various norm-referenced test scores.
13. Write a hypothetical assessment plan for a diverse student sample that is: non-discriminatory, inclusive, and consistent with ADA.
14. Write an essay that uses sped-related court cases to relate test validity to population and sample.
15. Will develop, test, and revise an original CRT.
16. Develop and implement a CBM system that includes multiple probes and at least one student progress chart.
17. Develop and implement a classroom observation system that accurately measures and charts one student's behavior.
18. Describe a hypothetical RTI assessment system.
19. Describe a hypothetical student portfolio assessment system.
20. Describe a hypothetical functional behavioral assessment.

Course Assignments:

Assessment of Student Performance: Grades will be based on a percentage of 420 total points earned by completion of quizzes, assignments and a two part final exam.

Application Problem Worksheets

An application problem worksheet is associated with each of the 11 lessons. Each worksheet has a possible value of **10 grade points**. You must send a completed worksheet to the instructor before a deadline date. If you don't, you will lose your chance to earn grade points on that worksheet. When I receive your worksheet I'll grade and return it with suggestions for improvement. That may take a few days (I do have other classes). If you are happy with your worksheet grade you may accept it. If not, you have a week (after your worksheet is scored) to correct your mistakes and resubmit your modified worksheet. This process is iterative and can continue until you earn all ten points. All 11 application problems will be available on the first day of class. All but the last application problem worksheet has an accompanying "How-to" instruction sheet. The "How-to" instructions can be located on the course content menu. Consider reading the "How-to" instructions before completing your application problem.

Lesson Quizzes

There will be 11 quizzes; one for each lesson. Each quiz will have a possible value of **10 grade points**. Quiz questions will include multiple choice questions and/or true and false questions. Each lesson's quiz questions will be based on that lesson's online lecture and textbook assignment. Quizzes also include review questions from previous lessons. All quiz questions will be randomly selected, from a large question pool. As a result, different students will have different items on their quizzes. Each quiz has a time limit (a little more than 1 minute per question) and is open-book. All 11 quizzes will be available on the first day of class. However, quizzes 2 thru 11 are password protected (see rule 2). Three special rules are associated with these quizzes.

Rule 1: To earn points, you must take each quiz before a deadline. If you don't take the quiz in a timely fashion, you will lose your chance to earn grade points on that quiz.

Rule 2: You may not take a quiz until you pass (with at least a 70% score) in ALL previous quizzes. For example, you must pass quiz 1 before you may take quiz 2. This means that a person who misses the quiz 1 deadline, will still have to pass it (for zero points) before they can take quiz 2. The quizzes, after quiz 1, have security passwords. I'll send you the passwords, via in-class e-mail when I see that you've gotten a 70% on the previous quiz.

Rule 3: You may retake quizzes. There is no limit on the number of times you may retake a quiz. I will use the last score earned before the deadline to calculate your grade.

Final Examination

Final examination has two parts. In part 1, questions will be randomly drawn from the same pool as the quiz questions. The final exam will be a timed, open-book exam and it must be completed before a deadline that allows about **30 seconds** per question. Like the quizzes, students may take it over and over to improve their score. **On the quizzes and this part of the final, I'll use the last grade you earned before the deadline to calculate your grade.**

Part 2 of the final is an essay exam. There are three questions and the computer will randomly select one of those questions for you. There are **NO DO OVERS on this part of the Final!** Once you see your question, you will have a single one-hour period to write and submit your answer.

Assessment Types and Point Values

Assessments	Points
Quizzes	110

Application Problems	110
Final Exam	200
Total	420

Grade Scale:

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
F	<70%

Course Policies:

Timelines

During the first week of class students should:

1. Send an in-class e-mail to the instructor.
2. Post a self-introduction to the bulletin board.
3. Send a private e-mail to another student.
4. Attach an MS-Word file to an in-class e-mail and send it to the instructor.

During the next 7 weeks students should:

1. Read all eleven lesson lectures.
2. Read all the lessons' textbook assignments.
3. Read the How-to instructions for the application problem worksheets
4. Complete and submit all the application problem worksheets.
5. Pass the online quizzes.
6. Pass the final examination.

Note: These are final, deadlines. Students may proceed faster if they want to.

Help Desk

Direct your inquiries about course operations to the instructor. For issues involving your computer or software issues contact the MSU Help Desk by selecting the Help Desk link under the Web Links icon in your Course Tools menu.

Communication Requirements

The instructor will respond to course communications within 48 hours. Students are expected to meet the same standard.

Discussion Netiquette

- Keep paragraphs and messages short and to the point.
- Focus on one subject per message and always include a pertinent subject title for the message, that way the user can locate the message quickly.
- Use the jargon associated with the course, but otherwise keep your language simple.

- Reply to others by using their name and include your signature at the bottom of messages.
- Capitalize words only to highlight an important point or to distinguish a title or heading.
Asterisks surrounding a word also can be used to make a stronger point. Capitalizing whole words that are not titles is generally termed as SHOUTING!
- Avoid control (special non-language) characters.
- Be professional and respect the views and opinions of others.
- Cite all quotes, references, and sources and respect copyright and license agreements.
- Be careful when using sarcasm and humor. Without face to face communications your joke may be viewed as criticism.

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 the Disability Support Service, reasonable accommodations will be provided for qualified students with disabilities (LD, 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 the Disability Support Service, located in the basement of Lura Manor, phone number 701-858-3371 or 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