

EDPS 361- Use of Assessment Techniques in Special Education
Spring 2012
Tuesday/ Thursday 12:00-1:15
BRNG 1222

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Course Description

EDPS 361 is an undergraduate course designed to introduce assessment instruments, foundations, and techniques through study of theory and experience with applications related to educational programs for students with special needs

Course Objectives and Student Competencies

Upon completing this course, students will have the skills to meet the following objectives:

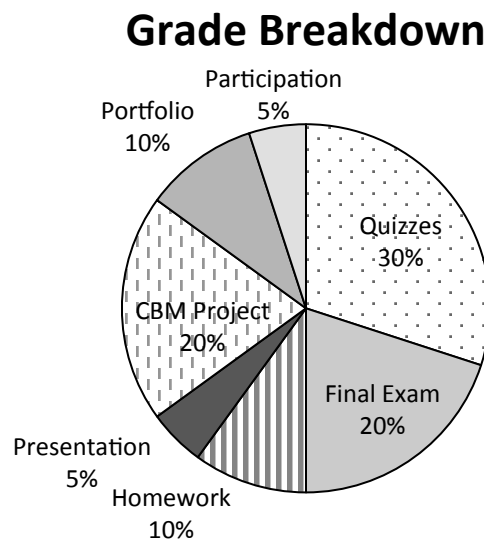
1. Demonstrate an awareness of legal, social, and cultural issues as they relate to the assessment of individuals with special needs.
2. Demonstrate knowledge of the purpose for assessment and the steps in the educational assessment process.
3. Distinguish between norm-referenced, criterion-referenced, and individual referenced assessment procedures.
4. Develop skills in selection, evaluation, and critique of assessment tools.
5. Demonstrate the ability to interpret formal assessment results.
6. Demonstrate knowledge and skills in the construction, administration, and scoring of classroom assessment systems for academic skills (e.g., reading, math, spelling, and writing).
7. Demonstrate knowledge of the application of curriculum-based measurement procedures for educational assessment and planning.
8. Demonstrate knowledge of the components and skills related to assessing behavior.

Required Texts

- **Textbook**
 - Cohen, L. G. & Spenciner, L. J. (2011). *Assessment of Children and Youth with Special Needs* (4th ed.). Boston: Pearson A and B.
- **Online Materials:**
 - Response To Intervention
 - IRIS Center's RTI overview:
http://iris.peabody.vanderbilt.edu/rti01_overview/cresource.htm (pages 1-9)
 - Responsiveness-To-Intervention: A blueprint...:
http://www.advocacyinstitute.org/resources/TEC_Rtlblueprint.pdf
 - Curriculum Based Measurement

- Introduction to Curriculum Based Measurement from Special Connections at the University of Kansas: http://www.specialconnections.ku.edu/?q=assessment/curriculum_based_assessment_measurement
 - Test Construction
 - Basic Guidelines for Developing Teacher-Made Tests, Greg Conderman: www.cedu.niu.edu/~conderman/457/Test_Writing_Tips.DOC
 - An Introduction to Quality Test Construction from Special Connections at the University of Kansas: http://www.specialconnections.ku.edu/~kucrl/cgi-bin/drupal/?q=assessment/quality_test_construction

Coursework/ Grades



1) Quizzes (4x50, lowest score dropped= 150 points)

Four short quizzes will be given in class throughout the semester (dates indicated in schedule below). Quizzes will consist of multiple choice, true/ false, and short answer questions. Each of the quizzes are worth 50 points, however the lowest score will be dropped for a total of 150 available quiz points.

2) Participation (25 points)

Class attendance and participation are vital to success in the course. Participation includes meaningful contributions to class discussions, asking pertinent questions, and coming to class prepared. Given that you must attend class to participate, attendance will be factored into your grade as follows:

- 0-2 classes missed= 25 points
- 3 classes missed= 10 points
- 4 or more classes missed= 0 points

3) Homework (2x25= 50 points)

- a) **Fact Sheet**- Each student will be assigned 1 of the course topics to create a one-page fact sheet containing the key components of the topic.

b) **Technical Skills Worksheet**- Following the lesson on Technical Skills (2/9), a worksheet covering the material will be given.

4) Presentation (25 points)

As a part of the portfolio project, students will be collecting, summarizing, and recording their perspectives on published news and/or opinion pieces regarding education assessment. Students will be assigned one class date from the semester to present one of their summaries to the class. Students are to present their summary followed by two thought provoking questions aloud to the class. Presentations should last about 5-10 minutes followed by a short class discussion.

5) CBM/CBA Project (100 points)

This project provides students an opportunity to use curriculum-based measurement (CBM) for the purpose of compensating EDPS 364 where only standardized assessment procedures are practiced. CBM has the advantages of its close link to the curriculum used in the classroom. It is used to assess whether an individual student is performing at the instructional level for the purpose of informing individualized instructional planning. The CBM project includes four parts that will be compiled into one paper:

1. Participant background information (1-2 pages)
2. Administer CBM in reading. Include description of measure, curriculum/ text used, & results (½- 1 page)
3. Administer CBM in math. Include description of measure, curriculum/ text used, & results (½- 1 page)
4. Summarize and interpret results (1 -2 pages).

6) Portfolio (50 points)

a) The **weekly news summary/ reflection papers** (10 in total) will include a total of ten separate summary/ reflection papers on pertinent special education assessment news articles, blogs or other recently published works. Your document should include both a copy of the article and a summary of the text followed by your personal reflection. Each summary/ reflection paper should be ½-1 page in length. (10x3 pts each=30 points)

b) **Fact sheet resubmitted** with suggested corrections made (10 points)

c) **CBM project resubmitted** with suggested corrections made (10 points)

7) Taskstream (required) Students will be required to upload the CBM project to Taskstream, by the last day of class, in order to receive a grade for the course.

8) Final Exam (100 points)

The final exam will cover all of the major topics of the semester and be given in a take-home format to be completed during finals week. The test will contain multiple choice, true/ false, and short answer questions.

Total Points Available =500

A+ 100% (500+)	A 94-99% (470-499)	A- 90-93% (450-469)
B+ 87-89% (435-449)	B 84-86% (420-434)	B- 80-83% (400-419)
C+ 77-79% (385-399)	C 74-76% (370-384)	C- 70-73% (350-369)
D+ 67-69% (335-368)	D 64-66% (320-334)	D- 60-63% (300-319)
F 59% and below (0-299)		

Important Considerations

Late Work

Assignments will be accepted up to three days from assigned due date with a 15% reduction per 24 hours from initial due date.

Incomplete Grades

"I" grades are generally not given. Under very unusual circumstances an incomplete may be given; however, to be considered, a written request describing the circumstances **must** be submitted to the course instructor no later than the beginning of the last week of the module.

Adaptive Programs / Classroom Accommodations

Students with disabilities must be registered with Disability Resource Center in the Office of the Dean of Students before classroom accommodations can be provided (<http://www.purdue.edu/odos/drc/about.html>). If you are eligible for academic accommodations because you have a documented disability that will impact your work in this class, please schedule an appointment with me as soon as possible to discuss your needs.

In case of an emergency

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised calendar or other circumstances. Information about changes in this course can be obtained via my email jshurr@purdue.edu.

Academic Integrity

All students should aspire to high standards of academic honesty. This class encourages cooperation and the exchange of ideas. However, students are expected to do **original work**, to do their own work except for group projects, and to properly reference sources when using information from others. Any instance of academic dishonesty will result in failure of the assignment in question. More than one instance will result in failure of the course. All work submitted for class assignments is expected to be the work of the student(s) who submit(s) it. It is the policy of Purdue University as stated in its University Regulations publication that

“cheating, plagiarism, or knowingly furnishing false information to the University are acts of dishonesty” and they constitute misconduct, which cannot and will not be tolerated. Students who violate the general standards of conduct are subject to administrative action or disciplinary penalties. Please see the following online brochure from the Dean of Students Office for more information: Academic Integrity: A Guide for Students: (<http://www.purdue.edu/odos/admin/bacinteg.htm>).

Basic Courtesies: Behaviors that are "marked by respect for and consideration of others" are greatly encouraged. These behaviors include coming to class on time, listening when another person is speaking, etc

Semester Agenda

Date	#	Topic	Assignment/ Reading
1/10	1	Course Introduction	Syllabus- example of news summary, draw for presentation date and fact sheet topic
1/12	2	Understanding Assessment	Chap 1
1/17	3	Response to Intervention (ONLINE- no class meeting)	See blackboard for text and instructions
1/19	4	Response to Intervention (ONLINE- no class meeting)	See blackboard for text and instructions
1/24	5	Response to Intervention	Chap 2
1/26	6	Assessment Framework	Chap 3
1/31	7	Involving Families	Chap 4 <i>Expected CBM Progress: Identify Student</i>
2/2	8	Quiz 1	Quiz 1
2/7	9	Reliability and Validity	Chap 5 <i>Expected CBM Progress: Parent permission</i>
2/9	10	Developing Technical Skills	Chap 6
2/14	11	Test Interpretation and Report Writing	Chap 7
2/16	12	Observing, Interviewing, & Conferencing	Chap 8 Due: Technical Skills Worksheet
2/21	13	Behavioral Assessment	Chap 9 <i>Expected CBM Progress: Schedule time to do CBM's</i>
2/23	14	Quiz 2	Quiz 2
2/28	15	Curriculum Based Measurement	see online material above
3/1	16	Achievement: Overall Performance	Chap 10
3/6	17	Assessment in Reading	Chap 11
3/8	18	Assessment in Mathematics	Chap 14
3/13 & 3/15		Spring Break	
3/20	19	Assessment in Cognition	Chap 16 <i>Expected CBM Progress: Begin administering CBM's</i>
3/22	20	Assessment in Written Language	Chap 12
3/27	21	Assessment in Oral Language	Chap 13
3/29	22	Quiz 3	Quiz 3
4/3	23	Test Construction & Evaluation	see online material above
4/5	24	Performance-Based, Authentic, and Portfolio Assessment	Chap 15
4/10	25	Implementing Program Evaluation (ONLINE- no class meeting)	See blackboard for text and instructions
4/12	26	Teacher Evaluation (ONLINE- no class meeting)	See blackboard for text and instructions
4/17	27	Program and Teacher Evaluation	Due: CBM Project
4/19	28	Assessment of Young Children	Chap 17
4/24	29	Youth in Transition	Chap 18 Due: Fact Sheet
4/26	30	Individual Meetings	To be Scheduled Due: Portfolio
4/30-5/6		Finals Week- Quiz 4 (online)	

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances

Start: _____ End: _____

Presentation Rubric

Total Points: _____/25

Student: _____ Date: ____ / ____ Topic: _____

Area	Incomplete	Sufficient	Exemplary
Content	1) Provided an inadequate summary of the article 2) Presented a personal perspective on the topic with minimal clarity 3) Did not initiate class discussion (0-4)	1) Provided an adequate summary of the article 2) Presented a personal perspective on the topic with moderate clarity 3) Offered one question of statement to initiate a class discussion. (5-7)	1) Provided a very clear summary of the article and included any additional related information as appropriate 2) Presented a clear personal perspective on the topic. 3) Offered two questions or statements to initiate a class discussion on the topic. (8-10)
Points:			
Comments:			
Organization	1) Presentation was less than 2 minutes within the allotted time frame 2) Presentation was difficult to follow 3) The presenter exhibited minimal knowledge of the topic and article (0-4)	1) Presented was within 2 minutes (3-5 or 10-12) of the allotted time frame 2) Presentation was somewhat difficult to follow at times 3) The presenter exhibited moderate knowledge of the topic and article (5-7)	1) Presentation was within the 5-10 minute time frame 2) Presentation was easy to follow 3) The presenter exhibited knowledge of the topic and article (8-10)
Points:			
Comments:			
Delivery	1) The presenter had considerable difficulty using eye contact and speaking clearly 2) The presenter displayed minimal energy and interest in the topic. (0-1)	1) The presenter had some difficulty using eye contact and speaking clearly 2) The presenter displayed moderate energy and interest in the topic (2-3)	1) The presenter spoke clearly and used eye contact with the class. 2) The presenter displayed energy and an interest in the topic (4-5)
Points:			
Comments:			

Fact Sheet Rubric

Total Points: _____/25

Student: _____ Date: ____ / ____ / ____ Topic: _____

Area	Incomplete	Sufficient	Exemplary
Content	1) minimal coverage of material 2) minimal descriptions and definitions necessary for topic (0-4)	1) Moderate coverage of material 2) moderate descriptions and definitions necessary for topic (5-7)	1) Sufficient coverage of key material 2) Clear descriptions and definitions necessary for topic (8-10)
Points			
Comments			
Organization	1) Minimal organization of paper- needs sufficient attention to enhance clarity and functionality. 2) poor format for topic (0-4)	1) Moderate organization of paper- could use more attention to enhance clarity and functionality. 2) Adequate format for topic (5-7)	1) paper organized in a clear easy to follow manner 2) Attractive And functional format (8-10)
Points			
Comments			
Mechanics	1) moderately over/ under 1 page requirement 2) substantial grammar and technical writing errors (0-1)	1) slightly over/ under 1 page requirement 2) minimal grammar and technical writing errors (2-3)	1) within 1 page min/ maximum 2) free of grammar and technical writing errors (4-5)
Points			
Comments			

Portfolio Rubric

Total Points: _____/50

Student: _____

Date: ____/____/____

Area	Incomplete	Sufficient	Exemplary
Fact Sheet Corrections	1) Made minimal amount of suggested improvements. (0-4)	1) Made some of the suggested improvements (5-7)	1) Substantially improved the document by making all suggested improvements or providing a well reasoned and instructor accepted rationale for not making suggested changes. (8-10)
Points			
Comments			
CBM Corrections	1) Made minimal amount of suggested improvements. (0-4)	1) Made some of the suggested improvements (5-7)	1) Substantially improved the document by making all suggested improvements or providing a well reasoned and instructor accepted rationale for not making suggested changes. (8-10)
Points			
Comments			
Summary/Reflection-Mechanics	1) substantial grammar and technical writing errors 2) Does not contain any one of the following components: 10 articles + summaries and reflection close to length requirement 3) Does not make use of articles pertaining to educational assessment (0-4)	1) minimal grammar and technical writing errors 2) contains 10 articles + summaries and reflection close to length requirement 3) Use of articles pertaining to educational assessment (5-7)	1) free of grammar and technical writing errors 2) contains 10 articles + summaries and reflection ½-1 page in length 3) Use of articles pertaining to educational assessment (8-10)
Points			
Comments			
Summary/Reflection- Content	1) Minimally detailed summary 2) Minimally developed reflection (0-11)	1) Somewhat detailed summary 2) Moderately developed reflection (12-16)	1) Sufficiently detailed summary 2) Well developed reflection (17-20)
Points			
Comments			
CBM on Taskstream (required for grade)	N	Y	

CBM Rubric

Total Points: _____/100

Student: _____

Date: ____ / ____ / ____

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Participant Information CEC Standards Addressed: 3	Minimal demographic information about the target student beyond what is found on the information form is provided. No informal observational information or survey information is provided. (0-17)	Provides basic information that includes relevant information from school records and basic informal direct observational information. (18-21)	Provides comprehensive participant demographic information including name, age, diagnosis, educational and relevant medical history, data collection, permanent product records, interview/survey records, informal direct observation information, etc. (22-25)
Points			
Comments			
Curriculum Based Assessment: Reading CEC Standards Addressed: 3, 8, 10	Selects an inappropriate assessment instrument or inappropriately administers assessment to student. Does not consider age or ability level. (0-17)	Selects and administers an appropriate assessment for reading. Considers age, sensory ability, language ability, physical ability, and intellectual ability (18-21)	Selects and administers more than one appropriate assessment for reading. Considers age, sensory ability, language ability, physical ability, and intellectual ability. (22-25)
Points			
Comments			
Curriculum Based Assessment: Math CEC Standards Addressed: 3, 8, 10	Selects an inappropriate assessment instrument or inappropriately administers assessment to student. Does not consider age or ability level. (0-17)	Selects and administers an appropriate assessment for math. Considers age, sensory ability, language ability, physical ability, and intellectual ability. (18-21)	Selects and administers more than one appropriate assessment for math. Considers age, sensory ability, language ability, physical ability, and intellectual ability. (22-25)
Points			
Comments			
Summary of Results CEC Standards Addressed: 3, 8, 10	Provides general review of participant's scores. Little information is provided on how these results may be of value. (0-17)	Reviews scores and describes how the results may be interpreted for each academic area. Provides a general overview of how these results may be interpreted for the participant's current classroom placement. (18-21)	Reviews scores and provides a comprehensive description of the results and how they may be interpreted for each academic area. Provides examples how these may be interpreted for the participant's current placement. Makes detailed recommendations for placement and intervention. (22-25)
Points			
Comments			

