



## *Leadership for Diverse Communities*

### **Syllabus for SPED 130**

### **Assessing Students with Special Needs**

Semester:	Instructor:
Units: 3	Office:
Day/Time:	Email:
Location:	Phone:
Website: <a href="http://www.csufresno.edu">www.csufresno.edu</a>	Office hours:

#### **Vision:**

The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

The faculty of the Kremen School of Education and Human Development fosters the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

#### **Course Description**

Prerequisites: EHD 50; and SPED 120. This course is designed to provide teacher candidates with knowledge and skills of formal and informal assessment that addresses special education students' strengths and needs, cultural, ethnic and language characteristics; as well as the environments used by the students and the their families. After completing this assessment course, teacher candidates should (1) understand and apply the principle of non-discriminatory testing in identifying and assessing students' needs. (2) administer a variety of formal and informal assessment measures (e.g., developmental, academic, social, communication, behavioral, vocational and community life skills, etc.).(3) communicate the results of an assortment of individualized assessments and evaluation approaches, and (4) use assessment data to develop IEP goals, objectives, adaptations and instructional plans.

#### **Primary Learning Outcomes:**

The student will:

Complete a minimum of 20 hours of evaluating and instruction of mild/moderate/severe education students with academic needs.

Demonstrate knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate disabilities covered under the authorization (M/M Standard 2).

Demonstrate the ability to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based, curriculum-based, and appropriate to the diverse (M/M Standard 2).

Demonstrate the ability to utilize these approaches to assess the developmental, academic, behavioral, social, communication, career and community life skill needs of students, and monitor students' progress. Plan for and participate in state-mandated accountability measures (M/M Standard 2).

Demonstrate the ability to assess their students' verbal and non-verbal communication abilities. Utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction and 5) develop communication methods to demonstrate student academic knowledge (M/S Standard 2).

Demonstrates the ability to utilize person-centered/family-centered planning and strengths based, functional/ecological assessment across classroom and non-classroom contexts to lead to their students' meaningful participation in core, standards based curriculum, life skills curriculum, wellness curriculum, and progress toward IEP goals and objectives. The instructional plans are responsive to the unique needs of the student and requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement (M/S Standard 4).

Demonstrate the ability to develop and implement systematic, evidence based instructional strategies to teach skills within school, community and working settings, including assessment sources that integrate alternative statewide assessments, formative assessments, and formal and informal assessment results. Be able to utilize assessment data from multiple sources to develop effective programs and guide instruction (M/S Standard 4).

Understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. Know about and can appropriately implement the state-adopted student assessment program (TPE 3).

Understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. Use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. Know when and how to use specialized assessments based on students' needs(TPE 3). .

Know about and can appropriately use informal classroom assessments and analyze student work. Teach students how to use self-assessment strategies. Provide guidance and time for students to practice these strategies. Understand how to familiarize students with the format of standardized tests. Know how to appropriately administer standardized tests, including when to make accommodations for students with special needs(TPE 3)..

Know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. Give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement (TPE 3).

Be able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Can clearly explain to families how to help students achieve the curriculum (TPE 3)..

Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be confused with manifestations of a disability (TPE 3).

Have knowledge and skills necessary to assess students in a comprehensive manner within the breadth of the credential authorization (Program Standard 5).

Understands and uses multiple sources of information in order to participate in progress monitoring and in decision making regarding eligibility and services (Program Standard 5). Have the knowledge and skill to assess students from diverse backgrounds and varying language, communication, and cognitive abilities (Program Standard 5). Use both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements (Program Standard 5).

The faculty of the Kremen School of Education and Human Development foster the development of the following candidate professional dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities."

**This course is web-enhanced.** Access to Blackboard will be required to fully participate in the course. Course materials will be placed in the " Course Documents" folder on Blackboard. Be sure to get a Blackboard Student Orientation before taking this course. You may take a self-orientation by clicking on the Student Orientation Organization in Blackboard or by clicking on the "User Guide" tab along the top of Blackboard.

**To get Technical Support:**

For general computer/internet/e-mail problems, call the Help Desk 559-278-7000  
For Blackboard problems, contact digital campus: [digitalcampus@listserv.csufresno.edu](mailto:digitalcampus@listserv.csufresno.edu)

**Required Readings:**

Overton, T. (2011). *Assessing learners with special needs: An applied approach (7th ed.)* Upper Saddle River, NJ: Pearson.

Other readings and class notes will be provided through Blackboard or at class meetings. You can download some of the readings and class notes from Blackboard. They are placed in Course Document folder on the Blackboard.

**Related Readings:**

ACSA & CARS ( *Handbook of goals and objectives related to essential state of California content standards.* (The handbook can be purchased from CARSPLUS: (<http://www.carsplus.org>))

Cohen, L.G., & Spenciner, L. J. (2007). *Assessing of children and youth with special needs (3rd ed.)*. Boston, MA: Pearson/Allyn & Bacon

Mercer, C.D. & Mercer, A. R. (2004). *Teaching students with learning problems (7<sup>th</sup> ed.)* New York: Prentice Hall

Shen. H. (2012). SPED 130 Course Material Package.

### Course Requirements:

1. **Attendance:** Because of the participatory nature of the course, topic presentations and student discussion, attendance is essential. Please be on time and stay until the end of class. More than one absence, excessive lates or leaving early will affect your grade. Student absences will be authorized only when the student has a serious and compelling medical condition that she/he can support with documentation or when a death or serious illness in the **immediate** family (i.e., parents, spouse or child ) prevents attending class. The student is responsible for contacting the instructor as soon as possible after the missed class period and for providing documentation of the reasons for the absence upon returning to class.  
Meeting all NCATE and CCTC Standards depends on teacher candidates' attendance and participation in the credential program. See attachment: Class Attendance and Participation Self-Evaluation

2. **Field Work Experience**

- (1). Twenty hours of field experience working directly with students of mild/moderate/severe disabilities is required. Student participates in, and reflects on, a variety of activities and instruction representing different roles of special educators, including interactions with parents.
- (2). Documentation of this field experience is to be completed on a Department Form and. Have the director of special education signed the form. The original form is to be placed in the portfolio and to be retained by the students. A copy of the form is to be submitted to the instructor (See attached form). This assignment is intended for our teacher candidates to meet CCTC's M/M 2, M/S 2, 4, TPE 3, and Program Standard 5). Field work experience is an essential component for teacher candidates to complete their credential program in meeting NCATE and CCTC standards. See attachment: Field Experience Evaluation Form.

Each week you are responsible for reading chapters in the textbook. You are required to complete online quizzes after reading each chapter. After you submit your answers, the Blackboard will compute a score, and gives a question by question analysis of the quiz. **It is important to note that you have to complete the online quizzes during the week when the chapter readings are assigned (starts from Tuesday and ends on Wednesday). If you pass the due date, the quizzes will not be available online again. Please read the course schedule carefully. You have one hour to complete each quiz and you can take it during any time of the week. Once you take the quiz, the same quiz will not be available to you on the blackboard.** This assignment is intended for our teacher candidates to meet CCTC's M/M 2, M/S 2, 4, TPE 3, and Program Standards 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13 ).

3. **Assessment Projects :** Students will be responsible for turning in assignments on time. Assignments not handed in on the due date will be penalized 10 points unless prior arrangements have been made with the instructor. Written assignments need be typed.

### Confidentiality:

The privacy and identity of students and their families should be protected in all written materials. Therefore, when writing about a child, the recommended language is, "For the purpose of this paper, I will refer to the observed students as [fictitious name]".

**Project #1 : Standardized Achievement Test (See Attachment #1)**

Candidate Dispositions Addressed: Valuing Diversity, Collaboration, Critical Thinking, Professional Ethics. CCTC's M/M 2, M/S 2, 4, TPE 3, and Program Standards 2, 3, 4, 5, 6, 8, 9, 10, 11, 13).

**Project # 2: Curriculum-based Assessment (See Attachment #2)**

Candidate Dispositions Addressed: Valuing Diversity, Collaboration, Critical Thinking, Professional Ethics. CCTC's M/M 2, M/S 2, 4, TPE 3, and Program Standards, 2,3,4, 5, 6, 7,8,9,10,11,13).

**Binder:** Prepare a binder for this course. The following should included in the binder:

- Chapter PPTs & Dr. Shen's PPTs
- Handbook of IEP goals and objective (Can be stored in a disc or flash drive)
- Scope & Sequence of Skills (Can be stored in a disc or flash drive)
- California Standards (Can be stored in a disc or flash drive)
- Class Handouts
- Course Assignments (i.e., Projects, copies of quizzes, field experience log.

CCTC Standards M/M 2, M/S 2, 4, TPE 3, and Program Standard 5).

See attachment: SPED 130 Course Binder Rubric

**Exam**

One exam will be given. The exam will include short questions, true/false and multiple choices. Candidate Dispositions Addressed: Critical Thinking, Professional Ethics, CCTC's M/M 2, M/S 2, 4, TPE 3, and Program Standard 5).

**Summary of Points/Grade Distribution**

Attendance and Participation	150 points
Chapter Quiz	110 points
Project #1: Standardized Academic Achievement Test	50 points
Project #1: Curriculum Based Assessment	100 points
Binder:	20 points
Field Experience	20 points
Exam	50 points
<b>Total</b>	<b>500 Points total</b>

Grading Range: A =90% B = 80%- 89% C = 70%-79%

**Honor Code**

Member of CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

**Services for Students With Disabilities**

The University is committed to providing reasonable accommodations to students with disabilities. Services for Students with Disabilities provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by American Disabilities Act (ADA) should contact Services for students with disabilities for information regarding accommodations. If you have special needs as addressed by the ADA and need course materials in alternative formats, notify your instructor immediately. Reasonable efforts will be made to accommodate your special needs.

### **Cheating and Plagiarism**

The university has a written copy on cheating and plagiarism which includes specific steps that will be taken in the event that an incident of cheating or plagiarism is suspected or alleged. The full text of the document is available in the office of the Vice President for Student Affairs in the Joyal Administration Building, Room 262.

### **Disruptive Classroom Behavior:**

“The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and /or removal from class.” Cell phones must be turned off when class is in session.

### **Computers:**

“ At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www/csufresno.edu/ITS>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University’s information resources.”

### **Copyright Policy:**

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [Copyright Web Page](http://csufresno.edu/library/information/copyright) (<http://csufresno.edu/library/information/copyright>). **Technology Innovations for Learning & Teaching** (TILT) course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the

original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

### Course Calendar

<u>Date</u>	<u>Topic</u>	<b>Readings</b>	<b>Assignment Due</b>
1/17	Overview Course/Syllabus		
1/24	An Introduction / Legal Requirements		Ch. 1, 2
1/31	Descriptive Statistics		Ch. 3
2/07	Reliability and Validity		Ch. 4
2/14	Norm-Referenced Assessment		Ch. 5
2/21	Response to Intervention and Progress Monitoring		Ch. 7 (No Quiz)
2/28	Academic Assessment		Ch. 8
3/06	WJ III Practice Intelligence and Adaptive Assessment		Ch. 10
<b>Assignment #1: Standardized Academic Achievement Test Due</b>			
3/13	Curriculum-Based Assessment and Other informal Measures (1)		Ch. 6
3/20:	Curriculum-Based Assessment and Other informal Measures (2)		
<b>Assignment #2: Part One Due</b>			
3/27:	Curriculum-Based Assessment and Other informal Measures (3)		
4/03:	Spring Break		
4/10	Early Childhood Assessment <b>Assignment #2: Part Two Due</b>		Ch. 11
4/17	Project #2 Feedback		
4/25	Special Considerations of Transition  Project #2 Feedback <b>Assignment # 2 Part Three &amp; Four Due</b>		Ch. 12 (No Quiz)
<b>5/01</b>	Interpretation of Assessment Results Field Experience Log Due. Binder Due		Ch.13
5/8	General Review		
5/15	Final Exam		

**The above schedule and procedures for this course are subject to change in the event extenuating circumstance.**

## Session Topic Description

### Topic One: Introduction to Assessment (One Session)

CCTC Standard: M/M 2, M/S 2, 4, TPE 3 and Program Standards 2, 5

Teacher candidates are provided with an overview of the assessment process in education in today's educational environment, reflecting current emphasis on inclusion and accountability in education for all children. The evaluation of student progress in general education occurs regularly. Teachers employ a problem-solving process incorporating intervention strategies in the classroom setting as well as screening and assessment of students who, even with appropriate interventions, require additional support. Various types of assessment are presented along with considerations of assessment of the child as a whole.

#### Lecture (PPT): Introduction to Assessment in Special Education

- IDEA (2004) and NCLB (2001)
- Accountability and CLD Student
- Pre-referral and Early Intervention
- RTI and 3-Tier Models of Intervention
- Types of Assessment
- The Identification Process
- Comprehensive Assessment Data
- Cultural Consideration

#### Class Activities:

1. Video: Assessment in Special Education
2. Use the Flow-Chart provided to explain the process of receiving special education in U.S. (Decision Making Process for Special Education, pp. 3, SPED 130 Course Material Package).
3. Group Discussion: Case Study "What Steps Need To Be Taken According to the Contemporary Assessment Model?"

#### Homework:

Readings: Textbook Chapter #1  
Online Quiz #1

### Topic Two: Law, Ethics and Issue (1/2 Session)

CCTC Standard: M/M 2, M/S 2, Program Standard: 2, 5; TPE 3

Teacher candidates are introduced to the laws and ethical standards governing the administration and interpretation of tests used in determining eligibility for special education services. Revisions in the federal regulations are a specific focus. The rights of parents in the assessment and placement processes are also discussed.

#### Lecture (PPT): Legal Foundations of Special Education

- Major Components of IDEA
- Nondiscriminatory Assessment
- Changes in IDEA
- Section 504

- Early Childhood
- No Child Left Behind
- IDEA and Eligibility and IEP

**Class Activities:**

1. Video: IDEA
2. Big Group Discussion: What is nondiscriminatory assessment ?
- 3 Small Group Discussion: Case Study “ What was biased in assessing John?

**Homework:** Readings: Chapter One (Textbook)  
Online Quiz #2

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### **Topic Three: Descriptive Statistics (One Session)**

Teacher candidates are introduced to the basic statistical concepts that are used in interpreting information from standardized assessment.

CCTC Standard: M/M 2, M/S 2, TPE 3

**Lecture (PPT):** Descriptive Statistics

- Descriptive Statistics
- Numerical Scales
- Frequency Distribution
- Constructing Frequency Polygons
- Measures of Central Tendency
- Mean
- Median
- Mode
- Measures of Dispersion
- Range Variance
- Standard Deviation
- Percentile Ranks
- Normal Distribution
- Norm Referenced

**Class Activities**

**(1) Big Group Discussions:**

1. Discuss at least five different mistakes made by professionals in the identification process.
2. There is great debate in the field regarding the types of scores yielded from assessments. Which scores do you think will be most valuable to you? Why?

**(2) Hands-On Activity:**

Draw pictures of a negatively skewed distribution and a positively skewed distribution. Explain each.

**Homework:**

1. Readings: Text Chapter #3
2. Online Quiz #3

## Topic Four: Reliability and Validity (1/2 Session)

CCTC Standard: M/M 2, M/S 3, TPE 3

This lesson deals with reliability and validity of test instruments. It explains various methods of researching reliability and validity and recommends methods appropriate to specific types of tests.

Lecture (PPT): Reliability and Validity

- Reliability and Validity
- Correlation
- Correlation Coefficient
- Positive Correlation
- Negative Correlation
- Methods of Studying Reliability
- Standard Error of Measurement
- Calculation SEMS
- Selecting the Best Test of Instrument
- Test Validity

### Class Activities: Big Group Discussion:

1. Compare and contrast reliability and validity.
2. What is construct validity and content validity and what type of studies are used to establish them?
3. What are the three types of reliability? What are the optimal reliability scores?

### Homework

1. Readings: Textbook Chapter #4
  2. Online Quiz #4
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## Topic Five: Norm-Referenced Assessment (2 Sessions)

CCTC Standards: M/M 2, M/S 3, TPE 3

Teacher candidates are introduced to the basic mechanics of test design and test administration that the examiner needs to know before administering norm-referenced tests. The instructor first describes test construction, and then explains various techniques for completing test protocols and administering instruments. This lesson focuses on both individual norm-referenced testing and statewide high-stakes accountability assessments are discussed. Norm-referenced assessment is the method that compares a student with the age- or grade-level expectancies of a norm group. It is the standard method used in special education placement and categorical classification decisions when those decisions are appropriate.

### Lecture (PPT)

- Norm-Referenced Test
- Development of Norm-Referenced Scores
- Calculating Raw Scores
- Developmental Norm-Referenced Scores

**Class Activities:**

## I. Group Discussion

## Discussion Questions

1. Identify three ways that test administrators can reduce test bias.
2. Explain what a basal and a ceiling are and why they are used during test administration.
3. Identify at least three best practices used in administering standardized assessments to ensure test results are as accurate as possible.
4. What is a norm group? What three variable do researchers typically consider when establishing this group?

## II. Hands On Activities

## Group Activity:

1. Practice WJ III ( Pair up and each other)
2. Use WJ III Computer Software to Score in Lab
3. Write Assessment Report

**Homework:**

1. Readings: Textbook, Chapter #5, WJ III Manual (Chapter #1, 2, 3)
  2. Online Quiz # 5
  3. Written Assignment: Project # 1 Formal Assessment (See Attachment)
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**Topic Six: Curriculum Based Assessment and Other Informal Measures****(3 Sessions)**

CCTC Standards” M/M 2, M/S 2, TPE 3

Teacher candidates are introduced the various methods used in the classroom to assess student performance. These methods, also generally known as informal methods of assessment, provide valuable information to assist teachers and other IEP team members in planning instruction and implementing effective interventions.

## Lecture 1: Overview: Curriculum Based Assessment

- Curriculum-Based Assessment and Other Measures
- Constructing Curriculum Based Measurement for Reading
- Charting Progress Using CBMs
- Using CBMs to Make Educational Decisions
- Other Informal Measurements

Lecture 2: How to Use Task Analysis?

Lecture 3: How to Use Responses and Error Analysis

Lecture 4: How to Use Academic Probes?

Lecture 5: How to Assess Aral Reading?

Lecture 6: How to Assess Reading Comprehension?

- Lecture 7: How to Assess Spelling?
- Lecture 8. How to Assess Math Computation?
- Lecture 9. How to Assess Functional Math Skill?
- Lecture 10. How to Assess Writing?
- Lecture 11. How to Assess Handwriting?
- Lecture 12. How to Conduct Ecological Assessment?
- Lecture 13. How to test ESL Students?
- Lecture 14. How to Distinguish Language Disorders and Cultural Differences?

**Class Activities:** Discussion: The advantages and disadvantages of informal assessment

**Homework:**

1. Readings: Chapter 6 of the Textbook
  2. Online Quiz #6
  3. Written Assignment: Curriculum Base Assessment Project #2 (See Attachment)
  4. Other Readings in SPED 130 Course Material Packages:  
 Templates of Informal Assessments: Aral Reading, Reading Comprehension, Math Computation, Functional Math, Writing, Handwriting, Functional Math Screening Checklists, etc.
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### **Topic Seven: Response to Intervention and Progress (1/2 Session)**

CCTC Standards: M/M 2, M/S 2, 4, Program Standard 5, TPE 3

Teacher Candidates are introduced the concept of RTI. The lesson focuses on the techniques that teachers use to measure progress in a response to intervention (or RTI) framework. This session addresses the use of RTI to make educational decisions and provides context for how data from RTI can be used to determine if a referral might be needed for an evaluation for special education consideration.

**Class Activities:**

Discussion:

1. Provide an example of an intervention that could typically occur under each Tier of the RTI model.
2. Identify two primary reasons why RTI was developed as a pre-special education methodology to identify students with mild disabilities and behavioral challenges.
3. Why is the use of RTI especially important for the evaluation process of identifying children with learning disabilities and emotional disturbance?

**Homework:** 1 Readings: Textbook Chapter #7  
 Quiz # 7

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### **Topic Eight: Measures of Intelligence and Adaptive Behavior (One Session)**

CCTC Standards: M/S 2, M/S 4, Program Standard 2, 5

Students are introduced to common assessment measures of cognitive ability and adaptive behavior. Classroom teachers may be asked to conduct adaptive behavior assessments, and they should also understand intelligence tests and how and why they are used.

#### Lecture 1 (PPT) Overview

- Measuring Intelligence
- Historic Cases and IQ Testing
- Commonly Used Measures of Intelligence
- Nonverbal Measure of Intelligence
- Interpretive Descriptions of IQ Scores
- IQ Scores and the Normal Distribution
- Adaptive Behavior Scales
- Why Use Adaptive Behavior Scales
- Adaptive Behavior Scores

#### Lecture 2 (PPT): Intelligence Test

#### Lecture 3: Adaptive Rating Scale: Vineland

#### **Class Activities:**

- I. Discussion: Summarize how court cases have influenced the use of intelligence tests.
- II. Other Activities: 1. Explain IQ Scores ( Full IQ score, and Composite Scores and Score of Subtests ) and Profile Reading, etc.) 2. Explain Scores of Vineland.

#### **Homework:**

Readings: Textbook Chapter 10, Worksheets of class activities in SPED 130 Course Material Package.

Online Quiz # 8

## **Topic Nine: Assessment in Early Childhood (1/2 Session)**

CCTC Standards: M/M 2, M/S 2, 4, Program Standard 5, TPE 3

Teacher candidates are introduced to the procedures used in assessing very young children and explores issues related to that process. The assessment of infants and young children involves different procedures and methods from assessment of school-aged children. Federal regulations require that much of the assessment process include extensive interviews with parents and that family needs be considered.

#### Lecture (PPT)

- Assessment of Infants
- Methods of Assessing Toddlers
- Early Childhood Pre-Reading

#### **Class Activities:**

##### Discussion:

Explain why the involvement of the family is emphasized in both assessing the young child and in developing and implementing the IFSP.

#### **Homework:** Readings: Textbook Chapter 10

Online Quiz #10

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## Topic Ten: Special Consideration of Transition (1/2 Session)

CCTC Standards: M/M 2, M/S 2, 4, Program Standards 2, 3, 5, TPE 3

The lesson discusses the procedures used in assessing older students with transition needs. It also explores some of the issues related to assessment procedures. Federal regulations require education professionals to assist students with special needs who are transitioning from school to adulthood. Guidelines also govern the services offered to parents and families at this critical juncture in their child's life.

Lecture (PPT) Focus:

- Transition and Post-Secondary Considerations
- Transition and Post-Secondary Assessment

### Class Activities:

Case Study: Small Group Discussion

Using the above lecture and chapters in this text, briefly draft a transition assessment plan for the student in a scenario provided. Include in your plan the areas you believe require assessment and the specific instruments—both formal and informal—that you would employ in your assessment.

*The following may be considered:*

1. Employment needs:
2. Further education/training:
3. Daily living:
4. Leisure activities:
5. Community participation:
6. Health:
7. Self-determination:
8. Communication:
9. Interpersonal relationships:

### Homework

1. Readings: Textbook Chapter 12
  2. Online Quiz # 12
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## Topic Eleven: (1/2 Session)

CCTC Standards: M/M 2, M/S 2, 4, Program Standards 2, 3, 5, TPE 3

Teacher candidates learn how to use and modify assessment that are appropriate for students with disabilities who are not able to participate in regular statewide assessment or in statewide assessment. Appropriate grading systems for students with disabilities are also introduced and discussed.

Lecture # 1 PPT: Test Modification

- Test Modification
- Timing Accommodation
- Scheduling Accommodation
- Setting Accommodation
- Presentation Accommodation

- Response Accommodations

#### Lecture # 2 PPT: Alternative Grading

- Pass/Failing Grading
- Multiple Grading
- Grading for Effort
- Contract Grading
- Qualitative Grading
- IEP Grading

#### Lecture #3 PPT:

- Screening survey and interview techniques
- Parent-Home English Learner Survey
- Guideline for Distinguishing Between Language Disorders and Differences
- Interview Guide for English Language Learner.
- Guidelines tips for training translators

#### **Class Activities**

Discussion: (1) Case Study: How should the test be modified for John and what grade does deserve? (2) What language should be used in testing English Learners.

#### **Homework.**

Readings: Test modification techniques and alternative grading in special education (SPED 130 Course Material Package).

#### **Project #1**

Candidate Dispositions Addressed: Valuing Diversity, Collaboration, Critical Thinking, Professional Ethics. CCTC's M/M 2, M/S 2, 4, TPE 3, and Program Standards 2, 3, 4, 5, 6, 8, 9, 10, 11, 13).

#### **Standardized Academic Achievement Test**

- 1. A Brief description of the Woodcock-Johnson III: Achievement Test.**
- 2. Descriptions of 22 subtests (One for each subtest).**
- 3. Use your own words to explain scores used in the test** (Raw Score, Standard Score, Age Equivalent, Grade Equivalent, Relative Proficiency Index (RPI), Percentile Rank, and Confidence Interval, Standard Error of Measurement). (**Important:** You can find definitions of these scores in the WJ III manual or in the textbook. However, you need to give examples to explain these scores. Make sure that your language must be understandable to those who are not familiar with the test).
- 4. Use the Compuscore and Profiles Program (Software) to generate**
  - (1) Score Report**
  - (2) Summary and Score Report**
  - (3) Age/ Grade Profile**
  - (4) Standard Score/ Percentile Rank Profiles.**

**Attach the above four reports to your paper.**



- 13. Word Attack:7
- 14. Picture Vocabulary: 15
- 15. Oral Comprehension: 19
- 16. Editing: 5
- 17. Reading Vocabulary: (17A):5; (17B):4; (17C): 4
- 18. Quantitative Concepts: (18A): 18; (18B): 17
- 19. Academic Knowledge: (19A): 15; (19B): 15; (19C): 15
- 20. Spelling of Sounds: 22
- 21. Sound of Awareness: (21A):12; (21B):8; (21C):5; (21D):9
- 22. Punctuation and Capitalization: 16

**Grading Sheet: Standardized Academic Achievement Test**

Section	Criteria/ Score	Score
Description of the Woodcock III	A clear description of the assessment. The language is understandable to lay people (2)	
Descriptions of 22 Subtests	A clear description of the assessment. The language is understandable to lay people. (3)	
Explanations of scores	Definition of scores. Use examples to explain scores correctly. The language is understandable to lay people. (7.5)	
Computer Generated Sheets	Raw scores are correctly entered. All sheets are correctly generated by the computer. (7.5)	
1. Interpretation & Discussion of Results (Interpersonal Comparison)	Scores are accurately interpreted and discussed. The language is understandable to lay people. Use the third person to describe (15)	
2. Interpretation & Discussion of Results (Intrapersonal Comparison)	Scores are accurately interpreted and discussed. The language is understandable to lay people. Use the third person to describe (15).	

## Project # 2

### Curriculum- Based Assessment

Candidate Dispositions Addressed: Valuing Diversity, Collaboration, Critical Thinking, Professional Ethics. CCTC's M/M 2, M/S 2, 4, TPE 3, and Program Standards, 2,3,4, 5, 6, 7,8,9,10,11,13).

#### Part One: Information about the student

- (1) A brief description of the student including ethnicity, language, age, grade level and type of disabilities
- (2) A skill of the student you want to assess in one specific academic area (e.g., reading, spelling, math, handwriting, etc.,)
- (3) A detailed description of the student's present performance level of the skill you want assess (e.g., previous scores of formal and informal assessments, and input of your cooperation teacher provides)
- (4) An instructional objective. Make sure that the instructional object is observable and measurable. e.g., Given a work sheet, John will solve problems of 1-digit + 1-digit with regrouping with sum less than 18 with 100 % accuracy in 3 consecutive days) by the end of May, measured by John's special education teacher.

#### Part Two: Probe Design and Administration

- (1) A description of how you conduct the probes including a master probe sheet designed by you. The probe items must be in line with the instructional objective (i.e., they must have at the student's instructional level, neither too easy or too difficult). The master probe sheet must be based on the results of task analysis. Select an appropriate type of task analysis (i.e., forward, backward or difficult level) and sequence the subskills/subcomponents in the master probe sheet.
- (2) A schedule of conducting 3 probes. Describe the times and settings of conducting the probes. Each probe should last no more than 5 minutes. Report the testing taking behavior of the student in the probe sessions.
- (3) Three probes completed by the students (raw data) with results response analysis (e.g., frequency, duration, rate and percentage). Before giving probes, the probe items in each probe sheet need to be randomized in so the student does not feel that he/she takes the same probe three times. However, the content of these 3 probes should be the same (i.e., the probe items in each probes are the same as those in the master probe sheet regardless their sequence of occurring).

#### Part Three: Data Analysis and Instructional Considerations

- (1) A chart (i.e., a table) and a line graph. Use line graph only.
- (2) Analyze data and make instructional decisions. Be specific in reporting and describing data in your paper Answer the following questions:
  - Was the instructional objective met? If yes, to what extent?
  - What subskills have been learned?
  - What subskills have not been learned?
  - Are there any pattern of error? Describe them if there are any.

- Describe the reasons for causing errors you believe.
- Make suggestions based on the data you collected. What modifications need to be made?

#### Part Four: IEP and Benchmarks

Develop an IEP annual goal with three benchmarks based on the results of this curriculum-based assessment. The guidelines are as follows:

- The academic skills must be observable and measurable
- The goal/benchmarks must contain the key components (i.e., who, does not, when, given what, how much and how it will be measured?)
- The academic skills in the IEP goal/benchmarks for teaching must be in the child's cognitive developmental order. Consult Skill Scopes and Sequences List and identify prerequisites if necessary.
- The appropriate type of task analysis was selected and used in benchmarks for meeting the annual goal. Simply increasing accurate level is not acceptable.

#### Rubric of Curriculum-Based Assessment Report (SPED 130)

Area To Be Evaluated	Explanations	Criterion	Score Earned
Description of Student	<ul style="list-style-type: none"> <li>• General student information reported including age, grade in school, overall school performance. Source of information stated (e.g., student, parent, teacher, your own observations).</li> <li>• Areas of concern for further assessment</li> <li>• Specific skill selected to be assessed in this curriculum-based assessment</li> </ul>	10 – 9 = Achieved 8 – 7 = Developing 6 – 5 = Beginning 4 – 1 = Limited 0 = Not Met	
Instructional Objective	<ul style="list-style-type: none"> <li>• Target behavior (Academic Skill) is observable &amp; measurable</li> <li>• The objective contains all key components (i.e., who, does what, when given what, how much &amp; how it will be evaluated).</li> </ul>	10 – 9 = Achieved 8 – 7 = Developing 6 – 5 = Beginning 4 – 1 = Limited 0 = Not Met	

Probe Design	<ul style="list-style-type: none"> <li>The probe is in line with the instructional objective and has a full coverage of the subskills.</li> <li>The probe items are at the student's instructional level (i.e., not too easy or too difficult).</li> <li>The appropriate type of task analysis is selected and explained.</li> <li>The probe items in the master probe sheet are presented in a sequential order based on the result of task analysis</li> <li>The items in the 2nd and 3rd probe sheets are randomly arranged. The probes are redesigned if the test items in the original probe are too easy or too difficult.</li> </ul>	20– 15 = Achieved 14-10 =Developing 9– 5 = Beginning 4 – 1 = Limited 0 = Not Met	
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Area to be Evaluated	Explanations	Criterion	Score Earned
Probe Administration	<ul style="list-style-type: none"> <li>A schedule of conducting 3 probes. Describe the times and settings of conducting the probes. Each probe should last no more than 5 minutes.</li> <li>Report the testing taking behavior of the student in the probe sessions.</li> </ul>	10 – 9 = Achieved 8 – 7 = Developing 6 – 5 = Beginning 4 – 1 = Limited 0 = Not Met	
Data Analysis	<ul style="list-style-type: none"> <li>A chart and a graph (line graph) are correctly used.</li> <li>Data are correctly interpreted</li> <li>Pattern of error are identified</li> <li>Skills for developing IEP goals are identified.</li> </ul>	20– 15 = Achieved 14-10 =Developing 9– 5 = Beginning 4 – 1 = Limited 0 = Not Met	

<p>IEP Goals/Benchmarks Developing</p>	<ul style="list-style-type: none"> <li>• The academic skills are observable and measurable</li> <li>• The goal/benchmarks contain the key components (i.e., who, does not, when, given what, how much and how it will be measured?)</li> <li>• The academic skills in the IEP goal/benchmarks for teaching are in logical and sequential order.</li> <li>• The appropriate type of task analysis are selected and used in benchmarks for meeting the annual goal. Simply increasing accuracy level is not acceptable.</li> <li>• The benchmarks have a full coverage of the IEP goal.</li> </ul>	<p>20– 15 = Achieved 14-10 =Developing 9– 5 = Beginning 4 – 1 = Limited 0 = Not Met</p>	
<p>Total Points: 40</p>			

### Attachment # 3

#### Class Attendance and Participation Self-Evaluation

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class (SPED \_\_\_\_\_)

Class attendance is mandatory. Class participation is also importance part of grade. I will ask you to honestly evaluate your own performance in the following three areas:

##### I. Preparation

1. Did you read the assigned materials before the class?
2. How well do you think you are prepared for this class?

Rate yourself by circling one of the following (Choose one only)?

- A = 3 points
- B = 2 points
- C = 1 point
- D = 0 point

##### II. Attendance

1. Were you here on time?
2. If not, how late were you?
3. Did you stay until the end of the class? If no, how early you left?

- A = 4 points (on time)
- B = 3 points (late for less than 2 minutes)
- C = 2 points (late for less than 5 minute)
- D = 1 point (late for less 10 minutes)
- E = 0 point (late for longer than 10 minutes).

**III. Participation**

1. Did you ask questions or share your perspective and opinions in big group activities (i.e., lecture time)?
2. Did you ask questions or share your perspective and opinions in small group activities?

A = 3 points

B = 2 points

C = 1 point

D = 0 point

**Total Points** (Add the points in the above 3 areas): \_\_\_\_\_

**Attachment #4**

Date \_\_\_\_\_

Dear Teacher/Administrator:

Students in SPED 130 (Assessment in Special Education) at California State University, Fresno are required to complete an observation and participation in a classroom with students who have identified disabilities. As part of the experience they are required to conduct an informal assessments through observation, interviewing a parent or other support providers. It is a tremendous opportunity for prospective teachers to learn from you the responsibilities that teachers have in working with and including students with disabilities in the classroom.

Thank you for giving our students this opportunity. If you have any questions regarding assignments, you can ask the student for a copy of the course syllabus or, feel free to email me at [hshen@csufresno.edu](mailto:hshen@csufresno.edu)

Sincerely,

Hong Shen, Ph.D.  
Professor  
Instructor of SPED 130  
Special Education Program  
CSUF

Please provide the following information and sign indicating that

\_\_\_\_\_ has completed observation/ participation in your classroom.

Name (Print)\_\_\_\_\_ Signature\_\_\_\_\_

Name of School\_\_\_\_\_

School Address\_\_\_\_\_

Office Phone Number\_\_\_\_\_

Please complete the following checklist:

**Field Experience Evaluation Form \***

Statement	Agree	No Sure	Disagree
The student teacher explained the requirements of the assessment assignment and consulted with you about the student he/she assessed.			
The student teacher conducted a careful observation of the student he/she assessed.			
The student teacher followed the instructions of the assignment and completed the assessment with your assistance.			
The information that the student teacher collected about the student he/she assessed is precise and accurate.			
The assignment completed by the student teacher might be helpful to teach the student he/she assessed.			

\* Turn this sheet in with the Curriculum Based Assessment Assignment.