SED 412: Assessment Methods in Special Education  
Wednesday 10:00 a.m.-11:30 a.m.  
Room 303 Old Main

“If assessment is to be a positive force in education, it must be implemented properly. It cannot be used to merely sort students or to criticize education. Its goals must be to improve education. Rather than ‘teach to the test’, we must ‘test what we teach’. “ ~Lockwood & McLean

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Office Hours: T 11:40-12:20 pm and 1:30 - 4:30 p.m.; Wednesdays 12:30-1:30 pm; or by appointment. Other days by appointment only as arranged via email or phone.

Course Description: Students will acquire an understanding of the assessment process used with children and youth. Norm-referenced standardized tests, curriculum-based assessments, authentic, and portfolio assessments will be included in the approaches to assessment that will be studied.

Course Objectives:  
Students will:

- Identify assessment questions and describe the different steps and purposes for assessment.
- Describe how to administer an assessment instrument.
- Discuss interpreting assessments with accommodations or modifications.
- Apply professional standards and ethical principles to assessment.
- Define reliability and validity.
- Explain why assessment approaches should be responsive to diversity.
- Describe norm-referenced standardized assessment.
- Describe the process for planning and conducting interviews and assessments.
- Discuss the process of interpreting assessment.
- Explain the general principles of assessment reports.
- Explain the integral link between instruction, assessment, self-assessment, and peer assessment.
- Discuss approaches to the assessment of achievement, including norm-referenced standardized tests, criterion-referenced assessment, curriculum-based assessment and performance-based assessment.
- Describe approaches to oral and written language assessment, including norm-referenced standardized tests, writing samples, journals, notebooks, essays, homework, discussions, group work, interviews, alternative assessment, performance testing, self-assessment, and peer assessment.
• Describe how the physical, learning, and social environments influence assessment.
• Describe approaches to reading and mathematics assessments.
• Describe specific tests of intelligence.
• Explore standard assessment rationale and practices and the types of decisions made using assessment data (i.e. prereferral classroom decisions, entitlement decisions, post entitlement decisions, and accountability/outcome decisions).
• Investigate the 3 primary types of assessments that are conducted when a student is experiencing difficulty in school: assessing instruction and assessing the student.
• Describe the ways in which test performance is quantified: norm-referenced assessment and criterion-referenced assessment.
• Discuss the reasons for testing adaptations and the participation of students with disabilities in testing.
• Explain the components of and construct a MOCK IEP.
• Demonstrate an ability to administer, interpret, and critique a variety of assessment instruments and develop an individualized evaluation report based on assessment findings.
• Participate in collaborative exercises for the purpose of understanding assessment practices (i.e. CBM, CBA, Progress Monitoring).

Required Text:

Course Requirements/Assignments:

1. **Chapter Summaries & Reflections. (10 pts. each)** Student will write a 1 page chapter summary and a 5 sentence reflection for each book chapter covered. APA style must be followed for summary and reflection. The summary should include all of the major components/key terms of the chapter. The reflection should connect the information contained in the chapter with concepts previously learned. These are due the day the chapter(s) is/are covered in class-unless otherwise stated. Eleven chapter summaries will be required for chapters – 1,3,4,5, 6, 7,8,9,10,13, and 14.

2. **Student Assessment Battery and resulting Evaluation Report.** Brigance, Slosson, WRAT (Wide Range Achievement Test) and/or the AAB (Academic Achievement Battery) will be administered to a single student for purposes of becoming familiar with these instruments and writing a successive evaluation of the student’s performance. Strict confidentiality is to be enforced. This will further be explained as we discuss this assignment in class. (50 points total) This assignment is due in a hard copy with all assessment
materials returned to the professor by December 7* 4:00 p.m. or earlier in the semester after student has met individually with professor to discuss and has completed the assignment.

3. Tests as Assessment Materials. (60 points total/15 points each) You will design a suitably
a) constructed response test,
b) selected response test,
c) affective assessment, and a
d) performance assessment
as tools for classroom/student use. The finished tests/assessments and all accompanying materials/procedures/keys must be for varied subjects and grade levels. The affective assessment may be written for a grade level of your choice (perhaps the grade level in which you will be assigned for Practicum). All completed assessments will be presented in class.

4. CBM/CBA and Progress Monitoring (with student reflections). (20 points each). These assignments take place during Practicum, therefore further instructions for these assignments are found in the Practicum Handbook.

5. Mock IEP. (50 points). You will work collaboratively in a group to design an IEP and conduct a meeting with a “parent”. Full participation is required.

6. Attendance, Participation, and Professionalism. (45 points) Required for all class activities and Practicum experience. If you need to miss class (due to an emergency or illness, you are required to get an excuse and alert me and your co-operating teacher.

*Integrity in your assignments: All written assignments are expected to demonstrate college level work with the correct use of grammar, writing mechanics, spelling and proper format. All assignments are due at the end of class and considered late thereafter. Late assignments will lose 10% the first week and 20% the second week. Students should also be familiar with WC’s Academic Integrity Policy. Any assignments found to contain plagiarized material will be submitted to the Vice-President of Academic Affairs.

Evaluation & Grading:
Attendance & Participation-Because this is a content area methods class and the information and skills presented build on each other, your regular attendance is vital. Learning is not passive. We will depend on each other for learning through discussion, debate, and questioning. Be prepared to actively participate in class discussions and activities. Active participation is essential and will be evaluated in the following way: Excellent- proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or using many words to say little.
Satisfactory - reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation. Minimally Acceptable - passive participation: present, awake, alert, attentive, but not actively involved. Unsatisfactory - uninvolved: absent, present but not attentive, sleeping, irrelevant contributions that inhibit the progress of the class, discourteous, disruptive behavior.

Grading Scale:

Grading

94-100 Of all possible points= A
92-93 = A-
90-91 = B+
84-89 = B
82-83 = B-
80-81 = C+
74-79 = C
72-73 = C-
65-71 Of all possible points= D
Below 65= Failure of course

**Education majors must earn a minimum of a 3.0 in this course

Special Needs

Students with disabilities are entitled to reasonable accommodations, as determined by the institution, after proper documentation of the disability has been received. At Westminster College, the Office of Disability Resources is responsible for determining necessary supports and accommodations to assist the student, in accordance with ADA guidelines/regulations. It is the responsibility of the student to notify the faculty member at the beginning of the school term, if reasonable accommodations are needed. Students with documented disabilities must be provided equal educational opportunities; therefore, reasonable accommodations will be made with the assistance of the Office of Disability Resources. A student must demonstrate competence in the areas covered within the scope of this course in order for successful completion of this course.
SED 412 meets the following **PDE PreK-8 Program Guidelines/Competencies and the Accommodations & Adaptations Guidelines**

<table>
<thead>
<tr>
<th><strong>I. Special Education System in the United States</strong></th>
<th>Course activity, project, assignment, assessment measure</th>
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<tbody>
<tr>
<td>A. Foundations 1, 3, 5, 7, 9</td>
<td>Readings, discussion, test performance, examples shared from prior field experiences</td>
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<td>B. Understanding Diversity 3</td>
<td>Readings, discussion, test performance, examples shared from prior field or life experiences, associated Block Practicum</td>
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<tr>
<td>X. Prevention and Early Intervention 1’ 3-7, 9</td>
<td>Readings, discussion, test performance, associated Block Practicum, PM &amp; CBM, Case Study</td>
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<th><strong>II. Cognition and Development</strong></th>
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<td>A. Development of academic, functional performance 1-5, 8</td>
<td>Readings, discussion, test performance, IEP writing, Case Study, ER, Mock IEP, PM &amp; CBM work</td>
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<td>B. Individual Differences 1,3,4,5</td>
<td>Readings, discussion, test performance, IEP writing, Case Study, ER, Mock IEP, PM &amp; CBM work, in-class activities related to examination of student work, de-briefings following Practicum and prior field experiences</td>
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<tr>
<td>X. Cognitive Development 1,2,a.i.,iii.,2,b,c.i.,</td>
<td>Readings, discussion, test performance, IEP writing, Case Study, ER, Mock IEP, PM &amp; CBM work, examination of assessment materials</td>
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| **III. Assessment A-C, E-T** | Readings, discussion, test performance, examination of assessment materials in math, writing, behavior, language, IEP writing, Case Study, ER, Mock IEP, PM & CBM work |

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<th><strong>IV. Pedagogy</strong></th>
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<tr>
<td>B. 10,11, 16-18, 23</td>
<td>Readings, discussion, test performance, in-class activities</td>
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<tr>
<td>C. Language Development 1,2,5,6, 15</td>
<td>Readings, discussion, test performance, in-class activities, examination of assessment materials</td>
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| **IV. Instructional Planning, E.2,9-11,14,16** | Readings, discussion, test performance, IEP writing, Case Study, ER, Mock IEP, PM & CBM work |

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<th><strong>V. Inclusion in the LRE</strong></th>
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<td>A. LRE School Wide 7,9-12</td>
<td>Readings, discussion, test performance, IEPs, ER, and Case Study recommendations</td>
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<td>B. Effective Instructional Strategies 3-12</td>
<td>Readings, discussion, test performance, in-class activities, as evidenced on IEPs and ER and Case Study recommendations</td>
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<td>C. Inclusion in State/Acad. Stds.</td>
<td>Readings, discussion, test performance,</td>
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<td>2,4,5,6,7,9</td>
<td>Cyber tutoring lesson planning and Practicum LPs</td>
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<td>VI. Professional/Ethical Practice A-C, E,F</td>
<td>Readings, discussion, test performance, in-class IEP, Case Study, Diagnostic Assessment for ER, and Mock IEP work, associated block Practicum</td>
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<td>VII. Collaboration A-G,J</td>
<td>Readings, discussion, test performance, Case Study and Mock IEP work, in-class activity related to Power of 2 DVD</td>
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<tr>
<td>ACCOMMODATIONS &amp; ADAPTATIONS for STUDENTS with DISABILITIES in an INCLUSIVE SETTING</td>
<td>Course activity, project, assignment, assessment measure</td>
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<tr>
<td>I. Types of Disabilities A,B,C</td>
<td>Readings, discussion, test performance, examples shared from prior field and life experiences</td>
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<td>II. Cognitive Skill Development</td>
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<tr>
<td>A. Cognitive B. Physical C. Social D. Behavioral E. Language 1 F. Positive Environments 3 G. Collaboration and Communication 2-8</td>
<td>Readings, discussion, test performance, examples shared from prior field and life experiences, Case Study, ER, Mock IEP, PM &amp; CBM work, examination of assessment materials, and performance in Practicum, LPs</td>
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<tr>
<td>III. Assessments (meets all)</td>
<td>Case Study, ER, Mock IEP, PM, CBM</td>
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**NOTE:** The content of this syllabus is subject to change at the instructor’s discretion.

**Class Schedule:** Fall 2018 Schedule

The instructor reserves the right to change the schedule below as needed. Students are responsible for all the material in the class and textbook (even if we have not covered the textbook topics in class).

**Class Schedule:** [We will be reviewing assessment materials throughout the 9 weeks]

**Week 1 August 29th** Chapter 1 Why Do Teachers Need to Know about Assessment? Discuss and review syllabus.

  * Introduction to Assessment Battery Materials and Procedures
  * Chapter Reflection Due Friday this week by 4:00 p.m. to D2L Dropbox

**Week 2 September 5th** Discuss Assessment Battery/Evaluation Procedures
Week 3 September 12th Chapters 3, 4, and 5 Reliability, Validity, and Absence of Bias in Assessment.
   Review WISC materials/Woodcock/others/Participant Check
   • Chapter Reflections due to D2L Dropbox today

Week 4 September 19th Chapter 6 Selected Response Tests
   Review of PPVT/others
   • Chapter Reflection due to D2L Dropbox today

Week 5 September 26th Chapter 7 Constructed Response Tests
   Review of Oral Language and Written Language Assessments
   • Chapter Reflection due to D2L Dropbox today

Week 6 October 3rd Chapter 13, Making Sense Out of Standardized Test Scores
   Review and start Case Study in class
   • Chapter Reflection due to D2L Dropbox today

Week 7 October 10th Chapter 8 & 9 Performance and Portfolio Assessment
   • Chapter Reflections due to D2L Dropbox today

Week 8 October 17th Chapter 10 Affective Assessment; CIP materials review
   • Chapter Reflection due to D2L Dropbox today

Week 9 October 24th Chapter 14 Appropriate and Inappropriate Test-Preparation Practices. CBM/PM assessments reviewed.
   • Chapter Reflection due today

Practicum: October 31st through November 13th: 1st two weeks
   November 14th - November 20th and 26th - 30th 2nd two weeks

Assessment Battery Individual Evaluation Report Meetings: as arranged during November Practicum dates

Mock IEP: Friday December 7, 2018 Time TBA/Meeting times arranged w/group

CBM/CBA & PM Projects Due: Monday, December 3rd at debriefing meeting