Advanced Assessment Techniques
SPED 530
Spring 2015

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Office Hours
Student must make an appointment.

Course Description
Experiences will be provided for students to enhance their knowledge of issues, techniques, and interpretations of various assessment procedures and instruments (3 hours).
Course Rationale
The purpose of this course is to provide students with the experiences necessary to enhance their knowledge of the issues, techniques, and interpretation of various assessment procedures and instruments. In addition to becoming aware of the critical legal and educational issues related to the assessment process, students will develop a system by which to identify the strengths and weaknesses of standardized, commercially available tests.

The application of diagnostic information will be stressed, e.g., the use of psychometric profiles in the development and communication of objectives, expectations, and intervention strategies. Within this process, the interrelationship of tests that sample form different domains will be examined, e.g., WISC-IIIIR vs. math, reading, and social measures.

Prerequisite(s) and/or Co requisite(s):
EXEC 516 (or other introductory course in Special Education)

Text
You must have the text to complete the class.


Field Work
This class requires twenty-five hours of fieldwork. The Kentucky Field Experience Tracking System (KFETS) is where students are required to enter all field experiences into the EPSB portal website here http://www.epsb.ky.gov/
EPSB provides an explanation of the new requirements and the KFETS system here http://www.epsb.ky.gov/teacherprep/FieldExperience.asp

Office of Teacher Services has also created a Field Experience Requirements page to help provide information to students and

http://www.wku.edu/teacherservices/field_exp/ This webpage will be updated when more resources or information becomes available. This information includes the CEBS Field Experience Tracking Form

Course Objectives & Outcomes

Standard III
Develops and implements appropriate assessment processes.
Assessed using Reaction/Research Paper

Standard VI
The teacher selects and uses appropriate assessments; makes appropriate provisions for assessment processes that address social, cultural, and physical diversity; assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program; provides opportunities for students to assess and improve their performance based on prior assessment results; collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate; and communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.

Assessed using Case Study, Portfolio and Reaction/Research Paper
Standard VII
The teacher assesses and analyzes the effectiveness of instruction; makes appropriate changes to instruction based upon feedback, reflection, and assessment results; assesses programs and curricula; proposes appropriate recommendations and needed adjustments.

Assessed using Reaction/Research Paper

Standard VIII
The teacher assesses students’ special needs and collaborates with school services and community agencies to meet those needs.

Assessed using Group/Individual Presentation.

Standard IX
The teacher analyzes student performance to help identify professional development needs.

Assessed using Portfolio

Disposition Statements
The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever evolving. S/he seeks to keep abreast of new ideas and understandings in the field.

The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.
The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.

The teacher is a thoughtful and responsive listener.

The teacher values planning as a collegial activity.

The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny student access to learning opportunities.

The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.

**Critical Performance**
Case Study Portfolio

**Instructional Methods and Activities**
May include but is not limited to web supported sessions, group work, lab activities, presentations, online discussions and exams

**Special Instructional Materials**
Materials May include but are not limited to case studies, technology utilization, scenarios, videotaping, interactive video, and web support.

**Course Topics**
Foundational Concepts in Assessment
Legal Issues in Assessment
Basic Statistical Concepts
Validity and Reliability
Child Study and Pre-referral Strategies
Testing Considerations and Parental Participation in the Assessment Process
Assessment of Academic Achievement
Assessment of Intelligence
Assessment of Behavior
Assessment of Perceptual Abilities
Assessment of Oral Language
Early Childhood Assessment
Other Areas of Assessment
Determining Whether a Disability Exists
Writing a Comprehensive Report in Special Education
Eligibility Procedures
Developing an IEP

KERA Elements Addressed
Core Content for Assessment, Program of Studies, KERA Goals and Academic Expectations

CLASS POLICIES
It should be understood that this syllabus is an agreement between the professor and the students enrolled in the course. While the professor retains the right to alter course parameters (e.g., due dates) as she thinks necessary, her part of the agreement is to: (a) refrain from requiring any other work than those assignments outlined in this syllabus, and (b) abide by the assignment point system and grading scale given herein. By remaining enrolled in this course, students indicate their agreement to: (a) abide by the following course policies, and (b) refrain from pleading or negotiating with the professor for the purpose of trying to alter or escape the consequences of any given policy.
In other words, since you do not want me to change the established rules in ways that might go against you, do not attempt to change the rules in ways that might favor you but go against maintaining the order and integrity of the course. In the event that any student deviates from the letter or intent of the policies given, the professor also reserves the right to impose any appropriate penalty upon the offending student (e.g., loss of points) that she sees fit.

1. LATE WORK
In order to receive full point credit, assignments must be turned in on the specified due date. Please do not procrastinate on assignments since you have the due dates well in advance. Your grade will be docked by 10% for each day an assignment is late. This is an effort to be fair to students who have their assignments at the proper time.

2. ASSIGNMENT GUIDELINES / GRADING CRITERIA
Grading criteria for assignments are based on the requirements described in the printed guidelines for each assignment. Each requirement’s point value is weighted in accordance with its importance in meeting the main objective of the assignment, as stated in the guidelines. If students read assignment requirements and follow them carefully, they will make good grades. Students should make sure to ask any questions they might have regarding the guidelines for a particular assignment.

3. EXCUSES
Due to potential abuses of due dates and class participation requirements, excuses will not exempt students from the enforcement of late work and participation policies.

4. SCHEDULED EXAMS/COMPETENCY CHECKS
Students must complete competency checks and exams by the dates scheduled by the professor and listed in the syllabus.
5. PLAGIARISM
To represent ideas or interpretations taken from another source as one’s own is plagiarism.

The academic work of students must be their own. Students must give the author(s) credit for any source material used. Taking content directly from a source without giving credit or using a passage after having changed a few words, even if the source is cited, is plagiarism (WKU Faculty Handbook, 16th ed., p. 59).

Using word-for-word content from a source without indication a direct quote is also plagiarism, even is the source is cited. Such a breach of policy will result in a grade of zero on the assignment containing the plagiarized material and may result in a grade of “F” for the final course grade.

6. ACADEMIC DISHONESTY
Examples of academic dishonesty include (but are not limited to) cheating on tests of knowledge and failure to complete independent assignments without the direct aid of another present or past class member. Such breaches of policy will result in a grade of zero on the test or assignment in question and may result in a grade of “F” for the final course grade.

7. TECHNOLOGY MANAGEMENT
Managing student technology is the sole responsibility of the student. The professor and/or WKU are not responsible for making sure that: (a) student word processing software is compatible with that used by the University; (b) student email software is working properly and that students know how to use it (e.g., to send attachments to the professor); (c) Internet service providers’ equipment and software are installed and working properly in conjunction with student computers;
(d) in the event that a student’s computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course; and (e) any other student technology problem or issue gets successfully resolved. It should be understood that, even though periodic travel to a campus classroom may not be required, online courses require more dedication, self-motivation, organization, and planning than many face-to-face courses, and this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course.

Please note that working, compatible technology, hardware, and software are prerequisites to taking an online course. This includes PowerPoint software.

8. EMAIL COMMUNICATION
Due to the fact that: (a) it is often difficult to correctly interpret the intended tone of an email message; (b) it is often too easy to quickly zip off a rude email to someone without first finding out “the whole story” or thinking through the possible consequences of doing so; and (c) people sometimes will communicate things in an email that they would never say in a face-to-face conversation, students should take care to be polite, to-the-point, professional, and respectful in all email communication with the professor. In the case that inappropriate / disrespectful student email is received by the professor, she reserves the right to deduct points, delete it without answering questions or responding in any way, retain copies to be used as evidence in student disciplinary proceedings, or take any other appropriate action he sees fit.

9. DISCUSSION BOARD POSTINGS
When posting to the course discussion board, students should: (a) maintain confidentiality regarding schools, school personnel, students,
and students’ families and (b) avoid negative evaluations/comments regarding others both in and outside of the course. In addition, students should maintain confidentiality regarding the postings of other students in the course. In other words, the discussion board is not a forum for complaints about the practices of schools and school personnel, neither is it a public forum intended for distribution to those not enrolled in the course. Rather than discussing what someone may be doing wrong in the classroom, use the course content to discuss what educators should do right in the same kind of situation. Deviations from these guidelines will not be tolerated.

10. APA STYLE
All papers submitted in this course will be typed and formatted according to the Publication Manual of the American Psychological Association (5th ed.). APA style will not be taught as a part of this course. Students are individually responsible for obtaining and following APA style conventions, for part of the grade of each applicable assignment will be based upon the extent and accuracy to which these conventions are used. APA’s Publication Manual is on sale at the campus bookstore, and students may wish to consult the web for information on citing electronic references: http://www.apastyle.org/elecref.html

11. DUE DATES
The dates listed in the syllabus are the dates by which the assignment must be received.

12. SUBMIT WORK
All assignments must be emailed to Dr. Atwell at nedra.atwell@wku.edu. List the course number and contents in the RE line of the email. Make sure you write your name on all products.
13. **CHECK EMAIL**
Check your WKU email at least three times a week.

14. **FORMAT**
All papers must be typed, double-spaced and grammatically correct. Number all pages, except the title page.

15. **EXTRA CREDIT**
Extra credit to improve grades will not be granted. Put your full efforts into completing the course requirements as presented. Work cannot be redone.

16. **INCOMPLETES**
Students requesting an incomplete for any reason must contact the instructor to ask for an incomplete, which may or may not be granted, depending on the instructor's judgment regarding the circumstances of the student's request. According to the Graduate Catalog, p.13, “A grade of ‘X’ (incomplete) is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the instructor”. An ‘X’ received by a student will automatically become an “F” unless removed within **twelve (12) weeks** of the next full term (summer excluded). The grade of ‘X’ will continue to appear as the initial grade on the student’s transcript, along with the revised grade.

17. **CRITICAL PERFORMANCE**
The critical performance for this class must be uploaded before a grade will be assigned for the class. You must also email a copy of the critical performance to Dr. Atwell.

18. **PLAGARISM POLICY**
To represent the ideas or interpretations taken from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

19. ATTENDANCE POLICY
Class attendance is imperative. Your success depends on active participation. If you have to miss a class, it is your responsibility to get any material from your peers. Your attendance in an online class is through the Discussion Boards and participation with the materials.

20. DISABILITY ACCOMMODATION STATEMENT
Students with disabilities who require accommodations (academic adjustment and/or auxiliary aids or services) for this course must contact the Office for Student Disability services, Room 445, Potter Hall. The OFSDS telephone number is (270) 745-5004 for both voice and TDD users.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Grading, Evaluation and Assignments

Grading Scale

A = 806-850 points
B = 772-805 points
C = 738-771 points
D = 684-737 points
F = < 683
EMAIL all assignments to Dr. Atwell. Be sure to put the class and assignment in the subject line of the EMAIL.

**Grading Procedures** - The course grade will be calculated as follows:

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<thead>
<tr>
<th>Exams</th>
<th>Points</th>
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<tbody>
<tr>
<td>Midterm</td>
<td>75</td>
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<tr>
<td>Final Due</td>
<td>75</td>
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**Case Study Portfolio**  
300 Points

Each case in the text is designed to extend student thinking about special education assessment. Hopefully, each case will cause you to question and reflect. You are to read all cases and select the EIGHT CASES you think are most interesting or relevant to you. For these EIGHT CASES answer the questions at the beginning of each case, for example, if you selected Assessing Sandy (page 3) you would answer: What information do you provide Sandy’s mother? What other individuals should be involved in the discussion? And What are Sandy’s rights?

To select your cases, you are to do the following:
1. Pick two of the cases from Chapters 1, 2, 3, and 4.
2. Pick three of the cases from Chapter 5, 6, 7, 8, and 9.
3. Pick two of the cases from Chapter 10, 11, and 12.
4. Do the case for Chapter 13.

Upon completion of the selection process above, you will have eight cases. These EIGHT CASES make your Part 1 of your portfolio. This is Part 1 of the assignment.

Answering the questions will give you a sound overview and analysis of the case. After you have finished the analysis of the cases, write a reflective analytic essay detailing the implications of all the cases for
your teaching. Identify themes you discovered in the cases and detail how this will effect your practice. This is Part Two of the assignment.

You have two parts to this assignment. Part One will include your write-up of the cases. Be sure that after you answer the questions for the cases listed above; you do a thorough analysis of that specific case. You analysis should answer the questions and provide an individual reflection for each case. Many students list each question and answer it. At the end of the answered questions, they include a section titled reflections. Part One of the assignment is worth 200 points.

Part Two requires you to look at all of the cases holistically. What are the implications for you? Your school? Teaching? This needs to be a reflective analytic essay. Part Two of the assignment is worth 100 points.

You will need a Table of Contents for this assignment. Be sure that all writing is professional. Twenty percent of your grade will be determined by your writing. This assignment is due April 30.

RTI Project 200 Points
Read the RTI Implementation text thoroughly. Be sure to pay attention to the contextual and theoretical elements as well as the implementation issues. After you have read the text, use the organization of the text as an outline to detail the process you are following in your school. Include the following: the purpose and definition of RTI; RTI in context of NCLB, IDEA and KERA; school wide screening processes; progress monitoring; tier system; and assurance of fidelity of implementation. Complete a thorough detailed paper describing the entire system. You will want to compare and contrast with the research-based model presented in the text.
After you have finished detailed paper of what your school is doing, write a reflective analytic essay detailing the implications RTI on students. This is Part Two of the assignment.

You have two parts to this assignment. Part One will include your write-up of your school efforts. Part One of the assignment is worth 150 points.

Part Two requires you to look at the entire RTI system holistically. What are the implications for you? Your school? Teaching? Students? This needs to be a reflective analytic essay. Part Two of the assignment is worth 50 points. This assignment goes with the fieldwork hours and meets standards 1, 2, and 4.

You will need a Table of Contents for this assignment. Be sure that all writing is professional. Twenty percent of your grade will be determined by your writing. Email this assignment to me. Be sure the document is formatted correctly. This assignment is due April 18.

On Line Discussions 200 Points
Questions will be posted on the discussion board for all members of the class to respond. You have a Discussion board Rubric in the Course Information Section of the class. You should post at least three times per each discussion board. Be sure to read your peers responses. You will find the questions and responses a lively and interesting part of this course. The date listed with each question is the last date the Discussion Board will be open for discussion. You will have discussion questions to complete by 1/31, 2/14, 2/28, 3/14, 3/28, 4/11, 4/25, and 5/2. All class members will be expected to prepare and participate fully.
Find full explanation of Kentucky's Advanced Teacher Standards at:
[http://www.kyepsb.net/teacherprep/standards.asp](http://www.kyepsb.net/teacherprep/standards.asp)

Comparison of Council for Exceptional Children Advanced Teaching Standards and Kentucky Advanced Teacher Standards:

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<thead>
<tr>
<th>Objective #</th>
<th>CEC 2013 Advanced Standards</th>
<th>KY Advanced Teacher Standards</th>
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<tbody>
<tr>
<td>1- Assessment</td>
<td>2. Designs/Plans Instruction</td>
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<td></td>
<td>5. Assessment</td>
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<td>7. Reflection</td>
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<td>2- Curricular Content Knowledge</td>
<td>2. Designs/Plans Instruction</td>
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<td>7. Reflection</td>
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<td>9. Professional Development</td>
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<td>3- Programs, Services, and Outcomes</td>
<td>1. Content Knowledge</td>
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<td>3. Learning Climate</td>
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<td>6. Technology</td>
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<td>10. Leadership</td>
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<td>4- Research &amp; Inquiry</td>
<td>3. Learning Climate</td>
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<td>10. Leadership</td>
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<td>6- Professional and Ethical Practice</td>
<td>3. Learning Climate</td>
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*KY Core Academic Standards (KCAS) are emphasized in this course through lesson plans and IEP goals*