

ANGELO STATE UNIVERSITY
COLLEGE OF EDUCATION
SPECIAL EDUCATION 3365: PRINCIPLES OF ASSESSMENT
CREDIT: 3 SEMESTER HOURS
OFFICE: EFA 121

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SPED: EDUCATION 3365: PRINCIPLES OF ASSESSMENT, M-W, 2-1:15, Carr #192

CATALOG DESCRIPTION: Designed to provide assessment strategy, formal and informal, to assess, plan, monitor and evaluate the development of students with learning differences.

COURSE GOALS: To acquaint students with assessing the skills and performance of students at risk and students with disabilities in the basic academic areas with improving instruction.

COURSE OBJECTIVES:

1. To translate sound assessment and instructional theory into effective classroom practices.
2. To understand assessment and programming.
3. To learn how to implement curriculum,-based assessment and programming.
4. To understand accountability, accommodations, and alternative assessment.

TEXT: Spinelli, Cathleen G., Classroom Assessment for Students in Special and General Education, 2nd Edition, (Prentice Hall, 2006)

CLASSROOM PROCEDURE:

1. A student's grade will include classroom participation.
2. Students must complete chapter assignments. See attachments.
3. Class consists of lecture, discussions, and small group participation.
4. Five tests will be administered throughout the semester.

ATTENDANCE:

Responsible class attendance and promptness are expected: more than two (2) unexcused absences will result in a 5-point deduction in final grade.

EVALUATION:

Class discussion, participation = 10% of grade.

Chapter assignments (special projects-typed format) = 10% of grade.

Observation-VIPS, with a purpose (10 hours) = 10% of grade.

Final exam = 20% of grade

Grading chart

A=90-100

B=80-89

C=70-79

D=60-69

F=below 60

HONESTY POLICY:

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.

PERSONS WITH DISABILITIES, which may warrant academic accommodations, must contact the Student Life Office, Room 112-UC, to request such accommodations prior to implementation. You are encouraged to make this request early in the semester so that appropriate arrangement may be made.

College of Education Cell Phone/Electronic Paging Device policy: Cell phones or other electronic paging devices are to be turned off during class.

CEC Standards

Standard #1 Foundations

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

Standard #2: Development and Characteristics of Learners

Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs. Moreover, special educators understand how exceptional conditions¹ can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with exceptional learning needs. Special educators understand how the experiences of individuals with exceptional learning needs can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

Standard 3: Individual Learning Differences

Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to

impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators

Standard #8: Assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with exceptional learning needs. Special educators use assessment information to identify supports and adaptations required for individuals with exceptional learning needs to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with exceptional learning needs in general and special curricula. Special educators use appropriate technologies to support their assessments.

Standard #10: Collaboration

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with exceptional learning needs are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with exceptional learning needs. Special educators promote and advocate the learning and well being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with exceptional learning needs. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with exceptional learning needs. Special educators use collaboration to facilitate the successful transitions of individuals with exceptional learning needs across settings and services.

Texas Standards

Standard I. The special education teacher understands and applies knowledge of the philosophical, historical, and legal foundations of special education.

Standard II. The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Standard III. The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

Standard IV. The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities.

Standard V. The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

Standard VI. The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.

Standard X. The special education teacher promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

Standard XI. The special education teacher promotes students' performance in English language arts and reading.

Standard XII. The special education teacher promotes students' performance in mathematics.

Chapter Checkups

1. Observe a student/friend for (?) number of minutes. Document the data gained in the form of a chart and describe the observed behavior.
2. Explain a standardized (norm referenced) assessment and what must be included when administering, scoring, and interpreting the results.
3. Describe these terms with examples of each:
 - authentic assessment
 - task analysis
 - criterion reference assessment
 - interrater reliability
4. Choose one special need/disabling condition and describe how instructional opportunities are adapted to this diverse learner.
5. Identify information obtained in a teacher interview, parent interview, record review/work sample and student observation/interview.
6. How do speech and language disorders affect communication ability and how are they assessed?
7. Complete assessments on the following pages:
 - page 229: assessing phonics/nonsense words
 - page 231: syllabication
 - page 236: observation checklist
 - page 238: oral reading errors

page 241: running records
page 254: cloze (comprehension)
page 267: informal reading inventory
page 271: curriculum-based measure

8. Page 339 (complete only the first activity under section “Practical Application Assessment Activities” at the bottom of the page).
9. Key Math-Administer-Score-Discuss results; i.e., strengths/weaknesses. (Materials will be distributed)
10. Learning Log/Journal—Complete a five day log on one student.
11. Test Taking Skills—What are your skills?
12. Practice Event recording, Duration recording, and Latency recording.
13. Write your own Transition Assessment and Plan.