

EDS 371 Evaluation & Planning

Eastern Mennonite University

Spring 2012

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Class Time: Tues. & Thurs. 1:00-2:15

Location: CC 201

Semesters Hours: 3 (2 cont., 1 pract.)

Required Texts:

Pierangelo, R. & Giuliani, G. A. (2006). *Assessment in special education: A practical approach* (2nd Ed.). Boston: Allyn & Bacon.

Gibb, G. S. & Dyches, T. T. (2007). *Guide to writing quality individualized education programs*. Boston: Allyn & Bacon.

Course Description:

This course provides students with an understanding of the historical, philosophical, and sociological foundations of instructional design based on assessment data. The course provides an understanding of formal and informal diagnostic and assessment procedures appropriate for students of all ages with subsequent implications for eligibility and placement decisions in special education programs. Course content includes interpretation of assessment data, procedural requirements for eligibility, and appropriate curriculum-based programming based on assessment data in a standards-driven environment.

Knowledge Base:

Teachers play an important role in the development and education of the children in our schools. For general and special education students alike, teachers need to be skilled in using formal and informal assessments to effect sound instructional practices in the classroom. All individual education plans (IEP's) for identified special education students have annual goals and short-term objectives. These goals and objectives must be assessed continuously to determine if each student is making adequate progress. This improvement is best attained if the teacher is knowledgeable of formal and informal assessments, tests, and measurements. The Council for Exceptional Children (CEC) believes that essential competencies for the special education teacher include a thorough understanding of assessment. Critical to this understanding is a working knowledge of terminology, use and limitations of assessment instruments, and the use of various assessments in making eligibility, program, and placement decisions for students.

Classroom Climate:

As professional educators, the free discourse of ideas should be expected. The classroom is a space that thrives on the open exchange of ideas, thoughts, emotions, and convictions. You may find that some of the class readings and/or discussions challenge your views and theoretical frameworks. I expect you to be open to differences and maintain a willingness to interpret issues from frameworks that may or may not be quite so comfortable for you.

I have opinions, which I may express from time to time. You are free to express either agreement or disagreement without fear of consequences. I may challenge your views or disagree with them, but be assured that you will experience no consequences for disagreeing with me. If you feel that I am violating this commitment, please make an appointment with me so that we can discuss the issue.

Also, please be sensitive in your class participation by not unfairly dominating discussions. Be aware of others' right to speak and welcome questions from your classmates. My goal is to create a safe space in which everyone feels that they can participate. This does not mean people cannot disagree or that people cannot have emotions connected to their words. What it does mean is that we all need to be sensitive, appreciative, and respectful, no matter how strongly we might disagree (adapted from K. Roulston's syllabus at UGA and M. Sallee's syllabus at UTK).

Course Outcomes:

The student will demonstrate evidence of:

1. An understanding and application of the historical, philosophical and sociological foundations of assessment and evaluation related to best educational practice (instructional design based on assessment), including:
 - a. Relationship among assessment, instruction and monitoring student progress;
 - b. Ethical issues and responsibilities in the assessment of individuals with disabilities;
 - c. Grading and measurement theories and practices;
 - d. Procedures for screening, pre-referral, referral, and eligibility determinations;
 - e. Factors that may influence assessment findings such as cultural, behavioral, and learning diversity;
 - f. Administration, scoring, and interpretation of commonly used individual and group instruments, including norm-referenced, criterion-referenced, and curriculum-based measures as well as task analysis, observation, portfolio, and environmental assessments;
 - g. Synthesis and interpretation of assessment findings for eligibility, program planning, and program evaluation decisions.
 - h. Knowledge of basic terminology used in assessment of at-risk learners (PK).
 - i. Application of procedural/legal provisions and ethical principles regarding assessment of individuals in a standards-based environment (CA).
2. Understanding of the development and implementation of an individualized education program (IEP) in collaboration with team members including parents (PK, CM, I, CA).
 - a. Familiarization with national, state/provincial, and local accommodations and modifications (PK).
 - b. Knowledge of the ways to collaboratively involve the student and parents in setting instructional goals and monitoring progress; includes the relationships among assessment, instruction, and monitoring student progress (PK, CM, CA, L).
 - c. How to develop and teach self-monitoring strategies (PK, I).

Teacher Candidate Performance Outcomes:

Scholarship (S): acquire knowledge through the liberal arts, Global Village General Education Curriculum, and specialty area studies, and to organize and integrate that knowledge across disciplines and cultures.

Inquiry (I): generate questions and use critical thinking to self-assess, to view problems collaboratively and from multiple perspectives, and to make informed, research-based decisions to enhance student learning.

Professional Knowledge (PK): demonstrate pedagogical and professional knowledge in order to create, manage, and assess diverse environments conducive to learning and setting high expectations.

Communication (C): acquire and use knowledge of effective verbal, nonverbal, and technological communication strategies to support student learning, to solve problems, and to create peaceable climates.

Caring (Ca): develop a nurturing spirit that honors diversity, advocates for students, integrates Christian faith and ethics, and promotes peace building in diverse settings.

Leadership (L): demonstrate high aspirations for themselves and their profession and to influence positive change in educational settings.

- d. An understanding of the use of assessment information in making instructional decisions and for making eligibility, program, and placement decisions for students with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds (I, PK, CM, CA, L).
3. Knowledge of the administration and/or construction of non-biased formal and informal assessments and interpretation of results; includes student performance measures in grading practices and the ability to construct and interpret valid assessments using a variety of formats (PK, I).
 - a. How to gather relevant background information for assessment (PK).
 - b. Understanding of screening, pre-referral, referral, and classification procedures (PK).
 - c. Understanding of the uses and limitations of assessment instruments (PK).
 - d. Understanding on the use of technology to conduct assessments (CM).
 - e. How to create and maintain student records and effectively and confidentially communicate assessment results to all stakeholders (CM, I, PK).

Academic Support

EMU seeks to meet the needs of all admitted students. We are committed to provide both physical and programmatic access with reasonable accommodations for all qualified documented students who are served through Students Disability Support Services of the Academic Support Center. Our policies for students with disabilities are consistent with the necessity of ensuring reasonable accommodations under Section 504 of the Rehabilitation Act of 1973, the Civil Rights Restoration Act of 1988, the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008.

It is my desire to meet the learning needs of all of my students. If you have a specific need, please feel free to let me know and I will work with you to ensure that this learning situation is accommodating. Further, Student Disability Support Services provides appropriate accommodations to students with disabilities. Students can request assistance by calling Joy Martin at 540-432-4233 or by emailing her at joy.martin@emu.edu

Writing Tutors

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please access WOnline through myEMU.

Academic Integrity

Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from "Academic Integrity," 2011-12 Undergraduate Catalog.] This course will apply EMU's AIP (see catalog, pp. 16-19) to any events of academic dishonesty.

Course Requirements:

Along with attendance, class participation and assigned readings, there are several large assignments, a few smaller assignments, practicum hours, and a final exam, each of which contributes to your final grade. The assignments are designed both to enhance and assess your understanding of the course. Reading assignments are to be completed prior to the class meeting for which they are assigned. Projects are due at the start of class on the day they are assigned.

Please note that none of these assignments can be completed successfully by simply expressing one's opinion or depending on one's experience. Because an essential component of professional behavior is to draw from the **profession's knowledge base**, students will be expected to work from a **scholarly literature base** when they prepare their responses for class activities/assignments.

Attendance, Class Participation and Assigned Readings (5 points x 20 classes = 100 points)

Participation includes your ability to contribute to a safe and scholarly learning environment by exhibiting mutual respect and openness, as well as by demonstrating that you have read and prepared for class. Further, you will be expected to function in a leadership capacity at various points in the course. You are expected to attend and be prepared for **all** classes. In case of an emergency or departmentally approved activity, please notify me **prior to** class via e-mail or phone. If you do miss class, it is important that you arrange for a classmate to take notes and collect any handouts for you. You are responsible for any class work or assignments that you missed.

Field Experience Requirements (20 hours required)

Throughout the course, the EMU student will complete 20 hours of field experience. During this time, they will specifically be working with one student to be identified with the collaborating teacher. They will complete the CBA project during this field experience.

Journal Response (30 points each)

In addition to the required course textbook readings, you will read an article from a scholarly journal and respond to it in 1-2 pages. I will bring in suggested articles throughout the course from which you may choose or you may select articles from one of the following journals: *Exceptional Children*, *The Journal of Learning Disabilities*, *Learning Disability Quarterly*, *The Journal of Special Education*, *Learning Disabilities Research and Practice*, *Journal of Emotional and Behavioral Disorders*, *Disability & Society*, *Interventions in Schools and Clinics*. These independent readings will require you to provide a brief summary and a response to the article. I will provide some questions that you might consider as you read and respond. These will be due the last week of classes, but I encourage you to work on them throughout the course as a way to enhance your learning about various topics. If you are unsure as to the appropriateness of your article, ask me. Due Feb 9.

Notecard Collection (100 points per 20 cards)

This will be a collection of notecards with key information on them. This information could include: key legislation related to special education eligibility and services, such as IDEA, NCLB, etc.; landmark cases related to special education; emerging terminology/vocabulary related to assessment, special education services, and/or eligibility; descriptions of key assessments used for various eligibility determinations; or bibliography cards for seminal

research studies related to special education eligibility and/or services. Turn in throughout the course; final collection due April 10.

Writing an Eligibility Report: (100 points)

Students will be given observation and assessment reports from a variety of stakeholders (educational psychologists, teachers, occupational and physical therapists, student, parents, and/or speech/language therapists, etc.) on one particular student. The EMU student will read and analyze all reports (making notes on the side). From their analysis and interpretations of the reports, the EMU student will use the eligibility criteria and essential components for the Commonwealth of VA to write up a comprehensive report that might be used to determine eligibility. Students will be evaluated on their ability to analyze, interpret, and develop a report that represents the student. In addition, the student's writing ability will also be graded. More specific guidelines will be discussed in class. Due April 3.

Writing Individualized Educational Plan (100 points)

Students will be given several assessment reports from a variety of components (educational, psychological, medical, sociocultural, and speech and language, etc.) on one particular student. The EMU student will read and analyze all reports (making notes on the side). From their analysis and interpretations of the reports, the EMU student will develop an Individual Education Program (IEP) for that particular student. The IEP will contain all the essential components required by law (PLAAFP, assessment participation, academic and functional goals, special education and related services, Instructional and Assessment accommodations, SOL accommodations, placement decision, and LRE). A blank IEP format will be handed out in class. Students will be evaluated on their ability to analyze, interpret and correctly develop an IEP that meets the student's individual needs. In addition, the student's writing ability will also be graded. More specific guidelines will be discussed in class. Due April 10.

Assessment Review (60 points each)

For this assignment you will identify a standardized assessment that is commonly used for eligibility purposes. You will write a description and provide an evaluation of the selected assessment. I encourage you to give particular attention to the ways in which the assessment may (or may not) be considered culturally responsive. Consider conducting a **brief** literature review specific to your selected assessment (I can assist you with identifying relevant resources). Based on the information you collect, write a description and evaluation of the instrument. This paper should be approximately 3-5 pages and should include appropriate references to support your information. In addition, you will present your information about the assessment to your classmates. Due March 20.

Classroom-Based Assessment (CBA) Project: Implementation and Write-Up (80 points)

During the practicum placement, each student will work with their cooperating teacher to identify a student to engage in some area of assessment. There is a great deal of flexibility with this project, but you will work with the practicum teacher to identify the student, some need that you will assess, provide intervention/instruction for, and then post-assess. Throughout the process, you will engage in regular reflections about the assessments being given and the student's responses. A CBA proposal for this assignment is due March 13 (or as soon as you begin your placement). Students will submit their proposal to Kathy for approval and feedback. More information regarding the required components for the proposal will be provided and discussed in class. Students should begin the project promptly after receiving feedback to ensure enough time to note student progress. The final write-up is due April 17.

Steps for completing the CBA project:

- a. Along with your cooperating teacher, identify the student you will be working with.
- b. Develop/select appropriate assessment procedures that are aligned with your objective.
- c. Obtain baseline data.
- d. Provide instruction/interventions for the student, under the direction of the cooperating teacher.
- e. Reflect on student progress and make decisions about instruction/intervention steps.
- f. Obtain some type of post-intervention data.
- g. Summarize, display, and analyze results in a write-up.
- h. Be prepared to share you experience, including your reflection, with your classmates.

Grading Scale:

Letter Grade	Percentage	Points Required
A.	92 - 100	700
B+	87 - 91	685
B	82 - 86	670
C+	77 - 81	655
C	70 - 76	640
Less than x points will require you to retake the course.		

Course Requirements at a Glance:

Assignment	Possible Points	Due Date
Attendance, Participation, & Readings	100 points	Every Class
Notecard Collection	100 points	April 10
Journal Response	30 points each	February 9
Assessment Review	60 points	March 20
Eligibility Report	100 points	April 3
Individualized Educational Plan	100 points	April 10
CBM Project	80 points	April 17
Final Exam	100 points	April 24
TOTAL	670 points	

Tentative Course Schedule: (*The schedule may change at the discretion of the instructor.*)

All reading assignments are to be read **prior to class** in order for meaningful dialogue to take place. Textbook reading assignments are written in manuscript. Additional assigned readings will be in italics and can be found either on blackboard, reserves or handed out in class. Project assignments are in bold.

Class Date	Topic	Readings and Assignments Due BEFORE Class
Tuesday, 1/10	Look at objectives for the course	
Thursday, 1/12	Components of Eligibility Categories of Special Ed eligibility	Read Ch. 1
Tuesday, 1/17	Legal aspects of Special Education and History Review	Read Ch. 2
Thursday, 1/19	Components of Assessment and Eligibility for Special Education	
Tuesday, 1/24	Methods and Types of Assessment General Overview	Read Ch. 3
Thursday, 1/26	Types of Assessment – Informal and/or Dynamic	Read article on Dynamic Assessment Guest Speaker: Dr. Jessica Lester, WSU
Tuesday, 1/31	Types of Assessment – Standardized (NRT, CRT, CBM)	
Thursday, 2/2	The PROCESS: Child Find The PROCESS: Multidisciplinary Team (MDT) Referral	Read Ch. 7 Read Ch. 8
Tuesday, 2/7	The PROCESS: Academic Achievement Assessments	Read Ch. 9
Thursday, 2/9	The PROCESS: Intelligence Assessments	Read Ch. 10 Journal Response Due
Tuesday, 2/14	The PROCESS: Behavioral Assessments	Read Ch. 11
Thursday, 2/16	The PROCESS: Perceptual Abilities Assessments	Read Ch. 12
Tuesday, 2/21	The PROCESS: Speech and Language Assessments	Read Ch. 13
Thursday, 2/23	No Class	
Tuesday, 2/28	The PROCESS: Early Childhood Assessments/Other Assessments	Read Ch. 14 and 15
Thursday,	No Class	

3/1		
Tuesday, 3/6	Spring Break	
Thursday, 3/8	Spring Break	
Tuesday, 3/13	The PROCESS: Determining Eligibility and Writing up Reports	Read Ch. 16 and 18 Check out the VADoE website on Eligibility CBA Proposal Due
Thursday, 3/15	No Class	
Tuesday, 3/20	The PROCESS: Response to Intervention	Read Ch. 17 Assessment Review Due
Thursday, 3/22	No Class	
Tuesday, 3/27	The PROCESS: Designing the program and the IEP	Read Ch. 19 and 20
Thursday, 3/29	No Class	
Tuesday, 4/3	The PROCESS: Designing the program and the IEP	Eligibility Report Due
Thursday, 4/5	No Class	
Tuesday, 4/10	TBD	Notecard Collection Due IEP Due Hand out Final Exam Case Study
Thursday, 4/12	No Class	
Tuesday, 4/17	TBD	CBA Project Due Return Notecards
Thursday, 4/19	No Class	
Tuesday, 4/24	8:00 am final exam	

- Burnette, J. (2001) *Assessment of culturally and linguistically diverse students for special education eligibility*. Retrieved from <http://www.ericdigests.org/2001-4/assessment.html>
- Daub, D., & Colarusso, R. P. (1996). The validity of the WJ-R., PIAT-R, and DAB-2 reading subtests with students with learning disabilities. *Learning Disabilities Research and Practice, 11*, 90-95.
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- Elliott, S. N., Kratochwill, T. R., & Schulte, A. G. (1998). The assessment accommodation checklist: Who, what, where, when, why, and how? *Teaching Exceptional Children, 30*(2), 10-14.
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- Fuchs, D., & Fuchs, L. S. (1986a). Test procedure bias: A meta-analysis of examiner familiarity effects. *Review of Educational Research, 56*, 243-262.
- Fuchs, L. S., & Fuchs, D. (1986b). Effects of systematic formative evaluation: A meta-analysis. *Exceptional Children, 53*, 199-208.
- Fuchs, L. S., Fuchs, D., & Hamlett, C. L., (1992). Computer applications to facilitate curriculum-based measurement. *Teaching Exceptional Children, 24*(3), 58-60.
- Fuchs, L. S., & Fuchs, D. (2001). Helping teachers formulate sound test accommodation decisions for students with learning disabilities. *Learning Disabilities Research and Practice, 16*, 174-181.
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- Hasbrouck, J. E., & Tindal, G. (1992). Curriculum-based oral reading fluency norms for students grades 2-5. *Teaching Exceptional Children, 24*(3), 41-44
- Jones, E. D., Southern, W. T., & Brigham, F. J. (1998). Curriculum-based assessment: Testing what is taught and teaching what is tested. *Intervention in School and Clinic, 33*, 239-249.
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- Shepherd, L. A., (1994). The challenges of assessing young children appropriately. *Phi Delta Kappan, 76*, 206-207.
- Stanford, P. & Siders, J. (2001) Authentic assessment for intervention. *Intervention in School and Clinic 36*, 163-167.
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- Taylor, Ronald L. (2003). *Assessment of exceptional students: Educational and psychological procedures* (6th ed.). Boston: Allyn & Bacon.
- Wodrich, D. L. (1997). Using and evaluating test findings. In *Children's psychological testing: A guide for nonpsychologists* (pp. 327-337). Baltimore, MD: Paul H. Brookes Publishing.
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