



**Professional Education Unit**  
**Department of Early Childhood, Elementary, & Special Education**

**COURSE SYLLABUS**  
**EDSP 367: Educational Assessment (Credit Hours: 3)**  
**Fall, 2009**

Instructor: Daniel Grace

Office: Ginger Hall 401

Phone: (606) 783-2169

Fax: (606) 783-9102

E-mail: [d.grace@moreheadstate.edu](mailto:d.grace@moreheadstate.edu)

Class Schedule: MWF<sub>1</sub> 11:30 - 12:30

ITV Sections: 200, 203

Office Hours: MWF<sub>1</sub> 9:00 - 10:00

2:00 – 3:00 & by appointment

**COURSE DESCRIPTION**

Assessment methodology, relating to academic, social, and behavioral deficits and excesses of students, which lessen their performance level in one or more core academic subject areas.

**Required Field Experience Hours: [10]**

**Conceptual Framework: *Community Engagement: A Light to and from the Mountains***

*The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.*

**Conceptual Framework Outcomes (CFOs):**

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

### **Student Learning Outcomes (SLOs)**

Upon completion of this course students should be able to:

1. Describe the Due Process and Procedural Safeguards that pertain to the Referral and Individualized Education Program (IEP) procedures in identifying individuals with disabilities.
2. State the major components of federal laws governing the provision of special education services to individuals with disabilities (IDEA; Section 504 of the Rehabilitation Act; Americans with Disabilities Act [ADA]).
3. Describe the role of assessment in planning IEPs and in planning for individualized instruction in a range of public school placements.
4. Discriminate between screening and diagnostic instruments in terms of type, context, and purpose of assessment.
5. Use descriptive statistics to describe or summarize assessment data.
6. Use norm- referenced scores to interpret standardized test data.
7. Collect data through the process of informal behavioral observation, and summarize and interpret the data in a formal written report.
8. Administer a battery of standardized, academic achievement tests to a school-age individual with disabilities. The results will be presented in a formal report that will include interpretations of performance and recommendations for instructional planning.
9. Write an IEP for the subject of the assessment battery based on the test data, using Kentucky Department of Education (KDE) format and guidelines.
10. Describe procedures for establishing the technical adequacy of assessment instruments, and use that knowledge to discriminate among assessment instruments for use in schools.
11. Administer and interpret Curriculum-based Measurement probes in basic academic skills.

**NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:**

<b>Program: P-5 LBD</b>		<b>Course: EDSP 367 Educational Assessment</b>			
<b>Aligned with →</b>	<b>Kentucky Teacher Standards (KYTS)</b>	<b>Kentucky Education Reform Act (KERA)</b>	<b>Education Professional Standards Board (EPSB)</b>	<b>Council for Exceptional Children [CEC] Initial Content Standards</b>	<b>NCATE</b>
<b>Assessment →</b> <b>(point values)</b>					
<b>Case Study: test administration + interpretation</b> CFO: 1, 2, 5 SLO: 4, 5, 6, 8	<b>V. Assesses &amp; communicates learning results</b> <b>VI. Demonstrates implementation of technology</b>	<b>AE 1.2 – 1.12</b> <b>AE 2.7 – 2.12</b>	<b>1. Diversity</b> <b>2. Assessment</b> <b>3. Closing the Achievement Gap</b> <b>4. Technology</b>	<b>3:Individual Learning Differences</b> <b>4:Instructional Strategies</b> <b>7:Instructional Planning</b> <b>8: Assessment</b>	<b>1,3,4</b>
<b>Writing an Individualized Education Program (IEP)</b> CFO: 1, 2, 4, 5 SLO: 1,2, 3, 4, 5, 6, 9	<b>II. Designs &amp; plans instruction</b> <b>III. Creates &amp; maintains learning climates</b> <b>V. Assesses &amp; communicates learning results</b> <b>VI. Demonstrates implementation of technology</b>	<b>AE 1.2 – 1.12</b> <b>AE 2.7 – 2.12</b>	<b>1. Diversity</b> <b>2. Assessment</b> <b>3. Closing the Achievement Gap</b> <b>4. Technology</b>	<b>3:Individual Learning Differences</b> <b>4:Instructional Strategies</b> <b>7:Instructional Planning</b> <b>8: Assessment</b>	<b>1,4</b>
<b>Exam 1</b> CFO: 1 SLO: 1, 2, 4	<b>V. Assesses &amp; communicates learning results</b>	<b>N/A</b>	<b>1. Diversity</b> <b>2. Assessment</b> <b>3. Closing the Achievement Gap</b>	<b>8: Assessment</b> <b>9:Professional and Ethical Practice</b>	<b>1</b>
<b>Exam 2</b> CFO: 1 SLO: 4, 5	<b>III. Creates &amp; maintains learning climates</b> <b>V. Assesses &amp; communicates learning results</b>	<b>N/A</b>	<b>1. Diversity</b> <b>2. Assessment</b> <b>3. Closing the Achievement Gap</b>	<b>3:Individual Learning Differences</b> <b>8: Assessment</b>	<b>1</b>
<b>Exam 3</b> CFO: 1 SLO: 1,2, 3, 10, 11	<b>II. Designs &amp; plans instruction</b> <b>III. Creates &amp; maintains learning climates</b> <b>V. Assesses &amp; communicates</b>	<b>N/A</b>	<b>1. Diversity</b> <b>2. Assessment</b> <b>3. Closing the Achievement Gap</b>	<b>3:Individual Learning Differences</b> <b>8: Assessment</b>	<b>1</b>

	learning results				
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**Assignment/Assessment Descriptions:**

Program:	P-5 LBD	EDSP 367 Educational Assessment
Assessment (point value)	Description	
<b>Case Study: test administration and interpretation</b> <i>(implemented as part of field experience) (35%)</i>	Students will administer standardized academic achievement tests to a school-age individual (K-12). The test results will be norm-referenced, analyzed for intra-individual strengths and weaknesses, and a professional report will be written which interprets and summarizes the student's performance. The test and further information concerning the implementation and completion of the assignment will be supplied in class and on <i>Blackboard</i> . A specific structure for writing the report will be provided. (Testing materials are in the course packet). <b>DUE DATE: Monday, November 2</b>	
<b>Writing an Individualized Education Program (20%)</b>	Assessment information from the Case Study will be used, and a Kentucky State Department of Education IEP form will be completed on the Case Study subject. (Materials on-line @ <a href="http://www.kde.org">www.kde.org</a> ). <b>DUE DATE: Monday, November 9</b>	
<b>Examinations</b> <b>#1 (15%)</b> <b>#2 (15%)</b> <b>#3 (15%)</b>	Each examination will cover content from the course textbook readings and class sessions up to that point (Exam. 1), or since the previous exam (Exams. 2, Final). Part of each class session prior to an examination will comprise a review of material that may be on the exam. Students are strongly encouraged to have prepared for the exam as much as possible by that time so that they are able to ask and answer questions during the review. The final exam will, to some extent, evaluate students' understanding of content from the complete course. Students also are encouraged to ask questions about any matters pertaining to the course requirements and content during class sessions, but also outside of class during the instructor's office hours, or by appointment, or via e-mail and telephone if desired. Please be proactive in trying to ensure your best performance in the course by keeping up with the work schedule, and taking the necessary steps to clarify any doubts or misunderstandings about any of the course requirements.  <p style="text-align: right;"> <b>DATES</b>  <b>Exam 1: Wednesday, September 16</b>  <b>Exam 2: Wednesday, October 21</b>  <b>Final exam: Friday, December 11</b>  <b>(10:15 – 12:15)</b> </p>	

## **CLASS STRUCTURE**

A combination of lecture, small group, interactive discussion, and directed application and simulation activities will be used during class meetings. Following is a schedule of the class topics for each week and corresponding reading. Additional information will be provided describing the organization, content, and evaluation criteria for assignments to be completed during the semester.

## **COURSE TEXT**

Salvia, J., Ysseldyke, J., & Bolt, S. (2010; 11<sup>th</sup>. ed.). Assessment in Special & Inclusive Education. Belmont, CA: Wadsworth

## **COURSE PACKET**

Materials necessary for applied assignments and for in-class activities are included in the required course packet.

## **COURSE REQUIREMENTS**

### **ASSESSMENT STRATEGIES**

Several types of traditional and authentic assessment strategies are utilized in the evaluation of student performance on the course objectives and competencies. They are as follows:

### **TRADITIONAL ASSESSMENT STRATEGIES**

The following assessment activities will be utilized in the course:

- ◆ tests which include combinations of multiple-choice and essay questions, requiring both knowledge and application;
- ◆ student papers in the form of written reports;
- ◆ case studies based on applied assessment during field experiences.

### **AUTHENTIC ASSESSMENT TASKS**

The following assessment tasks will be utilized in the course:

- ◆ formal assessments, involving the administration of standardized academic instruments;
- ◆ informal assessment, involving anecdotal records and data collection;
- ◆ assessment reports, interpreting the results of the formal and informal assessment tasks;
- ◆ development of IEPs, based on the formal and informal assessment results;

## **Americans with Disabilities Act**

Any student with special needs as described under The Americans with Disabilities Act (ADA, 1990) should contact the instructor during the first week of classes. It is important to discuss any accommodations that are needed, or that might be helpful in ensuring that the student is able to complete all work assigned in the course. In addition, any student who wishes to discuss specific learning difficulties experienced in the course, should not hesitate in discussing these concerns with the instructor. The success of every student in meeting the course requirements is the major goal of the course.

Although a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and

services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, [www.moreheadstate.edu/acs/](http://www.moreheadstate.edu/acs/).

**Academic Honesty**

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

**Regular Attendance**

Attendance at all class sessions is required. Participation in class activities and discussions comprises an essential part of the learning experience of the course. Advance notice when possible, and written or verbal explanations are required for any absences, and also constitute responsible professional behavior and courtesy. Students are responsible for obtaining notes and any materials pertaining to classes from which they were absent. Because this is a class offered via ITV, students may request a video-tape copy of a class session missed to be viewed at a time convenient to themselves. Attendance will be taken regularly, and may be taken into account when each student’s final grade for the course is calculated when a student’s grade is within 2 points of the next letter grade.

**N.B.** Attendance at class sessions of any person other than the registered MSU student, such as children or friends, is at the discretion of the course instructor. Advance requests should be made if a student wishes to be accompanied by another person, and it may not be assumed that permission will be given, so students should make every effort to accommodate the needs of these other persons without bringing them to class.

**N.B.** Assignments submitted late without prior arrangement with the course teacher will be penalized two points per weekday late.

GRADE WEIGHTING: Total = 100%		Grades will be earned as follows:	
Assignment 1 = 35%	Exam 1 = 15%	A = 90% - 100%	D = 60% - 69%
Assignment 2 = 20%	Exam 2 = 15%	B = 80% - 89%	E = ≤60%
	Exam 3 = 15%	C = 70% - 79%	

**Campus Safety Statement:**

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at [www.moreheadstate.edu/emergency](http://www.moreheadstate.edu/emergency).

## SCHEDULE

Week Beginning	Topic	Required Reading From
August 17	Introduction to assessment of students; Purposes of assessment; Federal Legislation and assessment	Ch. 1 Ch. 2
August 24	Assessment of academic achievement: Standardized test administration	Ch. 10, 14 Pckt. Materials
August 31	Assessment of academic achievement: Standardized test administration	Ch. 14 Pckt. Materials
September 7	<i>[Monday 09/07/09: Labor Day Holiday – no class]</i> Measurement basics; Descriptive statistics: Measures of central tendency; Measures of Dispersion/variability; Correlations	Ch. 3
September 14	Exam 1 Quantification of test performance on norm-referenced Tests; Understanding test scores	Ch. 3
September 21	Understanding test scores	Ch. 3
September 28	Observational assessment;	Ch. 6
October 5	Technical adequacy of tests: Reliability	Ch. 4
October 12	Technical adequacy of tests: Validity & Norms	Ch. 4, 3
October 19	Exam 2 The IEP process; Writing IEPs using Kentucky State Department of Education format	Ch. 2, 20 Pckt. Materials
October 26	The IEP process: Teacher decision making	Ch. 21
November 2	Making entitlement decisions Assessing Response to Instruction [RTI]	Ch. 20 Ch. 21
November 9	Assessing Response to Instruction [RTI]	Ch. 20
November 16	Curriculum-based Assessment & Measurement	Pckt. Materials

November 23	Curriculum-based Assessment & Measurement <i>[Thanksgiving Holiday: 11/25-11/27]</i>	Pckt. Material
November 30	Adapting tests to accommodate students with disabilities Communicating assessment information	Ch. 5 Ch. 23
December 7	Final Exam: Friday, 12/11/09 (10:15 - 12:15)	