



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

**COURSE SYLLABUS
EDSP 367: Educational Assessment (Credit Hours: 3)
Fall, 2011**

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Class Schedule: MWF₁ 11:30 - 12:30
ITV Sections: 200, 203
Office Hours: MWF₁ 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

PURPOSE

The purpose of this course is to provide students with the knowledge and skill necessary for accurate diagnosis of children's proficiency in the basic academic tasks of reading, writing, spelling, and mathematics. In this process, particular attention will be given to developing appropriate measurement strategies which provide an effective inventory of skills. The focus of all measurement/evaluation activities will be on tasks having strong classroom relevance and instructional validity.

Observational and informal assessment procedures as well as standardized measures will be addressed. Types of assessment to be studied include intelligence, academic achievement, adaptive and social behavior, and curriculum-based academic diagnostic procedures. In addition, students will receive practical training in the administration, analysis and application of tests and test results aimed at enhancing children's academic performance including assessment-related issues regarding special education classification and placement decisions. Implicit in all assessment activities will be a strong consideration of issues of technical adequacy, in particular the reliability and validity of all measures used. This course will specifically address the interaction between assessment practices - in particular, standardized testing and curriculum-based measurement- and differentiated instructional practice.

FIELD EXPERIENCE: 10 hours; Level III

Conceptual Framework Outcomes (CFOs):

“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.

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.

Course Objectives/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. 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.
8. Write an IEP for the subject of the assessment battery based on the test data, using Kentucky Department of Education (KDE) format and guidelines.
9. Describe procedures for establishing the technical adequacy of assessment instruments, and use that knowledge to discriminate among assessment instruments for use in schools.
10. Administer and interpret Curriculum-based Measurement probes in basic academic skills.

Relationship of EDSP 367 to:

1. The National Council for the Accreditation of Teacher Education (NCATE) Standards and Themes
2. The Teacher Standards for Preparation and Certification of the Kentucky Education Professional Standards Board (EPSB)
3. The Council for Exceptional children (CEC) Initial Content Standards
4. Kentucky Core Academic Standards
5. Kentucky Teacher Standards (KYS)

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Program: LBD + P-5; LBD + 5-9; P-5 Course: EDSP 367 Educational Assessment					
Aligned with → Assessment → (point values)	Kentucky Teacher Standards (KYS)	Kentucky Core Academic Standards (KCAS)	Education Professional Standards Board (EPSB)	Council for Exceptional Children [CEC] Initial Content Standards	National Council for Accreditation of Teacher Education (NCATE) Standards and Themes
Case Study: test administration & interpretive report (30%) CFO: 1, 2, 5 SLO: 4, 5, 6, 8	IV VI IX	Goal 1 Basic skills in Communication & mathematics Goal 2 Application of Core Concepts Goal 5 Think and Solve Problems Goal 6 Connect and Integrate Knowledge	1. Diversity 2. Assessment 3. Closing the Achievement Gap 4. Technology	3:Individual Learning Differences 4:Instructional Strategies 7:Instructional Planning 8: Assessment	I. Knowledge, Skills, Dispositions III.Assessment IV. Diversity
Writing an	I	Goal 1	1. Diversity	3:Individual	I. Knowledge,

Individualized Education Program (IEP) (15%) CFO: 1, 2, 4, 5 SLO: 1,2, 3, 4, 5, 6, 9	IV VI IX	Basic skills in Communication & mathematics Goal 2 Application of Core Concepts Goal 5 Think and Solve Problems Goal 6 Connect and Integrate Knowledge	2. Assessment 3. Closing the Achievement Gap 4. Technology	Learning Differences 4:Instructional Strategies 7:Instructional Planning 8: Assessment	Skills, Dispositions IV. Diversity
Curriculum-Based Measurement administration & progress monitoring (10%) CFO: 1, 2, 4, 5 SLO: 3, 4, 9, 10	IV VI IX	Goal 1 Basic skills in Communication & mathematics Goal 2 Application of Core Concepts Goal 5 Think and Solve Problems Goal 6 Connect and Integrate Knowledge	1. Diversity 2. Assessment 3. Closing the Achievement Gap 4. Technology	3:Individual Learning Differences 7:Instructional Planning 8: Assessment	I. Knowledge, Skills, Dispositions IV. Diversity
Exam 1 (15%) CFO: 1 SLO: 1, 2, 4	IV	N/A	1. Diversity 2. Assessment 3. Closing the Achievement Gap	8: Assessment 9:Professional and Ethical Practice	I. Knowledge, Skills, Dispositions
Exam 2 (15%) CFO: 1 SLO: 4, 5	II IV	N/A	1. Diversity 2. Assessment 3. Closing the Achievement Gap	3:Individual Learning Differences 8: Assessment	I. Knowledge, Skills, Dispositions
Exam 3 (15%) CFO: 1 SLO: 1,2, 3, 10, 11	I II IV	N/A	1. Diversity 2. Assessment 3. Closing the Achievement Gap	3:Individual Learning Differences 8: Assessment	I. Knowledge, Skills, Dispositions

Assignment/Assessment Descriptions:

Program: LBD + P-5; LBD + 5-9; P-5 Course: EDSP 367 Educational Assessment	
Assessment (point value)	Description
Case Study: test administration and	Candidates will administer standardized academic achievement tests to a school-age individual (K-12). The test results will be norm-

interpretation (30%) DUE DATE: Monday, October 31	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).
Writing an Individualized Education Program (15%) DUE DATE: Monday, November 7	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 @ www.kde.org).
Curriculum-Based Measurement administration & progress monitoring (10%) DUE DATE: Wednesday, October 19	Candidates will administer five informal CBM probes in at least two of the basic academic skills of reading fluency, mathematics, spelling or written expression to a school-age individual (K-12). The resulting data will be graphed and analyzed for data trends, and a brief professional report will be written which interprets and summarizes the student's performance, and identifies any implications for instructional modification. Materials to be used in this task will be supplied via Blackboard.

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; 11th. 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.

<p><i>All students in this course are required to purchase a Folio 180 account.</i></p> <p>To purchase Folio180 online or through the MSU Bookstore:</p> <ol style="list-style-type: none"> 1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase. 2. To purchase online, go to www.folio180.com/msuky/coe <http://www.folio180.com/msuky/coe> 3. Complete registration and payment information. Your login information will be emailed to you. 4. Note: if you have a Tk20 account, you will NOT need to purchase Folio180--we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page. 5. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU. 6. NOTE: students must have purchased or activated their Folio180 account by midterm or they will receive an "E" at midterm per TEP policy.

SCHEDULE

Week Beginning	Topic	Required Reading From
August 22	Introduction to assessment of students; Purposes of assessment; Federal Legislation and assessment	Ch. 1 Ch. 2
August 29	Assessment of academic achievement: Standardized test administration	Ch. 10, 14 Pckt. Materials
September 5	Assessment of academic achievement: Standardized test administration <i>[Monday 09/05/11: Labor Day Holiday – no class]</i>	Ch. 14 Pckt. Materials
September 12	Measurement basics; Descriptive statistics: Measures of central tendency; Measures of Dispersion/variability; Correlations	Ch. 3
September 19	Exam 1 Quantification of test performance on norm-referenced Tests; Understanding test scores	Ch. 3
September 26	Understanding test scores	Ch. 3
October 3	Observational assessment;	Ch. 6
October 10	Curriculum-based Assessment & Measurement	Pckt. Materials
October 17	Curriculum-based Assessment & Measurement	Pckt. Materials
October 24	Exam 2 The IEP process; Writing IEPs using Kentucky State Department of Education format	Ch. 2, 20 Pckt. Materials
October 31	The IEP process: Teacher decision making	Ch. 21
November 7	Making entitlement decisions Assessing Response to Instruction [RTI]	Ch. 20 Ch. 21
November 14	Assessing Response to Instruction [RTI]	Ch. 20
November 21	Technical adequacy of tests: Reliability <i>[Thanksgiving Holiday: 11/24-11/26]</i>	Ch. 4

November 28	Technical adequacy of tests: Validity & Norms	Ch. 4, 3
December 5	Adapting tests to accommodate students with disabilities Communicating assessment information	Ch. 5 Ch. 23
December 12	Final Exam: Friday, 12/16/11 (10:15 - 12:15)	

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, analysis, synthesis and evaluation;
- ◆ 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, CBM administration 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;

EXAMINATIONS

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.

DATES Exam 1: Wednesday, September 21

Exam 2: Wednesday, October 26
Final exam: Friday, December 16 (10:15 – 12:15)

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 the 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.

Assignments & Tests

Assignments are due by the date specified, or may be submitted at any earlier date. Assignments that are submitted late without prior arrangement with the instructor will be penalized 2 points for each weekday late. Even if you miss the due date and will incur a penalty for late submission, you should always submit the work in order to obtain the maximum possible points. Make-up tests are available to you when you miss a test due to extenuating, excusable circumstances, such as sickness and death of a significant person in your life.

However, prior arrangement for taking a make-up test must be made with the instructor in writing (or via e-mail) or in person (with relevant documentation where available), and the make-up test must be taken within one week of the original test date. If you are unable to provide prior notification, you should communicate with the instructor as soon as possible after missing the test to discuss arrangements for taking the test. I will make every effort to support your success in the course, but it is expected that you will assume full responsibility for your own success also.

GRADE WEIGHTING: Total = 100%		Grades will be earned as follows:	
Assignment 1 = 30%	Exam 1 = 15%	A = 90% - 100%	D = 60% - 69%
Assignment 2 = 15%	Exam 2 = 15%	B = 80% - 89%	E = ≤60%
Assignment 3 = 10%	Exam 3 = 15%	C = 70% - 79%	

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>

Americans with Disability Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though 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/

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 <http://www.moreheadstate.edu/emergency>