

**SPD 537: Assessment in Special Education**  
*SPD 537 is a required course for the Master's Degree in Special Education  
and Educational Diagnostician Certification*  
**College of Education**  
**Department of Language, Literacy and Special Populations**

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**Text:** Salvia, J. & Ysseldyke, J. (2007). *Assessment* (10<sup>th</sup> Edition). New York, NY: Houghton-Mifflin Company.

**Course Description:**

This course addresses basic measurement principles, formal and informal assessment, and the connection of assessment to instruction. Students gain experience with diagnostic tools for assessing achievement, social behavior, adaptive behavior, language, vocational, and perceptual-motor skills. Response to intervention and curriculum-based measurement also are addressed.

**Mission Statement, College of Education:**

*"Through excellent instruction, research and public service, the College of Education provides students with opportunities to develop knowledge, skills, strategies, and experiences which allow them to serve in diverse roles and function productively in society."*

**Course Objectives:**

The learner will:

1. apply basic philosophies of assessment in a case study
2. assess students according to laws and policies related to individuals with exceptional learning needs.
3. select definitions of disabilities and the range of abilities within disability groups.
4. state factors influencing overrepresentation and stigmatization of persons with linguistic and cultural differences
5. review a test to demonstrate the qualifications necessary to administer and interpret tests
6. review a test to demonstrate knowledge of standards for test reliability and validity
7. review a test to demonstrate knowledge of procedures used for test standardization
8. review a test to demonstrate knowledge of sources of test error and standard error of measurement
9. administer various types of assessment instruments, including measures of academic achievement, adaptive behavior, language development, perceptual motor skills
10. review a test to demonstrate basic use and knowledge of limitations of standardized tests
11. make decisions according to legal guidelines to minimize bias in the use assessment instruments
12. discuss controversies in assessment and eligibility for special education
13. discuss the process for prereferral, referral, assessment, and eligibility for special education
14. administer tests according to legal and ethical principles of assessment
15. appropriately administer and score commonly used assessment instruments
16. apply and use formal and informal assessment information for educational decision-making, eligibility, placement, program planning, and program evaluation
17. administer tests adhering to principles of confidentiality, privacy, and parent-student rights
18. assess a student and make recommendations for programming

19. interpret formal and informal assessment information for instruction, including various derived scores

**Standards Matrix:**

<b>Objectives/Learning Outcomes</b>	<b>Activities (* indicates field-based activity)</b>	<b>Performance Assessment</b>	<b>Standards: •State Standards •CEC</b>
Apply basic philosophies of assessment	Classroom presentation and discussion	Written statement of personal philosophy of assessment in portfolio	<u>1.3k</u> 1.1k
Conduct assessment according to laws and policies related to disability field	Jigsaw activity with Parent's Rights; Blackboard Quiz on Parents' Rights Handbook	Quiz	<u>1.1k, 1.2k, 1.4k, 1.5k, 2.1k, 2.2k, 4.2, 1.2k, 8.1k</u>
Select definitions of disability types	Alphabet soup activity with disability types and criteria; Blackboard Quiz on disability criteria according to IDEA 2004 and SBOE Rules	Quiz	<u>6.1k</u> 2.1k
Review test standardization procedures	Review of a standardized test; Test 1	Quiz	<u>6.4 k</u> 8.4k
Review technical characteristics of tests	Test Review and Presentation; Test 1	Evaluation of a Test	<u>6.2k, 6.3k, 6.5k, 6.6k, 6.10k</u> 8.2k, 8.3k, 8.5k
Administer tests of various types and purposes	Test Administration and Report	Evaluation Evaluation Report	<u>1.1s, 6.12k</u> 8.7k, 8.4s
Review a test and discuss its limitations, possible sources of bias, and legal guidelines in standardized measures	Classroom presentation and discussion; Test Review	Written response to Case Study	<u>6.7km, 6.8k</u> 8.7k
Discuss issues, philosophies, and controversies in evaluation	Classroom presentation and discussion	Written response to Case Study	<u>1.3k</u> 1.1k
Discuss the evaluation process from prereferral to determination of eligibility and placement	Classroom presentation and discussion	Quiz	<u>4.1k, 4.3k, 6.9k,</u> 1.2k
Administer and score commonly used evaluation instruments	Individual Test Administration and Assessment Report	Evaluation Evaluation Report	<u>2.7s</u> 8.3s, 8.5s, 8.6s, 8.7s, 8.8s
Conduct formal and informal assessments that sample a range of behaviors	Individual Test Administration; Curriculum Based Measures, and Assessment Report; Portfolio	Evaluation Evaluation Report and Portfolio	<u>9.1k,</u> 8.4s
Apply assessment information for program planning	Classroom presentation and discussion; Case Study Report	Written response to Case Study	<u>1.1s</u> 8.11s
Apply principles of nonbiased assessment	Classroom presentation and discussion	Written response to Case Study	<u>5.2s, 6.5s, 7.1k, 7.2k, 7.3k, 7.4k, 7.5k, 7.2s</u> 2.2, 3.1k
Interpret formal and informal assessment information	Individual Test Administration and Assessment Report; Portfolio	Evaluation Evaluation Report and Portfolio	<u>6.10k, 6.3s, 6.4s, 6.7s, 6.10s, 6.11s, 10.1s</u> 8.7k, 8.11s

Web address for state standards: <http://www.sbec.state.tx.us>

Web address for Council for Exceptional Children: <http://www.cec.sped.org/>

**Course Format:** SPD 537 is taught in the classroom using group activities, Powerpoint presentations, test demonstrations, Blackboard enhancement via Internet, and individual presentations.

**Course Content:** SPD 537 presents basic concepts of measurement, an introduction to test administration, various types of assessment in academic and nonacademic areas, and legal issues related to special education.

**Course Requirements:**

1. Attend class and participate in group discussions.
2. Complete evaluation activities, portfolio, and an evaluation report
3. Review a standardized norm-referenced test
4. Present a case study and portfolio report in class.
5. Take quizzes and final exam.

**Expectations:**

1. All tests must be handled in accordance with standards of the APA. Particular emphasis must be given to confidentiality, copyright laws, and ethical use of test materials.
2. Falsification of records (test results or test protocols) is a violation of state law. Anyone falsifying records will be dismissed from the Special Education Program.
3. Accurate and detailed records of assessment information must be maintained. Students who do not demonstrate accurate administration and scoring will not receive course credit.
4. Written consent for assessment must be obtained; rights to privacy and confidentiality must be maintained by the use of first names only
5. Attendance and participation are critical in this class. Each student is expected to participate in discussions and testing sessions; absence of more than 3 hours may result in a grade reduction

**STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

**DISABILITY POLICY**

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

## Activities

1. Each student will administer the following tests: *Woodcock-Johnson II Tests of Achievement*, *Wechsler Individual Achievement Test-II*, the *Kaufman Test of Educational Achievement-II*, the *Occupational Aptitude Survey and Interest Schedule-3*, the *Beery Test of Visual Motor Integration*, *Comprehensive Test of Phonological Processing*, a language test, the *Gray Oral Reading Test-4*, an adaptive behavior scale, and a curriculum-based measure.
2. Each student will complete an evaluation of a child and submit a report based on testing, observation, work samples, and use of extant information; due December 4<sup>th</sup>. **You must submit this evaluation report to TK-20 in order to receive credit for this class.**
3. Each student will compile a portfolio with work samples for the child that they assess
4. Each student will demonstrate competency in test administration in class
5. Each student will select a test for review that is not among those listed in 1 above.
6. Written responses will be developed in class to case studies.
7. Online quizzes and an in-class mid-term and final exam will be given.

**Evaluation:** Tests and projects will be evaluated by an objective point system or with a standard rubric.

## Grading

<u>Activity</u>	<u>Points</u>	<u>Grade</u>
Test Review	20	93% = A
Quizzes	15	86% = B
Curriculum-Based Measures	5	79% = C
Test Protocols (8 at 5 points)	40	
Assessment Report & Portfolio	20	
Final Exam	100	
Mid-Term Exam	100	

## Evaluation of Content Portfolio SPD 537

ITEM/CRITERION	RATING	
	Points Earned	Possible Points
<b>Evaluation of Standardized Test</b>		
Qualifications to administer test		2
Reliability of the test		2
Validity of the test		2
Description of normative scores		2
Description of norm group		2
Description of standardization procedures		2
Standard error of measurement		2
Sources of test error		2
Uses and limitations of test		2
Strengths and weaknesses of test (your opinion)		2
<b>Assessment Report</b>		
Report is objective and accurate		2
Report is professionally written		2
Report includes accurate observations		2
Report includes adequate instructional recommendations		2
Instructional recommendations are based on data		2
Report use benchmark/criterion-referenced test re strengths & needs		2
Report reflects accurate interpretations of data		2
Report considers diverse student characteristics		2
<b>Portfolio Assessment</b>		
Portfolio reflects student characteristics		2
Portfolio includes student work samples		2
<b>Accurate administration of <i>Test of Visual-Motor Integration</i></b>		5
<b>Accurate administration of vocational assessment instrument</b>		5
<b>Accurate administration of language test</b>		5
<b>Accurate administration of adaptive behavior scale</b>		5
<b>Accurate admin. of <i>Woodcock-Johnson III Tests of Achievement</i></b>		5
<b>Accurate admin. of <i>Wechsler Individual Achievement Test-II</i></b>		5
<b>Accurate admin. of <i>Kaufman Test of Educational Achievement-II</i></b>		5

### Rating Scale for Standardized Test Evaluation and Assessment Report/Portfolio Assessment

0= item not addresses    1= item fails to meet expectations    2= item meets expectations

### Test Administration Criteria

5= no errors

3= 1-2 minor errors

4= no errors affecting scores

2= more than 2 errors, retest

**Recommended Readings:**

- Council for Educational Diagnostic Services. *Assessment for Effective Intervention*.
- Embretson, S.E. & Reise, S. P. (2000). *Item response theory for psychologists*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Idol, L., Neven, A. & Paolucci-Whitcomb. P. (1999) *Models of curriculum-based assessment*. (3<sup>rd</sup> ed.). Austin, TX: Pro-Ed.
- Kleinert, H.L., & Farmer-Kearns, J. (2001). *Alternate assessment*. Baltimore, MD: Paul H. Brookes Publishing.
- Sattler, Jerome M. (2002). *Assessment of children: Behavioral and clinical applications* (4<sup>th</sup> ed.). San Diego, CA: Jerome M. Sattler, Publisher.
- Sattler, Jerome M. (2006). *Assessment of children: Cognitive Applications* (4<sup>th</sup> ed.). San Diego, CA: Jerome M. Sattler, Publisher.
- Thurlow, M.L., Elliott, J.L. & Ysseldyke, J.E. (1998). *Testing students with disabilities: Practical strategies for complying with district and state requirements*. Thousand Oaks, CA: Corwin Press.

**Testing Portfolio**

This notebook should contain the following:

1. Assessment report for a school-age “case study” child based on:
  - DIBELS or AIMS curriculum-based measure
  - Standardized academic test (WJ-III, WIAT-II, or KTEA-II)
  - Language Test (TOLD-III or OWLS)
  - Vineland Adaptive Behavior Scale-II
2. Student work samples and artifacts
3. Standardized test protocols (WJ-III, WIAT-II, KTEA-II, TOLD or OWLS, CTOPP, VMI, OASIS, GORT-4)

**Testing Assignments:**

- ✓ WJ-III, WIAT-II, or KTEA-II: 1 administration of each; 1 is for your “case study” child; others may be given to any subject relevant to the normative group
- ✓ DIBELS or AIMS curriculum-based measure for your “case study” child
- ✓ TOLD-III or OWLS for your “case study” child
- ✓ Adaptive Behavior Scale for your “case study” child
- ✓ CTOPP, OASIS, VMI, GORT-4 given in class to your partner; both partners sign protocols; place a copy of the cover sheet in one of your Testing Portfolios, while the other submits the protocol

## Schedule

Date	Topic	Chapter	Test/Assignment
August 21	Assessment of Students, Assessment Processes and Concerns, How to Evaluate a Test	Ch. 1, 2, 15	Test Review
August 28	Response to Intervention	Ch. 30	DIBELS, AIMS Web*
September 4	Quantification of Test Performance Norms	Ch. 4, 5, 6	
September 11	Reliability Validity	Ch. 7, 8	
September 18	Assessment of Academic Achievement and Reading	Ch. 21, 22	WIAT-II*
September 27	CHC Theory		WJ-III ACH*
October 2	Testing for Accountability	Ch. 31	KTEA-II*
October 9	Mid-Term Exam	Ch. 1-2, 4-8, 21-22, 15 Class Notes	Test Review Due
October 16	Assessment of Math, Language	Ch. 23, 24	TOLD-III, OWLS*
October 23	Assessment of Adaptive Behavior, Teacher Decision Making	Ch. 27, 28	Vineland-II*
October 30	Vocational Assessment Testing LEP Students	Ch. 10	OASIS* (in class)
November 6	Assessing Instructional Ecology, Assessing Perceptual-Motor Skills	Ch. 12, 20	VMI* (in class)
November 13	Legal Issues Procedural Safeguards	Ch. 3	GORT-4* (in class)
November 20	Dyslexia Testing Assessing Sensory Acuity	Ch. 19	CTOPP (in class)* <i>Last day to submit testing to be checked without penalty</i>
November 27	Adapting Tests to Accommodate Students with Disabilities, Three Tier Model Making Entitlement Decisions Eligibility	Ch. 9, 29	
December 4	Test Interpretation		Testing Portfolios Due
December 11	Final Exam	Ch. 9-10, 12, 19-20, 23-24, 27-29, 31; Class Notes	

*\*submit testing to be checked as soon as it is completed; do not defer test checks until the end of the course*

