

**University of North Texas at Dallas
FALL 2015
SYLLABUS**

EDSP 4320: EDUCATIONAL ASSESSMENT AND EVALUATION OF EXCEPTIONAL LEARNERS 3HRS	
Division of Education and Human Services	
Instructor Name:	Dr. Judy Anderson
Office Location:	DAL 2, 302
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Office Hours:	By Appointment
Virtual Office Hours:	N/A
Classroom Location:	DAL 1, Room 248
Class Meeting Days & Times:	Monday 5:30 PM – 8:20 PM
Course Catalog Description:	<p>3 hours. Examines a variety of assessment and evaluation strategies that are appropriate for special and general education settings. Knowledge of basic testing procedures and terminology as related to the exceptional learner. Interpretation and utilization of test data in developing individual education plans. Introduction to curriculum-based assessment. Field experiences include administration of academic and teacher-made assessments.</p> <p>This course requires an assignment that will be uploaded and assessed in the UNT Tk20 Assessment System. This will require the one-time purchase of Tk20. Student subscriptions will be effective for seven years from the date of purchase. Key assignments must be uploaded into the Tk20 system for instructors to assess. Please go to the following link for directions on how to purchase Tk20. Announcements regarding Tk20 will also be posted on this website:</p> <p>http://www.coe.unt.edu/tk20</p>
Prerequisites:	EDSP 3210 or equivalent and EDSP 3420
Co-requisites:	
Required Text:	Cohen, L.G. & Spenciner, L.J. (1998). Assessment of children and youth with special needs (5 th ed.). New York: Longman.
Recommended Text and References:	Jones, C.(1998). Curriculum based assessment: The easy way. (2 nd edition). Springfield, Il: Charles Thomas
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhg.follett.com
Course Goals or Overview:	
	Aligned with state and national standards, the goal of this course is to introduce the future educator to the complexities of assessment as related to the exceptional learner. Communication of data through verbal and written formats will be emphasized. The enhancement of professional judgment and development of ethical practices will be underlying features of all instruction.

Learning Objectives/Outcomes: At the end of this course, the student will	
1	Be able to administer and interpret a variety of assessment instruments.
2	Demonstrate the ability to communicate test data in a written format.
3	Define cultural and environmental issues of children and their families.
4	Identify characteristics of the exceptional learner.
5	Utilize assessment data to develop an individual education plan.
6	Understand curriculum-based assessment.

The competencies for this course are taken from the [Council for Exceptional Children Initial Level Knowledge and Skills, Texas Standards for Special Education](#), and the [TeXes Competencies for Special Education EC-12](#).

Texas Special Education Standards

- I. The special education teacher understands and applies knowledge of the philosophical, historical, and legal foundations of special education.
- II. The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.
- III. The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.
- IV. The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities.
- V. The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.
- VI. The special education teacher understands and applies knowledge and procedures for planning instruction and managing teaching and learning environments.
- VII. The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.
- VIII. The special education teacher understands assistive technology as defined by state and federal regulations.
- IX. The special education teacher understands and applies knowledge of transition issues and procedures across the life span.
- X. The special education teacher promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.
- XI. The special education teacher promotes students' performance in English, language arts and reading.
- XII. The special education teacher promotes students' performance in mathematics.

TeXes Special Education Competencies

Domain I-Understanding Individuals with disabilities and evaluating their needs.

- **Competency 001-The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.**
- **E. Applies knowledge of human development and the effects of various types of disabilities on developmental processes in order to identify the needs of individuals with and without disabilities.**

- **Competency 002-The special education teacher understands formal and informal assessment and evaluation procedures and knows how to evaluate student competencies to make instructional decisions.**
- **A. Applies knowledge of basic terminology used in assessment and evaluation, the uses and limitations of various types of instruments and techniques and methods for monitoring the progress of individuals with disabilities.**
- **B. Understands ethical concerns related to assessment and evaluation including legal provisions, regulations and guidelines regarding unbiased evaluation and the use of psychometric instruments and instructional assessment measures with individuals with disabilities.**
- **C. Identifies appropriate evaluation strategies for individual students with diverse characteristics and needs (e.g., related to culture, language, personal beliefs, nature, severity of disabilities).**
- **D. Applies knowledge of procedures for screening, prereferral intervention, referral and determining eligibility, including criteria used to determine eligibility.**
- **E. Knows how to gather background information regarding academic, medical and family history, collaborate with parents/guardians and with other professionals to conduct assessments and evaluations, document ongoing student assessment and maintain accurate records.**
- **F. Knows how to interpret and apply information from formal and informal assessment and evaluation instruments and procedures, including, interpreting various types of scores (e.g., standard scores, percentile ranks, age/grade equivalents).**
- **G. Knows how to communicate assessment and evaluation results appropriately to individuals with disabilities, parents/guardians, administrators and other professionals.**
- **H. Understands the reciprocal nature of assessment and instruction; applies skills for developing individualized assessment strategies to evaluate the results of instruction; and knows how to use assessment and evaluation results to design, monitor and modify instruction for individuals with disabilities.**
- **I. Knows how to design and use ecological assessments, portfolio assessments, task analyses and functional assessments (e.g., behavioral, social, communication) to accommodate the unique abilities and needs of individuals with disabilities.**
- **J. Applies skills for using assessment and evaluation information from various sources (e.g., teachers other professional, parents/guardians, individuals with disabilities) to make instructional decisions, plan effective programs for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds, and identify supports needed for integration into various program placements.**

Domain II-Promoting student learning and development

- **Competency 003-The special education teacher understands and applies knowledge of procedures for planning instruction for individuals with disabilities.**
- **I. Knows how the general or special classroom and other learning environments (e.g., home, job site, cafeteria, transportation, community) impact student learning and behavior and applies strategies for planning educational environments that promote students' learning, active participation, communication, self-advocacy, increased independence and generalization of skills.**

- **Competency 005-The special education teacher knows how to promote students' educational performance in all content areas by facilitating their achievement in a variety of settings and situations.**
- **C. Knows how to use assessment results to design, monitor and adapt instruction to enhance student learning and applies skills for selecting, adapting and using effective, research-based instructional strategies, practices and materials that are developmentally appropriate and age appropriate and that meet individual needs.**
- **Competency 006-The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.**
- **A. Applies knowledge of how culturally and/or linguistically diverse backgrounds of students impact behavior management and social skills instruction.**
- **C. Applies knowledge of ethics, laws, rules and procedural safeguards related to planning and implementing behavior management and discipline for individuals with and without disabilities.**
- **J. Understands functional behavior assessments and evaluations and their role in developing behavior intervention plans.**
- **Competency 007-The special education teacher understands and applies knowledge of transition issues and procedures across the life span.**
- **D. Knows how to teach students skills for coping with and managing transitions.**

Domain III-Promoting student achievement in English Language Arts and Reading and in Mathematics

- **Competency 008-The special education teacher promotes students' performance in English Language Arts and Reading.**
- **B. Knows how to use a variety of assessment practices and procedures to plan and implement instruction in English language arts and reading that is responsive to the strengths and needs of individuals with disabilities.**

Domain IV-Foundations and professional roles and responsibilities

- **Competency 010-The special education teacher understands the philosophical, historical and legal foundations of special education.**
- **A. Knows the historical foundations of special education, major contributors to the literature, major legislation relevant to knowledge and practice in the education of individuals with disabilities and current issues and trends in special education.**
- **C. Applies current educational terminology and definitions regarding individuals with disabilities, including professionally accepted classification systems and current incidence and prevalence figures.**
- **Competency 011-The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.**

- **A. Knows how to exercise objective professional judgment, maintain a high level of competence and integrity in professional practice and participate in professional activities and organizations that may benefit individuals with disabilities, their parents/guardians and/or colleagues.**
- **C. Applies skills for participating effectively in identifying, diagnosing, placing and developing programming for students with disabilities, including using advocacy skills and competencies to support the education of students in least restrictive environments.**
- **D. Applies knowledge of assurances and due process rights related to assessment, eligibility and placement and knows the rights and responsibilities of parents/guardians, students, teachers, other professionals and schools.**

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by announcements in class and/or via e-mail.

TOPICS	TIMELINE
Introduction to course; review syllabus	August 24, 2015
Chapter 1 Understanding Assessment Chapter 3 Assessment Framework	August 31, 2015
Chapter 5 Reliability and validity Chapter 6 Developing Technical Skills	September 14, 2015
QUIZ ONE (CHAPTERS 1,3,5,6) Chapter 8 Observing, interviewing, and conferencing Chapter 7 Test interpretation and report writing Scales of Independent Behavior-Revised Check out SIB-R tests	September 21, 2015
Go over Quiz One Chapter 15 Performance-based, authentic, & portfolio assessment Chapter 9 Behavior Slosson Intelligence Test-Revised Check out SIT-R tests OBSERVATIONS DUE	September 28, 2015
QUIZ TWO (CHAPTERS 7, 8, 9, 15) Practice scoring tests/Write test reports/ Discuss group presentations	October 5, 2015
Go over Quiz Two Chapter 10 Achievement Chapter 16 Cognitive development ASSESSMENT REPORT DUE	October 12, 2015

Chapter 11 Reading Chapter 12 Written Language Woodcock Reading Mastery Test-Revised Check out WRMT-R tests	October 19, 2015
QUIZ THREE (CHAPTERS 10, 11, 12, 16) Curriculum Based Assessment	October 26, 2015
Go over Quiz Three Chapter 13 Oral Language Chapter 14 Mathematics ASSESSMENT REPORT DUE	November 2, 2015
Chapter 2 Response to Intervention Chapter 4 Involving Families KeyMath-Revised Check out Key Math-R tests WHOLE BRAIN NOTEBOOK DUE ASSESSMENT REPORT DUE	November 9, 2015
QUIZ FOUR (CHAPTERS 2,4,13,14) Chapter 17 Young Children Chapter 18 Youth in Transition ASSESSMENT REPORT DUE	November 16, 2015
Go over Quiz Four GROUP PRESENTATIONS	November 23, 2015
Complete evaluations	November 30, 2015
QUIZ FIVE (Chapters 17, 18, CBA) Key assignment submitted to UNT Tk20 Assessment System	December 7, 2015

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Exams –Five quizzes will be administered over the course of the semester.

Assignments – A comprehensive assessment report will be developed over the course of the semester.

Projects – A group presentation will be completed over a chosen area of disability. A Whole Brain Notebook will be completed incorporating relevant terms from assigned readings.

Class Participation – Class attendance and participation in class discussions are required.

Quizzes: Five quizzes will be given during the course. Each will cover the material from the chapters discussed in class.

Assignments: Conduct a behavioral observation. Administer, Score, and Analyze Standardized Tests: All students will have the opportunity to administer, score, and analyze the following 4 tests:

- 1) Scales of Independent Behavior-Revised
- 2) Slosson Intelligence Test-Revised
- 3) Woodcock Reading Mastery Test-Revised
- 4) Key Math-Revised

These tests will be given to a student ranging in age from eight to fourteen years old. You are **NOT** to discuss any results from the testing with the examinee, school, or parent. Because you are learning how to administer the tests, the results are **NOT** reliable and should **NOT** be disclosed. In addition, you are to make **NO** recommendations for academic services to the examinee, school, or parent.

Please keep in mind that the testing materials are **VERY** expensive and **YOU** will be responsible for them while they are checked out under your name. Do **NOT** leave test materials in your car.

Due to the limited number of tests, they can only be checked for a one-week period. In order to check out a test kit you must present your student ID and TXDL. Please have your testing subject in mind as you only have one week to complete the testing. Students are only allowed to check out one test at a time.

A written report will be completed for each test administered. Information regarding what each report should contain will be further discussed in class.

Projects: Each student will be required to submit a Whole Brain Notebook based upon relevant terms/concepts from course readings. Forms and information for the project will be provided.

Students will be divided into groups in order to present on a selected disability. A rubric for the group presentation will be provided. Presentations should be 20-30 minutes in length. Visual aides are highly encouraged.

Grading Matrix:

Instrument	Value (points or percentages)	SLO
Quizzes	5 @ 50 points each (Total 250)	3,4,5,6
Administering, Scoring and Report Writing	4 @ 50 points each (Total 200)	1,2,5
Whole Brain Notebook	75 points (Total 75)	6
Group Presentation	50 points (Total 50)	4
Observation	25 points (Total 25)	3
TOTAL	600	

Grade Determination:

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = less than 60%

A grade of Incomplete is given ONLY under significant extenuating circumstance with supporting documentation and at the instructor's discretion.

University Policies and Procedures**Students with Disabilities (ADA Compliance):**

The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

The Division of Education and Human Services is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course. If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, [Disability Accommodations for Students](#), and by visiting Student Life, building 2, Suite 200. 972-780-3632, studentlife@unt.edu.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy:

All assignments are to be completed individually unless otherwise indicated by the instructor. A specific format and grading rubric will be provided for written assessment reports. Correct grammar, spelling, and punctuation are critical for maximum credit.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.