



College of Education
The University of Memphis
Instruction and Curriculum Leadership
SPED 3802
Dr. Laura Casey
lpcasey@memphis.edu

College of Education Norms

I take 100% responsibility.
I seek equity of voice.
I am willing to talk about sensitive issues.
I listen for understanding.
I appreciate the strengths and contributions of others.
I bring positive energy and encouragement to the team.
I commit to the mission of the college.
I am a professional and my actions reflect that role.

SPED 7001/8001 Test and Measurements for Exceptional children and Adults

Catalog Course Description: Overview of classroom and psychoeducational assessment practices and issues with the emphasis on curriculum based measurement, educational and psychological tests and rating scales used in classrooms, in special education or with at risk children. The course focuses on informed interpretation of test data and implications for instructional practices. Field experience: 8 hours. 3 semester hours. 3 credits.

Prerequisites: SPED 7000 or permission of the instructor

Text(s):

Required Text

Venn, J. (2007). *Assessing students with special needs* (4th ed.) Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Recommended Texts

(i.e., material presented in class may come from these sources as well and therefore you should be familiar with all material for tests).

Gronlund, N.E. (2006). *Assessment of student achievement*. (8th ed). Upper Saddle River,

NJ: Pearson Merrill Prentice Hall.

Salvia, J. & Ysseldyke, J. E. (2007). *Assessment in Special and Inclusive Education (10th ed.)*. Boston: Houghton Mifflin.

Reynolds, C., Livingston, R. and Willson, V. (2006). *Measurement and Assessment in Education*. Boston: Allyn & Bacon.

Selected readings and online activities will also be assigned.

Support of Conceptual Framework: This course supports diversity and leadership through describing the use of assessments in educational decision making at the individual, classroom, state and federal levels focusing on children in urban settings. It studies the cultural milieu of children, their families and the schools as part of a collaborative effort to maximize educational opportunities through unbiased assessment for all learners.

Key Program Assessment/ COEAS

There is an assessment case study which must be completed by all students as a course and program requirement. The case study is an individual project.

Course Objectives:

1. Understand the role of psychoeducational assessment in the design and delivery of regular and special education.
2. Understand the role of curriculum based measurement in the design and delivery of regular and special education.
- 3.. Understand and apply the statistical concepts necessary for the effective test score interpretation.
- 4.. Develop an awareness and familiarity with the major test instruments and techniques most commonly used in regular and special education assessments.
5. Understand and apply the statistical concepts necessary for the evaluation of test instruments and the interpretation of test data.
6. Develop increased awareness of the impact of acculturation factors on the generation and interpretation of assessment data.
7. Use assessment data to design appropriate interventions and instruction for typical and atypical learners.

8. Understand the state mandated test structure, accommodations which are legally allowable, best practice in high stakes test preparation and IEP preparation for state mandated tests recommendations.

COE: PILLARS OF PRACTICE

Pillar I: Content Knowledge and Skills

Pillar of Practice II: Knowledge of the Learner

Pillar of Practice III: Pedagogy/Instruction

Pillar of Practice IV: Assessment and Responsive Practice

Pillar of Practice V: Management of Classrooms and Individuals

Pillar of Practice VI: Personal and Professional Growth and Development

Objectives	Standard(s) Addressed by the Objective
Develop increased awareness of the impact of acculturation factors on the generation and interpretation of assessment data.	CORE 3.2 Candidates understand that cultural, ethnic, gender, and linguistic differences may be confused with or misinterpreted as manifestations of a disability and take actions to guard against inappropriate assessment and over and under identification of students for special education services. CORE 8.3 Candidates are aware of and guard against over and under identification of disabilities based on cultural, ethnic, gender, and linguistic diversity. They use assessment strategies that guard against misinterpreting these differences as disabilities. COMPREHENSIVE 8.6 Candidates implement procedures for assessing and reporting both appropriate and problematic social behaviors; they monitor intragroup behavior changes across subjects and activities.
Use assessment data to design appropriate interventions and instruction for typical and atypical learners.	CORE 7.1 Candidates incorporate their knowledge of disabilities and information gathered in assessment of specific learners to guide and oversee the development of various individual plans including individualized education plans (IEPs), individualized family service plans (IFSPs), and individual accommodation plans (IAPs) for students with disabilities. CORE 7.3 Candidates work within the context of family and community to carry out the education and life goals of students,

	<p>including the development of individualized transition plans. They plan ways to integrate students with their non-disabled peers.</p> <p>MODIFIED7.4 Candidates use ongoing assessment and student progress monitoring to write IEPs and account for student outcomes.</p> <p>MODIFIED8.2 Candidates plan and conduct informal and formal assessments in order to make eligibility and placement decisions.</p> <p>COMPREHENSIVE 8.1 Candidates know how to administer, score, interpret and report on formal and informal assessments, including standardized, functional, criterion-referenced, curriculum-based and state alternative assessments.</p> <p>COMPREHENSIVE 8.2 Candidates plan and conduct informal and formal assessments in order to make eligibility and placement decisions.</p>
<p>Understand the role of psychoeducational assessment in the design and delivery of regular and special education.</p> <p>Understand the role of curriculum based measurement in the design and delivery of regular and special education.</p>	<p>CORE 8.1 Candidates use a variety of assessment procedures to document students' learning, behavior, and growth within multiple environments. They plan and conduct assessments to develop individual learning plans. Candidates initiate, contact, and collaborate with other professionals throughout the identification and initial planning process. They involve families and students in the process.</p> <p>MODIFIED8.1 Candidates know how to administer, score, interpret and report on formal and informal assessments, including standardized, functional, criterion-referenced, and curriculum-based tests.</p> <p>COMPREHENSIVE 8.4 Candidates regularly use ongoing assessment and student progress monitoring to make instructional decisions; they select, adapt and modify assessments to accommodate the unique abilities and needs of students and they use exceptionality-specific assessment instruments.</p>
<p>Understand the state mandated test structure, accommodations which are legally allowable, best practice in high stakes test preparation and IEP preparation for state mandated tests recommendations.</p> <p>Use assessment data to design appropriate</p>	<p>CORE 4.1 Candidates assess students' strengths and needs with respect to the curriculum, design and model instructional strategies, work with general education teachers to develop or implement instructional strategies to meet the needs of individual students, directly teach students with disabilities, and monitor student progress.</p>

<p>interventions and instruction for typical and atypical learners.</p>	<p>CORE 4.2 Candidates modify tasks and accommodate the individual needs of students according to individualized plans to provide access to the general curriculum and to facilitate student engagement in learning activities with peers. They provide a variety of ways for students to demonstrate their learning and adjust their instruction in response to information gathered from ongoing monitoring of performance. MODIFIED8.3 Candidates collaborate with other professionals throughout the identification and initial planning process. They seek multiple perspectives on the strengths and needs of students with mild and moderate disabilities. MODIFIED8.4 Candidates regularly use ongoing assessment and student progress monitoring to make instructional decisions and adaptations and modifications in instruction. COMPREHENSIVE 8.3 Candidates collaborate with other professionals; they seek multiple perspectives from families and public agencies on the strengths and needs of students with severe and multiple disabilities.</p>

Performance Based Assessments/Measures:

Competency # 1 Observe and learn about a variety of standardized assessments

Competency # 2 Interpret accurately a variety of assessment data for use by teachers and parents.

Competency #3 Develop 4 traditional IEP Objectives from Deficit Areas Identified on Assessment Students will take 4 selected items identified as skill deficit areas and develop functional, developmentally appropriate objectives that will be written in the traditional format (observable, behavioral terms).

Competency #4 Students will study assessment research as it pertains to minority students, students in poverty and disproportionality in special education programs.

Competency #5 Students will become familiar with current legislation/court rulings in regards to assessment in the state/country.

Major Topics:

1. Interpretation and educational application of assessment data.
2. Ethical use of assessments in the schools.
3. Multicultural issues surrounding assessments.
4. Interpretation and educational application of assessment data.
5. Developmental assessments of children ages 3-21 with and without disabilities in the pre academic, academic, adaptive and vocational domains.
6. Screening, family assessment and environmental assessment and arrangement (including space, people, and materials) to maximize learning in the least restrictive environment
7. Incorporate assessment information into IEP goals, objectives and programming strategies.
8. Issues related to planning and writing IEP including: curriculum based assessments, anecdotal records, family assessment, and assessment team approaches.
9. Using assessment to disaggregate and group effectively in the classroom and at the school level.
10. Devising classroom assessments cognizant of learners, higher order thinking and standards.

Methods and Activities:

Methods and activities would include some of the following: discussion/lecture, online assignments (www.ecourseware.memphis.edu), online modules (<http://iris.peabody.vanderbilt.edu/onlinemodules.html>), guest speakers, individual learning projects, case studies, audio-visual technology.

Assignments and Exams:

A detailed class schedule with dates, assignments, and due dates will be handed out the first night of class.

Grading Criteria:

93%-100%=A

86%-92%=B

78%-85%=C

70%-77%=D

0%-69%=F

Course Requirements and Student Expectations:

Attendance: Attendance is mandatory and class absences are only excused when there is a physician's note, extreme circumstances or with the prior approval of the instructor. Missing two classes will lower the grade by one letter; three absences will result in class failure. Students are accountable for content, assignments, and announcements made during class and should make arrangements (**e.g., with a classmate**) to get the information whenever absent. Assignments are expected to be delivered in person. Assignments are still due even if the student is absent from class. **Late assignments will lose a letter grade for each day late including weekends.**

Promptness: Promptness is part of professional demeanor. Every time a student is late, without reasonable explanation, will result in a decrease of one point in overall final grade. For example, a student with four unexcused tardies with a 96 overall grade at the end of the semester will be given a final grade of 92.

Participation: Active participation is necessary for success in the course and is expected at the graduate level.

Out of Class work: The student is expected to carefully read the required text and other materials on a regular basis. Material covered in class is drawn from many sources and may not address the required readings. Therefore, the student is responsible for studying the assigned material on her/his own time as well as studying notes given in class through power point, lecture, or class discussion.

Written Assignments and Academic Misconduct: All submitted written work must be the student's original work. It must conform to the guidelines of the *American Psychological Association* (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant university policies concerning *plagiarism*. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education

UNIVERSITY OF MEMPHIS POLICY & GUIDELINES

Americans with Disabilities Act

The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty is required by law to provide "reasonable

accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Non-discrimination and acceptance of diversity

Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and the appreciation of different cultural and socioeconomic group practices. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Academic courses will aim at providing opportunities for students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability and sexual orientation as they can be related to course content. The University of Memphis has adopted policies prohibiting discrimination based upon race, sex, disability, or sexual orientation. In addition, the American Psychological Association has explicit policies regarding the issues of and writing about race, gender, class, sexual orientation, disability, ethnicity, and religion.

You may find information on these standards in the APA Publication Manual or on the APA webpage: <http://www.apa.org/pi/oema/>.

Disability Services

If you have a disability that interferes with completion of this course and may need class or test accommodations based on the impact of a disability, please let the instructor know privately at the beginning of the course, and I will seek consultation on how best to adapt course materials or instruction. Please provide me with proper documentation from the Student Disability Services (SDS). Students with disabilities are encouraged to contact the SDS for the university at 678-2880 or by going to the SDS office which is located at 110 Wilder Tower. The SDS coordinates reasonable accommodations for students with documented disabilities.

Professional Dispositions

The College of Education has approved a list of professional dispositions expected of all students while enrolled in undergraduate or graduate courses in the College of Education. You are expected to familiarize yourself with the College of Education's Professional Dispositions at the beginning of this course by going to <http://coe.memphis.edu/PDF/DispositionsAndRetention.pdf>. Failure to demonstrate the College's dispositions in class or field experiences can affect your continuance in a course or program of study.

Plagiarism

Plagiarism or cheating may result in your case being referred to the Academic Discipline Committee that addresses academic misconduct. This decision is up to the discretion of the instructor. Students are expected at all times to behave in accordance with the American Psychological Association Code of Ethics. Students should be familiar with the academic regulations outlined in the Student Bulletin of the University of Memphis and to observe policies regarding student conduct published in the Student Handbook.

Electronic communication

Course announcements as well as consultation with the instructor may occur via e-mail messages. Each student must maintain an e-mail account and is responsible for checking for course messages on a regular basis. Students are also responsible for notifying the instructor if their e-mail address changes during the term. The University of Memphis offers free e-mail services to students. Students without an e-mail account can bring their university ID cards, swipe them, and set up an account at the Smith or McWherter computer labs or students can bring their cards to the information technology helpdesk, room 124 in Administration Building for assistance.

Dates and Deadlines

As an undergraduate student it is your responsibility to be familiar with dates and deadlines as they apply to scheduling, grades, dropping and adding courses, exams, etc. Please refer to following link for additional information.

<http://www.enrollment.memphis.edu/registrar/calendars/06f/06fcal.htm>

COURSE ASSIGNMENTS

- **Course Outline Contingency Contract:** Contingency contracting is an effective behavior management technique for students with disabilities. Based on this course outline, create a contingency contract between the instructor and yourself. In the contract, specify the your performance(s) (i.e., who will perform, exactly what the behaviors are, when the behaviors must be complete, and how well they must be done) and the reward (i.e., who will provide the reward- the instructor, what the reward will be- a passing grade, when the reward will be provided- at the end of the semester). **(10 points)**
- **Ethics statement for online work:** see requirements below. Once you have read and agree to the statements, please write and **upload** a statement that you agree to abide to all ethical guidelines **(5 points)**
- **Online Modules:** Go to <http://iris.peabody.vanderbilt.edu/onlinemodules.html>. Complete the IRIS Center modules (see below). To complete the module, read/watch the challenge; contemplate the thought/reflections questions; read/watch the perspective content and videos and complete the activity; answer the assigned assessment questions; and read/watch the wrap-up. You should submit typed answers to the questions in the ‘assessment’ section for each module

listed below. The submitted answers must be the student's original work. **For Assignments and points assigned see the dropbox on ECOURSEWARE.**

- **QUIZZES (1):** The quiz may consist of the following combinations of questions: multiple choice, fill-in-the-blank, true/false, and short essay/answer. Quiz will cover information from the lectures and the assigned readings (**points based on number of questions**).
- **Individual reading log for VENN chapters only:** The purpose of this is to assess your weekly assigned readings in a weekly log. The log should be divided into 2 sides. The left side should include 5 major points from the chapter. The right side should include your thoughts on the points learned. This assignment should be uploaded in the dropbox on Ecourseware each assigned week for points. Focus on assessment test if tests are described in your book. (**10 points each chapter assigned**). **NOT ALL WEEKS HAVE READING LOGS ASSIGNED. CHECK YOUR ECOURSEWARE CALENDAR AND DROPBOX AND SYLLABUS.**
- **Drop box ASSIGNMENTS** – **points vary from assignment to assignment based on the nature of the task. Points are listed in your dropbox.**
- **Weekly discussions on ecourseware-** your time to respond to Gronlund chapters. Please feel free to vent, applaud, etc. Please respond to the discussions under the discussion part of ecourseware. Each week there will be an assigned topic related to the readings and assignments from Gronlund is applicable or class discussions if better suited. You are to make an initial response and 2 responses to another student's comments. **Feel free to make more!!!!!!**
- **Final exam project-100 points**

Ethics for eCourseware Users:

All students are expected to comply with the spirit of these guidelines in their online communications, based on *principles of courtesy, tolerance, and professionalism*. In particular, please note the following:

- Remember NOT to write anything you, anyone you write about, or your company wouldn't want to see publicly printed; computer messages are not absolutely private.
- Be sure to give citations for quoted materials or others' ideas, just as one would in hard copy.
- Obtain permission before forwarding personal notes or messages.
- In the conferencing format, students are responding to the entire class (*public domain*). If that is not what is intended, students should use email to address one/several students or the instructor (*private domain*).
- Be cautious: when using BOLD typeface or all capitals (*will people think you are shouting at them or simply emphasizing a point?*); when using words or phrases that can stereotype people; or when responding to ideas about which one feels strongly.
- It is best to keep online comments limited; one screen is usually sufficient.
- Be sure to reread messages before sending, and edit as necessary.
- Avoid satire or sarcasm. Few people can successfully write humor and satire. A probable and perhaps lasting misunderstanding is not worth an unlikely and passing chuckle.
- Practice patience and courtesy when reading as well as writing online.
- Do not use offensive language, and do not be confrontational for the sake of confrontation. Treat all class members with respect and courtesy, and ask yourself, "Would I say this if we were sitting in a face-to-face classroom?" If the answer is no, rewrite and reread.
- Above all, remain polite and professional at all times.

