

Principles of Assessment & Data-Based Decision Making
Special Education 5021/6021, Section 001 HYBRID
Summer 2014

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Class location: SAEC 3155
Class time: Mon./Wed. 4:35-7:30 pm (see schedule)
Credit Hours: 3

Course Description and Objectives:

This course provides an introduction to assessment and data-based decision making with an emphasis on utilizing measurement tools that lead to instructional planning. Upon completing this course, students will be able to:

- 1) Understand and appropriately use basic academic assessment terminology.
- 2) Describe the functions of assessment including screening, diagnostics, eligibility, instructional planning, formative and summative evaluation; and describe the types of decisions made from the assessment data.
- 3) Describe the common elements of RTI/MTSS and identify the assessments used at each stage of a typical problem-solving/intervention model.
- 4) Graph and interpret assessment data (e.g., for progress monitoring).
- 5) Name and describe major laws that are important to educational assessment practices.
- 6) Identify legal and ethical issues that arise regarding educational assessment practices and describe a model to resolve such issues.
- 7) Describe the legal, ethical, and diversity (language, culture, SES, etc.) issues that must be considered in relation to the selection, administration, and interpretation of assessment devices.
- 8) Demonstrate understanding of normative groups, reliability, validity, and test bias as criteria for evaluating educational assessment measures.
- 9) Demonstrate understanding of basic quantitative concepts related to scales of measurement, characteristics of sets of scores, average scores, measures of dispersion and correlation.
- 10) Demonstrate mastery of different types of scores that can be obtained from tests and the best use of those scores for instructional decisions (i.e., standard scores, age/grade equivalents, percentile ranks).
- 11) Compare and contrast types and appropriate uses of formal and informal assessment methods including norm-referenced, criterion-referenced, curriculum-based, and observational/ecological.

- 12) Demonstrate an understanding of the basic principles related to assessing special populations (e.g., students with severe disabilities) in important skill areas (e.g., reading, math, social behavior)
- 13) Develop skills in creating quality formative and summative assessments for the classroom.

Required Course Reading Materials

Salvia, J., Ysseldyke, J. E., & Bolt, S. (2012). *Assessment in Special and Inclusive Education*. (12th ed.). Boston: Houghton Mifflin. ISBN-10: 1111833419; **ISBN-13: 978-1111833411**

Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom Assessment for Student Learning*. (2nd ed.). Boston: Pearson. ISBN-10: 0-13-268588-4; **ISBN-13: 978-0132685887**

Other course information and reading will be available on Canvas.

SPED 6021 ONLY:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th Ed). Washington, DC: American Psychological Association.

Tentative Course Schedule

This syllabus and schedule are subject to change in response to student learning and/or in the event of extenuating circumstances.

Note: SYB = Salvia, Ysseldyke, & Bolt; Other chapters and articles noted by author name

Session	Date	Topic	Readings	Online Components	Assignments Due
1	Mon. May 12th	CLASS MEETING SAEC 3155 <ul style="list-style-type: none"> Course Overview Purposes of Assessment Educational Decision Making Ethical Considerations 	<ul style="list-style-type: none"> SYB Ch. 1, 2, 3 NEA/CEC Ethics Guidelines 		
2	Wed. May 14th	CLASS MEETING SAEC 3155 <ul style="list-style-type: none"> Introduction: Response to Intervention (RtI) Descriptive Statistics, Scales of Measurement 	<ul style="list-style-type: none"> SYB Ch. 4 Fuchs & Fuchs (2006) Ysseldyke et al. (2010) 		
3	Mon. May 19th	<ul style="list-style-type: none"> Tier I: Academic Assessment <ul style="list-style-type: none"> Screening Quantification of Test Performance Norms 		<ul style="list-style-type: none"> Iris Module 1, RTI (Part 1): An Overview Kahn Academy: 3 videos Online Lectures: Videos 1-7 	Quizzes 1 & 2: Due MON. May 19th, Midnight *6021: Topics Due*
4	Wed. May 21st	CLASS MEETING SAEC 3155 <ul style="list-style-type: none"> Tier I: Academic Assessment, cont'd <ul style="list-style-type: none"> Classroom Assessment: Targets & Methods Reliability 	<ul style="list-style-type: none"> Chappuis et al., Ch. 3, 4 Chappuis et al., Ch. 5, 6, 7 (To be assigned in class) SYB pp. 54-60 		Quiz 3: Due TUES. May 20th, Midnight IRIS Module 1 Response Due in class or online
	Mon. May 26th	No Class. Have a good Memorial Day weekend!			

5	Wed. May 28th	CLASS MEETING SAEC 3155 <ul style="list-style-type: none"> • Tiers I & II: Behavioral Assessment • Reliability, cont'd • Standard Error of Measurement • True Scores & Confidence Intervals 	<ul style="list-style-type: none"> • Pas et al. (2011) • Walker et al. (2005) 	<ul style="list-style-type: none"> • Online Lectures: Videos 8-13 	Quiz 4: Due TUES. May 27th, Midnight *6021: Abstracts Due*
6	Mon. June 2nd	<ul style="list-style-type: none"> • Tier II: Academic Assessment <ul style="list-style-type: none"> • Progress Monitoring • Curriculum Based Measurement 	<ul style="list-style-type: none"> • SYB Ch. 8 - 9 • Hosp & Hosp (2003) 	<ul style="list-style-type: none"> • Iris Module 2: Classroom Assessment, Part 2 	Quiz 5: Due MON. June 2nd, Midnight
7	Wed. June 4th	CLASS MEETING SAEC 3155 <ul style="list-style-type: none"> • Midterm Exam 			IRIS Module 2 Response Due in class or online Exam #1
8	Mon. June 9th	<ul style="list-style-type: none"> • Assessment Considerations • Alternate Assessment • Communicating Results • Validity 	<ul style="list-style-type: none"> • SYB pp. 61-68 • Chappuis et al., Ch. 9, 10, 12 	<ul style="list-style-type: none"> • Online Lectures: Assessment Considerations, Validity 	Quiz 6: Due MON. June 9th, Midnight
9	Wed. June 11th	CLASS MEETING SAEC 3155 <ul style="list-style-type: none"> • Tier III & Special Education: Eligibility <ul style="list-style-type: none"> • Evaluation of Standardized, Norm Referenced Academic Tests & Intelligence Tests • Legal considerations • Validity, cont'd • GUEST SPEAKER (5:00) 	<ul style="list-style-type: none"> • SYB Ch. 26-27 • SYB Ch. 10 (on Canvas) • SYB Ch. 11-15 (all sections of chapters EXCEPT "Commonly Used Tests") 		Quiz 7: Due TUES. June 10th, Midnight *6021: Final Paper Due* Progress Monitoring Graph & Assignment Due (to be completed in class)
10	Mon. June 16th	<ul style="list-style-type: none"> • Assessment Accommodations • Assessment for Students from Culturally & Linguistically Diverse Backgrounds 	<ul style="list-style-type: none"> • Rinaldi & Samson (2008) • SYB Ch. 21 – 22 	<ul style="list-style-type: none"> • Iris Module 3: RTI (Part 5), A Closer Look at Tier 3 • Online Lectures: Assessment Accommodations, Assessment for CLD students, Tier III Behavior 	Quiz 8: Due MON. June 16th, Midnight
11	Wed. June 18th	CLASS MEETING SAEC 3155 <ul style="list-style-type: none"> • Tier III: Behavioral Assessment <ul style="list-style-type: none"> • Task Analysis • Functional Behavior Assessment • Observational/Ecological Graduate Student Presentations Final Exam 	<ul style="list-style-type: none"> • SYB Ch. 6, 17 • Task Analysis: www.behavioralvisor.com (pdf on Canvas) 		IRIS Module 3 Response Due in class or online *6021: Presentations* Exam #2

* Graduate Students (6021) ONLY*

COURSE REQUIREMENTS

Attendance and Participation

Attendance, being prepared by completing the readings listed on the syllabus **prior to class**, and participation are very important for you to benefit from this class. Interactions and small group activities depend upon you being thoroughly familiar with the readings and previous class material. Several assignments will be completed in class (e.g., learning activities, vocabulary progress monitoring). **If you miss a class it is your responsibility (not the instructor's) to obtain all notes, handouts, and assignments missed.**

Hybrid course: This is a hybrid course, which means that some of the learning components will be conducted online through the Canvas system and some will be in class meetings. For each session listed that does not include a face-to-face meeting, online lectures and activities will be required. Links will be provided within "Modules" on the Canvas course site.

Quizzes (8 x 2 pts = 16 pts)

To help ensure accountability to the readings and out of class activities, 8 quizzes will be given online. Each quiz will be worth 2 points. Quizzes may cover lecture content from the previous week(s) and the reading assignments for the week assigned. You may take the quiz as many times as you would like before the deadline (**AT MIDNIGHT THE NIGHT BEFORE CLASS**). The highest score will be retained for your grade. Quizzes will be due at midnight before the relevant lecture, as listed in the schedule. Quizzes will be closed after the deadline, so they cannot be completed late. **Quizzes are to be taken independently on Canvas.** Each quiz will include a statement that the student completed the quiz independently according to the University of Utah Student Code.

IRIS Modules (5pts x 3 = 15 pts)

Students will complete three online modules on assessment through the IRIS website (links on Canvas). Students will complete a brief response to each module and turn it in for credit in class or online (5 points each).

Learning Activities (1pt x 10)

To provide students opportunities to apply principles learned in readings and lecture, learning activities will be given periodically throughout the course. Students will typically work on these activities in class and will be allowed to work in groups. Learning activities will not be graded but students will receive 1 point for careful and considerate attempts in completing the activity. We will discuss the outcomes of each activity and students will turn in a completed activity sheet or form that was handed out for the activity. **Students who are absent or leave early the day of the learning activity or who do not participate in the activity will receive no credit. There will be no make-ups for learning activities.** There is a possibility that more than 10 learning activities will be assigned; however, credit will only be given for 10.

Progress Monitoring (2 pts x 5 = 10 pts for assessments; 10 pts x 1 for graph and analysis)

To gain experience using progress monitoring and understand formative assessment, students will monitor their own progress over the course of the semester in assessment-related vocabulary. Students will complete a weekly fluency-based test of assessment knowledge at the beginning of most class periods. This is a three-minute fluency test of assessment knowledge. Students will graph and analyze their progress and results. Students will be graded on weekly participation (2 points each week for 5 weeks) and for completion of the graph and analysis (10 pts). Absolute performance (i.e., number correct and incorrect) on the tests will **NOT** affect student grades.

Exams (50 points each)

There will be a total of two closed book exams. Simple calculators can be used during the exams (although they are not required). Computers and phones cannot be used during exams. Exams will consist of multiple choice, true/false, short answer items, and essay questions. Exams may be taken only one time. **Students must take exams on the assigned dates during the scheduled time period.**

Graduate Students (SPED 6021)

Graduate students will complete all of the above requirements. In addition graduate students will complete additional short answer and essay questions on the two exams. Additional short answer and essay questions will be worth 25 points on each exam (25 pts X 2 exams = 50pts.).

Graduate students will also complete a research paper and present findings during a class period. Research paper guidelines are available in a separate handout available on Canvas. It is the student's responsibility to review this information and contact the instructor with any questions related to this requirement. (80 points)

*** NOTE FOR ALL REQUIREMENTS/ASSIGNMENTS: ALL ASSIGNMENTS ARE TO BE TURNED IN AT THE START OF CLASS ON THE DATE THEY ARE DUE (UNLESS OTHERWISE NOTED). ANY ASSIGNMENT TURNED AFTER THIS DEADLINE WILL BE CONSIDERED LATE. LATE ASSIGNMENTS WILL RESULT IN A LOSS OF 10% PER SCHOOL DAY EXCEPT FOR EXTREME EMERGENCIES. I RESERVE THE RIGHT TO DEEM WHAT IS AN EMERGENCY.**

Evaluation Procedures**SPED 5021:**

Quizzes (2 pts X 8)	16 points
IRIS Modules (5 pts x 3)	15 points
In Class Learning Activities (1 pt x 10)	10 points
Progress monitoring (2 pts x 5)	10 points
Progress monitoring graph (1pt x 10)	10 points
Exams (50 pts x 2)	100 points
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	161 points

SPED 6021:

Quizzes (2 pts X 8)	16 points
IRIS Modules (5 pts x 3)	15 points
In Class Learning Activities (1 pts x 10)	10 points
Progress monitoring (2 pts x 5)	10 points
Progress monitoring graph (1pt x 10)	10 points
Exams (75 pts x 2)	150 points
Research Paper	80 points
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	291 points

Grades:

The following percentages will be used to determine grades:

A = 94-100%

C+ = 77-79%

D- = 60-63%

A- = 90-93%	C = 74-76%	E 59% and below
B+ = 87-89%	C- = 70-74%	
B = 84-86%	D+ = 67-69%	
B- = 80-83%	D = 64-66%	

Additional Course Expectations

Classroom Etiquette, Student Conduct

Student attendance and participation are essential for successful performance in the class. If you miss a class it is your responsibility (not the instructor's) to obtain all notes, handouts, and assignments missed. If you come in late or must leave early, please do not interrupt the class. Turn off cell phones and pagers (or place on vibrate). Also, out of respect, please do not engage in conversations when either the instructor or other students are talking. I reserve the right to request that you alter your behavior if I think it is problematic or request that you leave the class if necessary.

You will be asked to leave the class session if you are engaging in behavior such as sleeping, text messaging, using phones/computer for e-mail or other excessive chatting (talking to your neighbor while others are talking, etc).

My intent is for this course to be as participatory as possible, with regard to discussion, etc. I therefore expect that each and every member of the class will overtly participate at least once in every class session by either responding to questions or initiating comments or questions about the class presentation/discussion. This may occur in either a whole class large group context or a small group context if we're divided into such groups for some type of activity. In order to maintain a positive, civil environment for learning I expect that all students will meet the goals described in the University of Utah's Student Code (<http://www.regulations.utah.edu/academics/6-400.html>), which states *"the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship."*

Following the Student Code, I adopt a zero-tolerance policy for academic misconduct in this course. "Academic misconduct," according to the University of Utah Student Code, *"includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."* Again, utilizing the ideas, expressions, or words of others without citing the source constitutes plagiarism. Therefore, you must cite sources in ALL your work. Please also note that you may not submit an assignment for this class that has been previously submitted for another course. You will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in the University of Utah's Student Handbook. Please read the Student Code of Academic Conduct available at: <http://www.admin.utah.edu/ppmanual/8/8-10.html>.

Incompletes

This class adheres to the University of Utah's policy on "incompletes" for final grades. The policy states: An incomplete shall be given and reported for work incomplete because of circumstances beyond the student's control. The grade of "I" must be used only for a student who is passing the course and who needs to complete 20% or less of the course. An "I" must not be used in a way that will permit a student to retake the course without paying tuition. If the student attends the course during a subsequent semester as part of the effort required to complete the course, he/she must be registered (either as a regular student or for audit) in the semester in which he/she attends. "I" grades will change to an "E" (fail) after one year unless a report of credit is submitted by the instructor to the registrar's office.

Canvas & E-mail

All of the lecture notes for this class will be posted on Canvas, a university web-based course organization system. Also, much information (e.g., course announcements, reminders of assignment due dates, etc.) will be communicated via e-mail through Canvas. ***Students enrolled in this course must have access to an e-mail account (supplied free by the university), and access e-mail on a consistent basis.*** The instructor is not responsible for students missing information due to "not checking e-mail."

You are expected to e-mail the instructor well in advance of deadlines to insure you get your questions answered. Emails after 5 PM will typically not be responded to until the next day. Emails on Friday after 4:00 PM will typically not get a response until Monday. On occasion, I will respond to emails in the evening or on weekends but this should not be expected. Please plan ahead for this and do not wait until the last minute for assignment or course related needs. I often can respond to e-mails within 24 hours but in the past students have expected a response within an hour or two. This is not always possible and I will do my best to respond to e-mails promptly. Unless my auto-reply is on stating I am out of the office, please e-mail again if you have not heard back from me within 24 hours (during normal business hours).

Appropriate Language

Students are expected to use appropriate language in class discussion and in written work. People with disabilities are just that: people who happen to have physical, sensory, behavioral, or intellectual disabilities. Please **AVOID** phrases like "the handicapped," "ED kids," "severely retarded," "autistic student" or other statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts "people first," for example, "the student with a severe disability," "the program for students with behavior disorders." This small change emphasizes the humanity and individuality of the person and clarifies that disability is only one of many characteristics (and not necessarily the most important!) that people possess.

Confidentiality

In this class it is expected that you will protect the rights to confidentiality afforded to students and their families. Often in class we will discuss individual students, assessment situations, and outcomes. Your experience with students and their families is helpful in adding to content and understanding of issues in applied settings. However, when discussing an individual student you are working with or have worked with in the past, **please do not reveal any information that would allow other people in class to identify the student (e.g. name, school, age, parents' names, etc).**

Accommodations for Students with Disabilities

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, (801) 581-5020 (V/TDD), <http://disability.utah.edu>. CDS will work with you and the instructor to make arrangements for accommodations.

All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Additional Course Readings (Available on Canvas)

- Fuchs, D. & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? *Reading Research Quarterly*, 41(1), 93-99.
- Hosp, M. K. & Hosp, J. (2003). Curriculum-based measurement for reading, math and spelling: How to do it and why. *Preventing School Failure*, 48(1), 10-17.
- Pas, E. T., Bradshaw, C. P., & Mitchell, M. M. (2011). Examining the validity of office discipline referrals as an indicator of student behavior problems. *Psychology in the Schools*. DOI: 10.1002/pits.20577
- Rinaldi, C., & Samson, J. (2008). English Language Learners and Response to Intervention. *Teaching Exceptional Children*, 40(5), 6-14.

Walker, B., Cheney, D., Stage, S., Blum, C., & Horner, R. H. (2005). Schoolwide screening and Positive Behavior Supports : Identifying and supporting students at risk for school failure. *Journal of Positive Behavior Interventions*, 7(4), 194-204. DOI: 10.1177/10983007050070040101

Ysseldyke, J., Burns, M. K., Scholin, S. E., Parker, D. C. (2010). Instructionally valid assessment within response to intervention. *Teaching Exceptional Children*, 42 (4), 54-61.