

**University of North Texas at Dallas
 SPRING 2018
 SYLLABUS**

**EDSP 4320: EDUCATIONAL ASSESSMENT AND EVALUATION OF
 EXCEPTIONAL LEARNERS 3HRS**

Division of Education and Human Services

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| Instructor Name: | Dr. Judy Anderson |
| Office Location: | DAL 2, 302 |
| Office Phone: | 972-338-1345 |
| Email Address: | judy.anderson@untdallas.edu |

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| Office Hours: | By Appointment |
| Virtual Office Hours: | N/A |

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| Classroom Location: | DAL 1, Room 208 |
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| Class Meeting Days & Times: | Monday 5:30 PM – 8:20 PM |
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| 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.untdallas.edu/ehs/tk20</p> |
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| Prerequisites: | EDSP 3210 or equivalent and EDSP 3420 |
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| Co-requisites: | |
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| Required Text: | Cohen, L.G. & Spenciner, L.J. (1998). <i>Assessment of children and youth with special needs</i> (5 th ed.). New York: Longman. |
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| Recommended Text and References: | Jones, C.(1998). <i>Curriculum based assessment: The easy way.</i> (2 nd edition). Springfield, Il: Charles Thomas |
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| Access to Learning Resources: | UNT Dallas Library: (Founders Hall) Phone: (972) 780-1616 Web: http://www.untdallas.edu e-mail: Library@untdallaas.edu UNT Dallas Bookstore: (Building 1) Phone: (972) 780-3652 Web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com |
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Students who complete the Special Education Program will have the following skills:

CEC Standard

Knowledge and Skill

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| Foundations | <p>Knowledge:</p> <ul style="list-style-type: none"> • Historical and philosophical foundations of services for young children both with and without exceptional learning needs. • Trends and issues in early childhood education and early childhood special education. • Law and policies that affect young children, families, and programs for young children. <p>Skills: Same as INTASC Standards</p> |
| Development and characteristics of learners | <p>Knowledge:</p> <ul style="list-style-type: none"> • Theories of typical and atypical early childhood development. • Effect of biological and environmental factors on pre-, peri-, and post-natal development. • Influence of stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development of young children. • Significance of sociocultural and political contexts for the development and learning of young children who are culturally and linguistically diverse. • Impact of medical conditions on family concerns, resources, and priorities. • Childhood illnesses and communicable diseases <p>Skills: Same as INTASC Standards</p> |
| Individual learning differences | <p>Knowledge: Same as INTASC Standards</p> <p>Skills:</p> <ul style="list-style-type: none"> • Use intervention strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity. |
| Instructional strategies | <p>Knowledge: Same as INTASC Standards</p> <p>Skills:</p> <ul style="list-style-type: none"> • Use instructional practices based on knowledge of the child, family, community, and the curriculum. • Use knowledge of future educational settings to develop learning experiences and select instructional strategies for young children. • Prepare young children for successful transitions. |
| Learning environments/social interactions | <p>Knowledge:</p> <ul style="list-style-type: none"> • Medical care considerations for premature, low-birth-weight, and other young children with medical and health conditions. <p>Skills:</p> <ul style="list-style-type: none"> • Implement nutrition plans and feeding strategies. • Use health appraisal procedures and make referrals as needed. • Design, implement, and evaluate environments to assure developmental and functional appropriateness. • Provide a stimuli-rich indoor and outdoor environment that employs materials, media, and technology, including adaptive and assistive technology. • Maximize young children's progress in group and home settings through organization of the physical, temporal, and social environments |
| Language | <p>Knowledge: Same as INTASC Standards</p> <p>Skills:</p> <ul style="list-style-type: none"> • Support and facilitate family and child interactions as primary contexts for learning and development. |
| Instructional Plan | <p>Knowledge: Same as INTASC Standards</p> <p>Skills:</p> <ul style="list-style-type: none"> • Implement, monitor and evaluate individualized family service plans and individualized education plans. • Plan and implement developmentally and individually appropriate curriculum. • Design intervention strategies incorporating information from multiple disciplines. |

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| | <ul style="list-style-type: none"> • <i>Implement developmentally and functionally appropriate individual and group activities including play, environmental routines, parent-mediated activities, group projects, cooperative learning, inquiry experiences, and systematic instruction.</i> |
| Assessment | <p>Knowledge: <i>Same as INTASC Standards</i></p> <p>Skills:</p> <ul style="list-style-type: none"> • <i>Assess the development and learning of young children.</i> • <i>Select, adapt and use specialized formal and informal assessments for infants, young children and their families.</i> • <i>Participate as a team member to integrate assessment results in the development and implementation of individualized family service plans and individualized education plans.</i> • <i>Assist families in identifying their concerns, resources, and priorities.</i> • <i>Participate and collaborate as a team member with other professionals in conducting family-centered assessments.</i> • <i>Evaluate services with families.</i> |
| Professional and ethical practice | <p>Knowledge:</p> <ul style="list-style-type: none"> • <i>Organizations and publications relevant to the field of early childhood special education.</i> <p>Skills:</p> <ul style="list-style-type: none"> • <i>Recognize signs of child abuse and neglect in young children and follow reporting procedures.</i> • <i>Use family theories and principles to guide professional practice.</i> • <i>Respect family choices and goals.</i> • <i>Apply models of team process in early childhood.</i> • <i>Advocate for enhanced professional status and working conditions for early childhood service providers.</i> • <i>Participate in activities of professional organizations relevant to the field of early childhood special education.</i> • <i>Apply research and effective practices critically in early childhood settings.</i> • <i>Develop, implement and evaluate a professional development plan relevant to one's work with young children.</i> |
| Collaboration | <p>Knowledge:</p> <ul style="list-style-type: none"> • <i>Dynamics of team-building, problem-solving, and conflict resolution.</i> <p>Skills:</p> <ul style="list-style-type: none"> • <i>Assist the family in planning for transitions.</i> • <i>Communicate effectively with families about curriculum and their child's progress.</i> • <i>Apply models of team process in early childhood settings.</i> • <i>Apply various models of consultation in early childhood settings.</i> • <i>Establish and maintain positive collaborative relationships with families.</i> • <i>Provide consultation and instruction specific to services</i> |

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| The Special Education Promise | |
| The six chapters of the book of IDEA demands that, given <i>Zero Rejection</i> and <i>Parental Involvement</i> all students have the <i>Right to a Free and Appropriate Public Education</i> , in the <i>Least Restrictive Environment</i> , determined by a <i>Non-Discriminatory Assessment and Evaluation</i> , and under the careful watch of <i>Due Process</i> . | |
| 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 in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

| TOPICS | TIMELINE |
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| Introduction to course; review syllabus Identify child for assessment process Begin observation of child Chapter 1 Understanding Assessment Chapter 2 Response to Intervention Chapter 3 Assessment Framework | January 22, 2018 |
| Chapter 8 Observing, interviewing, and conferencing Chapter 7 Test interpretation and report writing Scales of Independent Behavior-Revised (SIB-R) Check out SIB-R test Chapter 6 Developing Technical Skills | January 29, 2018 |
| Chapter 5 Reliability and Validity Chapter 6 Developing Technical Skills | February 5, 2018 |

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| <p>QUIZ ONE (CHAPTERS 1,2,3,5,6,7,8)</p> <p>Continue observation of student Continue assessment using the SIB-R</p> | <p>February 12, 2018</p> |
| <p>Go over Quiz One Chapter 15 Performance-based, authentic, & portfolio assessment Chapter 9 Behavior Slosson Intelligence Test-Revised Check out SIT-R tests OBSERVATION/SIB-R SECTIONS OF REPORT DUE</p> | <p>February 19, 2018</p> |
| <p>QUIZ TWO (CHAPTERS 9, 15) Practice scoring tests/Write test reports/ Discuss group presentations</p> | <p>February 26, 2018</p> |
| <p>Go over Quiz Two Chapter 10 Achievement Chapter 16 Cognitive development</p> | <p>March 5, 2018</p> |
| <p>Chapter 11 Reading Chapter 12 Written Language Woodcock Reading Mastery Test-Revised Check out WRMT-R tests ASSESSMENT REPORT DUE</p> | <p>March 19, 2018</p> |
| <p>QUIZ THREE (CHAPTERS 10, 11, 12, 16) Curriculum Based Assessment</p> <p>Go over Quiz Three Chapter 13 Oral Language Chapter 14 Mathematics</p> <p>Chapter 4 Involving Families KeyMath-Revised Check out Key Math-R tests WHOLE BRAIN NOTEBOOK DUE</p> <p>QUIZ FOUR (CHAPTERS 4,13,14) Chapter 17 Young Children Chapter 18 Youth in Transition ASSESSMENT REPORT DUE</p> <p>Continue testing and report writing</p> <p>Individual Presentations</p> | <p>March 26, 2018</p> <p>April 2, 2018</p> <p>April 9, 2018</p> <p>April 16, 2018</p> <p>April 23, 2018</p> <p>April 30, 2018</p> |

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| ASSESSMENT REPORT DUE; Key assignment submitted to UNTD Tk20 Assessment System QUIZ FIVE (Chapters 17, 18, CBA) | May 7, 2018 May 14, 2018 |
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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 – An individual 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 identify and make a presentation 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 |
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| 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 | |
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Grade Determination:

- A = 600-540 pts; i.e. 90% or better
- B = 534-480 pts; i.e. 80-89%
- C = 474-420 pts; i.e. 70-79%
- D = 414-360; pts i.e. 60-69%
- F = 359 pts or below; i.e. 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 at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability

Services Office website at <http://www.untdallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or at Founders Hall, room 204. (UNTD Policy 7.004)

CourseEval Policy: Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. 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 students' evaluations to be an important part of your participation in this class.

Assignment Policy: According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (*Discuss any special instructions relating to exams-sample given*): 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 Academic Integrity 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 Academic Integrity (Policy 7.002) at http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf Refer to the Student Code of Student Rights, Responsibilities and Conduct at http://www.untdallas.edu/sites/default/files/page_level2/hds0041/pdf/7_001_student_code_of_conduct_may_2014.pdf Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. In addition, all academic work turned in for this class, including exams, papers and written assignments must include the following statement: "*On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.*"

Bad Weather Policy: Campus facilities will close and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information please refer to <http://www.untdallas.edu/police/resources/notifications>

Attendance and Participation Policy: (*Discuss your attendance and participation policy.*)

The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at <http://www.untdallas.edu/hr/upol>

Diversity/Tolerance Policy: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and 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 Dean of Students as the instructor deems appropriate. (UNTD Policy 7.001)