

SPE 4800 - Diagnosis and Assessment of Learners with Exceptional Learning Needs.  
(3-2-4) This course examines formal and informal assessment as used to determine achievement of individuals with exceptional learning needs across severity levels. Selection, administration, scoring, and interpretation of formal and informal assessments for the purpose of identifying exceptional learning needs are also addressed. Supervised and evaluated administration and interpretation of diagnostic tests is integral to this course. WI **Prerequisites & Notes:** SPE 3000, 3200, 3201; 4700 must be taken prior to or concurrently with this course. Credits: 4

Grading Methods:  Traditional (ABCD)  ABC/NC  C/NC  AU

Repeat information:  May be repeated  
How many times \_\_\_\_\_  
For how many maximum total hours? \_\_\_\_\_  
 May not be repeated

Restriction(s):  Open only to Special Education majors  
 Open to Non-Special Education majors  
 College affiliation (or exclusion)  
 Major affiliation (or exclusion):  
 Undergraduate level  
 Graduate level  
 Class level

Prerequisite(s) SPE 2000, 3000, 3200, 3201; 4700 must be taken prior to or concurrently with this course

Co-requisite(s) None

Equivalent EIU Course(s): None

Authority to waive prerequisite: Chairperson

Required Text:

Salvia, J., & Ysseldyke, J., & Bolt, S. (2010). *Assessment in special and inclusive education (11th ed.)*.

Support of Conceptual Framework:

See “Relationship of the Course to Unit Theme and Conceptual Framework”

Methods of Instruction:

Students for SPE 4800 are in the public schools to assess numerous children, both with and without disabilities. The real data collected through the standardized, individual, criterion and/or norm- referenced tests are reported using a professional document (Assessment Summary Report). This real data is used to make decisions regarding instruction class wide and school wide as well as to make decisions regarding the progress of students in special education. The course not only simulates a real special education teacher experience it is a real special education teaching experience with real children who have real learning needs in a real school setting. In addition to the above, students in SPE 4800 develop a curriculum based reading assessment for one grade, K-6, which allows them to gain experience in the process of creating assessments from specific curriculum. SPE 4800 students also perform an analysis of an assigned norm-referenced tool which teaches them how to determine if an assessment tool is technically sound as well as the best choice for their students.

Learning Outcomes/Objectives:

See Standards . . .

Grading Policy:

The grading scale is as follows:

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

Assignments:

See “Methods of Assessment” and “Major Evaluation Components” . . .

Chart of Assessments:

See Chart . . .

Course Information Summary  
Undergraduate/Initial: Chart of Assessments

Course #: SPE 4800

Assessment Name	Brief Description	Initial Unit Standards Addressed (IPTS – Revised)									Unit Dispositions Addressed				
		1	2	3	4	5	6	7	8	9	1	2	3	4	5
Assessment Summary Report	students interpret 1-3 assessment tools and incorporate results into written format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Exams	students demonstrate knowledge through multiple choice and short answer questions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Clinical Practice Rubric	Candidates administer 1-3 assessment tools and demonstrate knowledge of assessment tools and proper technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

List of Unit Dispositions:	
Disposition 1	Interaction with Students
Disposition 2	Professional and Ethical Practice
Disposition 3	Effective Communication
Disposition 4	Planning for Teaching and Student Learning
Disposition 5	Sensitivity to Diversity and Equity

IPTS/Unit Standards:	
Standard 1	Teaching Diverse Students
Standard 2	Content Area and Pedagogical Knowledge
Standard 3	Planning for Differentiated Instruction
Standard 4	Learning Environment
Standard 5	Instructional Delivery
Standard 6	Reading Writing, and Oral Communication
Standard 7	Assessment
Standard 8	Collaborative Relationships
Standard 9	Professionalism, Leadership, and Advocacy

## Objectives of the Course

*This course is:*

- Writing – Active
- Writing – Intensive
- Writing – Centered

*This course is:*

- Technology-aware: This course uses the Internet and other technologies to augment a regularly scheduled face-to-face course section by providing basic catalog, scheduling, syllabus, and other routine information via the Internet. No two-way technology-based interaction between faculty and students is facilitated.
- Technology-enhanced: This course adds opportunities for interaction between faculty member and the students or among students; course related information, including handouts and assignments, may be published dynamically during the course and students may submit and have assignments returned electronically. The primary and predominant mode of instruction is face-to-face.
- Technology-delivered: This course is designed and scheduled to use technology as the exclusive or predominant mode of instruction and faculty-student interaction.
- ITV: This course uses interactive television; it uses synchronous point-to-point interactive video as the exclusive or predominant mode of instruction.

## Relationship of the Course to Unit Theme and Conceptual Framework

Conceptual Framework Unit Theme: Educator As Creator of Effective Educational Environments.

The course provides a foundation for academic achievement assessment through information on types of assessment data used to make special education decisions, the importance of ethics related to assessment, and statistics used to analyze assessment data. Practical experience is provided by assessment of children in the public schools using formal individualized standardized norm referenced tests. Students also create and informal assessment tool for reading, mathematics or written language.

The Five Domains: Subjects, Strategies, Students, Societies and Communities, and Technology:

- Across subjects is addressed by covering all basic skills: reading, mathematics and written language.
- Across strategies is addressed by use of both formal and informal assessment tools.
- Across students is addressed by the diversity of assignments to cases in the public schools, EIU candidates assess 3 children of different ages and having different disabilities.
- Across societies is addressed through knowledge of ELL related to assessment for special education eligibility.
- Across communities is addressed through diversity of assignments in cases n public schools.
- Across technology expectations are included by 1) a presentation using PPT 2) word processing of the assessment summary report which includes use of tables and APA format, and 3) video taping of the informal assessment project.

The Learning Model for this course is:

### Ecological Model

Methods used in teaching this course which reflect this learning model:

Candidates for SPE 4800 are in the public schools to assess 3 children for whom the referring teacher has a real decision to make. The real data collected through the formal individualized standard norm referenced tests are reported using a professional document (Assessment Summary Report). The course not only simulates a real special education teacher experience it is a real special education teaching experience with real children who have real learning needs in a real school setting.

Methods of assessment of student performance relative to the theme and/or the domains):

Comprehensive exams including multiple choice and essay responses

- Exam I: Basic principles of assessment
- Exam II: Technical adequacy of test instruments and Academic achievement assessment
- Final Exam: Informal assessment, Complete assessment, & Applications

Team projects with checklist grading sheets

- Evaluation of Assessment Tool
- Curriculum Based Measurement Assignment

30 hours of clinical experience uses observation checklist

- Practica Evaluation including communication & organization

Grade sheets scoring accuracy

- 5 to 7 Protocol[s]

Department rubric for Assessment Summary Report

- Formal Assessment Summary Report
- Final Report (School Copy, not graded)

Checklist completed at second exam

- Resource Notebook

## CEC Content Standards Addressed In This Course

### *CEC Common Core Standards, including Knowledge and Skills:*

#### Standard 1 - Foundations

##### Knowledge:

- Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
- Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.

#### Standard 2 - Development and Characteristics of Learners

##### Knowledge:

- Similarities and differences of individuals with and without exceptional learning needs.
- Similarities and differences among individuals with exceptional learning needs.

##### Skills:

- Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
- Establish and maintain rapport with individuals with and without exceptional learning needs.

#### Standard 8 - Assessment

##### Knowledge:

- Basic terminology used in assessment.
- Legal provisions and ethical principles regarding assessment of individuals.
- Screening, prereferral, referral, and classification procedures.
- Use and limitations of assessment instruments.
- National, state or provincial, and local accommodations and modifications.

##### Skills:

- Gather relevant background information.
- Administer nonbiased formal and informal assessments.
- Develop or modify individualized assessment strategies.
- Interpret information from formal and informal assessments.
- Report assessment results to all stakeholders using effective communication skills.
- Develop or modify individualized assessment strategies.
- Create and maintain records.

## Standard 9 - Professional and Ethical Practice

### Skills:

- Practice within the CEC Code of Ethics and other standards of the profession.
- Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession.
- Practice within one's skill limit and obtain assistance as needed.
- Use verbal, nonverbal, and written language effectively.
- Reflect on one's practice to improve instruction and guide professional growth.

### *CEC Individualized General Curriculum Standards, including Knowledge and Skills:*

## Standard 1 - Foundations

### Knowledge:

- Definitions and issues related to the identification of individuals with disabilities.
- Factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities.

## Standard 3 - Individual Learning Differences

### Skill:

- Relate levels of support to the needs of the individual.

## Standard 4 - Instructional Strategies

### Knowledge:

- Strategies to prepare for and take tests.

## Standard 8 - Assessment

### Knowledge:

- Specialized terminology used in the assessment of individuals with disabilities.
- Laws and policies regarding referral and placement procedures for individuals with disabilities.

### Skill:

- Use exceptionality-specific assessment instruments with individuals with disabilities.
- Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities.



## Standard 10 - Collaboration

### Knowledge:

Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities.

*CEC Individualized Independence Curriculum Standards, including Knowledge and Skills:*

## Standard 1 - Foundations

### Knowledge:

- Definitions and issues related to the identification of individuals with disabilities.

## Standard 3 - Individual Learning Differences

### Skill:

- Relate levels of support to the needs of the individual

## Standard 8 - Assessment

### Knowledge:

- Specialized terminology used in the assessment of individuals with disabilities.
- Laws and policies regarding referral and placement procedures for individuals with disabilities.
- Types and importance of information concerning individuals with disabilities available from families and public agencies.

### Skill:

- Use exceptionality-specific assessment instruments with individuals with disabilities.
- Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities.
- Adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities.

## Standard 10 – Collaboration

### Knowledge:

- Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities.

### State of Illinois Standards Addressed in this Course

#### *Illinois Professional Teaching Standards*

#### STANDARD 1 –Teaching Diverse Students

The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

#### Knowledge Indicator:

##### *The competent teacher*

- (D) 1A. Understands the spectrum of student diversity (e.g. race and ethnicity, socioeconomic status, special education, gifted, English language learner (ELL), sexual orientation, gender, gender identity), and the assets that each student brings to learning across the curriculum.

#### STANDARD 2 – Content Area and Pedagogical Knowledge

The competent teacher has in-depth understanding of content knowledge that includes central concepts, methods of inquiry, structures of disciplines and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

#### Knowledge Indicator:

##### *The competent teacher*

- (D) 2B. Understands major concepts, assumptions, debates and principles: process of inquiry: and theories that are central to the disciplines.
- (I) 2C. Understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem-structuring and problem-solving, invention, memorization, and recall) and ensures attention to these learning processes so that students can master content standards.

#### STANDARD 4 - Learning Environment

The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation and personal goal-setting.

Knowledge Indicator:

*The competent teacher*

- (D) 4D. Understands factors (e.g. self-efficacy, positive social interaction) that influence motivation and engagement.
- (D) 4E. Knows how to assess the instructional environment to determine how best to meet a student's individual needs.
- (D) 4H. Understands the use of student data (formative and summative) to design and implement behavior management strategies.

Performance Indicators:

*The competent teacher*

- (P) 4M. Organizes, allocates, and manages time, materials, technology and physical space to provide active and equitable engagement of students in productive learning activities.
- (D) 4P. Modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics.

#### STANDARD 5- Instructional Delivery

The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

Performance Indicators:

*The competent teacher*

- (D) 5R Maximizes instructional time (e.g. minimizes transitional time)
- (D) 5S. Implements appropriate evidence based instructional strategies.

#### STANDARD 6 –Reading, Writing and Oral Communication

The competent teacher has foundational knowledge of reading, writing and oral communication within the content area and recognizes and addresses student reading, writing and oral communication needs to facilitate the acquisition of content knowledge.

Performance Indicators:

*The competent teacher*

- (P) 6E. Knows and models standard conventions of written and oral communications.
- (P) 6H. Understands how to use a variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each students

## STANDARD 7 – Assessment

The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

Knowledge Indicator:

*The competent teacher*

- (P) 7A. Understands the purposes, characteristics and limitations of different types of assessments, including standardized assessments, universal screening, curriculum based assessment, and progress monitoring tools.
- (P) 7B. Understands that assessment is a means of evaluating how students learn and what they know and are able to do in order to meet the Illinois Learning Standards.
- (P) 7C. Understands measurement theory and assessment-related issues, such as validity, reliability, bias, and appropriate and accurate scoring.
- (P) 7D. Understands current terminology and procedures necessary for the appropriate analysis and interpretation of assessment data.
- (P) 7E. Understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction.
- (P) 7F. Knows research-based assessment strategies appropriate for each student.
- (P) 7G. understands how to make data-driven decisions using assessment results to adjust practices to meet the needs of each student.
- (P) 7H. Knows legal provisions, rules and guidelines regarding assessment and assessment accommodations for all student populations.
- (P) 7I. Knows assessment and progress monitoring techniques to assess the effectiveness of instruction for each student.

Performance Indicators:

*The competent teacher*

- (P) 7J. uses assessment results to determine student performance levels, identify learning targets, select appropriate research-based instructional strategies, and implement instruction to enhance learning outcomes.
- (P) 7K. appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress and performance of an individual student and the class as a whole.
- (D) 7M. maintains useful and accurate records of student work and performance.
- (P) 7N. accurately interprets and clearly communicates aggregate students performance data to students, parents or guardians, colleagues and the community in a manner that complies with the requirements of the Illinois School Student Records Act [105 ILCS 10], 23 Ill Adm. Code 375 (Student Records), the Family Educational

Rights and Privacy Act (FERPA) (20 USC 1232g) and its implementing regulations (34 CFR 99: December 9 , 2008).

- (D) 7O. effectively uses appropriate technologies to conduct assessments, monitor performance and assess student progress.
- (I) 7Q. Uses various types of assessment strategies and devices that are nondiscriminatory and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.
- (P) 7R. uses assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.

#### STANDARD 9 – Professionalism, Leadership, and Advocacy

The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

##### Knowledge Indicator:

###### *The competent teacher*

- (D) 9A. evaluates best practices and research-based materials against benchmarks with the disciplines.
- (P) 9B. knows laws and rules (e.g. mandatory reporting, sexual misconduct, corporal punishment) as a foundation for the fair and just treatment of all students and their families in the classroom and school.
- (I) 9D. identifies paths for continuous professional growth and improvement, including the design of a professional growth plan.
- (D) 9H. understands the importance of modeling appropriate dispositions in the classroom.

##### Performance Indicators:

###### *The competent teacher*

- (P) 9I. models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect.
- (P) 9J. maintains accurate records, manages data effectively and protects the confidentiality of information pertaining to each student and family.
- (D) 9K. reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals and professional growth.
- (P) 9Q. proactively serves all students and their families with equity and honor and advocates on their behalf, ensuring the learning and well being of each child in the classroom.

- (D) 9R. is aware of and complies with the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4].
- (D) 9S. models and teaches safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property and the appropriate document of sources.

Common Core Standards for All Special Education Teachers:

STANDARD 3 - Assessment:

The competent special education teacher understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21).

Knowledge:

*The competent special education teacher understands*

- CC3A. assessment as an educational process.
- CC3B. terminology used in assessments.
- CC3C. legal provisions, regulations, and guidelines regarding assessment of individuals with disabilities.
- CC3D. how to interpret information obtained from standardized tests including age/grade scores, standard scores, percentile ranks, stanines, measures of central tendency, standard deviations, and standard error of measurement.
- CC3E. strategies for modifying and adapting formal tests.
- CC3F. strengths and limitations of various assessment tools.
- CC3G. influences of disabilities, culture, and language on the assessment process.
- CC3H. a variety of procedures for identifying students' learning characteristics and needs, monitoring student progress, and evaluating learning strategies and instructional approaches.
- CC3I. accommodations and modification of national, state and local assessments and the Illinois Alternative Assessment.

Performance:

*The competent special education teacher*

- CC3J. matches appropriate assessment procedures to purposes of assessment.
- CC3K. gathers background information regarding academic history.
- CC3L. collaborates with families and other professionals in conducting individual assessment and reporting of assessment results.
- CC3M. interprets information from formal and informal assessment instruments and procedures.
- CC3N. develops individualized assessment strategies for instruction and uses appropriate procedures for evaluating results of that instruction.

- CC3O. uses performance data and information from teachers, other professionals, individuals with disabilities, and parents collaboratively to make or suggest appropriate modification in learning environments, curriculum and/or instructional strategies.
- CC3P. evaluates learning environments and matches necessary supports to individual learners' needs.
- CC3Q. creates and maintains accurate records.

*Learning Behavior Specialist I Standards:*

STANDARD 3 - Assessment:

The competent learning behavior specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21).

Knowledge:

*The competent learning behavior specialist understands*

- LBS3A. strategies for assessing individual learning characteristics and modes of communication.
- LBS3B. strategies for assessing students' skills within curricular areas including academic, social and vocational.
- LBS3C. strategies for assessing learning environments and conducting functional behavioral assessments within the environment.
- LBS3D. a model of reading diagnosis that includes student proficiency with print conventions, phonemic awareness, word recognition, vocabulary, fluency, comprehension, and self-monitoring.
- LBS3E. the uses and limitations of informal and formal assessments.

Performance:

*The competent learning behavior specialist*

- LBS3F. adapts group academic and statewide assessments for students with disabilities.
- LBS3G. assesses the extent and quality of an individual's access to the general curriculum.
- LBS3H. monitors a student's progress through the general curriculum.
- LBS3I. designs and implements functional assessment procedures.
- LBS3J. assesses reliable method(s) of response in individuals who lack typical communication and performance abilities.
- LBS3K. adapts formal assessment devices to accommodate a student's mode of communication and response.
- LBS3L. identifies students' educational priorities by developing and conducting an individualized inventory of the student's home, community, social, and vocational environments and integrated curriculum needs.

- LBS3M. identifies a hierarchy of reinforcers and empirically evaluates their effectiveness for an individual with moderate, severe, and multiple disabilities.
- LBS3N. determines strengths and needs of individual students in the area of reading.
- LBS3O. determines students' independent, instructional, and frustrational reading levels to inform instruction.
- LBS3P. interprets and explains reading diagnostic information for classroom teachers, parents, and other specialists to plan instructional programs.



## Major Evaluation Components:

Primary/assessment process, specific ways students' performance are evaluated in this course relative to standards.

Comprehensive exams including multiple choice and essay responses, CEC CC 1, 2, 8; CEC IGC 1, 4, 8, 10; CEC IIC 1, 8, 10; ISBE CC 3; ISBE LBS1 3; ISBE IPTS 1A, 2B,C, 4D,E, 7A,B,C,D,H,G,Q, 9B,D, &R

- Exam I: Basic principles of assessment
- Exam II: Technical adequacy of test instruments and Academic achievement assessment
- Final Exam: Informal assessment, Complete assessment, Making educational decisions using assessment data & Applications

Team projects with checklist grading sheets, ISBE CC 3; ISBE LBS1 3; ISBE IPTS 7A,B,C,D,E,F,G,H,I, 9A

- Evaluation of assessment tool
- Curriculum Based Measurement Assignment

Practice academic assessment using WJ-III, ISBE CC 3; ISBE LBS1 3; ISBE IPTS 4P, 6E,H, 7D,E,F,G,J,M,N, 9A,J, & S

- Assessment Summary Report practice (not graded)
- WJ-III practice protocol (not graded)

Clinical experience, CEC CC 2, 9; CEC IGC 3, 8; ISBE CC 3; ISBE LBS1 3; ISBE IPTS 4H,M, 5R,S, 6H, 7A,B,C,E,F,I,K,N,O, & R, 9H,I,K,& Q

Clinical Practice Rubric

- Grade sheets for protocol scoring accuracy, 5-7 tests administered and protocols scored

Department rubric for Assessment Summary Report, CEC CC 2, 8; CEC IGC 3; CEC IIC 3; ISBE CC 3; ISBE LBS1 3; ISBE IPTS 4P, 6E,H, 7D,E,F,G,J,M,N, 9A,J,S

- Formal Assessment Summary Report
- Final Report (School Copy, not graded)

Resource Notebook checklist at second exam, ISBE CC 3; ISBE LBS1 3; ISBE IPTS 7A,B,L, 9K

## Special Education 4800: Diagnosis and Assessment of Learners with Exceptional Learning Needs

### Outline of the Course

- I. Introduction to Assessment in Special Education (1 weeks)
  - A. Purposes (APA/AERA/NCME, 1985; Cronback, 1984; Elliot, Ysseldyke, Thurlow, & Erickson, 1998; Ysseldyke & Algozzine, 1984)
  - B. Process of assessment – types of decisions and types of data
  - C. Ethical considerations in assessment
  - D. Legal aspects (Roberts & Mather, 1995; Ysseldyke & Algozzine, 1984), legislation and litigation, IDEA (PL 108-446)
  
- II. Statistical Considerations (Anastasi, 1988) (2 week)
  - A. Measures of central tendency
    1. Normal distribution
    2. Mean, media, and mode
  - B. Measures of dispersion
    1. Range, variation and standard deviation
  - C. Descriptive statistics
    1. Standard deviation
    2. Standard scores
    3. Percentile rank
    4. Age Equivalent
    5. Grade Equivalent
  - D. Technical adequacy of assessment tools
    1. Reliability
    2. Validity
    3. Norm sample
    4. Scores available
  
- III. Practical Experience (8 weeks)
  - A. Academic achievement tests
    1. Kaufman Test of Educational Achievement-Second Edition (K-TEA-II)
    2. Wechsler Individual Achievement Test, Second Edition (WIAT-II)
    3. Woodcock-Johnson Tests of Achievement, Third Edition (WJ-III)
    4. Other academic assessment tools
    5. Math
      - a. Keymath-Revised Normative Update
      - b. Test of Math Ability, Second Edition (TOMA-2)
      - c. Test of Early Mathematical Abilities, Third Edition (TEMA-3)
    6. Reading
      - a. Standardized Reading Inventory, Second Edition (SRI-2)
      - b. Test of Early Reading Abilities, Third Edition (TERA-3)
    7. Written Language
      - a. Oral and Written Language Scales (OWLS)
    8. Criterion Referenced Measures

- a. Brigance
    - 9. Curriculum Based Measurements
      - a. Math
      - b. Reading
      - c. Writing
  - B. Practica – clinical experience
    - 1. Assess 2 or 3 children in the public schools, at least one of the children will have a pre-academic instructional need
    - 2. Write assessment summary reports for 1-2 cases
- IV. Informal Assessment (Choate, et al., 1991; Dalton, Tivnan, Riley, Rawson, & Dias, 1995; Guerin & Maier, 1983; Hasbrouck, Woldbeck, Ihnot, & Parker, 1999; Montague, 1996; Wesson & King, 1996) (2 weeks)
- A. Theory and purposes of informal assessment
  - B. Types of Informal Assessment
    - 1. Curriculum-based assessment
    - 2. Portfolio
    - 3. Performance-based
    - 4. Authentic assessment
    - 5. Functional Assessment
    - 6. Curriculum Based Measurements
      - a. DIBELS
      - b. AimsWeb
  - C. Create and administer an informal assessment tool
- V. Complete formal assessment (ISBE, 1992; Knight & Aucoin, 1999; Levine, 1976; Fletcher, Francis, Shaywitz, Leung, 1996; Lyon, Foorman, Stuebing, & Shaywitz, 1998; Maker, Nielson, & Rogers, 1994 Sattler, 1988; Slate, 1996) (1 week)
- A. Case History
    - 1. Birth history
    - 2. Developmental history
    - 3. Social/personal history
    - 4. Family background
    - 5. Educational background
  - B. Areas of a complete assessment: discuss the domains and components of each area, who is the expert, what tools or techniques are employed to gather the data
    - 1. Cognitive
    - 2. Academic achievement
    - 3. Sensory
    - 4. Motor
    - 5. Communication
    - 6. Medical
    - 7. Social emotional
    - 8. Perceptual motor
    - 9. Vocational
    - 10. Adaptive/Functional/Independent living skills
  - C. Considerations in individualizing assessment (1 week)

1. Accommodations within formal assessment
  2. Cultural considerations and Limited English Proficiency (ISBE, 1992; Leung, 1996; Maker, Nielson, & Rogers, 1994)
    - a. Assessing students
    - b. Communication with parents
    - c. Test development
- D. Large scale, high stakes assessment (1 week)
1. History leading to and implementation issues related to No Child Left Behind (PL 107-110)
  2. ISBE statewide assessments
  3. Alternative assessments for 1% of children
  4. National Center of Education Outcome
- E. Response to Intervention (1 week)
1. What is RTI?
  2. How do RTI and Special Education interact?
  3. Progress Monitoring
  4. Using the Data

## References

- Anastasi, A. (1988). *Psychological testing* (6th ed.). NY: Macmillan. American Psychological Association, American Educational
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- Choate, J.S., Enright, B.E., Miller, L.J., Poteet, J.A., & Rakes, T.A. (1991). *Curriculum-based assessment and programming* (2<sup>nd</sup> ed.). Boston: Allyn and Bacon.
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