

SPE 4800 Diagnosis and Assessment of Learners with Exceptional Learning Needs

Diagnosis/Assmt Indiv w/ Disab

(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: SPE 3000, 3200, 3201; 4700 must be taken prior to or concurrently with this course.

SPE 4800 Short Title: ASSESSMENT ELN

Grading Methods: Traditional (ABCDF)
 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 . . .

Undergraduate/Initial: Chart of Assessments

Assessment Name	Brief Description	Initial Unit Standards Addressed											Dispositions Addressed				
		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
Practice Protocol	Students complete a practice scoring exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice Assessment Summary Report	Students complete a practice written interpretation of test scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Test protocols	students complete scoring accurately	<input type="checkbox"/>	<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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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 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"/>	
Notebook	students create a resource notebook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
exams	students demonstrate knowledge through multiple choice and short answer essay questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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"/>	
Informal Assessment Project	Students create a reading curriculum based measurement tool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Test Evaluation Project	Students work in teams to evaluate and critique an assigned norm-referenced test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
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List of Initial Unit Standards:

- Standard 1 – Content Knowledge
- Standard 2 – Human Development & Learning
- Standard 3 – Diversity
- Standard 4 – Planning for Instruction
- Standard 5 – Learning Environment
- Standard 6 – Instructional Delivery
- Standard 7 – Communication
- Standard 8 – Assessment
- Standard 9 – Collaborative Relationships
- Standard 10 – Reflection and Professional Growth
- Standard 11 – Professional Conduct

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

Catalog description:

4800 SPE. 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. Prerequisites: SPE 3000, 3200, 3201; 4700 must be taken prior to or concurrently with this course.

Short Title: ASSESSMENT ELN

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 (Chapters 1-3)
- Exam II: Technical adequacy of test instruments and Academic achievement assessment (Chapters 4-8, 20 - 23)

- Final Exam: Informal assessment, Complete assessment, & Applications (Chapters 9-19, 24-29)

Team projects with checklist grading sheets

- *Presentation of assessment tool*
- Informal Assessment 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

- 2 or 3 Formal Assessment Summary Report
- Final Report (School Copy, not graded)

Checklist completed at each 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.

CEC Content Standards Addressed In This Course (Cont'd)

- 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.

CEC Content Standards Addressed In This Course (Cont'd)

- 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.

CEC Content Standards Addressed In This Course (Cont'd)

- 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 2 - Human Development and Learning

The teacher understands how individuals grow, develop and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

Knowledge Indicator:

The competent teacher

- 2B. Understands that students' physical, social, emotional, ethical, and cognitive development influences learning.
- 2C. Understands human development, learning theory, neural science, and the *ranges of individual variation within each domain*.

STANDARD 3 - Diversity

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Knowledge Indicator:

The competent teacher

- 3A. Understands the areas of exceptionality in learning as defined in the Individuals with Disabilities Act (IDEA) and the Illinois Administrative Code.

STANDARD 5 - Learning Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

State of Illinois Standards Addressed in this Course (Cont'd)

Knowledge Indicator:

The competent teacher

- 5A. Understands principles of and strategies for effective classroom management.
- 5D. Understands factors that influence motivation and engagement and how to help students become self-motivated.
- 5E. Knows procedures for inventorying the instructional environment to determine when and how best to meet a student's individual needs.
- 5H. Knows environmental arrangements that promote positive behavior and learning for students with diverse learning characteristics.

Performance Indicators:

The competent teacher

- 5I. Maintains proper classroom decorum.
- 5J. Maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to achieving classroom goals.
- 5M. Organizes, allocates, and manages time, materials, and physical space to provide active and equitable engagement of students in productive tasks.
- 5O. Demonstrates a variety of effective behavior management techniques appropriate to the needs of all students, including those with disabilities (including implementing the least intrusive intervention consistent with the needs of these students).
- 5P. Modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics.

STANDARD 7 – Communication

The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Performance Indicators:

The competent teacher

- 7E. Models accurate, effective communication when conveying ideas and information and when asking questions and responding to students.
- 7F. Uses effective questioning techniques and stimulates discussion in different ways for specific instructional purposes.

State of Illinois Standards Addressed in this Course (Cont'd)

STANDARD 8 – Assessment

The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

Knowledge Indicator:

The competent teacher

- 8A. Understands assessment as a means of evaluating how students learn, what they know and are able to do in meeting the Illinois Academic Standards, and what kinds of experiences will support their further growth and development.
- 8B. Understands the purposes, characteristics and limitations of different kinds of assessments.
- 8C. Understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring.
- 8D. Understands how to use the results of assessment to reflect on and modify teaching.
- 8E. Understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction.
- 8F. Knows legal provisions, regulations, and guidelines regarding assessment (and inclusion in statewide assessments) of individuals with disabilities.
- 8G. Knows methods for monitoring progress of individuals with disabilities.
- 8H. Knows strategies that consider the influence of diversity and disability on assessment, eligibility, programming, and placement of students with disabilities.

Performance Indicators:

The competent teacher

- 8I. Uses assessment results to diagnose student learning needs, align and modify instruction, and design teaching strategies.
- 8J. Appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole.
- 8L. Maintains useful and accurate records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents and colleagues.
- 8M. Uses appropriate technologies to monitor and assess student progress.
- 8N. Collaborates with families and other professionals involved in the assessment of individuals with disabilities.

State of Illinois Standards Addressed in this Course (Cont'd)

- 8O. Uses various types of assessment procedures appropriately, including the adaptation of procedures for individual students in specific contexts.
- 8P. Uses technology appropriately in conducting assessments and interpreting results.
- 8Q. Uses assessment strategies and devices which 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 10 - Reflection and Professional Growth

The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

Knowledge Indicator:

The competent teacher

- 10D. Understands teachers' attitudes and behaviors that positively or negatively influence behavior of individuals with disabilities.

Performance Indicators:

The competent teacher

- 10E. Uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.
- 10G. Participates in professional dialogue and continuous learning to support his/her own development as a learner and a teacher.

STANDARD 11 - Professional Conduct and Leadership

The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

Knowledge Indicator:

The competent teacher

- 11A. Understands the unique characteristics of education as a profession and a professional code of conduct as defined by the Illinois School Code.
- 11B. Understands how school systems are organized and operate.
- 11C. Understands school policies and procedures.
- 11D. Understands legal issues in education.
- 11E. Understands the importance of active participation and leadership in professional education organizations.
- 11F. Is familiar with the rights of students with disabilities.

State of Illinois Standards Addressed in this Course (Cont'd)

- 11G. Knows the roles and responsibilities of teachers, parents, students, and other professionals related to special education.
- 11H. Knows identification and referral procedures for students with disabilities.

Performance Indicators:

The competent teacher

- 11I. Contributes knowledge and expertise about teaching and learning to the profession.
- 11J. Follows codes of professional conduct and exhibits knowledge and expectations of current legal directives.
- 11K. Follows school policy and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families.
- 11L. Initiates and develops educational projects and programs.
- 11O. Demonstrates commitment to developing the highest educational and quality-of-life potential of individuals with disabilities.
- 11P. Demonstrates positive regard for the culture, religion, gender, and sexual orientation of individual students and their families.
- 11Q. Promotes and maintains a high level of integrity in the practice of the profession.
- 11R. Complies with local, state, and federal monitoring and evaluation requirements related to students with disabilities.
- 11S. Complies with local, state, and federal regulations and policies related to students with disabilities.
- 11T. Uses a variety of instructional and intervention strategies prior to initiating a referral of a student for special education.

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.

State of Illinois Standards Addressed in this Course (Cont'd)

- 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 1 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).

State of Illinois Standards Addressed in this Course (Cont'd)

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.

State of Illinois Standards Addressed in this Course (Cont'd)

Core Language Arts Standards for All Teachers:

STANDARD 1

All teachers must know a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.

Performance Indicators:

The competent teacher

- 1D. Practices effectively the language processes of reading, writing, and oral communication in the daily classroom exchange between student and teacher, between student and student, between teacher and "text" and between student and "text."

STANDARD 2

All teachers must model effective reading, writing, speaking and listening skills during their direct and indirect instructional activities. The most important communicator in the classroom is the teacher, who should model English language arts skills.

Knowledge Indicators:

The competent teacher

- 2A. Knows and understands the rules of English grammar, spelling, punctuation, capitalization, and syntax for both written and oral contexts.
- 2B. Understands how to communicate ideas in writing to accomplish a variety of purposes.

Performance Indicators:

The competent teacher

- 2E. Writes and speaks in a well-organized and coherent manner that adapts to the individual needs of readers/listeners.

Technology Standards for All Teachers:

Standard 1 - Basic Computer/Technology Operations and Concepts

The competent teacher will use computer systems to run software; to access, generate, and manipulate data; and to publish results. He or she will also evaluate performance of hardware and software components of computer systems and apply basic troubleshooting strategies as needed.

State of Illinois Standards Addressed in this Course (Cont'd)

Knowledge Indicator:

The competent teacher

- 1A. Understands how to run computer software; access, generate and manipulate data; and publish results..

Performance Indicators:

The competent teacher

- 1C. Uses appropriate terminology related to computers and technology in written and oral communications.
- 1D. Describes and implements basic troubleshooting techniques for multimedia computer systems with related peripheral devices.
- 1F. Demonstrates knowledge of uses of computers and technology in education, business and industry, and society.

Standard 2 - Personal and Professional Use of Technology

The competent teacher will apply tools for enhancing personal professional growth and productivity; will use technology in communicating, collaborating, conducting research, and solving problems and will promote equitable, ethical, and legal use of computer/technology resources.

Knowledge Indicator:

The competent teacher

- 2A. Understands how to use technology in communicating, collaborating, conducting research, and solving problems.

Performance Indicators:

The competent teacher

- 2C. Uses computers and other learning technologies to support problem solving, data collection, information management, communications, presentations, and decision making.
- 2D. Uses productivity tools for word processing, database management, and spreadsheet applications, and basic multi-media presentations.
- 2H. Adheres to copyright laws and guidelines in the access and use of information from various technologies.

State of Illinois Standards Addressed in this Course (Cont'd)

Standard 5 - Productivity Tools

The competent teacher will integrate advanced features of technology-based productivity tools to support instruction, extend communication outside the classroom, enhance classroom management, perform administrative routines more effectively, and become more productive in daily tasks.

Knowledge Indicator:

The competent teacher

5A. Knows advanced features of technology-based productivity tools.

Performance Indicators:

The competent teacher

5B. Uses advanced features of word processing, desktop publishing, graphics programs and utilities to develop professional products.

5H. Uses features of applications that integrate word processing, database, spreadsheet, communication and other tools.

Standard 7 - Research, Problem Solving, and Product Development.

The competent teacher will use computers and other technologies in research, problem solving, and product development. The competent teacher will appropriately use a variety of media, presentation, and authoring packages; plan and participate in team and collaborative projects that require critical analysis and evaluation; and present products developed.

Performance Indicators:

The competent teacher

7G. Uses a computer projection device to support and deliver oral presentations.

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 CLA 2; ISBE PTS 2, 3, 5, 8, 11

- Exam I: Basic principles of assessment (Chapters 1-3)
- Exam II: Technical adequacy of test instruments and Academic achievement assessment (Chapters 4-8, 20 - 23)
- Final Exam: Informal assessment, Complete assessment, Making educational decisions using assessment data & Applications (Chapters 9-19, 24-29)

Team projects with checklist grading sheets, ISBE CC 3; ISBE LBS1 3; ISBE Tech 1, 2, 5, 7; ISBE PTS 8, 11

- Presentation of assessment tool
- Informal Assessment Assignment

Practice academic assessment using WJ-R, ISBE CC 3; ISBE LBS1 3; ISBE PTS 8, 11

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

Clinical experience, CEC CC 2, 9; CEC IGC 3, 8; ISBE CC 3; ISBE LBS1 3; ISBE CLA 1; ISBE PTS 5, 7, 8, 10, 11

- Practica Evaluation observation checklist
- 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 CLA 2; ISBE Tech 1, 2, 5, 7; ISBE PTS 2, 5, 7, 8, 11

- 2 or 3 Formal Assessment Summary Report
- Final Report (School Copy, not graded)

Resource Notebook checklist at each exam, ISBE CC 3; ISBE LBS1 3; ISBE PTS 8, 11

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
 - C. 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
 - 1. Standardized Reading Inventory, Second Edition (SRI-2)
 - 2. Test of Early Reading Abilities, Third Edition (TERA-3)
 - 7. Written Language
 - 1. Oral and Written Language Scales (OWLS)
 - 8. Criterion Referenced Measures
 - 1. Brigance

9. Curriculum Based Measurements
 1. Math
 2. Reading
 3. 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

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