

**University of Wisconsin - Eau Claire**  
**Department of Special Education**  
**SPED 401/601**  
**Assessment of Students with Disabilities**

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Course Description and Course Objectives:

The course topics will include current ethical issues in assessment practices, psychometric properties of assessment instruments, administration procedures and practices used in educational assessments, the interrelation of critical factors that impact an educational assessment, and communication of assessment findings to relevant stakeholders.

Course Competencies

The Teacher Education Program at UWEC claims to produce teachers of high quality. All teacher education candidates are measured against the Wisconsin Teaching Standards (WTS). The Department of Special Education course objectives for SPED 401/601 align with the WTS. This alignment is outlined in Table 1 below. Tasks and assignments associated with the course objectives and WTS are intended as evidence of your growth and development toward becoming a professional educator. An eleventh standard, Collaborative Leadership Qualities (CLQ) is a standard unique to the UWEC Teacher Education Program. CLQ is described following table 1 and a rubric associated with CLQ is found on page 12 of this syllabus. Broader standards associated with the Liberal Education Learning Goals (LELGs) are also aligned with this course. LELGs are described in the last page of this syllabus.



**Table 1: Objectives, LELGs & WTS Alignment with Course Assignments /Artifacts**

Course Objectives Collaborative Leadership Qualities (CLQ)	Liberal Education Learning Goals UW-EC (see last page of syllabus for description)	Wisconsin Teaching Standard (see last page of syllabus for description of WTS)	Evidence of Performance Relative to the Standard
Discuss ethical, cultural, legal and instructional issues in educational assessment. <b>(CLQ)</b>	Individual and Social Responsibility	1 - knowledge	Mid-term and Final Exam Activity 1: Informed-discussion on RtI
Define basic terms in assessment.	Effective Communication	8 - assessment	Mid-term and Final Exam
Use appropriate computer technology and / or word processing technology for preparing written reports.		Technology Standard IV (ISTE)	Activity 2: Spreadsheet activities Written Report – Case Study
Describe the basic elements of curriculum-based assessment and evaluate its use in the assessment process.		8 - assessment	Mid-term Final Exam
Identify, describe, and critically evaluate current issues and practices in the prereferral and referral process.	Individual and Social Responsibility	8 - assessment	Mid-term Final Exam
Compare and contrast various formal and informal assessment procedures and discuss their relative use and importance in the evaluation process.	Effective Communication	8 - assessment	Mid-term Final Exam

Critique technical and psychometric properties of test instruments and their appropriateness for use with special populations.	Effective Communication	8 - assessment	Mid-term Final Exam Informal CBA Design & Presentation
Administer, score, and interpret results from selected assessments.		2 – broad range of ability 8 - assessment	Std.Assessment Admin. Written Report - Case Study
Prepare written assessment reports and list recommendations for instructional programming.		2 – broad range of ability 3 – adapts inst. 6 – communication 8 - assessment 9 - reflective	Written Report Activity 4: Making High Quality Rec.
Identify skills for effective interaction with students, parents, teachers, administrators and other professionals. <b>(CLQ)</b>		10	Activity 3: Parent Conference Simulation

### Collaborative Leadership Qualities (CLQ)

In addition to the WTS, the Teacher Education Program at UWEC claims to produce competent collaborative leaders (see definition). Some activities/assignments in this class are dedicated to advancing your progress toward becoming effective collaborative leaders. Course objectives that address this goal are indicated with the addition of **CLQ** in the table above. In the box below is a short definition of what it means to be a Collaborative Leader. A rubric that describes the developmental levels of being a Collaborative Leader is attached to this syllabus.

*Collaborative leadership is the intentional and skillful management of relationships that enables others to succeed individually while accomplishing a collective outcome.*

*Collaborative leaders ably facilitate the involvement of two or more people in a group working toward a shared outcome in a manner that reflects collective ownership, authorship, use, or responsibility.*

*Collaboration is not the outcome or goal. Collaborations are processes that, when successful, align people's actions to accomplish a goal or solve a problem.*

*Collaborative leaders possess knowledge, skills, and dispositions that enable them to carry out leaderful actions such as optimizing assets, seeking new solutions, sustaining focus, promoting trust, or setting and monitoring goals and progress.*

### Course Requirements:

The assignments indicated in the table below are described in detail under a separate cover.

	Course Activities & Core Assignments	Undergraduate Assignments Activities	Graduate Assignments may replace a core assignment pending instructor approval
<b>In-class Activities</b>	Activity 1:Excel spreadsheet activities	20	
	Activity 2: Informed Discussion Rtl	20	
	Activity 3: Oral Report to Parents – simulation & reflection	15	
	Activity 4: Making HQ Recommendations	15	
	Attendance & Participation		20
<b>Core Assignments</b>	Standardized Test Administration Assignment	40	
	Informal CBA Design & Presentation	30	
	Written Report – Case study	40	
	Library Research Paper (Grd)*	Graduate only	<b>40</b>
	Plan a discussion forum (Grd)*	Graduate only	<b>40</b>
	Midterm exam	40	
	Final exam	60	
	<b>Total</b>	<b>300</b>	<b>300</b>

**\*Graduate Students:** Graduate students must complete two additional assignments: 1) A library research paper on a topic related to assessment and 2) Plan a Discussion Forum. Graduate students **may** have the option of opting out of some core assignments in lieu of these two

required assignments, pending instructor approval. Graduate students must meet with their instructor following the first session to discuss their background and their scholarly interests before this determination can be made.

**Assignments and Activities:** All assignments will be presented in separate documents and posted on D2L.

**Exams:** Midterm and final exams may consist of multiple-choice questions, definitions or short answers. A study guide consisting of questions from which the final exam will be drafted will be provided.

## Grade Range

### **Undergraduate Grading**

300 - 280 = A  
 279 - 270 = A-  
 269 - 260 = B+  
 259 - 250 = B  
249 - 240 = B- \*  
 239 - 230 = C+  
 229 - 220 = C  
 219 - 210 = C-  
 209 - 200 = D  
 Less than 200 = F

### **Graduate Grading**

300 – 270 = A  
 269 – 240 = B  
 239 – 210 = C  
 209 – 200 = D  
 Less than 200 = F

**\* B- is the SPED minimum standard for this course**

### Attendance and participation:

You are entering a profession where individual initiative and self-discipline are essential characteristics for educators of high quality. Your instructor is assuming that you have both of these characteristics. Each student is expected to attend every class, be on time and be prepared for the class topic. Participation is a professional disposition of collaborative leadership (see rubric Page 13 of syllabus) and a minimal expectation for the course. Participation is evaluated through the following:

- a) advance preparation (materials and readings) for whole-class lecture/discussion sessions,
- b) oral contribution to lectures/discussions,
- c) sustained focus through in-class activities and
- d) and sincere and authentic contribution to small-group tasks and activities.

Twenty (20) points will be awarded for attendance and participation. When abuse to either the attendance or participation policies is suspected, your instructor will formally notify the student and a disposition remediation plan will be invoked.

### Academic conduct:

Students are expected to act both ethically and professionally in this course. Academic misconduct will be dealt with seriously and will have negative repercussions on your continuation in the program.

### Late penalty

Due dates for assignments are expected to be honored. There may be a **10%** deduction for each day an assignment is past due. In the event that due dates have to be adjusted, the instructor will announce this in class. Individual circumstances **may be taken into consideration** for unique situations. This will be at the discretion of the instructor.

### Special Needs

Students requiring accommodations for specific learning needs should process their requests through the Services to Students with Disabilities office (OL 2136) prior to arranging these accommodations with the instructor.

### Topic Sequence and Class Preparation Guide

Each of the topics will be given in sequence. Although the dates serve as a reminder of where we expect to be in the course, we will likely need to be flexible.

<b>Approximate Dates</b>	<b>Topic Sequence</b> <b>Note: Lecture notes available on D2L</b> <b>Please wait for notification of when they have been updated for printing</b>	<b>Reminders for class items and due dates</b>
Week 1: Sept 2	1. Overview of course & Introduction to Formal Assessment Practices 2. Reliability – the need for procedural fidelity in formal assessment ▪ Overton (2009) pg. 142-143 & 181 – 185. 3. Administration of the WJ III – Test of Academic Achievement ▪ Overton (2009) pg. 254-259	WJ III – Academic Achievement Kit & KeyMath Kit
Week 2: Sept. 7 & 9	Continue with topics 1 through 3 4. Administration of the KeyMath ▪ KeyMath Testing manual 5. Administration of the BES & BASC Lecture for BES and Overton (2009) pg. 335-336 for BASC	Behavior Evaluation Scales (BES) forms Assign readings for Informed-discussion activity on RtI
Week 3: Sept. 14 & 16	6. Descriptive statistics ▪ Overton (2009) - Chapter 3	Text and calculator required
Week 4: Sept. 21 & 23	7. Quantifying reliability and validity in assessment ▪ Overton (2009) – Chapter 4	Text and calculator required <b>Activity 1</b> – Spreadsheet activity using Excel Chapter 6 assign sections
Week 5: Sept. 28 & 30	8. Legal, ethical and practical issues in assessment – Jigsaw Discussion ▪ Overton (2009) Chapter 2	<b>Activity 2</b> – Informed-discussion on RtI
Week 6: Oct. 5 & 7	9. Curriculum-based assessment and other informal measures ▪ Overton (2009) – Chapter 6	Text required Grouped readings of chapter 6 with heterogeneous sharing session.
Week 7: Oct. 12 & 14	10. Assessing behavior and social competence ▪ Overton (2009) – Chapter 8	Text required CBA Pres. Group 1 – Behavioral and Social Functioning Group Formal Assessment Protocol for BES due

Week 8: Oct. 19 & 21	11. Norm-referenced academic assessment, measures of learning aptitude & interpreting assessment results <ul style="list-style-type: none"> <li>▪ Overton (2009) Chapters 5 &amp; 7</li> </ul>	Text required CBA Pres. Group 2: Academic Midterm Exam
Week 9: Oct. 26 & 28	Continue with topic 11	CBA Pres. Group 3: Fine Motor & Study Skills Formal assessment assignments due: WJ & KeyMath,
Week 10: Nov. 2 & 4	Continue with topic 11	
Week 11: Nov. 9 & 11	12. Relationship of assessment findings to intervention practices <ul style="list-style-type: none"> <li>▪ Overton (2009) Chapter 11</li> </ul>	Text required <b>Activity 3: Making HQ Recommendations</b>
Week 12: Nov. 16 & 18	Continuing topic 12	Text required
Week 13: Nov. 23 & 25	13. Communication of assessment findings to parents and other professionals <ul style="list-style-type: none"> <li>▪ Overton (2009) Chapter 11</li> </ul>	Text required Case Studies Assignment due - Formal Assessment Written Report  <b>Activity 4 - Oral Report to Parents Simulation &amp; Reflection Case Studies</b>
Week 14: Nov. 30 & Dec. 2	Continue with topic 13	
Week 15: Dec. 7 & 9	Continue with topic 13	
Week 16: Dec. 14 – 18	Final exam: Section 1 (Monday & Wed) – Friday Dec. 18, 3 – 5:00 Section 2 (Monday evening) – Monday, Dec. 14, 7:00 p.m. to 9:00 p.m.	

## References

### **Rental Texts:**

Overton, T. (2009). *Assessing Learners with Special Needs: An Applied Approach*. (6<sup>th</sup> ed). Pearson Merrill Prentice Hall: Upper Saddle River, NJ.

### **Topical Course Readings for Informed-discussion on RtI Forum Activity**

Artiles, A. J., & Bal, A. n. (2008). The Next Generation of Disproportionality Research: Toward a Comparative Model in the Study of Equity in Ability Differences. *Journal of Special Education*, 42(1), 4-14.

Burns, M. K., Jacob, S., & Wagner, A. R. (2008). Ethical and legal issues associated with using response-to-intervention to assess learning disabilities. *Journal of School Psychology*, 46(3), 263-279.

Dunn, Lloyd. (1968). Special education for the mildly retarded – Is much of it justifiable? *Exceptional Children*, 35(1), 5-22.

Figueroa, R. A., & Newsome, P. (2006). The diagnosis of LD in English learners: Is it nondiscriminatory? *Journal of Learning Disabilities*, 39(3), 206-214.

Fletcher, J. M., Coulter, W. A., Reschly, D. J., & Vaughn, S. (2004). Alternative approaches to the definition and identification of learning disabilities: Some questions and answers. *Annals of Dyslexia*, 54(2), 304-331.

Fuchs, L. S., Fuchs, D., & Speece, D. L. (2002). Treatment validity as a unifying construct for identifying learning disabilities. *Learning Disability Quarterly*, 25(1), 33-45.

Holdnack, J. A., & Weiss, L. G. (2006). IDEA 2004: Anticipated implications for clinical practice - Integrating assessment and intervention. *Psychology in the Schools*, 43(8), 871-882.

McNamara, K., & Hollinger, C. (2003). Intervention-Based Assessment: Evaluation Rates and Eligibility Findings. *Exceptional Children*, 69(2), 181.

Mellard, D. F., Deshler, D. D., & Barth, A. (2004). LD identification: It's not simply a matter of building a better mousetrap. *Learning Disability Quarterly*, 27(4), 229-242.

Odom, S. L., Brantlinger, E., Gersten, R., Horner, R. H., Thompson, B., & Harris, K. R. (2005). Research in Special Education: Scientific Methods and Evidence-Based Practices. *Exceptional Children*, 71(2), 137-148.

Shinn, M. R. (2007). Identifying Students at Risk, Monitoring Performance, and Determining Eligibility Within Response to Intervention: Research on Educational Need and Benefit From Academic Intervention. *School Psychology Review*, 36(4), 601-617.

**Wisconsin Teaching Standards**  
**ISTE Standards & Baccalaureate Goals**  
**Alignment Information**

Wisconsin Teacher Standards (WTS)

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of the *subject matter* meaningful for pupils.
2. The teacher understands how children with *broad ranges of ability* learn and provides instruction that supports their intellectual, social and personal development.
3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can *adapt instruction to meet the diverse needs of the pupils*, including those with disabilities and exceptionalities.
4. The teacher understands and uses a *variety of instructional strategies*, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
5. 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.
6. The teacher uses effective *verbal and nonverbal communication* techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom.
7. The teacher *organizes and plans systematic instruction* based upon knowledge of subject matter, pupils, the community and curriculum goals.
8. The teacher understands the uses of *formal and informal assessment* strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupils.
9. The teacher is a *reflective practitioner* who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others who actively seek out opportunities to grow professionally.
10. The teacher *fosters relationships* with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.

National Technology Standards for Teachers:

**Standard IV** (*Assessment and Evaluation: Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies*) is embedded in the progress monitoring component of the Assess and Teach Project.

## Qualities of Collaborative Leaders

DISPOSITIONS	Qualities of Collaborative Leaders			
	0	1 UNDERSTANDING	2 INDEPENDENT LEVEL	3 COLLABORATIVE LEVEL
<b>1</b> STRIVES FOR SHARED UNDERSTANDING	Chooses to do most tasks independently	<ul style="list-style-type: none"> <li>Asks relevant questions of “safe” person</li> <li>Compromises, or asks others to do so, to complete tasks</li> </ul>	<ul style="list-style-type: none"> <li>Asks clarifying questions for self</li> <li>Paraphrases for personal clarification</li> <li>Cooperates when working with others</li> </ul>	<ul style="list-style-type: none"> <li>Asks clarifying questions for self and/or group needs</li> <li>Solicits responding from all parties</li> <li>Paraphrases for better self and group understanding</li> <li>Redirects counter-productive participation</li> <li>Demonstrates active listening during collaborations</li> </ul>
<b>2</b> SEEKS BENEFICIAL SOLUTIONS	Does not try to change what has already been done “good enough”	<ul style="list-style-type: none"> <li>Describes situations and solutions from multiple perspectives</li> <li>Articulates potential barriers to situations</li> <li>Lists people who may be potential resources for tasks</li> </ul>	<ul style="list-style-type: none"> <li>Describes current condition</li> <li>Tells why change might be necessary</li> <li>Independently finds resources to support change</li> <li>Defers judgement in order to come up with unique and workable solutions</li> </ul>	<ul style="list-style-type: none"> <li>Seeks input from and works with others to describe current condition</li> <li>Works with others to determine need for change</li> <li>Considers other’s ideas and perspectives to generate possible solutions and meet multiple needs</li> </ul>
<b>3</b> ACCEPTS RESPONSIBILITY FOR SELF AND TAKES ON RESPONSIBILITY FOR OTHERS	Blames others and circumstances when problems occur	<ul style="list-style-type: none"> <li>Lists possible personal responsibilities</li> <li>Articulates the responsibilities of others</li> </ul>	<ul style="list-style-type: none"> <li>Accepts responsibility for tasks when asked to do so</li> <li>Assists with meeting the needs of others when within own control</li> </ul>	<ul style="list-style-type: none"> <li>Accepts and seeks out responsibility for tasks</li> <li>Advocates for other’s needs, regardless of personal beliefs/needs</li> <li>Actively seeks out assistance from others to meet identified needs</li> </ul>
<b>4</b> DISPLAYS PERSEVERANCE FOR PROJECTS AND INTERPERSONAL RELATIONSHIP MANAGEMENT	Follow-up attempts not made when first attempt does not succeed or meet expectations	<ul style="list-style-type: none"> <li>Completes tasks on time</li> <li>Makes repeated, but minimal, attempts to correct or continue a task</li> <li>Makes weak attempts to better understand others</li> </ul>	<ul style="list-style-type: none"> <li>Asks questions to find out more in order to make more productive future attempts at a task</li> <li>Describes options for approaching others for assistance</li> </ul>	<ul style="list-style-type: none"> <li>Actively seeks out others for contributions in order to make change and persist with tasks</li> <li>Acknowledges all participants contributions, concerns, and ideas</li> <li>Depersonalizes negativity from others and contributes positive responses</li> </ul>
<b>5</b> DEMONSTRATES A PASSION FOR EXCELLENCE	Does just what is required	<ul style="list-style-type: none"> <li>Reflects on how experiences has impacted their thinking about education</li> <li>Articulates the meaning of excellence in a context of learning</li> </ul>	<ul style="list-style-type: none"> <li>States expectations that go beyond the status quo</li> <li>Independently uses the meaning of excellence in a context of learning for individual growth</li> </ul>	<ul style="list-style-type: none"> <li>Active and positive member of groups</li> <li>Uses excellence in a context of learning to collaborate with and influence others</li> <li>Celebrates group successes</li> <li>Exhibits an appropriate sense of humor, a positive manner, and enthusiasm during interactions</li> </ul>

## Selected UW-EC Learning Goals and Outcomes for this course

### **Creative and Critical Thinking**

- UW Eau Claire students will develop critical thinking skills that can be applied to a range of contexts.
- UW Eau Claire students will develop creative thinking skills that include
  - creative expression and/or
  - creative approaches to problem solving.

Note: Critical thinking skills may include information literacy, quantitative literacy, inquiry, analysis, problem posing, and problem solving.

Note: Creative and critical thinking include general and discipline specific skills and procedures for analysis and inquiry, information and quantitative literacy.

### **Effective Communication**

- UW Eau Claire students will write, read, speak, and listen effectively in various contexts including applications to civic and discipline specific contexts.  
Note: Communicating effectively includes working effectively on teams.

### **Individual and Social Responsibility**

- UW Eau Claire students will develop skills and values for ethical reasoning and life-long learning.
- UW Eau Claire students will connect their knowledge and skills to social and civic contexts.