Central Washington University
The Center for Teaching and Learning
Special Education

1. **EDSE 411: Assessment of Individuals with Disabilities**
   
   **Course Materials:**
   

2. **Course Description:** EDSE 411. Assessment of Individuals with Disabilities.

   This course is designed to provide guidelines in the assessment of individuals with disabilities. A foundation of understanding assessment (formative and summative) is also provided. Technical aspects of administering, scoring, and interpreting formal tests and for designing and using informal testing techniques are discussed. The connection between gathering assessment information and using it to make decisions is also addressed. Prerequisites: EDF 302 & EDSE 303.

3. **Course Rationale:** …the missions of a) CWU ("Docendo Discimus"), and b) CEPS ("Facilitators of learning in a diverse world"); …the administrative codes of Washington (WACs 180-78A-165); and…the Council for Exceptional Children goals for all teachers ("Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers") …EDSE 411 uses the constructivist and behaviorist models to provide opportunities for students to acquire knowledge and skills derived from theoretical bases pertinent to the competencies listed below. EDSE 411 is also designed to develop knowledgeable consumers of informal and formal assessment practices and effective implementers of such research as educational practitioners.

4. **Specific Learner Outcomes:** The students will:

   1. **WA-COMP.SE.K4.1** Basic terminology used in assessment of individuals with disabilities.
   2. **WA-COMP.SE.K4.2** Legal provisions and ethical principles regarding assessment of individuals.
   3. **WA-COMP.SE.K4.3** Childfind screening, pre-referral, referral, and eligibility procedures.
   4. **WA-COMP.SE.K4.4** Use and limitations of instruments and procedures for assessing individuals with disabilities including young children.
   5. **WA-COMP.SE.K4.5** Assessment accommodations, modifications, and alternatives and when to apply each.
   6. **WA-COMP.SE.K4.6** Use of technology to conduct individualized assessment.
   7. **WA-COMP.SE.K4.7** Knowledge of reliable methods of response of individuals who lack typical communication and performance abilities.
   8. **WA-COMP.SE.S4.1** Collaborate with families, related service personnel and others in assessment of individuals with disabilities.
9. **WA-COMP.SE.S4.10** Use assessment information in making eligibility, program, and placement decisions for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds.

10. **WA-COMP.SE.S4.11** Evaluate instruction and monitor progress of individuals with disabilities at least as often as prescribed by LEA policy.

11. **WA-COMP.SE.S4.12** Identify supports needed for inclusion.

12. **WA-COMP.SE.S4.13** Use technology to conduct assessment.

13. **WA-COMP.SE.S4.14** Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities.

14. **WA-COMP.SE.S4.15** Monitor behavior changes across subjects and activities.

15. **WA-COMP.SE.S4.16** Use assessment results to develop instructional plans.

16. **WA-COMP.SE.S4.17** Plan for and link current developmental and learning experiences and teaching strategies with those of the next educational setting, including knowledge of resources specifically designed to articulate early childhood curriculum to the state learning goals.

17. **WA-COMP.SE.S4.18** Communicate and integrate assessment results from others as an active team participant in the development and implementation the Individual Educational Program (IEP) and Individual Family Service Plan (IFSP).

18. **WA-COMP.SE.S4.2** Create and maintain records.

19. **WA-COMP.SE.S4.3** Gather relevant background information including families.

20. **WA-COMP.SE.S4.4** Develop and administer nonbiased, informal assessments.

21. **WA-COMP.SE.S4.5** Use formal and informal assessments including observation methods.

22. **WA-COMP.SE.S4.6** Interpret information from formal and informal assessments.

23. **WA-COMP.SE.S4.7** Utilize ongoing evaluation/assessment data to determine the effectiveness of specially designed instruction and related services.

24. **WA-COMP.SE.S4.8** Use performance data and information from all stakeholders to make or suggest modifications in learning environments.

25. **WA-COMP.SE.S4.9** Select, adapt and modify individualized assessment strategies including accommodations and alternative assessment.

26. **CTL 1.1** Candidates demonstrate subject matter knowledge in areas of endorsement.

27. **CTL 1.2** Candidates demonstrate a thorough understanding of pedagogical content knowledge.

28. **CTL 1.3** Candidates demonstrate a thorough understanding of professional and pedagogical knowledge and skills.

5. **Course Topics:**

1) Principles & Roles of Assessment
2) Achievement Targets (Knowledge, Reasoning, Performance, & Affect)
3) Assessment Alternatives
4) Barriers to Quality Assessment
5) Informal Assessment Tools (Selected Response, Essay, Performance, & Personal Communication)
6) Standardized & Formal Assessments
7) Portfolio Assessment
8) State & Federal Laws
6. **Methods of Instruction:**
   Instruction in this course will consist of direct instruction, lectures, demonstrations, class discussion, class group work, and class activities, both in and out of class. There will also be test practice exercises and competency demonstrations.

7. **Assessment:**

   **Performance Indicators** -- Students will participate in the following activities:

   1) **Formal Assessments** (Student Outcomes 1-28). Practice administering, scoring, and interpreting (ASI) the following tests outside of class is required:
   a. Peabody Individual Achievement Test (PIAT-R)
   b. Keymath Diagnostic Arithmetic Test (Keymath-R)

   Tests & response booklets are on reserve in the pre-service center. Students must buy the test protocols (available at the Bookstore). A written assessment on the results of one of the three tests is to be submitted. Written assessments results are to include the following:
   a. child's background,
   b. child selection rationale,
   c. summary of results, and
   d. strengths and weaknesses of the instrument (reliability & validity) and protocol.

2) **Informal Assessments** (Student Outcomes 1-28). Four informal assessments are to be created using the guidelines established in the text and a written report for each is to be submitted on the date indicated. Students will be provided with the opportunity redo assessment instruments, if desired, until satisfied with the number of points earned (maximum of 30 points each). For each assessment, include:
   a. the target area of achievement,
   b. the assessment tool,
   c. verification of the quality of the test,
   d. feedback from at least three independent sources, and
   e. reflection on the process of creating the tool.

   Matching the method to the target of achievement, an assessment tool will be developed for each of the following:
   a. Selected Response Assessment - choose two specific kinds of selected response test formats.
   b. Essay Assessment
   c. Performance Assessment
   d. Personal Communication

3) **Peer Evaluations** (24, 16): Each student will evaluate selected response, essay, performance, and personal communication tools developed by other students in class. These activities will provide opportunities to apply knowledge of the assessment process to tools developed by peers as well as view a variety of different examples. Evaluation criteria will be shared by the instructor.

4) **Progress Tests** (1-2, 4-7, 12, 14-15): There will be two Progress Tests (PTs) given on the dates indicated on the calendar. PTs will address information from assigned reading, handouts, course lectures, videos, class discussions, and
material covered up to the date of the test. The will be given only on the date specified on the course calendar.

**Grading** -- All activities listed must be completed/submitted in order to satisfactorily complete this course. Points will be awarded for completion of the activities of this course as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Questions (1\times 27)</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Reading Question Answers (1\times 27)</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>KeyMath A/S/I</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>PIAT Write Up</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Informal Assessments</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Selected Response (30)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay (30)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance (30)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Communication (30)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Evaluations (4 @ 5 points each)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Video Notes and Reflections</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td>26</td>
<td></td>
</tr>
</tbody>
</table>

Possible Points: 365  TOTAL:_______

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>360-365</td>
<td>A</td>
</tr>
<tr>
<td>354-359</td>
<td>A-</td>
</tr>
<tr>
<td>348-353</td>
<td>B+</td>
</tr>
<tr>
<td>342-347</td>
<td>B</td>
</tr>
<tr>
<td>336-341</td>
<td>B-</td>
</tr>
<tr>
<td>330-335</td>
<td>C+</td>
</tr>
<tr>
<td>324-329</td>
<td>C</td>
</tr>
<tr>
<td>318-323</td>
<td>C-</td>
</tr>
<tr>
<td>312-317</td>
<td>D+</td>
</tr>
<tr>
<td>306-311</td>
<td>D</td>
</tr>
<tr>
<td>300-305</td>
<td>D-</td>
</tr>
<tr>
<td>&lt; 300</td>
<td>F</td>
</tr>
</tbody>
</table>
According to the CWU catalog:
- The highest grade, "A", is reserved for those students who have excelled in every phase of the course.
- The "B" grade is for students whose work is superior but does not warrant the special distinctiveness of the "A."
- A "C" grade indicates that the student has made substantial progress toward meeting the objectives of the course and has fulfilled the requirements of the course. (The grades above "C" are used for those students who have demonstrated some degree of superiority.)
- The "D" is a grade for those students who have made progress toward meeting the objectives of the course but who have fulfilled the requirements only in a substandard manner.
- The "F" is reserved for students who have failed to meet or have accomplished so few of the requirements of the course that they are not entitled to credit.

8. **Class Policies:**

1) **Text Reading.** Students are expected to read the text chapters according to the schedule and prior to coming to class as there will be unannounced in-class activities relating to the chapters.

2) **Professionalism:** One measure of acceptable teaching is being professional. This means (among other things) honoring your commitments; submitting assignments on time; being on time and ready to participate; and submitting neat, accurate, and well prepared materials. (Typewritten assignments are required. Neatly handwritten assignments are acceptable when indicated by the instructor.) Professionalism also means involvement. Involvement includes, but is not limited to, active participation in involvement in discussions, sharing ideas, and respecting others whose ideas differ from one's own.

3) **Attendance:** Class attendance is mandatory and roll will be taken at each class session. Any absences beyond the first class will result in the loss of professional points. There may be times when you will need to be absent from class. All emergency absences should be reported through the Office of Student Affairs.

4) **Special Notes:**
   a. Students who have special needs or disabilities that may affect their ability to access information and/or materials presented in this course are encouraged to contact the instructor as soon as possible.
   b. Incompletes will be given only for documented medical, extreme personal hardship, or family emergencies. Please do not request an incomplete for any other reason.
   c. It is possible to forfeit points from the total earned on an assignment for misspellings, improper grammar, poor sentence structure, cross-outs, strike-overs, and so on. Suggestion: have someone proof your assignment before submitting it.
   d. The instructor reserves the right to make decisions about individual student competence based on demonstrated student outcomes and professional judgment of the student's performance in all aspects of the course.
9. **Bibliography:**

**Contemporary References**