

**SERP 507a****ACADEMIC ASSESSMENT OF STUDENTS WITH HIGH INCIDENCE DISABILITIES**

Term:	Fall 2015	Phone:	621-0943
Class Time:	Monday, 4:00-6:30	Office:	Education Room 409
Class Room:	Educ 349	E-mail:	nmather@u.arizona.edu
Office Hours:	Mondays 1:00-3:00	TA:	Jennifer White, M.A.
Instructor:	Nancy Mather, Ph.D.	E-mail:	jenniferm@email.arizona.edu

**Course Overview and Requirements***DESCRIPTION*

Educational assessment of academic areas with emphasis on curriculum-based and standardized assessments for the purpose of educational planning in reading, writing, and mathematics for individuals with high incidence disabilities. Score interpretation, report preparation and, role in team meetings. Emphasis on progress monitoring and using assessment to plan intervention.

*PURPOSE*

The purpose of this course is to train professionals to administer and interpret a variety of informal and formal educational assessments that are often used as a part of evaluations for special education eligibility and instructional planning.

*KNOWLEDGE BASE*

As prerequisites, students should possess knowledge of characteristics and terminology associated with the fields of school psychology, special education, and learning disabilities.

*COURSE OBJECTIVES*

Standards referenced below are from

AZ = Arizona Professional Teaching Standards

CEC = CEC Content Standards

CC and GC = CEC Knowledge and skills for students preparing to be special education teachers of students in individualized general curriculum

*COURSE WEBSITE:* [www.d2l.arizona.edu](http://www.d2l.arizona.edu)

After completion of the course, the student will be able to:

1. Explain assessment results using special education terminology. (AZ 4.4, 5.1; CEC 1, 8; CC1K5, CC8K1, GC1K1, GC8K1).
2. Identify and apply legal provisions and ethical principles regarding assessment of individuals. (AZ 8.13, 9.2; CEC 2, 9; CC2K5, CC2K6, CC8K2).
3. Cite screening, pre-referral and classification procedures. (AZ 8.7; CEC 3, 8; CC8K3, CC8K4).
4. Define and discuss the use and limitations of assessment instruments. (AZ 4.2, 4.4, 9.4, 9.5; CEC 4).

5. Collect relevant background information. (AZ 1.13; 4.1, 4.2, 4.3; CEC 8; CC8S1).
6. Administer nonbiased formal and informal assessments. (AZ 1.3, 1.13, 4.1, 4.2, 4.3; CEC 2, 8; CC8K4, CC8S2, GC8S2).
7. Develop or modify individualized assessment strategies. (AZ 1.3, 4.2, 8.10; CEC 8; CC8S4, CC8S9, GC8S3, GC8S4).
8. Explain information from formal and informal assessments. (AZ 4.2, 4.3, 4.4, 8.10, CEC 5, 8; CC8S5, CC10S2, CC10S9).
9. Use assessment information in making eligibility, program, and placement decision for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds. (AZ 4.2, 4.3, 4.4, 8.10, CEC 6, 8; CC10S10).
10. Report assessment results to all stakeholders using effective communication skills. (AZ 4.1, 4.4, 9.4, 9.5, CEC 7, 8, 10; CC8S5, CC7S3, CC10S9, CC10S10).
11. Evaluate instruction and monitor progress of individuals with exceptional learning needs. (AZ 1.13, 3.15, 4.1, 4.2, 4.3; CEC 4, 7, 8; GC4S12, CC5S6, CC7S4, CC8S5).
12. Identify and explain the legal requirements of IDEA 2004., Section 504, and ADA on the assessment process.

### *REQUIRED TEXTS*

Wright, J. (n.d.). *Curriculum-based measurement: A manual for teachers*. Retrieve from <http://www.jimwrightonline.com/pdfdocs/cbaManual.pdf> (no charge)

### *READINGS, HANDOUTS, AND CLASS NOTES*

Supplemental readings and class handouts can be downloaded from the course website: [www.d2l.arizona.edu](http://www.d2l.arizona.edu)

### *OPTIONAL TEXT*

Lichtenberger, E. O., Mather, N., Kaufman, N. L., & Kaufman, A. S. (2004). *Essentials of assessment report writing*. New York: Wiley.

### *INSTRUCTIONAL FORMAT*

Instructional methods will be primarily lecture with case studies used to illustrate interpretation of standardized and informal assessments. Two class sessions will be spent completing IRIS Modules. The handouts for each class will be posted on the class D2l website by Sunday afternoon. Each student can download and print copies of the Pdf files.

### *ASSIGNMENTS and EVALUATION CRITERIA*

Attendance and Class Participation

1.	Administer and score one WJ IV ACH Standard Battery. Hand in the Test Record and Subject Response Booklet. Complete a peer review.	15
2.	Administer and score one WJ IV ACH Standard and Extended Batteries to an elementary, secondary, or postsecondary student. Hand in the Test Record and the Subject Response Booklet. Complete a peer review.	20 5
3.	Complete the questions for the four IRIS modules (brief responses) (10 points each)	40
4.	<b>Benchmark Assignment:</b>	40

	Administer, score, and interpret the WJ IV OL and the WJ IV ACH Standard and Extended Batteries to a student experiencing academic difficulties (if possible). Hand in the Test Record, the Subject Response Booklet, and a written report. (2-3 pages)	5
	Complete a peer review.	
<b>5.</b>	<b>Benchmark Assignment</b> Conduct a curriculum-based in reading, math, spelling, and writing. (Assignment will be explained in class.)	25
<b>6.</b>	Collect several writing samples for a student (e.g., class assignments, stories, essays). Analyze the student's writing for handwriting, basic skills, organization, and content. Make several recommendations for helping the student improve his or her writing ability.	25
<b>7.</b>	Administer and score one Test of Written Language (TOWL-4), an informal reading inventory, Key Math-3, TOWRE, or another achievement test. Hand in the protocol.	15
<b>8.</b>	Case Study Presentation Prepare a brief 5 to 10 minute presentation for class describing student results from some type of evaluation: standardized, CBM, or an informal assessment.	10
<b>9.</b>	<b>Midterm Examination:</b> Knowledge-based exam covering assessment terminology and procedures.	100
<b>10.</b>	<b>Final Examination:</b> Knowledge-based and application exam requiring interpretation of assessment information.	100
	<b>TOTAL POINTS POSSIBLE</b>	<b>400</b>

Graduate Grading Scale:

A = 370-400

B = 340-369

C = 300-339

D = 240-299

E = 239 and below

**SCHEDULE****Readings and Assignments**

Aug. 24	Course Overview High Incidence vs Low Incidence Learning Disabilities Legal Protections	2014 The State of Learning Disabilities (posted on d2l).
Aug. 31	Basic Test and Measurement Concepts, Introduction to the Woodcock-Johnson Tests of Achievement IV (WJ IV ACH)	
Sept. 7	Labor Day No class	Read WJ IV ACH Manual
Sept. 14	Practice Administration WJ IV ACH	
Sept. 21	WJ IV ACH Administration and Scoring	
Sept. 28	WJ IV Variation and Discrepancy Interpretation	
Oct. 5	Case Study Interpretation	<b>#1 due</b>
Oct. 12	WJ IV OL Battery WJ IV ACH, Interpretation	
Oct. 19	<b>Midterm</b>	<b>#2 due</b>
Oct. 26	Curriculum-Based Measurement Complete IRIS Modules: Classroom Assessments Parts 1 and 2*	IRIS module website: iris.peabody.vanderbilt.edu *Complete during class time (no class)
Nov. 2	Report Writing, Curriculum-Based Measurement (CBM) Reading	<b>#4 due</b> Read CBM Manual
Nov. 9*	Response-to Intervention Part 1: An Overview Part 2: Assessment	IRIS module website: iris.peabody.vanderbilt.edu *Complete during class time (no class)
Nov. 16	CBM Reading	
Nov. 23	CBM Writing and Math	
Nov. 30	Case Study Presentations	<b># 3, #6, #7, and #8 due</b>
Dec. 7	Review	

