

SPED 449.001 Assessment and Evaluation
Spring 2013
TR 11:00 – 12:15 Location: EDS 135

Instructor: Dr. Suzanne Thomas

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Office Hours: Tuesday & Thursday 9:00 – 10:30am; Tuesdays 1:00 – 3:00 pm or by appt.

It is my desire that each of you profits from this course. Please contact me via e-mail or phone or schedule to meet with me if you need any assistance. Appointments are NOT required, but are appreciated, preferred, and given priority.

Course Description:

This course is designed to introduce students to a variety of assessment and evaluation procedures. Normative and criterion referenced procedures will be presented as well as formative and summative evaluation strategies. **Prerequisite SPED 346.**

If you do not have a passing grade in SPED 346, or its equivalent transfer course, please contact the professor BEFORE enrolling in this course.

Text:

Overton, T. (2009). *Assessing Learners with Special Needs: An Applied Approach (7th Ed)*. Merrill Pearson Education: Upper Saddle River, NJ. (ISBN # 13:978-0-13-136710-4 / 10:0-13-136710-2)

Course Objectives:

The following are the standard course objectives: The student is expected to be able to

- 1) understand formal and informal assessment procedures;
- 2) know how to evaluate student competencies to make instructional decisions.
- 3) understand and apply knowledge of procedures for planning instruction for individuals with disabilities; and
- 4) apply knowledge of professional roles and responsibilities and adhere to legal and ethical requirements of the profession.

TExES Competencies Addressed:

Competency 002	The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.
Competency 003	The special education teacher understands and applies knowledge of procedures for planning instruction for individuals with disabilities.
Competency 011	The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Class Assignments/Activities/Expectations:

Attendance/Participation: Students are expected to be present for all scheduled class meetings. Five points will be deducted for

- all unexcused absences
- each 3 tardies (e.g., tardy 3 times = -5; tardy 6 times = -10, etc.)

For excused absences (see student guidebook), contact the instructor *prior to* the class meeting, whenever possible.

Participation & In-class Activities: Periodically throughout the semester, activities will be completed during class that will result in a grade for the activity or for participation. As these are in-class activities, they will not be announced in advance and they cannot be “made up” at a later date – they will function the same as a pop quiz. The amount of points available will be determined for each activity and totaled at the end of the semester.

Maximum Available: 50 points (throughout the semester)

Activity Modules:

Throughout the semester, activity modules will be assigned to be completed outside of class. Typically, modules will consist of reading and watching the videos and answering assigned questions.

Tentative Activity Modules Topics: Reliability & Validity, Response to Intervention, STAAR, Academic Assessment: Reading & Math, and Functional Behavior Assessment (FBA)

GRADING: 50 points each (x 5 activities) = 250 maximum points

Review a Test Project: In small groups (2 or 3 students), students will be assigned a type of assessment to introduce to the class along with an example assessment instrument to review and evaluate. The group will be responsible for leading a class discussion on their assessment type and their specific instrument.

Assessment types and example assessment instruments include:

1. Curriculum based assessment – ITBS
2. Electronic Progress Monitoring – *iStation*
3. Assessment of Behavior – BASC 2
4. Assessment of Social Skills – SSRS
5. Assessment of Adaptive Behavior – ABES
6. Transition Assessment – LCCE
7. Assessment of infants & toddlers – The Bayleys
8. Assessment for Autism Spectrum Disorder – The ADOS
9. Assessment for ADHD – The Connors
10. High-Stakes Assessment of Academic Achievement – The STAAR

In addition to leading the class discussion, the group will prepare a report on their assigned test. The report should include the following: test name, author, publisher, grades/ages for use, type of test, validity and reliability, purposes of the test, advantages or “pros” of the test, disadvantages or “cons” of the test, suggestions for use of the test, and personal opinions of the test. The written report should be prepared in a bulleted format of one to two pages and appropriate for dissemination to class peers – either bring paper copies or post electronically. Presentation should include a PPoint presentation. The use of copies or samples of the instrument (or other instruments for the test type), videos, example reports, or other means to make the topic interesting and understandable to your peers are encouraged but not required. Each group will complete a “review guide” for their TYPE assessment.

GRADING: 100 maximum points

Article Review: Students will review a journal article provided on one of the topics from Chapters 1 – 5. Each student will be responsible for compiling a **brief one-page summary** to include (a) correct APA citation, (b) a brief summary of the article (do NOT copy the abstract), and (c) a statement of what the article means for teachers (can be bulleted).

GRADING: 50 maximum points

Exams: Two exams will be given covering the course content. Exams will have any combination of true/false, multiple choice, matching, short answer, and essay items.

GRADING: 100 maximum points each (total available 200)

Grading & Evaluation:

In-Class Activities	50
Activity Modules	250
Review a test	100
Article review	50
Exams	200
Total possible points	700

Point Distribution:

A = 90%; B = 80%; C = 70%; D = 60%; F = less than 60%

Other Important Notes

Communication & Support: If you have a question that others in the class may also be having, please post those questions to my Virtual Office on eCollege. Please consult virtual office to see if a question has already been answered before sending me an e-mail. Responses to emails will be made Monday through Friday within 48 hours unless out-of-office notification has been provided. Please note that I will not guarantee response to emails during weekends, holidays, or in the evenings. If you have any questions or need clarifications on any aspect of the course, please email me early in the week.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo. ALL class emails from your instructor will be sent from eCollege (and all other university emails) and **WILL GO TO YOUR MyLeo ACCOUNT**. Please be sure to check this email account frequently and regularly.

Cell Phone / Pager / PDA / Blackberry, iPad etc. usage: Cell phones, pagers, iPads, etc. are not to be used during class unless for class business (e.g., not for “surfing” or personal e-mail). Text messaging is not allowed. Turn such devices off or on vibrate and do NOT access them during class. The use of cell phone or any other electronic communication devise during exams **is prohibited**.

Disability Support: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
 Gee Library, Room 132
 Phone (903) 886-5150 or (903) 886-5835
 Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Behavior / Professional Dispositions: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*)

- All students are expected to display professional behaviors (dispositions) expected of educators and to demonstrate these behaviors in their interactions with K-12 students, families, your colleagues, the professor, and communities at all times. These professional behaviors consist of such behaviors as professional responsibility, professional and personal integrity, collegiality, and commitment to learning. Failure to display professional behaviors can result in counseling by the professor and result in lowering of the course grade.
- Academic Dishonesty. To be successful in this class, you must invest time for study. Honesty is expected. Academic dishonesty (cheating, plagiarism, collusion) will NOT be tolerated and will result in a grade of zero (0) for the assignment. A second infraction will result in automatic failure of the class. Dishonesty is defined as (i) the use of unauthorized materials, (ii) any communication with peers during quizzes, (iii) representing another's work as one's own (i.e. plagiarism) or (iv) fabricating information. The professor reserves the right to determine occurrences of cheating.
- Plagiarism occurs at any time that another's ideas or words are used as your own without attribution. Direct quotations must be cited and set off from other text by quotation marks (".."). Paraphrasing of another's ideas must also be cited (although this does not require quotation marks). Copying from other students and two or more students who work together and turning in the exact same work (unless it's an assigned group project) also constitute plagiarism.
 - For many assignments, students are encouraged to work together. However, if individual submission of the assignment is required, the final product must be your own work.

Late Assignments: All assignments must be turned in on the assigned due date. Any late assignment will receive a **10% deduction PER DAY for the first 3 days** it is late past the due date (e.g., a 10% deduction for 1 day late; 20% deduction for 2 days late, etc.). Any assignment turned in four or more days after the due date will be returned ungraded.

Syllabi Guidelines: Ensure that the assignment guidelines presented in the syllabus are followed. It is important that all assignments are organized according to headings and subheadings delineated in the guidelines. ***Failure to do so will result in an ungraded assignment or a lower evaluation.***

Make/Up exam: There will be NO make/up activities or exams for this course unless a true emergency exists. Students are expected to submit relevant documentation (e.g. doctor's note, funeral notice, etc.) when requesting a make/up examination.

Written Assignments. Written assignments MUST be typed using double spaced lines, include your name, and have page numbers. In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Proofread all assignments as only materials with minimal or no errors will receive high scores.

Person First Language: Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. ***Degrading terminology will not be tolerated.*** In this class we will strive to use “people first” language at all times. “People First” language always refers to the person first and not as a label or a category. For example, refer to “a student with autism” and not “an autistic” or “students with disabilities” and not “disabled students”. In addition, avoid such stigmatizing terminology as “confined to a wheelchair” (say “uses a wheelchair” instead.) or “suffers from ___” (say “has ___”). .

If you have suggestions, comments, questions, or concerns about the class or the assignments, please call or see the instructor. Please do not save your suggestions for the evaluation at the end of the term when it is too late to implement your suggestions.