



SPED 449.001 Assessment and Evaluation
Spring 2015
Tues / Thurs 12:30 – 1:45 pm
Location: EDS 135

Instructor: Suzanne Thomas, Ph.D. Assistant Professor of Special Education

Office Location: Henderson Hall # 227

Office Hours: Tuesday and Thursday 10:00 am to 12:00; Thursday 2:00 to 4:00 pm or by appointment. Please feel free to contact me (preferably by e-mail) to schedule an appointment.

Phone: (903) 886-5592

Office Fax: (903) 886-5510

Email Address: Suzanne.thomas@tamuc.edu (*preferred method of contact*)

Responses to emails will be made Monday through Friday within 48 hours unless out-of-office notification has been provided. Please note I will not guarantee response to Virtual Office posts or emails during weekends, holidays, or in the evenings.

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:

Students will be presented with a variety of assessment and evaluation procedures. Normative and criterion referenced procedures will be examined. Emphasis will be placed on curriculum-based assessment, progress monitoring, and the use of formative and summative evaluation strategies in educational decision making. Prerequisites:

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: Student Learning Outcomes (SLO)

The following completion of this course, the student is expected to be able to

SLO	Student Learning Outcome	TEExES Competencies	
#1	Understand formal and informal assessment procedures as related to students with disabilities;	I.	Understand Individuals with Disabilities and Evaluating their needs <i>.002 Understands formal and informal assessment and evaluation procedures and knows how to evaluate student competencies to make instructional decisions.</i>
# 2	Evaluate student competencies to make instructional decisions. And	II.	Promoting Student Learning and Development <i>003: Understands and applies knowledge of procedures for planning instruction for individuals with disabilities.</i> <i>006: Understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.</i> <i>007: Understands and applies knowledge of transition issues and procedures across the life span.</i>
# 3	Understand and apply knowledge of procedures for planning assessment based instruction for individuals with disabilities;	IV.	Foundations and Professional Roles and Responsibilities <i>010: Understands the philosophical, historical, and legal foundations of special education.</i> <i>011: Applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.</i> <i>012: Knows how to communicate and collaborate effectively in a variety of professional settings.</i>
#4	Apply knowledge of professional roles and responsibilities and adhere to legal and ethical requirements of the profession		

STUDENT LEARNING OUTCOME MATRIX

Student Learning Outcome	Evaluation & Grading Criteria			
	Article Review	Chapter Modules & Activities	Review a Test Project	Exams
# 1 Understand formal and informal assessment procedures as related to students with disabilities;	X	X	X	X
# 2 Evaluate student competencies to make instructional decisions.		X		X
# 3 Understand and apply knowledge of procedures for planning assessment based instruction for individuals with disabilities;		X	X	X
# 4 Apply knowledge of professional roles and responsibilities and adhere to legal and ethical requirements of the profession		X	X	X

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.)

During class, students are expected to participate in class discussions, demonstrating college-level preparation and participation. Points will be deducted from the final grade at the discretion of the instructor for failure to participate.

In-class (unannounced) assignments may be presented at various times during the semester. If a student is absent, no “make-up” assignments will be made for in-class assignments.

Attendance points will be deducted per above FROM YOUR FINAL GRADE. Therefore, two (2) unexcused absences will result in a 10 point deduction – equivalent to one letter grade.

If you know you will have an excused absences (see student guidebook), you should contact the instructor *prior to* the class meeting as possible.

Participation and possible In-Class (unannounced) Activities: 25 maximum points
Absences: -5 points per unexcused absence

Article Review: Students will review a journal article 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). *A part of your grade will be based on your class discussion of your assigned article.*

GRADING: 25 maximum points

Activity Modules: Take Home Assignments

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. Possible topics of modules are: reliability and validity, response to intervention (RTI), curriculum based assessment reading, curriculum based assessment math, and functional behavior assessment

GRADING: 5 activity modules at 50 points each = 250 maximum points

Review a Test Project: In small groups, students will be assigned a type of assessment (including commonly used examples) to review and evaluate. The group will be responsible for making a presentation and leading a class discussion on their topic.

The group will be responsible for the following gradable products:

1. **Prepare a three to four page report.** The report should consist of the following:
 - a. A short introduction to your type of test (curriculum based, behavior, autism, etc.).
 - b. Information about EACH of your assigned test to include: test name, author, publisher, age of test. grades/ages for use, type of test, validity and reliability, purposes of the test, suggestions (from the publisher) for use of the test (for example: age /grade level, frequency, language use, etc.)
 - c. YOUR personal opinions of EACH test (for example, your group's opinion of advantages or "pros" of the test and disadvantages or "cons" of the test.
 - d. Your preference. Which of the two test instruments that you reviewed would you prefer? Why? Note: you can prefer one instrument for one thing (e.g., one age / grade) and the other instrument for another. Or, your preference may be dependent on circumstance. If so, explain.

Some of this information can be presented in bulleted format. For example, your group might make a pro/con bulleted table or a compare / contrast

table. Lengthy verbiage is not necessary as long as all sections are clearly marked and information within each section is clear and comprehensive.

The written report should be disseminated to class peers – either bring paper copies or post electronically.

2. **A one (1) page pamphlet / brochure / flyer** appropriate for families, the PTO meeting, or general education teachers explaining your TYPE of test (not your specific test instruments).
3. A **Test Review Guide** (format posted in doc share). This Test Review Guide will be turned into the professor for review and correction. When completed, the Test Review Guide will be posted for all class members into doc sharing BY THE PROFESSOR and will serve as a partial study guide for the final exam.
4. A **class presentation**. Each group will be responsible for leading a class discussion on (a) their assessment type and (b) their specific instruments. Presentations should last approximately 45 – 50 minutes and all group members **MUST** participate in the presentation. The type of participation of each person, however, is at the discretion of the group. Each person in the group will be graded on his/her own presentation style and ability to show personal knowledge and understanding of the information presented. The group **MUST** prepare a PowerPoint presentation outlining their 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 (and memorable) for your peers is encouraged but not required.

5. **Group Participation:** Group participation points will be awarded for participation in the group Test Review Project. Points will be determined based on observation, participation in class presentations, and participation and collaboration rating / ranking forms as judged by group peers.

Evidence of lack of collaboration among group members will result in severe penalty.

Assessment types and example assessment instruments may include:

1. Curriculum based assessment – ITBS & Brigance
2. Assessment of Behavior – BASC 2 and The Achenbach
3. Assessment of Adaptive Behavior and Social Skills – ABES and the Vineland
4. Assessment of infants & toddlers – The Bayleys and the Mullins
5. Assessment for Autism Spectrum Disorder – The ADOS and Gilliam Autism Rating Scale (GARS-2)
6. Assessment for ADHD – The Connors and Child Behavior Checklist

7. (If needed / not scheduled) Transition Assessment – Life Centered Career Education (LCCE) and the Transition Planning Inventory: Updated Version (TPI-UV)

GRADING: 225 maximum points as follows
Project Report: 100 points maximum
Pamphlet / flyer for family / general education teacher: 25 points maximum
Test Review guide: 25 points maximum
Presentation – 50 points maximum
Participation - 25 points maximum
Date Due: per class schedule

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:

Attendance	Required	
Participation and in-class activities (possible)		25
Article Review		25
Activity Modules (5 x 50)	250	
Review a test project		225
Exams 2@ 100		200
Total possible points		725

Point Distribution:

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

ACCESS AND NAVIGATION

Pearson LearningStudio Access and Log in Information

This course will meet face-to-face but will be facilitated using Pearson LearningStudio, (eCollege) the learning management system used by Texas A&M University Commerce. To get started with the course, go to: <http://www.tamuc.edu/myleo.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. You will then be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

Note: Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at
2. helpdesk@online.tamuc.org or 1-866-656-5511

3. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
4. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
5. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson help desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

Internet Access

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

Learner Support

Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

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 Pearson LearningStudio (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.

Anti-discrimination: The professor considers this classroom to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professor's expectation that ALL students consider the classroom a safe environment.

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status.

Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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 device during exams **is prohibited.**

Students with Disabilities

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 three or more days after the due date will be returned ungraded (receive a grade of zero).*

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 ____”).

Tobacco Use: Procedure 34.05.99.R1 now prohibits the use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco inside and adjacent to any building owned, leased, or operated by Texas A&M – Commerce.

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.