SPED 449 Assessment and Evaluation
Tuesdays 4:30-7:10pm
Ferguson Social Science 141
Fall 2015

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Office Hours: Tuesdays 7:10-8:00pm

Course Description: This course is designed to introduce students to a variety of assessment and evaluation procedures. Normative and criterion referenced measures will be presented as well as formative and summative evaluation strategies. Emphasis will be placed on how this data can be used to determine educational planning and decision making for special needs students. Prerequisite Sped 346- Intro. to Exceptional Children

Course Objectives: Following completion of this course, the student is expected to:
1. Understand formal and informal assessment procedures as related to students with disabilities. (TexES Competency I .002)

2. Evaluate student competencies to make instructional decisions and
3. Understand and apply knowledge of procedures for planning assessment based on instruction for individuals with disabilities. (TExES Competencies II .003, .006, .007)

4. Apply knowledge of professional roles and responsibilities and adhere to legal and ethical requirements of the profession. (TExES Competencies IV .010, .011, .012)

TEXTBOOK: Overton, T. (2009). *Assessing Learners with Special Needs: An Applied Approach* (7th Ed.) Merrill Pearson Education: Upper Saddle River, NJ
Additional handouts may be distributed in class.

Requirements & Grading: Students are expected to complete all readings and attend each class prepared to ask questions and /or contribute to class discussions. Course grades will be determined by performance in the following areas:

1. Exams: There will be two exams worth 100 points each: Midterm and Final.
Total: 200 points

2. Assignments: Six assignments will be distributed in class and are due throughout the semester. Each assignment will be worth 50 points and mechanics such as grammar and spelling will be taken into account when assigning a grade. All responses must be typed using 12 point font, double spaced.
Total: 300 points

3. Current Topics: A grade will be assigned for sharing one example from the media related to educational assessment (ex. Newspaper, magazine articles, cartoons, etc.) You may choose to find a journal article related to the topic of assessment and report on the issues it addresses. Sharing of current topics to the class will be spread out over the course of two weeks. Be prepared to share briefly (no more than 5 minutes) and discuss relevance to class objectives out loud with peers.
Total: 15 points

4. Research Paper: You will prepare a brief research paper (3-5 pages) on a topic related to assessment and evaluation that will improve your effectiveness as a special education teacher.
Total: 100 points

5. Test Review Guide: You will be expected to develop 15 questions that cover some of the most critical areas of knowledge you have learned over the course of this semester. Each review guide will be shared with other classmates to serve as a partial study guide in preparing for the final exam. Questions can be presented in the following formats: Multiple Choice, True/False, Fill-in-the-Blank, Short Answer. Provide an answer key at the end of the assignment.

NOTE:
It is very important that you complete every assignment. You may submit late assignments to me with no penalty if you have a documented University excuse (death in the family, serious illness/accident/injury). Without a formal excuse, points will be deducted for each day the assignment is late. This means that if you are not in class, your assignment is still due at the end of the class period noted so you will need to find a way to get your assignment to me prior to the end of class, either through a friend or email. The number of points deducted for each late day is equal to one letter grade. For example, if an assignment is worth 100 points and is submitted one day late, the maximum number of points you can earn is 89. Personal computer problems do not excuse the requirement to complete all course work in a timely manner. Each student needs to have a back up method to deal with these inevitable problems. These methods might include the availability of a back up computer at home/work, the temporary use of a competed at a friend's home, local library, office service companies, an Internet café, or a bookstore.

GRADE DETERMINATION:

Exams (2 worth 100 points each)	200
Assignments (6 worth 50 points each)	300
Current Topics (1)	15
Research Paper	100
Study Review Guide	15
TOTAL POINTS:	630 points

SEMESTER GRADES:

A = 90% and above
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below

TECHNOLOGY USE IN CLASS: Cell phones, tablets, pagers, etc, are not allowed for use during class unless for class business. Text messaging is not allowed. Turn such devices off or to vibrate and DO NOT access them during class hours. The use of any electronic devices will be not be tolerated during exams.

STUDENT BEHAVIORS/PROFESSIONAL DISPOPSITIONS: All students enrolled at the University shall follow the tenants 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 typical 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 behaviors such 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 a course grade.

*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. Plagiarism essentially means that you cannot use the words and ideas of another person without giving them credit. Therefore, "quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author you will to credit the source in the text" (APA, 2001, p.249). If you have any questions, please see me.

More than 3 absences during the semester is considered excessive. "It is the prerogative of the faculty to drop students from courses in which they have obtained excessive absences as defined in the course syllabus. In such cases, faculty recommend through the department head to the appropriate college dean that a student be dropped from a class. The faculty member will make a reasonable effort to communicate with the student prior to recommending a drop. If approved, the college dean will forward the recommendation to the Records Office (Systems Policy 13.2)."

PERSON FIRST LANGUAGE: Our language is a reflection of out 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.

Students are responsible for following University procedures to drop a class. If you stop attending the class for *any* reason, you must initiate the process of dropping the course, or you will receive a failing grade. Plan to take care of this several days ahead of time, so that you will have the time required to get the forms signed, submitted, etc.

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
Halladay Student Services Building
Room 303 A/D
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

If you have suggestions, comments, questions, or concerns about the class or the assignments, please call or see me in person. Please do not save your suggestions for the evaluation at the end of the term when it is too late to have your ideas considered and possibly incorporated.