

Western Carolina University
College of Education and Allied Professions
Summer 2021 Montego Bay, Jamaica
SPED 310: Assessment for Instruction in Special Education

Course Description:

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Conceptual Framework

The mission of the professional education programs at Western Carolina University is to prepare highly effective and ethical graduates that are **inspired** to be lifelong learners, **engaged** in the community, and empowered to become leaders who strive to **transform** the future.

Course Texts

Brookhart, S.M., & Nitko, A. J. (2019). *Educational assessment of students (8th ed.)*. Pearson: New York.

Course Objectives

At the completion of the course, students will be competent in the following professional standards:

1. Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.
2. Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
3. Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
4. Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities.
5. Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Course Requirements:

1. Read Assigned Material.
2. Complete Exercises before first class meeting (Personal Profile and Reflections on Ch.1-5).
3. Watch 6 Nearpod Presentations and Complete Assigned Tasks.
4. Participate in 2 IEP Case Studies.
5. Complete 1 Interview.
6. Take 1 Exam.

Grading Procedures:

For this course, you will be focusing on ways to design effective assessments for gauging student growth. You will design a variety of tools to assess student progress including formative assessments, summative assessments, and rubrics. In addition, you will practice creating specific

guidelines for assignments, writing effective questions for quizzes and tests, modifying assessments for diverse learners, and analyzing your use of assessments over the course of a marking period and within one unit of instruction. You will conduct an interview, participate in 2 IEP case studies, and take a final exam.

You will work on products during class and at home. All products will be submitted to Canvas. All assignments are due July 15th.

Products	Points
Pre-Class Activities	7 points
Daily Class Participation and Activities 6 Sessions x 8 points each 1. CBM Assignment 2. Formative Assessment 3. Summative Assessment 4. Rubric Design 5. Long-term Plan for a Marking Period (refer to page 110) 6. Assessment Activity Plan for One Unit of Instruction (refer to page 111)	48 points
Interview	10 points
2 IEP Case Studies (10 points each)	20 points
Final Exam	15 points
	100 Total Points

A = 90-100

B = 80-89

C = 70-79

Dates: June 14-25, 2021

Day	Topics	Activities
Prior to Class	Preview Textbook Read Chapters One-Five	Complete Discussion Board Assignments. 1. Personal Profile

		<ol style="list-style-type: none"> 2. Reflections on Chapters 1-5. 3. Complete the Canvas Scavenger Hunt.
Day One	<p>This session will be provided through Zoom and Nearpod. The links will be posted in class. This session will include a discussion and assignments. If you have internet issues, you can complete activities on your own time, but this must be completed on the assigned day.</p> <p>Content:</p> <ul style="list-style-type: none"> • Overview of Course • Required Assignments • Review of Chapters 1-5 • Consider Outcomes for All Students • Consider Outcomes for Specific Students • Process/ Product /Content • Validity • Fairness to Different Types of Students • Reliability • Page 69 – Consider Current Forms of Assessments Writing Process – mini-lessons, observe, feedback, revisions • Self-assessments • Group Work • Teacher Scenarios – page 105 for discussion – Socratic Seminars • CBM processes • CBM assignment <p>Homework: Read Chapters 6 & 7</p>	CBM Assignment
Day Two	<p>This session will be provided through Zoom and Nearpod. The links will be posted in class. This session will include a discussion and assignments. If you have internet issues, you can complete activities on your own time, but this must be completed on the assigned day.</p> <p>Content:</p> <ul style="list-style-type: none"> • Formative Assessments 	Brainstorm Formative Assessments

	<ul style="list-style-type: none"> • Monitoring Progress • Modifying Instructional Activities • Reinforcing Information • Effective Feedback <p>Homework: Read Chapters 8 & 9</p>	
Day Three	<p>This session will be provided through Zoom and Nearpod. The links will be posted in class. This session will include a discussion and assignments. If you have internet issues, you can complete activities on your own time, but this must be completed on the assigned day.</p> <p>Content:</p> <ul style="list-style-type: none"> • Summative Assessments • Outcomes • Grades • Meeting the Needs of Your Student Population • Creating Modifications for Diverse Learners <p>Homework: Read Chapters 10 & 11</p>	Brainstorm Summative Assessments
Day Four	<p>Open Office Hours – Meet with the Instructor to Ask Questions or Discuss Ideas.</p> <p>No required session this day. Use time to conduct Interview.</p> <p>Homework: Read Chapters 12 & 13</p>	Conduct Interview
Day Five	<p>Open Office Hours – Meet with the Instructor to Ask Questions or Discuss Ideas.</p> <p>Conduct IEP with small group. Group can determine best avenue for communication.</p>	Submit IEP Results
Day Six	<p>This session will be provided through Zoom and Nearpod. The links will be posted in class. This session will include a discussion and assignments. If you have internet issues, you can complete activities on your own time, but this must be completed on the assigned day.</p> <p>Content:</p>	Create a Rubric for an Essay Question, Academic Assignment, Writing Task, Disposition, or Collaboration

	<ul style="list-style-type: none"> • Higher Order Thinking, Problem Solving, and Critical Thinking • Assessing Dispositions Toward Critical Thinking • Page 235 – Figure 11.8 Example of a Checklist to Assess a Student’s Use of Critical Thinking Dispositions Throughout a Teaching Unit • Exercises page 239 • Essays • Writing Process – page 250 • Prompts – page 251 SOAPWRF • Rubric – page 252 • On-demand tasks – performance • Assessing collaboration and cooperation – group work page 267 – Figure 13.11 Graphic Scale for Assessing Cooperative Learning Objectives with a Group Project • Rubrics – benefits and drawbacks <p>Homework: Read Chapters 14 & 15</p>	
Day Seven	<p>This session will be provided through Zoom and Nearpod. The links will be posted in class. This session will include a discussion and assignments. If you have internet issues, you can complete activities on your own time, but this must be completed on the assigned day.</p> <p>Content:</p> <ul style="list-style-type: none"> • Chart on page 110 – Long-term plan for a marking period • Chart on page 111 – An assessment activity plan for one unit of instruction • Importance of pre-testing • Page 120 – 123 Advantages, limitations, and pitfalls of alternative types of classroom assessment techniques <p>Homework: Read Chapter 16 & 17</p>	Create Long-Term Plan for a Marking Period

Day Eight	<p>This session will be provided through Zoom and Nearpod. The links will be posted in class. This session will include a discussion and assignments. If you have internet issues, you can complete activities on your own time, but this must be completed on the assigned day.</p> <p>Content:</p> <ul style="list-style-type: none"> • Tone / Word Choice • True / False Questions • Multiple Choice Questions • Fill-in-the-Blank Questions • Portfolios • Grading Methods – Figures 15.4 and 15.5 • Failure <p>Homework: Read Chapters 18 & 19</p>	Create Assessment Activity Plan for One Unit of Instruction
Day Nine	<p>Open Office Hours – Meet with the Instructor to Ask Questions or Discuss Ideas.</p> <p>Conduct IEP with small group. Group can determine best avenue for communication.</p>	Submit IEP Results
Day Ten	<p>Open Office Hours – Meet with the Instructor to Ask Questions or Discuss Ideas.</p> <p>Final Exam</p> <p>The exam will be posted in Canvas. This must be taken during established timeframe.</p> <p>Complete the Final Evaluation</p>	<p>Submit Exam.</p> <p>Complete the Final Evaluation.</p>

Nearpod Lectures and Assignments

The Nearpod will include the lecture and assignments.

You can view and complete activities on your own time, but this must be completed on the assigned day.

Nearpod Session One - CBM

Reading

When using CBM to measure reading fluency, the examiner sits down individually with the child and has the student read aloud for 1 minute from each of 3 separate reading passages randomly

chosen from a reading book or from another source such as Easycbm.com. During the student's reading, the examiner makes note of any decoding errors made in each passage. Then the examiner calculates the number of words correctly read in the passage. Next, the examiner compares the word-totals correctly read for the 3 passages and chooses the middle, or median, score. This median score serves as the best indicator of the student's "true" reading rate in the selected reading material.

MATH

The objective should include the behavior and kinds of problems. For example, adding two digit numbers with regrouping ($26 + 59$), dividing simple fractions ($2/3 \div 1/2$), or something else. It does not include a criterion for acceptable performance such as 95% accuracy since this is a test to get a baseline.

CBM WRITING

Administration of CBM writing probes

The examiner distributes copies of CBM writing probes to all the students in the group. (Note: These probes may also be administered individually). The examiner says to the students:

I want you to write a story. I am going to read a sentence to you first, and then I want you to write a short story about what happens. You will have 1 minute to think about the story you will write and then have 3 minutes to write it. Do your best work. If you don't know how to spell a word, you should guess. Are there any questions? For the next minute, think about . . . [insert story-starter]. The examiner starts the stopwatch. At the end of 1 minute, the examiner says, *Start writing*. While the students are writing, the examiner and any other adults helping in the assessment circulate around the room.

If students stop writing before the 3-minute timing period has ended, monitors encourage them to continue writing. After 3 additional minutes, the examiner says, *Stop writing*. CBM writing probes are collected for scoring.

Scoring

The instructor has several options when scoring CBM writing probes.

Student writing samples may be scored according to the (1) number of words written, (2) number of letters written, (3) number of words correctly spelled, or (4) number of writing units placed in correct sequence. Scoring methods differ both in the amount of time that they require of the instructor and in the quality of information that they provide about a student's writing skills. Advantages and potential limitations of each scoring system are presented below.


Objective for CBM in writing. The objective should include the behavior and kinds of problems. For example, writing to a prompt or from. It does not include a criterion for acceptable performance such as 95% accuracy since this is a test to get a baseline.

There are numerous ways to assess students throughout a unit of study. Select one of your formative assessments ideas and describe how you will use the method. Provide details about what might happen before using the assessment, potential student results, and actions you will take after giving the assessment.

https://www.prodigygame.com/blog/wp-content/uploads/Downloadable-List_-20-Formative-Assessment-Examples.pdf

https://docs.google.com/presentation/d/1nzhdnyMQmio5INT75ITB45rHyLISHEEHZIHTWJRqLmQ/pub?slide=id.gb49e70aa_1750

Nearpod Session Three: Summative Assessments



Summative Assessment

Component	Description	Examples
Written Work	Express skills and concepts in written form	Quizzes, long tests, essays, written reports
Performance Task	Show and demonstrate what learners can do	Demonstration, group presentations, oral work, multimedia presentations, research projects (written works such as essays)
Quarterly Assessment	Measure students learning at the end of the quarter	Objective tests and performance-based assessment

How will students be assessed at the end of a unit of study? Develop one tool for assessing students. If creating a Performance Task, be sure to provide concise guidelines and a rubric for grading if applicable. If creating a test, use the textbook to provide guidance for crafting effective test questions.

Nearpod Session Four: Rubric Design

Design a four-point analytical rubric with at least four elements or tasks for an assignment suitable for K-12 or for this class, SPED 310. The rubric will have at least 16 cells.

Select one of the options below to create a rubric.

A. Create a Rubric for an Essay

Create a rubric for the answer to a long-answer or essay question on a test. For example, what would be an excellent response, a satisfactory response, a response that needs improvement, and an unsatisfactory response?

B. Create a Rubric for an Academic Task

Choose a skill that is taught in K-12 in an academic area and design an assessment and rubric.

C. Create a Rubric for a Writing Task.

Using a skill from exercises in class on writing objectives and/or task analysis, choose one of the skills or subtasks and write a rubric that includes the criteria for acceptable performance. create a writing assignment that is clear, concise, and aligned with learning outcomes.

Use SOAPWF to guide the process of defining a writing task.

Subject—inform the students whom or what the piece is supposed to be about.

Occasion—inform the students about the occasion or situation that requires the piece to be written.

Audience—inform the students of the intended audience for the piece.

Purpose—inform the students what the writing purpose is supposed to be: Is it to inform or narrate? To be imaginative? To be persuasive?

Writer’s Role—inform the students what role they are to play while writing (e.g., a friend, a student, a parent, etc.)

Form—inform the students if you expect the piece to take a certain form such as a poem, letter, paragraph, essay, and so on.

D. Create a Dispositions Rubric

On page 235, the authors describe how to assess critical-thinking dispositions within a teaching unit. Create a rubric or rating scale to assess dispositions that match your unit of instruction. Possible dispositions to address:

- Critical Thinking
- Creativity
- Problem-solving
- Growth Mindset
- Curiosity / Intrinsic Motivation

E. Create a Collaboration Rubric

Setting the stage for effective collaboration may include providing explicit instruction about teamwork. Using Figure 13.11 Assessing Cooperative Learning Objectives as a guide to create a Collaboration Rubric that matches a task within your Curricular Unit.

Nearpod Session Five: Long-term Plan for a Marking Period (9 Weeks)

Refer to Figure 6.1 on page 110 to complete this assignment. For each unit of study, describe the following components:

Unit Topic	
General Learning Target	
Time Frame	
Formative Assessment	
Summative Assessment	

Weights	
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Nearpod Session Six: Assessment Plan for One Unit of Study

Refer to Figure 6.2 on page 111 to complete this assignment. Describe the forms of assessment you plan to use. In the figure, the author uses the following forms of assessment, but you can choose ones that fit your unit of instruction.

Assessment Technique	Description of Assessment Purpose, Activity, and Follow-up Action
Pretest	
Lessons	
Observation and Oral Questioning	
Homework	
Quizzes	
Independent Investigation	
End-of-unit Test	

Interview

Select one of the following choices below for your interview. Learn about the assessment process from this person's point of view. Most assignments will be close to two pages, double-spaced, 12-point font. Minimum format requirement:

- Name of Person Interviewed to include name, role (parent, teacher, etc.), and contact information (email address is preferred or phone #)
- Place of interview (city or county and home, classroom, office, etc.)
- Date of interview and approximate length
- Mode of interview – face-to-face, phone or video link like Facetime or Zoom
- Narrative summary – not specifically quotes of questions and answers. Describe who you interviewed and why and state your overall question. For example, you might say something like the following.
 - *I interviewed Mrs. Smith at her home. She is a friend of the family and has a 15 year old son who is on the Autism Spectrum. I asked about her son, Caleb's development and school experiences. I wanted to know how he was originally diagnosed and what assessments were used then and throughout school so far.....*
 - *I interviewed one of my former teachers, Ms. Jackson, who teaches middle school mathematics. I wanted to know what assessment tools she uses in her classes to guide instruction and to determine what students are learning. I also wanted to know what standard assessments are used in her grade and her perception of their usefulness...*

- *I met with Ms. Franklin, a school therapist. Ms. Franklin has been a school psychologist for six years. I wanted to understand what she does and what part assessment plays in her job....*
- a. Interview a parent of a child referred for or receiving special education services in the last two years. Ask him/her to discuss his/her part in the assessment process initially and currently. How much did he/she contribute to the process? What are his/her primary issues and concerns for his/her child now and in the future? What are the primary issues relative to the assessment process (e.g. impact of high-stakes testing, etc.)?
- b. Interview a current teacher to discuss their part in the assessment process and their use of all types of assessment in the classroom including assessment of academics and behavior. Determine how and if these assessments are related to IEP goals. What are the primary issues relative to the assessment process (e.g. impact of high-stakes testing, MTSS, etc.)?
- c. Interview a current member of the local school district's assessment team (e.g. school psychologist, counselor, other) regarding the assessment process in that district. Ask him/her to discuss their role in the assessment process. What are the primary issues regarding the assessment process (e.g. impact of high-stakes testing, MTSS, etc.)?

IEP Case Studies

In small groups, you will complete two case studies answering questions about assessments, student performance, and IEP Process.

Final Exam

At the end of the course, you will take a final exam that will be completed during an agreed upon time period.

Tutoring for Distance Students:

For distance students who cannot attend tutoring sessions in the Writing and Learning Commons (WaLC) or the WCU Math Tutoring Center, tutoring support is available through Brainfuse HelpNow:

<https://www.wcu.edu/apply/distance-online-programs/current-students/tutoring-support.aspx>

Academic Integrity Policy.

This policy addresses academic integrity violations of undergraduate and graduate students. Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see Article VII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE).

General:

This policy addresses academic integrity violations of undergraduate and graduate students. Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of this policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community.

Instructors have the right to determine the appropriate academic sanctions for violations of the Academic Integrity Policy within their courses, up to an including a final grade of “F” in the course in which the violation occurs.

Definitions:

Cheating – Using, or attempting to use, unauthorized materials, information, or study aids in any academic exercise. This includes “recycling” assignments (yours or others’).

Fabrication – Creating and/or falsifying information or citation in any academic exercise.

Plagiarism – Representing the words or ideas of someone else as one’s own in any academic exercise.

Facilitation – Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another person to copy information during an examination).

Undergraduate and Graduate Academic Integrity Process.

Additional information is available on the Student Success website under Student Community Ethics: <http://www.wcu.edu/experience/dean-of-students/academic-integrity.aspx>

Community Vision for Inclusive Excellence Statement:

The diverse perspectives encountered at WCU are an important part of the preparation of students for roles as regional, national, and global leaders who contribute to the improvement of society. It is expected that members of the WCU community will not only coexist with those who are different from themselves, but also nurture respect and appreciation of those differences. We encourage civil discourse as a part of the learning enterprise, and as a campus we do not tolerate harassing or discriminating behavior that seeks to marginalize or demean members of our community.

Course Evaluation.

You will evaluate this course using a survey on Qualtrics. The evaluation is a requirement of the class.

https://wcu.az1.qualtrics.com/jfe/form/SV_0SM9vP0X5FbnGjI

Class Attendance Policy.

You are expected to attend all classes.

The current University Class Attendance Policy located at:

https://www.wcu.edu/WebFiles/PDFs/Class_Attendance_Policy_IV_Revised_8-20-08.pdf

Accommodations for Students with Disabilities.

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to the Office of Accessibility Resources. All information is confidential. Please contact the Office of Accessibility Resources at (828) 227-3886 or stop by Suite 135 Killian Annex for an appointment. <http://accessibility.wcu.edu>

Civil Discourse at Western Carolina.

Consistent with WCU's core values and our campus creed, the WCU community accepts the freedoms and responsibilities of our shared community. WCU encourages all to clearly express their own views while at the same time seeking to understand the varieties of style, identity, and opinion that are held in any diverse community. In order for us to sustain a learning environment that promotes and values freedom of expression, we have a shared charge to accept personal responsibility for our actions, reactions, and speech, while seeking to learn from the actions, reactions, and speech of others.

Canvas Support.

The learning management system for this class is Canvas and can be found at: <http://wcu.Canvas.com>. Additional help with Canvas can be found at: tc.wcu.edu, (828) 227-7487.

BrainFuse.

BrainFuse is a free, online academic tutoring service for distance students. Please visit the link below for instructions on accessing this resource. <https://www.wcu.edu/apply/distance-online-programs/current-students/tutoring-support.aspx>

Library Resources.

Hunter Library provides students with access to group and individual study spaces and to thousands of information resources: print and electronic books, newspapers, and scholarly journal articles. These resources can be searched online and often accessed there (<http://library.wcu.edu>) or can be searched and located in the library building. Students in need of research or library support can get help online (<http://researchguides.wcu.edu/help>), from your subject specialist, Beth McDonough bmcdono@wcu.edu, or from the research guide: <http://researchguides.wcu.edu/Education> or <http://researchguides.wcu.edu/Counseling>

Academic Toolbox.

The Academic Toolbox is available in all WCU courses via the course Canvas site. It can be found in the left-hand side column. The Academic Toolbox contains information and contact information for nearly all of the resources needed by WCU students, including but not limited to: technology assistance, academic services, student support, co-curricular programs and university policies.

Jamaican Relevancy Statement

SPED 310 focuses on understanding and using assessments to guide decisions in curriculum design and strategies that can be used to improve education for all students including those with disabilities. The course encourages using assessments that are based in Jamaica and relevant to Jamaica. The final evaluation for the class will include a question related specifically to whether the information presented during the course was 'relevant to Jamaican schools.'

Conceptual Framework Statement.

The mission of the professional education programs at Western Carolina University is to prepare highly effective and ethical graduates that are inspired to be lifelong learners, engaged in the community, and empowered to become leaders who strive to transform the future.

Diversity Statement.

Diversity in our society and schools is an important part of our history and a significant variable in discussions regarding the aims and purposes of education and schooling. The content of this course reflects a commitment to social justice and an emphasis on the necessity of preparing educators who will effectively meet the individual needs of ALL students. As such, issues related to race, gender, religion, sexual orientation and social class will be considered in this class. Students in this class teach in Jamaican schools. Jamaica is a diverse nation (the motto: "Out of many, one people" exemplifies a commitment to and respect for our varied backgrounds, beliefs and values).