University of North Alabama
EEX 420 – Assessment for K-6 Students with Mild/Moderate Disabilities
Fall 2011

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Credit: 4 semester hours

Office Hours
Monday:                                   Tuesday:
Wednesday:                                Thursday:

Course Prerequisite: Admission to the Teacher Education Program for dual certification in Elementary Education and Collaborative Special Education K-6, EEX 340, EED 401, and a 3.0 Professional Studies GPA.

Course Description: Formal identification of students eligible for special education services. Emphasis will be on characteristics, processes, procedures, norm-referenced and curriculum-based assessment instruments, and research-based practices for monitoring individualized programs for K – 6 students with disabilities.

Required Readings:
• Course content will be delivered electronically through Angel, websites, Alabama State Department of Education documents (from http://www.alsde.edu/), and professor-created documents. (To access Angel go through UNA Portal and click on My Classes.)
• LiveText.com – Purchase a membership through the website or the bookstore and create account using only UNA data (your name as it appears on your student account, your UNA email address and username, L#)

Course Standards & Objectives:
All of the following Alabama State Department of Education standards for EEX 420 must be satisfactorily completed to receive credit for the course. To apply credit for EEX 420 to a Teacher Education Program, the candidate must earn a C or better. The following SDE Standards will be evaluated in EEX 420. Candidates must demonstrate:

<table>
<thead>
<tr>
<th>AL Code #</th>
<th>290-3-3-.34 General Rules for All Special Education Teaching Fields &amp; 290-3-3-.35 Collaborative K-6</th>
<th>Evidence / Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>290-3-3-.34 (2)(g)2.(ii) CF 1 – 3 &amp; 5</td>
<td>Knowledge of standard-based Individualized Education Program (IEP) format, development, and implementation.</td>
<td>Case Study / Rubric</td>
</tr>
<tr>
<td>290-3-3-.34 (2)(h)3.(i) CF 2 &amp; 6</td>
<td>Ability to develop, select, administer, and interpret formal and informal assessments</td>
<td>Case Study / Rubric</td>
</tr>
<tr>
<td>290-3-3-.34 (2)(h)3.(ii) CF 2, 5, &amp; 6</td>
<td>Ability to translate assessment information into goals and benchmarks.</td>
<td>Case Study / Rubric</td>
</tr>
<tr>
<td>290-3-3-.35 (1)(f) CF 1,2,4, 5, &amp; 6</td>
<td>Ability to assess students’ needs in order to plan a standards-based IEP</td>
<td>Case Study / Rubric</td>
</tr>
</tbody>
</table>

In this course, the candidate will also demonstrate the following objectives:
1. identify various types of measurement instruments and techniques according to their recommended use.
2. discuss and apply the requirements of public laws and the Alabama State Board of Education guidelines in relation to assessment and eligibility.
3. identify and describe the IEP format, development, and implementation.
4. critique a published standardized test, evaluate the technical data, and share with peers.
5. adhere to standardization, correctly score, and interpret published norm-referenced tests
6. apply the principles of systematic observation.
Course Requirements:

1. In this class you are expected to act in a professional manner at all times.
2. “Regular and punctual attendance at all scheduled classes and activities is expected of all students and is regarded as integral to course credit” (UNA Bulletin).
   - Part of your grade is based on your participation in class discussions and activities. Absences will be considered unexcused unless you bring a doctor's excuse (for yourself) or are participating in a UNA-sponsored event (notice received from UNA administration). Doctor’s excuses must be presented in the professor’s office and a request is made to make up work at that time. It is your responsibility to make contact with the professor. You will be allowed to make up only TWO excused absences. Submitting a doctor's excuse does not mean you automatically receive the class participation points. An appropriate number of points will be deducted for being tardy and leaving class early.
   - No tests will be administered early or late unless it is an emergency! Make-up exams will be available only to students who have an excused absence and should be taken before returning to class. These make-up tests may be an alternate form (all essay) or comprehensive.
   - If you are absent when an assignment is due, the assignment must be turned in before or prior to the next class session after an excused absence. Points will be deducted for late assignments (1/5 of the total number of points will be deducted each day an assignment is late, including weekends if the assignment can be submitted electronically). If you are going to submit an assignment after the due date and a hard copy is requested, you are required to turn in a piece of paper with your name on it.
   - Assignments/tests will be due/administered during the next class session if UNA is closed unexpectedly.
   - Class participation points will be awarded for appropriate behavior (being in class, on time, on-task, having class materials [text, class handouts from Angel Learning, and handouts distributed by the professor], and answering questions correctly).
   - Please take your hats/sunvisors off at the door! Cell phones should be placed on silent prior to class and will not be allowed out of your bag, etc. unless you have a family emergency and you let me know before class begins. No IPODS or ear pieces will be allowed to be worn during class. If you choose to use a laptop in class you may be asked to provide proof of your notes taken during class immediately after class. Points will be deducted for failing to comply with any of these behaviors.
3. Complete an individual clinical in a public school setting.
4. Read assigned text and supplemental reading material prior to class.
5. Final drafts of all products should be typed and submitted as requested in class (hard copy and/or electronically [LiveText]). If a hardcopy is requested only an original copy may be submitted to the instructor. Students should make or keep an electronic copy of each product before submitting it to the instructor on the specified date. If anything unforeseen happens to your product, you will be asked to submit another copy to the instructor. This is your responsibility to have an extra copy of all assignments.
6. Be respectful of classroom materials (tests & protocols) and return them in the same condition!
7. Use UNA Portal or Angel for class communication and access class materials from Angel Learning.

Grading Criteria:

1. Tests - 30%
2. Application assignments
   - Modules - 10%
   - Partner Testing - 8%
   - Homework - 3%
3. Class participation - 15%
   - Observation Project - 8%
   - Test Critique - 6%
   - Case Study - 9%
### Point equivalent for grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Range</th>
<th>You May Lose Up To</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(100 - 93%)</td>
<td>530 - 490 points</td>
</tr>
<tr>
<td>B</td>
<td>(92 - 84%)</td>
<td>489 - 443 points</td>
</tr>
<tr>
<td>C</td>
<td>(83 - 75%)</td>
<td>442 - 395 points</td>
</tr>
<tr>
<td>D</td>
<td>(74 - 65%)</td>
<td>394 - 342 points</td>
</tr>
<tr>
<td>F</td>
<td>(64% and below)</td>
<td>341 points and below</td>
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</tbody>
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You may lose up to:

- 40 points for an A
- 87 points for a B
- 135 points for a C
- 188 points for a D
- 341 points and below for an F

A professional subjective judgment will be made on all work attempted in this class.

### UNA ADA Statement

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Developmental Services prior to the beginning of the semester to initiate the accommodation process and to notify instructors within the first three class meetings (by 11/11) to develop an accommodation plan. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Developmental Services.

### Course Content:

I. Public law and ethical considerations in assessment
II. Diverse cultures, including cultural and socioeconomic factors & their impact on eligibility
III. Alabama Assessment & Eligibility Procedures for K-6 Student
   A. Alabama Administrative Code requirements for eligibility & assessments
   B. Mastering the Maze
   C. Prereferral, referral, assessment, eligibility, standards-based IEPs, & placement procedures
   D. Support teams
   E. Response to Intervention/Instruction & tier assessments
IV. Technical adequacy of assessment tools
   A. Criteria for selection
   B. Reliability of assessment tools
   C. Validity of assessment tools
   D. Norms
V. Formal / informal assessment and student progress monitoring of:
   A. Mathematics
   B. Reading
   C. Written expression
   D. Behavior (rating scales & adaptive behavior)
   E. Intelligence / aptitude
VI. Interpreting, reporting and using assessment data
   A. Reporting results
   B. Developing standards-based IEPs
   C. Making instructional decisions for students with disabilities based on progress monitoring
VII. Processes for prioritizing appropriate learning goals & implementing standards-based IEPs

### Assignment Details:

Standards Updated 8/10
1. **Tests:** Two tests will consist of objective, essay, and calculation questions. These tests will be worth a total of 160 points.

2. **Class participation:** Each evening you will be expected to participate in class discussions and activities. You may be asked oral questions, lead a class discussion, or take a quiz based on your reading assignments (see page 2 of this syllabus). You will be evaluated on your overall weekly performance and may receive 0-3 points based on this performance. The total number of possible points is 80.

3. **Application assignments:** These assignments will be completed in and out of class, individually or with a partner. THE HOMEWORK ASSIGNMENTS WILL NOT BE SCHEDULED IN ADVANCE!
   a. **Test critique:** You will be assigned and will use one of your two test manuals, textbook, and outside resources to lead the class discussion critiquing one of the tests you will be administering this semester. You will be the “expert” on this test. Some of you will lead the class discussion alone and others may be asked to lead the discussion with another peer due to the length of the individual test. There will be a time limit for each test discussed. An evaluation of the test should be distributed to your peers and guidelines will be presented in class. You will receive 40 points for the clarity of the information delivered.
   b. **Homework:** These assignments will be worth a total of 15 points.
   c. **Modules:** You will be assigned readings and participate in electronic class/team discussions and/or submit an assignment for Angel modules. You will be asked to post comments (respond electronically in Angel) to specific questions/scenarios, share with your peers, and/or problem-solve individually or with others, and submit your findings. These discussions will be based on your class readings and/or your personal research. You will be evaluated on the quality of your submissions and your overall participation. The total number of possible points is 53 points.
   d. **Partner Testing:** You will work with a peer in class to administer and take a norm-referenced test. This norm-referenced test will be one you will administer to the student you will assess for your case study. The administration and scoring of the test is worth 42 points.
   e. **Clinical:** You must select a student or students who have learning and/or behavior problems to observe and test during the semester. The entire project will be worth 140 points.
      - **Part I - Observation:** You will observe one or more students during the semester using three different methods of data collection (event, interval, and time sampling). You will turn in your raw data sheets, a reflection on the data collected, and the use of the data collection systems you selected. These observations may be conducted without parental permission.
      - **Part II – Case Study:** You will assess a student with a disability or who is at-risk of being referred, interpret test results, write an assessment report, and a standards-based IEP. Parental consent forms must be signed giving permission for you to test their child. (Assesses Alabama General Rules for All Special Education Teaching Fields (290-3-3-.34 (2)(g)2.(ii), (2)(h)3.(i), (2)(h)3.(ii), & General Rules for Collaborative Special Education (K-6) 290-3-3-.35 (1)(f)
The steps you will follow are:
   1) Read test manuals thoroughly, ask questions pertaining to the administration of the tests, and practice before administering the test to the target student.
   2) Obtain written permission to test.
   3) Administer tests to target student, score them, make preliminary interpretations, and develop standards-based IEP.
   4) Write assessment report including scores and your interpretation of the strengths and needs of the child.
UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION

CONCEPTUAL FRAMEWORK

“Engaging Learners,
Inspiring Leaders,
Transforming Lives”

The College of Education’s Conceptual Framework, which is continuously evaluated in an outcome-based system, establishes a shared vision in preparing educators to work effectively in P-12 schools; provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability; and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission:

“Changing lives. Creating futures.”

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

The UNA College of Education prepares “Knowledgeable Practicing Professionals” who:

- Demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;

- Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth;

- Form communities of learners through collaboration, teamwork and research-based approaches;

- Use technology to support assessment, planning and instruction for promoting student learning;

- Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;

- Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama’s College of Education are knowledgeable, practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all candidates to learn.
Class Honor Code & Syllabus Statement

I have received a copy of the syllabus for EEX 420. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in this syllabus.

I understand that EEX 420 works on the honor system. Therefore, I will not discuss test items with individuals who are not in my class; I will not ask to examine a previous 420 student’s work, nor will I allow anyone to look at or copy my class assignments, now or in the future. I understand that if I am suspected of cheating on an assignment/test, submitting work obtained from other sources, or do not follow clinical procedures outlined in the syllabus that my name will be submitted to the Dean of the College of Education, then to the Vice President of Academic Affairs, and possibly the office of Judicial Affairs. I understand that if any of my work is used in any inappropriate manner, my grade in this class is subject to change or I may be dismissed from the class or UNA.

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