Dr. Pam Fernstrom Chaney

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Credit: 3 semester hours

Course Prerequisite: Admission to graduate school

Course Description:  Introduction to norm-referenced and curriculum-based assessment instruments for assessing teaching and learning. Emphasis on techniques and methods for developing and monitoring individualized programs for students with disabilities.

Required Readings:
- LiveText.com – Purchase a membership through the website or the bookstore.
- Additional content/materials will be provided through Angel, websites, and handouts. (To access Angel go through UNA Portal and click on My Classes.)

Course Standards & Objectives:

All of the following Alabama State Department of Education standards for EEX 620 must be satisfactorily completed to receive credit for the course. To apply credit for EEX 620 to a Teacher Education Program, the candidate must earn a C or better. The following SDE Standards will be evaluated in EEX 620. Candidates must demonstrate:

<table>
<thead>
<tr>
<th>AL Code #</th>
<th>Alabama Standard</th>
<th>Evidence / How Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>290-3-3-.34</td>
<td>Knowledge of standards-based IEP Individualized Education Program (IEP) format, development, and implementation</td>
<td>Case Study / Rubric</td>
</tr>
<tr>
<td>290-3-3-.34</td>
<td>Knowledge of student assessment instruments and techniques, including functional and vocational knowledge and skills.</td>
<td>Modules / Rubrics</td>
</tr>
<tr>
<td>290-3-3-.34</td>
<td>Ability to develop, select, administer, and interpret formal and informal assessments.</td>
<td>Modules, Observation Project, &amp; Case Study / Rubrics</td>
</tr>
<tr>
<td>290-3-3-.34</td>
<td>Ability to translate assessment information into goals and benchmarks.</td>
<td>Case study / Rubrics</td>
</tr>
<tr>
<td>290-3-3-.35</td>
<td>Ability to assess students’ needs in order to plan a standards-based IEP.</td>
<td>Case study / Rubrics</td>
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</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 and skills measured (class discussions, modules, & case study IEP).
2. identify the general principles of testing and measurement, including curriculum-based assessment (class discussions & modules).
3. discuss and apply the requirements of public laws and the Alabama State Board of Education guidelines in relation to assessment and eligibility (class discussions, modules).
4. identify and describe the IEP format, development, and implementation.
5. systematically evaluate an ongoing instructional program and revise it as needed by being responsible for managing and monitoring student learning.
6. calculate and apply basic statistical concepts to formal assessment instruments.
7. critique a published standardized test, evaluate the technical data, and share with peers.
8. adhere to standardization, correctly score, and interpret published NRTs.
9. apply the principles of systematic observation.

Course Requirements:

1. In this class you are expected to act and write 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” (see UNA Bulletin). Three or more absences (excused or unexcused) will result in an automatic “F”. 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.
3. This is a hybrid class (online and in-class). Part of your grade is based on your adherence to class deadlines and participation in class, oral and written discussions, and online assignments. Approximately half of the class sessions will be conducted electronically. Any class sessions that are conducted electronically will have firm deadlines! You will receive class credit for participating but you must follow the directions disseminated in class. These class sessions will require a good connection to the internet. Firefox is the typically preferred web browser you should use for the purposes of this course. If you do not have it on your computer, please download it from: http://www.mozilla.com/en-US/.
4. Class participation points will be awarded for appropriate behavior during in-class sessions (being present, on time, on-task, answering questions correctly, having class materials [textbook, class handouts printed from Angel class homepage, submitting documents in the specified format [LiveText, Angel, or hardcopy] and handouts distributed by the professor, and answering questions correctly). Points will be deducted for failing to comply with any of these behaviors. (Cell phones should be turned off prior to class and may not be out of your bag.) If you have a family emergency, please let me know before class begins.
5. Set up a LiveText account using your UNA email, use Angel for class communication, and access supplementary materials from Angel.
6. No assessment will be administered early or late unless it is an emergency and prior personal contact is made with the instructor (voice and e-mail messages are not acceptable). Make-up assessments 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.
7. If you are absent when an assignment is due, the assignment must be submitted 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).
8. Final drafts of all products must be submitted as directed, either in LiveText, Angel, or a hardcopy. Documents must be created in Microsoft Word, Excel, or PowerPoint. I recommend keeping all assignments for the semester in online storage area such as LiveText as a backup to your normal means of saving your work. I strongly suggest you avoid last minute submissions since they may or may not be received on time.
9. Assignments/test will be due/administered during the next class session, unless due electronically, if UNA is closed unexpectedly.

10. **Please take your hats/sunvisors off at the door!** 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.

11. Read assigned reading material prior to class and bring any notes to help you fully participate in class.

12. A professional subjective evaluation will be given based on the quality of all work completed in the class.

**Grading Criteria:**

1. Tests 19%
2. Application assignments
   - Modules 37%
   - Technical Adequacy Homework 6%
   - Observation Project 8%
   - Test Critique 6%
   - Case Study 19%
3. Class participation 7%

**Point equivalent for grades**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Loss</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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**Accommodation 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, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, 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 Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. 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 Disability Support Services (256-765-4214).

**Course Content:**

I. Overview of assessment of students with disabilities
   A. Definition, purposes, kinds of assessment
   B. Current critical issues
   C. Public law and ethical considerations in assessment
   D. Teams – Problem Solving (PSTs) & IEPs

II. Steps in educational assessment (using Alabama’s RtI process for referral/placement & Mastering the Maze)
   A. Decisions to be made
   B. Assessment process
   C. Eligibility criteria

III. Selection of assessment tools
   A. Criteria for selection
   B. Technical adequacy of tools
C. Evaluating technical quality of tools
D. Descriptive statistics
E. Quantification of student test performance and interpretation
F. Reliability & validity of assessment tools
G. Norms

IV. Administering, scoring, interpreting, and modifying standardized tools
V. Areas of assessment
   A. Overall achievement
   B. Sequential skills and curriculum of reading, math, & written expression
   C. Learning aptitude, intelligence, and adaptive behavior
   D. Observation of classroom behavior
   E. Behavior rating scales used in the assessment of students with learning & emotional disabilities
   F. Classroom-based assessment & student progress monitoring (SPM)

VI. Interpreting, reporting and using assessment data
   A. Reporting results
   B. Applying assessment information to develop standards-based IEPs
   C. Making instructional decisions for students with disabilities
   D. Managing and monitoring student progress
   E. Monitoring and evaluating the instructional program

Assignment Details:

1. **Test:** One test will be administered consisting of objective and calculation questions and problems/scenarios. This test will be worth a total of 100 points.

2. **Class participation:** During each on-campus session 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 0-5 points based on this performance. The total number of points is **35**.

3. **Application assignments:** These assignments will be completed in and out of class, individually or with others from the class. **THE HOMEWORK ASSIGNMENTS MAY NOT BE SCHEDULED IN ADVANCE!**
   a. **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 **195**.
   b. **Test critique:** You will be assigned and will use one of your two test manuals, textbook, and outside resources to create and share an evaluation of one of the tests you will be administering this semester. You will be the “expert” on this test. Some of you may be asked to work with a peer once the tests have been assigned. Specific directions will be presented in class and online. You will receive **30 points** for the clarity of the information delivered.
   c. **Technical Adequacy Homework:** You will be expected to perform the statistics discussed in class, respond to questions, interpret students' test results, and evaluate objectives written for individual students. These assignments will be worth a total of **30 points**.
   d. **Projects:** You must select a student or students who have learning and/or behavior problems to observe and test during the semester. These projects are worth a total of **140 points**.

Part I - Observation: You will select either one or more students to observe 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 since you are not working 1:1 with the student.

Part II – Case Study (Assessment & IEP): You may select one of the students you observed or a new student with a disability or who is at-risk of being referred. Parental consent forms must be signed giving permission for you to test their child. Parents must understand that assessment results will not be revealed to them. (You may provide an interpretation of the scores only if you have administered and interpreted the assessment device(s) on numerous occasions before entering class.)

The steps you will follow are:

- Read test manuals thoroughly, ask questions pertaining to the administration of the tests, and practice before administering the test to the target student.
- Obtain written permission to test.
- Administer tests to target student, score them, make preliminary interpretations, and develop goals and benchmarks.
- Meet with instructor, as needed, to review interpretations, annual goals, and benchmarks.
- Finalize report, student profile, and 2 goals and benchmarks pages.

**Evaluation Points:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Number of Points</th>
<th>Number of Points Earned</th>
<th>Number of Points Lost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test #1</td>
<td>100</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>Test Critique</td>
<td>30</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>Homework Total</td>
<td>30</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>Class Participation</td>
<td>35</td>
<td>_______</td>
<td>_______</td>
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<tr>
<td>Projects:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Observation</td>
<td>40</td>
<td>_______</td>
<td>_______</td>
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<tr>
<td>Case Study</td>
<td>100</td>
<td>_______</td>
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<tr>
<td>Modules - Total Pts.</td>
<td>195</td>
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<tr>
<td>Module 1:</td>
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<td>Module 5:</td>
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Syllabus & Honor Code Statement

I have received a copy of the syllabus for EEX 620. 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 620 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 620 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.
The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, 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

“Knowledgeable Practicing Professionals”

who:

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;

2. 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

3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;

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

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

6. 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 students to learn.