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**Rhode Island College  
Feinstein School of Education and Human Development  
Department of Special Education  
SPED 312  
Assessment Procedures for Children and Youth with Disabilities**

**Course Information**

**Course Catalog Description:**

The principles and procedures of educational assessment for preschool through secondary-level students with mild/moderate disabilities are examined. Practicum included. 4 credit hours. Prerequisites: Special Education 300, 310, and admission to the Special Education teacher preparation program.

**Extended Course Description:**

The principal objective of this course is to acquaint students with various information-gathering strategies and methods that ensure informed, meaningful, and thoughtful decision-making for children with disabilities. Students will acquire an understanding of the key concepts and principles that guide the processes of screening, differential diagnosis, and assessment using both quantitative and qualitative information. Furthermore, students will acquire an understanding of alternative approaches for assessing specific skill areas such as reading, math, language and communication, and social/emotional skills in children.

**Relationship to the Professional Program:**

This course is one of four core courses for students enrolled in the undergraduate Rhode Island College special education teacher preparation program. It is required for teacher certification in both the elementary and secondary special education programs.

**Relationship to the FSEHD Conceptual Framework**

This course provides the foundation of *assessment as an aid to practice*, within the area of Pedagogy. Candidates engage in systematic decision making to identify and address the needs of students. Planning, action, and reflection are emphasized as the foundation of development of student's performance and skills through research and data supported practice.

**COURSE GOALS IN RELATIONSHIP TO STANDARDS**

*This course relates most directly to the following standards:*

**FSEHD Conceptual Framework:**

**KNOWLEDGE:** Contexts of Schooling and Area of Specialization

PEDAGOGY: Theory and Practice of Teaching and Learning, Instructional Use of Technology, Assessment as an Aid to Practice

DIVERSITY: Cultural Diversity and Special Needs and Inclusion

PROFESSIONALISM: Professional Ethics and Professional Development

FSEHD Advanced Competencies:

KNOWLEDGE: Domain-Specific Knowledge

PRACTICE: Communication and Expression, Reflective Problem-Solving, Professional Practice, and Technology Use

DIVERSITY: Individual and Cultural Diversity

PROFESSIONALISM: Professional Ethics, Collaboration, and Professional Development

Rhode Island Professional Teacher Standards (RIPTS)

Standard #2: Teachers create learning experiences that reflect an understanding of the central concepts, structures, and tools of inquiry of the disciplines they teach.

Standard #3: Teachers create instructional opportunities that reflect an understanding of how children learn and develop.

Standard #7: Teachers foster collaborative relationships with colleagues and families to support students' learning.

Standard #9: Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.

Standard # 11: Teachers maintain professional standards guided by legal and ethical principles.

Council for Exceptional Children (CEC) Standards:

Standard 7 Instructional Planning:

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special education curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

IGC7K3

ICC7S15

IGC7S2

#### Standard 8 Assessment:

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs (ELN) and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with mild/moderate disabilities, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure nonbiased, meaningful assessments, and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with mild/moderate disabilities. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with mild/moderate disabilities in general and special curricula. Special educators use appropriate technologies to support their assessments.

ICC8K1-ICC8K5

IGC8K1-IGC8K4

ICC8S1-ICC8S9

IGC8S1-IGC8S5

#### Standard 9: Professional and Ethical Practice

Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with exceptional learning needs, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with exceptional learning needs and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

ICC9S1

ICC9S2

ICC9S8

## Standard 10: Collaboration

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with exceptional learning needs are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with exceptional learning needs. Special educators promote and advocate the learning and well-being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with exceptional learning needs. Special educators are a resource to their colleagues in understanding the laws and policies relevant to individuals with exceptional learning needs. Special educators use collaboration to facilitate the successful transitions of individuals with exceptional learning needs across settings and services.

ICC10S1

ICC10S2

### **COURSE OUTCOMES:**

*By the completion of this course, the student will:*

1. Describe contemporary approaches to special education assessment practice which integrate multiple types of assessment information for a variety of education decisions. *PEDAGOGY: Assessment as an Aid to Practice; (RIPTS 2.1, 2.3, 3.1, 4.2, 9.1, 9.2); CEC 8.*
2. Describe the current educational terminology, definitions, identification criteria and related assessment practices (e.g. Response to Intervention [RTI]). *DIVERSITY: Cultural Diversity, Special Needs and Inclusion; (RIPTS 9.1, 9.2); CEC 8.*
3. Describe state and federal mandates, procedure, timelines and ethical principles of assessment involved in referral, eligibility, program planning, instruction, placement, and program monitoring for students with ELN; identify process and requirements for participation for students with ELN in school, system, and statewide assessments. *PROFESSIONALISM: Professional Ethics, PEDAGOGY: Assessment as an Aid to Practice; (RIPTS 9.1, 9.2; 11.1, 11.2, 11.3; 11.4, 11.5); CEC 8, 9.*
4. Identify, compare and contrast the multiple types of assessments and related information with purposes and limitations in educational decision making for students with ELN. *PEDAGOGY: Assessment as an Aid to Practice; (RIPTS 9.1, 9.2); CEC 8.*
5. Describe the role of cultural and linguistic differences in the selection of assessments and interpretation of information. *DIVERSITY: Cultural Diversity; (RIPTS 4.1, 4.2, 9.1, 9.2) CEC 8.*
6. Evaluate formal and informal assessment types for technical adequacy including, as appropriate, norms, reliability, validity, bias and interpretation of assessment results. *PEDAGOGY: Assessment as an Aid to Practice; (RIPTS 9.2); CEC 8.*

7. Describe collaborative practices that engage parents/families and colleagues in active communication and collaboration in developing and integrating assessment information and decision making. *PROFESSIONALISM: Collaboration*; (RIPTS 7.1, 7.2, 9.1, 9.2); CEC 8, 10.
8. Articulate the rights of privacy, confidentiality, and respect for differences among all persons interacting with students with ELN and families that demonstrate this ethical and legal requirement in all written and oral communications. *PROFESSIONALISM: Professional Ethics*, (RIPTS 9.4, 11.1, 11.2, 11.3); CEC 8.
9. Describe the application of technology in assessment of students with ELN during administration, scoring, interpretation, and instructional planning and progress monitoring. *PEDAGOGY: Assessment as an Aid to Practice*; (RIPTS 9.4); CEC 8.
10. Apply assessment skills to case studies and student based activities to curriculum based assessment (CBA) and curriculum based measurement (CBM) to identify needs and short term mastery goals and objectives. *PEDAGOGY: Assessment as an Aid to Practice, Planning, Action, and Reflection*; (RIPTS 3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 9.1, 9.2); CEC 7, 8.
11. Describe the major areas and issues in assessment in behavior, language, learning, and achievement to enhance instruction, adaptations and support for progress in general and special curricular. *PEDAGOGY: Assessment as an Aid to Practice; Planning, Action, Reflection*; (RIPTS 9.2, 9.3, 9.4); CEC 8.

**Required Text:**

Overton, Terry (2009). *Assessing Learners with Special Needs: An Applied Approach*, 6<sup>th</sup> Ed., Pearson: Boston.

**COURSE ASSIGNMENTS:**

1. Text and additional readings as assigned. (Course Outcomes 1-11)

**2. Class Attendance and Participation:** Teacher candidates are expected to attend all classes and to participate actively by presenting ideas or insights, working collaboratively with peers for assigned in-class projects, taking part in discussions, responding to readings, etc. Teacher candidates are expected to complete reading assignments and assigned activities before weekly class meetings. (Course Outcomes 1-11)

**3. Curriculum Based Assessment (CBA) Artifact/Practicum:** This course requirement is a written assignment that describes the process and product of systematic curriculum based assessment in an identified area. During the practicum, assignment work samples of one child are collected, products are analyzed, assessment questions are developed and follow up probes are administered. Based on the information generated, a Present Level of Performance Statement, data chart and mastery objective/goal is produced. Throughout the CBA project, planning, assessment and reflection are the basis of systematic decision making, as a result of each step of the CBA. See rubric and guidelines for specific details. A 30-hour fieldwork experience

designed to explore the Response to Intervention (RTI) process, curriculum based assessment (CBA), curriculum based measurement (CBM), and instructional intervention is required. Teacher candidates work under the direction of a special education teacher or a general education teacher serving students with ELN in an inclusive setting. The Artifact requires teacher candidates **to gather new assessment data** on the case study student in order to gain a clearer understanding of his/her exceptional learning needs. (Course Outcomes 4, 6, 8, 10)

**4. Practicum hours/Journal Entry:** Teacher candidates must also submit a reflective journal entry at the beginning of and half way through the practicum experience. See rubric and guidelines for specific details. (Course Outcomes

**3. Examinations.** (Course Outcomes 1-11)  
Quizzes and Final.

### Standards

Assignment	RIPTS	CEC	Conceptual Framework	Advanced Competencies
Curriculum Based Assessment (CBA) Artifact/Practicum	3, 4, 7, 9, 11	7, 8, 9, 10	<p><b>KNOWLEDGE:</b> Context of Schooling and Area of Specialization</p> <p><b>PEDAGOGY:</b> Theory and Practice of Teaching and Learning, Instructional Use of Technology, and Assessment as an Aid to Practice</p> <p><b>DIVERSITY:</b> Cultural Diversity and Special Needs and Inclusion</p> <p><b>PROFESSIONALISM:</b> Professional Ethics, Collaboration and Advocacy, and Professional Development</p>	<p><b>PRACTICE:</b> Communication and Expression, Reflective-Problem-Solving, Professional Practice, and Technology Use</p> <p><b>DIVERSITY:</b> Individual Differences and Cultural Diversity</p> <p><b>PROFESSIONALISM:</b> Professional Ethics, Collaboration, and Professional Development</p>
Practicum Journal	4, 9	9	<b>PROFESSIONALISM:</b> Professional Development	<p><b>DIVERSITY:</b> Individual Differences and Cultural Diversity</p> <p><b>PROFESSIONALISM:</b> Professional Development</p>
Examinations	2, 3	7, 8	<b>KNOWLEDGE:</b> Context of Schooling and Area of Specialization	<b>KWNOLEDE:</b> Domain-Specific

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**Grading:**

Journal Entries	15%
Quizzes	30%
Artifact	25%
Final	20%
Class Participation/Attendance	10%

**The following standards will be used to assign final grades:**

A	100-94	A-	93-90	B+	89-87
B	86-84	B-	83-80	C+	79-77
C	76-74	C-	73-70	D+	69-67
D	66-64	D-	63-60	F	59

**Other Important Policies:**

- Assignments to be submitted on due date. The grade for a late assignment will be lowered 5 points per day for each day it is late. Exceptions will be considered on a case-by-case basis.
- A minimum grade of B- in this course is required for continuation in the Special Education teacher preparation program. A lower grade will result in retaking the course. In addition, a grade of B- or better (i.e. Meets Standard) is required on the course artifact for submission in your Preparing to Teach portfolio.
- Teacher candidates will have one opportunity to revise any component of the course artifact that does not meet standard. The final grade for the assignment will be an average of points derived from the first and second submissions and will not be graded above an 85 (B).
- Once a schedule is formalized with your cooperating teacher at the practicum site, you are expected to adhere to the agreed upon arrange.
- All interactions in this course will be respectful of the confidentiality of the students, teachers and families discussed. In addition, teacher candidates are expected to use of person first language.
- Choose the vibrate-only option or turn off cell phones, pagers, etc. before class. Please refrain from texting or surfing the Internet during class time.
- Both Blackboard and your RIC email account will be utilized for class communication. The College is now using your RIC email account as an official form of communication with you. Please check your RIC email regularly. NOTE: You may forward your RIC email to another email account, but you are responsible for ensuring that this forwarding functions properly. For help go to: <http://www.ric.edu/USS/ForwardYourEmail>

## **Rhode Island College Student Handbook Chapter 3 Academic Policies and Procedures**

### **3.9 ACADEMIC STANDARDS**

#### **3.9.1 Academic Dishonesty**

*(As amended by the Council of Rhode Island College – 11/07/08)*

“Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Individual schools may have additional standards and policies related to academic honesty.

(a) Examples of Academic Dishonesty include (but are not limited to):

- Cheating: intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Plagiarism: intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise. The following are examples of plagiarism:

*i.* Word-for-word plagiarism: This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (print or electronic) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks.

*ii.* Patchwork plagiarism: This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.

*iii.* Unacknowledged paraphrase: It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper.

- Collusion: facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- Deception: Providing false information to an instructor concerning a formal academic exercise, e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work.
- Sabotage: Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.
- Multiple Submissions: Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.



#### (b) Faculty Role

The faculty member has two clearly defined roles: first, to establish preventive measures; and, second, to ensure that detected instances of academic dishonesty are dealt with appropriately and reported. Preventive measures should include a statement to each class by the faculty member outlining expected standards of intellectual honesty and the necessity for such standards. The faculty member should also maintain reasonable security of all examination materials and procedures. Generally, the faculty member should employ any reasonable methods to discourage acts of academic dishonesty. A faculty member may take action up to and including failing a student accused of academic dishonesty. Some often-used penalties include:

- i.* A low or failing grade on the assignment in which the offense occurred.
- ii.* An additional assignment.
- iii.* Reduction of the final grade up to and including failure.
- iv.* Any combination of the above.

In all cases, a report describing the nature of the dishonesty and the subsequent action taken by the faculty member shall be filed with the Vice President for Academic Affairs. Additionally, the faculty member may recommend that the Board of College Discipline recommend further action.” (p. 28-30)

### **3.13 ATTENDANCE REGULATIONS**

#### **3.13.1 Student Attendance**

Students should attend all class meetings and are responsible for all class work and assignments. At the beginning of each semester instructors will distribute a syllabus which may include attendance and/or class participation as a component of the course grade. Students who incur absences must take the initiative in determining from the instructor what work can be made up. Students with off-campus commitments (such as practicum, clinical, student teaching, internships, etc.) should comply with the following procedures in the event of absences:

- (a) Student Teaching: notify coordinator of student teaching and cooperating teacher, as soon as possible.
- (b) Others: notify off-campus supervisor and college instructor as soon as possible.

*All students who incur an extended absence (five consecutive days or more) should call the Office of Student Life so that a notice (not an excuse) can be sent to instructors.” (p. 44)*

**Note to Students with Disabilities:** If you have a documented disability that qualifies under the Americans with Disabilities Act (ADA), and you require accommodations for this class, you must first contact the Disability Services Office. Students are assured that only their accommodation needs will be shared with their professor; and that all other information/documentation (including your diagnosis) is held in strict confidence by the Disability Services staff. Once a Request for Reasonable Accommodation form is obtained from Disability Services, you should then make an appointment with me to give me the form and to discuss your accommodation needs.

Contact information for Disability Services: Craig Lee 127 Voice: 401-456-8061

For Deaf and Hard of Hearing: TTY/TDD via RI Relay: 1-800-745-5555.

### **Selected Bibliography**

Artiles, Alfredo J. & Ortiz, Alba A. (2002). *English Language Learners with Special Needs: Identification, Assessment, and Instruction*, Center for Applied Linguistics: Washington, DC.

Cohen, L. & Spenciner, L. (2007). 3<sup>rd</sup> Edition. *Assessment of Children and Youth with Special Needs*. Pearson Education/Allyn & Bacon: Boston. MA.

Council for Exceptional Children. (2008). *Response to Intervention: A Collection of Articles from TEACHING Exception Children*. CEC: Arlington, VA.

Rhode Island Department of Elementary and Secondary Education. (2010). *Rhode Island Criteria and Guidance for the Identification of Specific Learning Disabilities: Serving All Students with Responsive Systems of Supports and Interventions*. RIDE: Providence, RI.

Salvia, J. & Ysseldyke, J. (2007). 10<sup>th</sup> Edition. *Assessment*. Houghton-Mifflin: Boston, MA.

Venn, John J. (2007). 4<sup>th</sup> Edition. *Assessing Students with Special Needs*, Pearson Education/Merrill-Prentice Hall: Upper Saddle River, NJ.

### **Selected Internet Resources**

Council for Exceptional Children:

Intervention Central

National Center on Response to Intervention

Rhode Island IEP Network

Rhode Island Department of Education:

US Department of Education, Office of Special Education:

<http://www.cec.sped.org/>

[www.interventioncentral.org](http://www.interventioncentral.org)

[www.rti4success.org](http://www.rti4success.org)

<http://ritap.org/iep/index.html>

<http://www.ride.ri.gov/>

<http://www.ed.gov/offices/OSERS/OSEP/index.html>

