

AEDX 403
Assessment of People with Exceptionalities

Dr. Kay Hanson
Semester: Fall, 2008

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I. Descriptive Information

A. Assessment of People with Exceptionalities

B. Assessment of People with Exceptionalities (AEDX 403) is an exploration of assessment practices from initial screening by classroom teachers to interpretation of professional evaluations. Candidates will practice administering, scoring, and interpreting assessment instruments.

C. USCA School of Education Conceptual Framework: The objectives of this course are designed to facilitate the candidate's development as a Dynamic Educator. This course will focus specifically on the development of the Dynamic Educator as Professional.

II. Course Goals and Objectives

A. General Goals

Candidates aspiring to be professional educators in the field of special education will become familiar with key principles and issues, practical application and interpretation, and decision making outcomes of assessment with exceptional children and youth.

B. Instructional Objectives:

At the end of the course, the candidate will be able to:

1. Develop a knowledge of the basic issues in assessment: definitions, purposes and procedures, and practical and legal aspects as well as develop an understanding of the curriculum-instruction-assessment paradigm.
2. Explain the language development of typical and atypical children.
3. Explain the steps in the assessment process, from eligibility to accountability, which reflect current practices in South Carolina.
4. Determine basic qualities of tests (validity, reliability) and understand and interpret test statistics and individual student scores.
5. Analyze and evaluate approaches to assessment: particular to eligibility and placement, intelligence and achievement, classroom assessment, content area progress monitoring, problem and adaptive behavior, and accountability in statewide assessment system.
6. Administer and score formal assessment instruments to determine current level of functioning and use data in educational decision making (completed in conjunction with AEDX 403 Practicum).

7. Develop an understanding of reliability and validity in both standardized and teacher-made assessments.

III. Course Readings

Salvia, J., Ysseldyke, J., & Bolt, S. (2007). *Assessment in Special and Inclusive Education*. Boston: Houghton Mifflin Company.

Gibb, G. & Dyches, T. (2007). *Guide to Writing Quality Individualized Education Programs*. Boston: Pearson Education, Inc.

Candidates in this course will use the South Carolina State Standards in mathematics, science, language arts, and social studies web site.

Additional text and article readings may be assigned at the professor's option. Candidates will be expected to read and understand the class text as well as hand-outs distributed in class, via email, and on Blackboard. Although all material in the text may not be discussed in class, the candidate is responsible for all assigned material for examination purposes.

IV. Instructional Procedures

This course may include, but is not limited to, lecture, multimedia presentations, small and large group discussions, activity groups, projects, technology, and hands-on activities. Be prepared to participate fully, regardless of the format used. Be prepared to ask questions and to state your viewpoints and opinions. If you are unable to attend a class, it is your responsibility to acquire all information covered in that session. This includes all information presented in class, such as handouts, films, videos, and audiotapes, as well as presentations and discussions.

V. Course Requirements

A. Administrative Requirements

1. It is the responsibility of all members of the USCA academic community to promote, maintain, and enforce academic honesty as noted in the Academic Code of Conduct published in the *USCA Student Handbook*. Students have the right to expect that the provisions of this Code will be enforced. I will do so. The following statement is to be included on the cover sheet of **every** assignment, regardless of type:

On my honor as a University of South Carolina Aiken student, I have completed my work according to the principle of Academic Integrity. I have neither given nor received any unauthorized aid on the assignment/examination.

This is to be signed by the student when a paper copy is submitted. When an assignment is electronically submitted, a typed name will be accepted. Assignments turned in without the Academic Code of Conduct will be returned to the sender so that it can be added and points may be lost.

2. If a candidate has a physical, psychological, and/or learning disability which might affect performance in this class, please contact the Office of Disability Services, 126A B & E, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation. Also, please see me during the first week of the semester.

B. Participation: Class participation is of primary importance. The process of exploring and discussing ideas and concepts, developing and improving foundational knowledge, and illuminating misinformation and misunderstandings is integral to the class. Each class member has a responsibility to contribute to the dialogue.

C. Required Activities

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| 1. Quizzes | 50% |
| 2. Student Profile | 50% |

D. Access to the Internet

All email correspondence with the candidates will be done using the candidates' USCA email accounts. Candidates must have access to the internet and know how to access their university email account. Candidates are required to check their USCA account throughout the week for information and updates. Some readings may be posted on Blackboard - such readings will be announced in class or via email.

E. Labeling emails and attachments

When **emailing** the professor, candidates need to include the class number (**AEDX 403**) in the **subject line** of the email. Failure to do so may make the email look like spam and be deleted without being viewed.

All assignments must be submitted as an attachment, not as an email. Each **attachment** should be labeled with the candidate's last name and then the name of the assignment. For example, Dr. Hanson's Student Profile Section 1 would be labeled: **Hanson Student Profile Section 1**. The labeling of the document is important so that the document can be filed correctly and easily checked to see that it has been received. Labeling is also extremely important so that one candidate's assignment does not overwrite another candidate's assignment or one of the candidate's own previous assignments. If more than one draft of a section is sent, it must indicate the draft number and date, as in **Hanson Student Profile Section 1, draft #2 8-26-08**

Percentage points will be deducted for assignments that are incorrectly labeled. If a candidate has problems sending an MS Word document, please contact the HELP desk (telephone: 641-4357) for assistance.

F. Word processing

All assignments turned in must be completed on a computer. Candidate's are encouraged to use a program that checks spelling and grammar. Papers must be double spaced using a 12 point block font (Arial strongly preferred) with a minimum of one inch margins on all sides. Cursive or stylized fonts are not acceptable. All

assignments must be written in APA format. An Honor Code must be included on all assignments.

G. Writing standards

1. The following general standards are used as a referent for written materials:

Excellent writing: Clearly articulated, organized, developed, and accurate ideas that convey reflective insight. Fluid language, with correct spelling and appropriate vocabulary, syntax, grammar, and usage are expected.

Good writing: Ideas are accurate and organized, usually clear and adequately developed. Minor errors in vocabulary, syntax, grammar, or usage exist but no spelling errors are evident.

Fair writing: Ideas are mostly accurate and organized, but some lack of development creates ambiguity. Some errors in vocabulary, syntax, grammar, or usage, but not enough to be distracting, exist. One or two spelling errors may be found.

Poor writing: Written work that has enough accuracy to indicate the candidate has made an effort at the assignment, but has failed to account for the complexity of the ideas. A moderate quantity of grammatical and spelling errors are present.

Unacceptable writing: Inaccurate work replete with various vocabulary, syntax, grammar, spelling, or usage errors.

H. Policy on Written Work and Research

1. The Publication Manual of the American Psychological Association (5th ed.) is the style guide to be used in this course. All assignments submitted must adhere to the requirements set forth in this manual. All assignments must have a title page (with Honor Code) and be double-spaced with 1" to 1.5" margins on all four sides. If appropriate, assignments are to have a Reference page. Copies of the APA Manual are available in the USCA library. Information on the APA format also may be accessed through the Internet at several sites, including:

<http://www.wisc.edu/writetest/Handbook/DocAPAFformatting.html>

<http://www.crk.umn.edu/library/links/apa5th.htm>.

Failure to adhere to APA format will result in a reduction in the number of points awarded for the assignment.

2. Candidates are encouraged to use all appropriate sources (e.g., books, audio and videotapes, interviews, lectures, and articles) as references. In every paper that includes outside sources, documentation of references is necessary to give value to the originality of the candidate's own contribution to the assignment and to avoid charges of plagiarism. Also, an explanation of how the candidate determined credibility of the references used will be included with each assignment.

3. Plagiarism occurs when a writer takes any other person's ideas and/or language and uses the materials as his own without proper acknowledgment through some form of referencing. Plagiarism may be the result of carelessness, ignorance, or premeditation, but any form of it in any assignment is inappropriate. Papers that contain plagiarized material will result in the student receiving a failing grade on the assignment

and a disciplinary report being sent to the appropriate administrative officer. The following are some types of plagiarism:

- a. Word by word copying without an appropriate citation and/or without using quotation marks.
- b. Copying numerous words or phrases without an appropriate citation and/or without using quotation marks.
- c. Copying an occasional key word or phrase without an appropriate citation and/or without using quotation marks
- d. Paraphrasing without an appropriate citation.
- e. Taking another's idea(s) without acknowledging the source.

4. No paper, project, or assignment may be submitted to fulfill the requirements of more than one course. Failure to adhere to this policy will result in disciplinary action being taken. If you have any question at all regarding this Policy on Written Work and Research, contact the Instructor immediately.

VI. Evaluation and Grading Scale

It is the intention of this class that every candidate be successful. Since individual grades are not computed on a curve, it is possible for every candidate in the class to earn an A. Grading in this course will be determined by examination, critical reading, contributions to class, individual and group activities and projects, writing clarity and skill, and other activities regarding the course material. Completing assigned readings and coming to class prepared to engage in focused discussions are necessary for making the course a meaningful experience.

A. Incompletes

This course is designed so that candidates can successfully meet their responsibilities within this semester. However, incompletes may be granted at the discretion of the professor but only in very rare and exceptional cases under extenuating circumstances beyond the candidate's control. It is the candidate's responsibility to provide proof that he/she was not able to complete the required work for the course due to special circumstances. Prior arrangements must be made with the professor for such a grade to be assigned and the appropriate form submitted. Review USCA policy for additional information.

B. Extra Credit

The class is designed so that all candidates who consistently attend class, actively participate in and contribute to class discussions, study and comprehend class readings, turn in quality written assignments, and adequately prepare for quizzes will achieve a high grade in the class. Under these circumstances, extra credit is not needed.

C. Evaluation and Grading Scale

If a candidate has any questions or concerns about the grading process or progress, he/she is encouraged you to arrange a meeting with the professor. Grades will be posted on Blackboard.

A	(93 - 100%)
B+	(90 - 92%)
B	(83 - 89%)
C+	(79 - 82%)
C	(70 - 78%)
D+	(66 - 69%)
D	(60 - 65%)
F	(59% and below)

VII. Policy for Portable Electronic Devices:

The use of any portable electronic devices, including cell phones, pagers, MP3 players, iPods, etc., during class is not allowed for any reason unless prior approval has been given to a candidate from the professor or unless required for the course. If a candidate has any of these devices in class, they must be **turned off and stowed away** during the entire class period.

VIII. Other Requirements

A. Class preparation

Candidates are responsible for reading and comprehending the text and any additional materials distributed, assigned, presented, and/or discussed (see Tentative Schedule). Although all material presented in the text or other materials may not be discussed in class, candidates are nonetheless responsible for their content for examination purposes.

B. Assignments

Assignments are an integral part of the learning process. They are due at the beginning of class. It is recommended that a candidate not try to complete assignments at the last minute since computer and printer problems will not be an acceptable excuse for not turning in an assignment on time. Late assignments will result in a lower grade.

All assignments are to be checked for spelling and grammar before being turned in; grammar and spelling errors will lower your grade. APA format is to be used for written assignments.

If work is submitted as a paper copy, the work should not be placed in a folder or binder of any kind. Instead, submit on 8 X 11" paper, either stapled or clipped securely together (no paperclips).

All assignments, whether submitted electronically or on paper, need to have a cover sheet that includes the candidate's name, the class number, the assignment, the date due, and a signed Honor Code. Papers turned in without an Honor Code will be returned to be resubmitted; this will result in a lowered grade. For a candidate's own protection, it is recommended that he/she keep a copy of all work until the final grades have been posted.

C. Assignment Descriptions

The following is a short description of the assignments and assessments for the semester. More specific information and explanations will be distributed in class.

Quizzes

There will be a quiz for each set of chapters for a total of twelve quizzes. The quizzes will be administered at the beginning of class. There will be no make-up quizzes. Instead, candidates are allowed to drop two of the twelve quiz grades from consideration.

Student Profile

Each candidate will administer tests and write a report on a student they assess over the course of the semester. Scaffolding will be provided for each written section through oral explanation, a scoring rubric, and a review by the professor of each first draft.

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*Tentative Class Schedule – revised 9-5-08

T 8-26
Class #1

Introductions, Explanations, and Expectations

Overview of:

Student Profile
Language Sample
WJIII
PPVT
EOWPVT
TMA
Behavioral Rubric
IEP

Permission to test forms

No preparation required

T 9-2
Class #2

Chapters 1 (SPED assess.) & 2 (Assess. Proc.)

Quiz on Chapters 1 & 2 & syllabus

Creating a rubric

Administering a language sample

Explanation of Student Profile Sections 1 (Identifying Information) & 2 (Reason for Referral)

Aiken County IEP forms

T 9-9
Class #3

Chapters 3 (Assess. Tools) & 4 (Stand. Tests)

Descriptive statistics

Language sample pictures due

Practice administering a language sample

Court Cases in Assessment

Explanation of Student Profile Section 3 (Contextual Factors)

Administration of WJIII – reading and math

T 9-16
Class #4

Chapter 13 (Oral Lang. & ELL)

Quiz on Chapters 3, 4, 13, & class material

Signed Permission to Test forms due

Student Profile Sections 1 (Identifying Information) & 2 (Reason for Referral) due

Statistics and norms

Practice administering WJIII

Typical & atypical language development

T 9-23 Class #5	Chapters 5 (Classroom Assess.) & 8 (LD) Teacher Made Assessments audio file Quiz on Chapters 5, 8, Teacher-Made Assessments audio file, & class materials Section 3 (Contextual Factors) due PPVT EOWPVT Explanation of Student Profile Section 4 (Behavioral Observations) Typical & atypical language development
T 9-30 Class #6	Chapter 9 (Behavior) Quiz on Chapters 9 & class materials Behavioral Rubric and scoring guide due Language sample results due Explanation of Student Profile Section 5 (Tests & Procedures)
T 10-7 Class #7	Chapters 6 (Academic Achievement) & 7 (Intellectual Performance) Quiz on Chapters 6, 7, & class materials Student Profile section 4 due Teacher-Made Assessment due
T 10-14 Class #8	Chapter 10 (Reading) Quiz on Chapter 10 & class materials Student Profile section 5 due (includes discussion of reliability & validity on standardized & teacher-made tests) Explanation of Student Profile Section 6 (Results)
T 10-21 Class # 9	Chapter 11 (Math) Quiz on Chapter 11 & class materials Writing Quality IEPs – p. 1-58 Quiz on p. 1 – 58
T 10-28 Class #10	Chapter 12 (Writing) Quiz on Chapter 12 & class materials Chart of typical & atypical language development due

T 11-4 Class #11		<i>Election Day – No Classes</i>
T 11-11 Class #12		Writing Quality IEPs p. 59 - 88 Quiz on Writing Quality IEPs p. 59 - 88 Section 6 (Results) due Analyze results
T 11-18 Class #13		Section 7 due (Conclusions) IEP draft due Analyze results
T 11-25 Class #14		Section 8 (Recommendations) due
T 12-2 Class #30		IEP due Student Profile due
T 12-9	5 PM	<i>Final Exam Period</i>

*This schedule is a work in progress and may be changed at any time to meet the needs of the class