

DEPARTMENT OF SPECIAL EDUCATION
UNIVERSITY OF GEORGIA
SPED 3030 – LAB ASSESSMENT OF EXCEPTIONAL LEARNERS
1 CREDIT HOUR

REQUIRED TEXTBOOK: None

SELECTED READINGS: Packet purchased at Bel-Jean Copying Center 163 East Broad Street

TEST PROTOCOLS: Peabody Individual Achievement Test – Revised, Wide Range Achievement Test – Revision # 3, Test of Written Language 3, Kaufman Brief Intelligence Test, Vineland Adaptive Behavior Scale

COURSE DESCRIPTION: The lab segment of this course is designed to provide students with school-based experiences relevant to the needs of students with mild disabilities. Students will be expected to gather information to construct an academic profile of one special education student using Curriculum Based Assessment. Results of those procedures will be used to identify present level of performance and to formulate appropriate IEP goals and objectives in five academic areas of instruction. Students will also demonstrate the administration and scoring of standardized norm-referenced instruments. This course also provides information that links it to the College of Education's Conceptual Framework. That is, this course aspires to prepare exemplary, reflective practitioners to serve a global community.

COURSE OBJECTIVES: The following topics that provide structure for this course are identified by the Council for Exceptional Children as critical content knowledge and skills for pre-service special education teachers.

- **Identifying and applying criteria for determining the inclusion of items for student generated curriculum based assessment instruments.**
 1. Develop and administer nonbiased, informal assessment procedures. (CC3: S4)
 2. Appropriate use and limitations of each type of assessment instrument (CC: K4)

- **Administration and scoring of curriculum based assessment instruments.**
 3. Develop and administer nonbiased, informal assessment procedures. (CC3:S4)
 4. Create and maintain records. (CC3: S2)
 5. Legal provisions and ethical principles regarding assessment of individuals. (CC3: K2)

- **Developing an IEP (focusing on statement of present level of performance, annual goals and short term objectives for instruction) based on gathered assessment information.**
 6. Interpret information from formal and informal assessment instruments and procedures. (CC3: S6)
 7. Report assessment results to all stakeholders using effective communication skills. (CC3: S7)
 8. Use performance data and information from teacher, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modifications in learning environments. (CC3:S8)
 9. Use assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all individuals with exceptional learning needs, including those from culturally and / or linguistically diverse backgrounds. (CC3:S10)

- **Demonstrating the administration and scoring of standardized norm-referenced instruments.**
 10. Legal provisions and ethical principles regarding assessment of individuals. (CC3: K2)
 11. Use and limitations of assessment instruments. (CC3: K4)
 12. Use formal and informal assessments. (CC3:S5)
 13. Interpret information from formal and informal assessments. (CC3:S6)

Competencies	Activities	Evaluation
1, 2	Development of Curriculum Based Assessment instruments in 5 academic subjects.	Evaluation will be judged by correct and complete use of provided guidelines to develop each instrument. Periodic test over material relating to particular academic subject.
3, 4, 5	Administration of student generated Curriculum Based Assessment instrument.	Evaluation will be judged by correct and complete use of provided guidelines to administer each instrument.
6, 7, 8, 9	Interpretation of results of Curriculum Based Assessment to address present level of functioning and to formulate appropriate IEP goals and objectives	Evaluation will be judged on ability to develop IEP goals and objectives that directly address specific strengths and needs of the individual student being assessed.
10, 11, 12, 13	Demonstrate the administration and scoring of standardized instruments.	Evaluation will be judged by the correct use and scoring of the protocol.

- **Specific activities addressing competencies:**
 - Development of Curriculum Based Assessment instruments in 5 academic areas. Students will develop these instruments in the weekly lab setting. They will work to develop CBA instruments in Reading, Math. Written expression, Phonemic Awareness and Independent CBA. The students are provided with specific guidelines for the development of the CBAs along with lecture during class time that is specific to the academic area being assessed. Upon completion, these instruments will be combined to form a comprehensive instrument to take into the public school classroom to be used for the individual assessment of a special education student.
 - Administration of student generated Curriculum Based Assessment instrument. Pairs of students will perform Curriculum Based Assessment in a special education setting in the public schools for a period of 6 weeks. They will concentrate on one academic area each week to gather data on a particular student. They will work with the same student for the duration.

The results will be recorded on a prepared recording form that is specific for the academic skill being assessed. Each recording form will address accuracy recorded as a percent or a fraction, and error analysis as a common element

- Interpretation of results of Curriculum Based Assessment. Students will compose a present level of performance that will focus on strength and focus of instruction for the particular student. Drawing from that information, he / she will define and compose long term goals and short term objectives that address the needs of the particular student. The short-term objectives will be sequential and will quantitatively increase in difficulty. A compilation of this information from all the 5 academic areas assessed will form the basis for the final project.
- Demonstrate understanding of standardized instruments. Students will participate in a group simulation of the administration of standardized assessment instruments.

Due dates for assignments:

- Sept. 7 – CBA Reading
- Sept. 14 – CBA Math
- Sept 21 – CBA Phonemic awareness
- Oct. 5 – CBA Independent – (measurement, time, money, readiness)

Professional behavior to be observed in the school setting:

1. Review with your cooperating teacher the Code of Conduct for Special Educators. Sign the form in your packet with your cooperating teacher during your first week and return the form to your university instructor.
2. Refrain from expressing judgement or criticism about school personnel, programs and practices.
3. Observe specified hours of work at school, both for arrival and departure. Sign in and out each day.
4. Notify both the cooperating teacher and the university instructor prior to any absence or tardiness. Absences and tardiness must be made up to the satisfaction of the cooperating teacher and the university instructor. Consequences for excessive absences and tardiness include but are not limited to removal from your placement and receiving an Incomplete or Unsatisfactory grade.
5. Dress appropriately. Clothes that are tight, revealing, torn or unpressed are not suitable for the public school classroom.

This schedule is tentative and subject to change.

August 17	Lab will not meet
August 20 – 24	Lab will not meet
August 27 – 31	Develop Reading CBAs
Sept. 3 – 7	Develop Math CBAs
Sept. 10 –14	Develop Phonemic Awareness CBAs
Sept. 17 – 21	Practice assessment of written expression
Sept. 24 – 28	Develop Independent CBAs
Oct. 1 – 5	Placement in schools
Oct. 8 – 12	Placement in schools
Oct. 15 – 19	Placement in schools
Oct. 22 – 24	Placement in schools
Oct. 29 – Nov. 2	Placement in schools
Nov. 5 – 9	Presentation of student profile and IEP goals and objectives
Nov. 12 – 17	Presentation of student profile and IEP goals and objectives
Nov. 19	Lab will not meet
Dec. 3 - 5	Lab will not meet

