

Welcome and Course Overview

Welcome to SPED 3030! This is an introductory course designed to provide you with information on assessment of individuals with disabilities. We'll cover a wide range of topics this semester, from basic information about the standardized tests that are typically used to determine eligibility for special education services, to how to develop curriculum-based tests that measure what is being taught.

Course Format

The course is broken down into 11 modules. With the exception of modules 6,7, and 8, the modules are to be completed in 1 week. With so much information to cover, it's important that you begin assigned readings on or before the first day of the module and submit your assignments on time. A daily late penalty, which will be determined by your instructor, will be incurred for late assignments unless you have arranged an extension prior to the due date. Of course, documented emergencies are an exception and we will gladly work with you on these.

Course Materials

The following texts are required for this course:

Cohen, L.G., & Spenciner, L.J. (2003). *Assessment of children and youth with special needs* (2nd ed.). Boston: Allyn and Bacon.

Lee, C., & Jackson, R. (1992). *Faking it: A look into the mind of a creative learner*. Portsmouth, NH: Boynton/Cook.

Course Activities

For each module, you will be responsible for reading 1 or 2 chapters from the required text and completing an assignment. You will also have the opportunity to meet "live" with your instructor once each week to discuss module content and work through the details of upcoming assignments. These interactive sessions are intended to help you pull all of the course material and activities together and your attendance and participation are expected. Your instructor will post information on the Important Announcements discussion board to inform you of the days, times, and formats of these sessions. Finally, you will be asked to submit an assignment that relates to the module content. There are several types of assignments that will be due over the course of the semester. A description of each follows. You will be provided with more specific details on the completion of each assignment.

- *Think pieces* are open-ended questions that require you to reflect on your current or recent readings in a discussion board posting. You will be completing think pieces in modules 1,3, and 10. For the purposes of these assignments, you will be arranged in small groups and paired with a partner. This format allows for more substantive discussion than is permitted in large group postings. Think pieces are worth 5 points each, a total of 15 points for all 3.

- A *current article report* will be completed during module 2. This report, which will be no more than 1 page in length, will provide you with the opportunity to consider current assessment issues and trends as reported by the media. You will be responsible for finding an article related to assessment in either a print or online source, summarize the content, and reflect on implications. The current article report is worth 5 points.
- A *website report* will be completed during module 4. This 1 page report will summarize the content on a website related to assessment. The website report is worth 5 points.
- *Curriculum-based assessments* (CBAs) in reading, written language, phonemic awareness, and math will be due in modules 5,6,7, and 8. These assignments are intended to provide you the skills necessary to construct your own CBAs. CBAs are each worth 10 points, a total of 40 points for all 4.
- A *case study* write-up is required in module 10. You will have the opportunity to choose from 1 of 2 case studies and to use the information you have learned in the course to analyze findings and make recommendations. Case studies are worth 20 points.
- An *assessment write-up* is required as the final course product. You will review a commercial assessment instrument used in your school system, providing basic information and an analysis of the instrument's strengths and limitations. The purpose of this assignment is not to demonstrate your expertise related to commercial assessment, but rather to show that you understand the appropriate uses of the instrument and the need for additional sources of information. Assessment write-ups are worth 15 points.

*Please note that grades for this course are calculated out of 100 possible points. If an assignment is listed above as being worth 5 points, this translates to 5% of your grade. A 15 point assignment is worth 15% of your course grade, etc. The course is designed in this manner so that students can calculate their grades and determine their own progress at any time. You are expected to be responsible for monitoring your own progress and discussing any concerns with your instructor in a timely fashion. **No individual extra credit will be available.** This policy is in effect because individual extra credit gives one student a chance to earn extra points without providing that opportunity to others.*

Please be aware that grades of Incomplete are given only in extreme situations (death of a close family member, hospitalization, etc.) and require documentation on your part. Additionally, UGA requires that students be caught up on assignments AND earning a passing grade at the time an Incomplete is issued. If you are failing the course or behind on assignments, an Incomplete is out of the question.

Course Calendar

Check out the course calendar link on the navigation bar at left. This calendar is the official record for the course, so you'll want to familiarize yourself with it! You are

being provided with an official syllabus for the course, but if any changes in due dates are made once the course is underway, they will be reflected on the calendar ... be sure to keep an eye on it. Of course, your instructor will also post announcements if deadlines change, but the calendar is the last word related to due dates! Note that you can make your own private entries on the calendar, visible only to you, if it helps you manage your time as you juggle multiple courses and responsibilities.

SPED 3030: Assessment in Special Education
Fall 2004
Syllabus

Module	Dates	Topic	Readings	Assignments
1	8/23-29	Introduction to Assessment	Text Ch 1,2 <i>Faking It</i> , Intro and Ch 1	Think Piece #1
2	8/30-9/5	Elements of Standardized Tests	Text Ch 3,4 <i>Faking It</i> , Ch 2	Current Article Report
3	9/6-12	Achievement	Text Ch 6, <i>Faking It</i> , Ch 3	Think Piece #2
4	9/13-19	Alternative Assessment	Text Ch 7 <i>Faking It</i> , Ch 4	Website Report
5	9/20-26	Reading	Text Ch 8 <i>Faking It</i> , Ch 5	Reading CBA
6	9/27-10/10	Written Language	Text Ch 9 <i>Faking It</i> , Ch 6	Written Language CBA
7	10/11-10/24	Oral Language	Text Ch 10 <i>Faking It</i> , Ch 7	Phonemic Awareness CBA
8	10/25-11/7	Math	Text Ch 11 <i>Faking It</i> , Ch 8	Math CBA
9	11/8-14	Cognitive Development	Text Ch 13	
10	11/15-21	Adaptive Behavior	Text Ch 14,15	Case Study
11	11/22-12/6	Communication with Team Members	Text Ch 5,18	Assessment write-up Think Piece #3