

DEPARTMENT OF SPECIAL EDUCATION  
SPED 3030 ASSESSMENT OF EXCEPTIONAL STUDENTS  
3 CREDIT HOURS FALL 2002

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**REQUIRED TEXTBOOK:** No text book required (See Selected Readings)

**TEST PROTOCOLS:** Vineland Adaptive Behavior Scale Wide Range Achievement Test – Revision 3 Kaufman Brief Intelligence Test Test of Written Language 3 University book store – Tate Center

**SELECTED READINGS:** Packet purchased at Bel-Jean Copying Center 163 East Broad Street. Faking It by Christopher Lee – Purchase at the Tate Center Book Store

**COURSE DESCRIPTION:** SPED 3030 is an introductory overview of the assessment process for students with special needs in which special educators play a significant role. This course is the first of a series of assessment courses offered by the Department of Special Education. As such, it provides the foundation of basic measurement concepts as well as hands-on experience with assessment tools. The use of standardized, informal, and curriculum-based procedures for the diagnosis and program planning of students with mild disabilities is the primary focus of the course. 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 a structure for this course are identified by the Council for Exceptional Children as critical content knowledge and skills for pre-service special education teachers.

- **Gaining an understanding for program planning and placement for students with mild disabilities.**
  1. Basic terminology used in assessment. (CC3:K1)
  2. Legal provisions and ethical principals regarding assessment of individuals. (CC3:K2)
  3. Understand typical procedures used for screening, pre-referral, referral, and classification. (CC3: K3)
  4. Use and limitations of assessment instruments. (CC3: K4)
  5. Create and maintain records. (CC3: S2)
  6. Gather relevant background information. (CC3: S3)

7. Use performance data and information from all stakeholders to make or suggest modifications in learning environments. (CC3:S8)
- Gaining an understanding about the influence of diversity on assessment.
    8. Using assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/ or linguistically diverse backgrounds. (CC3: S10)
  - Gaining an understanding of legal provisions relating to assessment.
    9. Legal provisions, regulations, and guidelines regarding assessment of individuals with exceptional learning needs. (CC3: K2)
  - Gaining an understanding of various assessment instruments.
    10. Appropriate use and limitations of each type of assessment instrument. (CC3: K4)
    11. Develop and administer nonbiased, informal assessment procedures. CC3: S4)
    12. Uses formal and informal assessments. (CC3: S5)
    13. Interpret information from formal and informal assessment instruments and procedures. (CC3: S6)
    14. Develop or modify individualized assessment strategies. (CC3: S9)
  - Gaining an understanding of basic terminology used in assessment.
    15. Basic terminology used in assessment. (CC3: K1)
    16. Report assessment results to all stakeholders using effective communication skills. (CC3: S7)
  - Gaining an understanding of ethical concerns relating to assessment.
    17. Ethical concerns related to assessment. (CC3: K2)

#### ACADEMIC HONESTY:

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University Community. A policy on academic honesty has been developed to serve these goals. All members of the academic community are responsible for knowing the policy and procedures on academic honesty. Please see the following web site for complete details. <http://www.uga.edu/vpaa/polproc/ahpol/main.html>

#### DISABILITY ISSUES:

The Department of Special Education supports equal access and support for all individuals with disabilities. We also support the policies and procedures of the University of Georgia relating to students who have disabilities. Disability

Services, a part of the Office of the vice President of Student Affairs, provides academic and support services to qualified students with disabilities to ensure equal access to all programs and activities at the University of Georgia. The mission of Disability Services is to create an accessible academic social and physical environment for students with disabilities at the University of Georgia. Any student with a documented disability should contact the instructor at the beginning of the semester, so recommended modifications in the course work can be implemented.

Competencies	Activities	Evaluation
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	Actively participate in class discussion and activities	Evaluation will be judged according to the thoroughness and thoughtfulness of responses.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	Complete assigned readings.	Knowledge of assigned reading evaluated by participation in class discussions and by successful completion of various assignments and periodic examinations.
1, 2, 4, 5, 6, 9, 10, 11, 12, 13, 14, 16, 17	Development of assessment portfolio containing examples of results obtained from the administration of CBA, standardized academic achievement, IQ, and adaptive behavior scale instruments.	Evaluation will be judged on correctness and completeness of the various components of the portfolio.
1, 4, 5, 6, 7, 8, 10, 13, 15, 16	Final project: Analyze individually administered CBA assessment information for the purpose of developing appropriate present level of performance and relevant IEP goals and objectives.	Evaluation will be judged on appropriateness and the use of correct format for present level of performance and resulting IEP goals and objectives

### Specific activities addressing competencies:

- Participation in class discussion and activities: Students are expected to attend and participate. Whole class discussion is encouraged, and expected. Periodically small groups are formed to focus on particular topics (usually current trends and issues) and reports from these small groups are presented during class.
- Complete assigned readings: Students are expected to complete readings from the selected readings prior in a timely manner.
- Development of an assessment portfolio: Students will develop an assessment portfolio that contains a variety of assessment tools. The results of the administration of various assessment tools (including 5 CBAs, standardized academic achievement, IQ and adaptive behavior tests, and teacher made tests will be a part of the finished product. The portfolio will also include protocols for CBAs in 5 academic subjects that will be useful for future assessment.
- Final Project: Students will analyze the results of individually administered CBA in 5 academic subjects, (reading, math, written expression, phonemic awareness, and independent CBA) and will use that information to describe present level of functioning and related IEP goals and objectives for a particular student.

### GENERAL INFORMATION:

- Students are required to attend class / lab and be present for every discussion and activity. Each unexcused absence will result in a 5% reduction in final grade for the course. Excused absences will be considered on a case by case basis and include documented illnesses, funerals, court appearances and possibly other events of a serious nature. In case of an absence, the student is responsible for information covered in assigned reading, class lectures, handouts, and in-class discussions and activities.
- The formats of the tests will vary. Students are expected to be on time for all tests. No one will be admitted to a test after the first person has finished and left the room. If students are late, no extra time will be allotted for completion of the exam.
- There will be no make up exams given for any reason other than a confirmed illness or death in the family or of a close friend. Missing an exam for an illness requires a verified medical excuse from the doctor that includes the date and the reason for missing an exam. The generic note from the health center does not count as a verified medical excuse.
- All assignments are to be typed using Ariel font – 14. (unless otherwise specified) Assignments must be turned in during or before the class meeting on the assigned due date. Failure to turn in assignments when due will result in an automatic 20 % penalty per day for points earned on any given assignment.
- The assignment of incomplete (“I”) is discouraged and will be assigned only in cases of extreme emergencies and only in cases where a passing grade can be earned. It is the student’s responsibility to notify the instructor when such circumstances exist. Upon notification a contract between the student and the instructor will be developed before the last week of school.

- Readings from the packet and select articles will be assigned prior to a given lecture. Class participants will be responsible for completing the readings **prior to the lecture** and are responsible for any questions about the readings presented by the instructor.
- 10 Points will be assigned for professional behavior. This category of behaviors requires a subjective judgement on the part of the instructor. To guide me during this ongoing evaluative process, I will evaluate your work ethic throughout the semester by observing these behaviors. Indicators of professional behavior on the part of the student are, **but are not limited to**, the following.
  1. Attendance in class
  2. Participation in class discussions
  3. Punctuality in turning in assignments
  4. Accepting constructive criticism in a positive manner
  5. Willingness to work hard
  6. Following guidelines for the development of written products
  7. Putting the same amount of effort into ungraded activities as ones that are graded.
  8. Completion of readings prior to the lecture.

### GRADING SCALE:

• Take home test	10 points	A - 90 - 100
• Reading CBA	10 points	B - 80 - 89
• Math CBA	10 points	C - 70 - 79
• Independent CBA	10 points	D – 65 - 69
• Phonemic Awareness	10 points	F – below 65
• Test over related Readings	10 points	
• Test over related Readings	10 points	Grades will not be “rounded up”
• Final project	20 points	
• Professional behavior	<u>10 points</u>	
TOTAL	100 points	

This schedule is tentative and subject to change.

Week	Class	Tests / Graded Activity
August 17	Go over syllabus	
Aug. 20 – 24	Ysseldyke – Article Tour of CMC	
Aug. 27 – 31	<u>Faking It</u> Chapter # 4 CBA – Reading Related IEP goals / obj.	Take home test due Aug. 27
Sept. 3 – 7 Sept. 3 Labor Day	<u>Faking It</u> Chapter # 6 CBA – Math Related IEP goals / obj	Reading CBA due Sept. 7
Sept. 10 –14	<u>Faking It</u> Chapter # 5 CBA – Phonemic Aware. Related IEP goals / obj.	Math CBA due Sept. 14
Sept. 17 – 21	<u>Faking It</u> Chapter # 3 CBA – Written Expression Independent CBA	Phonemic Awareness CBA Due Sept. 21
Sept. 24 – 28	Assessment of Various Disabilities	Test over Reading, Math, Written Exp. Sept 28
Oct. 1 – 5	Standardized Tests Teacher Made Tests	Independent CBA due Oct. 5
Oct. 8 – 12 Mid – point	Including students with Disabilities in the Assessment Program	Participation in class discussion.
Oct. 15 – 19	Scores	Participation in class discussion
Oct 22 – 24 Fall Break 25,26	Trends and Laws relating to assessment	Participation in class discussion
Oct. 29 – Nov. 2	Web sites relating to assessment Guidelines for Final Project	Test Oct. 29 over material covered from Oct. 1 – Oct. 24 Presentations by students
Nov. 5 – 9	Current articles relating to assessment	Participation in class discussion
Nov. 12 – 17	Guidelines for administering specific standardized tests	
Nov. 19 Thanksgiving		
Dec. 3 – 5 Dec. 7 Reading Day	IEPs	Participation in discussion Final project due Dec. 3