SED 503-7A ASSESSMENT & EVALUATION OF STUDENTS WITH DISABILITIES

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Credit: 3 hours  
Web-based Course  
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Department Mission  
The mission of the Education Department at Daemen College is to ensure that our graduates, through participating in active discourse and practica opportunities, posses the following: pedagogical knowledge; understanding regarding equity, diversity and exceptionality; professional skills necessary for reflective practice, thereby enhancing professional growth. In doing so, we believe that we graduate life long learners/teachers who, like all Daemen graduates, are prepared for life and leadership in an increasingly complex and interdependent world.

Department Philosophy  
The Philosophy of the Education Department at Daemen College is to promote faculty and teacher candidate commitment to an established paradigm for life long
learning. The Education Department’s learning community is committed to master teacher educator, professional, new teacher, and national educational technology standards (1). We believe that an active discourse regarding pedagogy (inclusive of the New York State Learning Standards) can be utilized to instill knowledge and professionally prepare teacher candidates. This discourse also fosters community understanding regarding equity and the needs of diverse and exceptional students. We further believe that practical opportunities to apply the learning community’s knowledge and understanding must be providing to all community members. Reflection within the learning community upon the results of assessment, in turn, inspires personal and collective growth. Our learning community exists within the Daemen College learning community and its wider constituencies, where resources, technology, support services, information, and due process rights empower both faculty and candidate (2).

(1) The faculty has adopted the Standards for Teacher Educators and has committed to an adapted version of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, the National Board for Professional Teaching Standards, and the National Education Technology Standards as guiding standards for the Education Department of Daemen College in an effort to prepare teacher candidates to teach to the NYS learning standards.
(2) The above philosophy is derived in part from Section 4-2.5 Standards for Regents Accreditation of Teacher Education Programs/Standards of Quality.

Course Description:
The purpose of this course is to offer an advance set of skills in assessment as it applies to the characteristics and needs of the student who is disabled (e.g. mentally retarded, learning disabled, or emotionally/behaviorally disordered). The course will emphasize the basic considerations of assessment and measurement, as well as the actual assessment instruments, techniques, and decisions which lead to appropriate educational programming for these target groups. The course will also examine the use of informal methods used in special education classrooms; portfolio assessment, authentic assessment, observation, anecdotal and various recording methods will also be covered.

Required Texts:
Selected Department Learning Goal(s) based upon INTASC Standards:

**Goal 1—Knowledge of Subject Matter**
The candidate understands the central concepts, tools of inquiry, and structure of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.

**Goal 7—Instructional Planning**
The candidate plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

**Goal 8—Assessment of Learning**
The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

**Course Objectives:**
Students upon successful completion of this course will demonstrate knowledge of:

- Describe, discuss and adapt essential core issues in assessment for students with disabilities.
- Define basic terminology employed in assessment and use this terminology correctly.
- Describe, interpret and evaluate a group of scores and test results.
- Describe the relationships among assessment, instruction and curriculum.


• Described the characteristics and purpose of norm-referenced, criterion-referenced tests, curriculum based assessment, portfolio assessment, authentic assessment, alternative assessment, etc.
• Describe procedures to obtain information necessary to make instructional decisions.

Activities*:

Posted Lecture Questions: At the end of every lecture/assigned chapter, you will be asked to answer 1-2 questions in short answer essay form. All questions will be submitted to the instructor and at the conclusion of the course the questions will be graded for content, thoroughness, succinctness and proper English. (Possible total points: 100 points.) Due date: on-going.

Practicum: Each student will observe and/or participate, for a minimum of 15 documented clock hours in a special education setting, as deemed appropriate and approved by the instructor. You are to keep a running journal and you will need a signature from the person/professional who is involved in the special education setting. To the extent possible, the student will assess various situations and/or actions that are occurring in the setting. (Possible total points: 100.) Due date: midnight, May 1 (before Saturday).

Critiques: Each student will be expected to investigate one issue/topic pertaining to assessment issues. For the issue, you will read an edited professional journal article written within the past twenty-four months and two references cited in this article from two edited professional journals (doesn’t have to be in the last twenty-four months). You will be expected to submit a written critique of the major points for all three articles; include your reaction and any agreement or disagreement with what the authors’ postulate [HINT: use these articles as part of your research paper.] (Possible total of 90 points.) Due date: midnight, Feb. 8 (before Saturday).

Research Paper: A 12-15 page research paper will be submitted. The topic involves selecting a standardized test of interest, or a contemporary issue dealing with assessment and securing at least five journal articles, five books and five electric media citations reporting on the test. (WARNING: Wikipedia is NOT an appropriate
electric media citation.) My very STRONG suggestion is that you have between 25-30 references. The paper must be written in American Psychological Association (APA) format (100 points). Due date: midnight April 25 (before Saturday).

**Final Project:** Each student will design, administer, grade and analyze a multiple choice test to be given to at least 5 “subjects.” A p value and distracter analysis will be calculated, along with a brief written analysis of each question and the overall assessment (Go to the front desk at the library; I have a handout on reserve that will assist you with the p value and the distracter analysis format. (Possible total of 100 points). Due date: midnight, May 1 (before Saturday).

*ALL written work is to be typed, double-spaced (with the exception of the Power-Point) using accurate and appropriate standard English.

**Grading:**

A = 455+ points  
A-= 454-439 points  
B+= 438-423 points  
B = 422-407 points  
C = 406-393 points  
F = under 392 points

**Course Outline:**

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**Other Info:**

- The grading policy is as follows: Please note that once a date is assigned the assignments are due on that date. If it is turned in 1 day late (that means even ONE minute past the deadline, I will lower the grade by one whole grade; two days late, then the grade will be lowered two whole grades; three days and beyond, don’t bother turning it in: automatic “F”. I hate to do it, but I can’t chase around students for their homework assignments. Please be on time, and there will not be a problem.

- I invite any student who has a documented disability to meet with me to discuss accommodations in order to complete the requirements and expectations of the class.

- Academic dishonesty, of which cheating and plagiarism are the most common examples, is a serious violation of the principles of higher education. In an instance where there has been a violation of the principles of
academic honesty, the instructor may choose to follow one or more of a number of possible alternatives including but not limited to: (1) automatic failure of the work; (2) automatic failure of the entire course; (3) recommending expulsion from the degree program; or (4) recommending expulsion from the College. The student may appeal the instructor’s determination in accordance with the Grade Appeal Procedure.

• For the APA-style research paper, please note that on my website, I have three exemplars of what an APA-style research paper looks like. That is the EXACT format that I want you to follow. Click on APA 5th Edition. The Aquino paper is the one you want to focus on for format.

• Being that this is an on-line/web based course, allows you the flexibility and the responsibility of moving more quickly to complete the required assignments. Also, if you have question, please e-mail me and I will usually get back to you within 24 hours. Do NOT hesitate to contact me. However, don’t leave a message on my voice-mail (the best way to get a hold of me is via e-mail).

• With some of the lectures I will be putting both a written part and I will also be pod-casting some of the lectures as well. You will find this easy to engage, you just need to go to Blackboard and click on the icon and the recording will start.

• You should logon to Blackboard each day (if not multi-times per day) for updates, posted lectures, chapter questions, etc.
Bibliography:


