EDSP 654 Assessment in Elementary Special Education

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301-861-6111

Office Hours: Tuesday 7:00 – 8:00PM
(by appointment)

Class Time: Tuesday, 4:15-7:00, Room 0206 Benjamin Building


(any recent edition will do)

Required Materials: Reliable stopwatch

Useful websites: [http://dibels.uoregon.edu/](http://dibels.uoregon.edu/)

**Course Description and Competencies**

The focus of EDSP 654 is the practical use of a variety of formal and informal assessments. This includes selection, administration, scoring, and interpretation of published, norm-referenced tests, rating scales, and classroom-based measures for screening, diagnosis, and progress monitoring. Assessment for diagnosis and instruction of children with high-incidence disabilities (learning disabilities, behavioral disorders, mild mental retardation) will be our primary concern. A variety of domains will be
covered including achievement, intelligence, social skills, oral communication, and classroom ecologies. EDSP 415/615 is a pre-requisite.
The course will involve lecture, discussions, required readings, and a variety of assignments completed in and out of class. After taking EDSP 654, students will be able to:

1. demonstrate knowledge of typical procedures used for screening, pre-referral, referral, and classification
2. incorporate strategies that consider the influence of diversity on assessment, eligibility, programming, and placement of individuals with exceptional learning needs
3. collaborate with families and other professionals involved in the assessment process
4. gather background information including academic, medical, and family history; create and maintain records
5. select assessment procedures for a particular purpose and use a variety of assessment procedures appropriately
6. report assessment results to a variety of stakeholders
7. use assessment data to make or suggest modifications in the learning environment
8. develop individual assessment strategies for instruction
9. use assessment information to design individual education programs and instruction appropriate for individuals with learning needs, including those from culturally and/or linguistically diverse backgrounds
10. evaluate the results of instruction through monitoring child progress
11. demonstrate knowledge of ethical considerations relevant to assessment as well as the implications of assessment-based decisions for various student populations
12. demonstrate the ability to analyze and critique the quality of various assessment procedures
13. demonstrate knowledge of appropriate test administration procedures
Course Requirements

1. Read required texts, supplemental readings, and complete homework assignments before the class period for which they are assigned. Please bring textbook and readings to class and be prepared to discuss all information.

2. Participate in class discussion.

3. Become familiar with required tests and procedures.

   Assessments Reports (2):
   a. Each student will administer, score, and interpret published, norm-referenced instrument/s (at least 1 subtest from 2 different instruments or 2 subtests from one instrument) = 1 report
   b. two curriculum-based measures (in two academic domains: pre-reading, reading, spelling, math, writing); administer 3 probes for each domain = 1 report

   Ideally, these assessments will be conducted with the same child to assist in the development of the Assessment to Instruction Case Report. If this is not possible, there must be permission from the instructor to use different students. Testing information should be synthesized and summarized in a brief (1-2 page) report and the protocol(s) must be attached. Format for the report is attached.

4. Assessment to Instruction Case Report: Using as much assessment data as are available for a child (e.g., interviews, observations, review of records, your assessments), write an IEP goal in CBM language, justify the goal based on the data, develop lessons appropriate for the goal, deliver the instruction, monitor progress toward the goal, and evaluate progress and the quality of your instruction. Minimum number of lessons is six over a four-week period. Must have at least 6 data points (can administer 2x/week) to interpret progress and instruction. Format is attached. You will report the results of this project the last two weeks of class. This is the Performance Assessments for The Department of Special Education’s NCATE accreditation.

5. Assessment to Instruction Case Report Presentation: 10 – 15 minutes in length occurring during the last two class sessions.

6. CBM notebook. (Discussed in class)

7. Reference List

8. Final Paper
University Policies on religious observances, accommodations for students with disabilities, academic integrity, the College of Education Content Standards, and the University of Maryland Honor Pledge follow.

Religious observances: Students will be allowed to take any examination or test administered during the student's absence for religious observance within one week of the student's return. Only material for which the student was originally responsible will be used in a make-up examination, and the examination must be given at a time and place feasible for both the instructor and the student.

Accommodations for Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations with me, please contact me as soon as possible. For information on accommodations see www.counseling.umd.edu/DSS

College of Education Technical Standards Policy: The College of Education Technical Standards Policy was adopted in May 2004 and specifies the professional criteria expected of all Teacher Candidates in the College. Performance that meets Technical Standards is expected across all professional settings, including university-based coursework and field placements. If concerns arise in any professional setting, a referral will be made to the Teacher Candidate’s advisor. Each Teacher Candidate and University Supervisor will complete the Technical Standards evaluation at the end of each field placement experience. Additional Technical Standards evaluation forms may be completed if concerns arise in any professional setting. These evaluations will be reviewed along with candidates’ performance across all program requirements and coursework. Continuation in the EDSP teacher certification program depends on both satisfactory completion of all coursework and satisfactory ratings on the Technical Standards. (08/03/05)

Academic Integrity: The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, visit http://www.shc.umd.edu

To further exhibit my commitment to academic integrity, I will sign the Honor Pledge on all examinations and assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment)."
### ASSIGNMENTS AND GRADING

<table>
<thead>
<tr>
<th>Product</th>
<th>Percent of Grade</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework, participation, and in-class assignments</td>
<td>10</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Assessment Reports</td>
<td>20</td>
<td>10/5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10/26</td>
</tr>
<tr>
<td>Reference List</td>
<td>10</td>
<td>11/2</td>
</tr>
<tr>
<td>Assessment to Instruction Case Report/</td>
<td>25</td>
<td>11/30</td>
</tr>
<tr>
<td>Presentation</td>
<td>5</td>
<td>11/30 or 12/7</td>
</tr>
<tr>
<td>Final Paper</td>
<td>30</td>
<td>12/14</td>
</tr>
<tr>
<td>CBM Notebook</td>
<td>P/F (up to 2 pts</td>
<td>12/7</td>
</tr>
<tr>
<td>“extra credit”)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A+ = 97-100; A = 93-96; A- = 90-92
B+ = 87-89; B = 83-86; B- = 80-82
C+ = 77-79; C = 73-76; C- = 70-72
D = 60-69 F = < 60

NB: All assignments to be typed unless otherwise noted.
Late work will not be accepted unless approved in advance.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Week 1</strong>&lt;br&gt;8/30&lt;br&gt;Introductions&lt;br&gt;Course Explanation and Expectations</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td><strong>Week 2</strong>&lt;br&gt;9/7&lt;br&gt;Purposes of Assessment&lt;br&gt;Review of Issues in Assessment&lt;br&gt;The Interview as an Assessment Tool</td>
<td>Assessment for Intervention Chapters 1, 2 &amp; 8</td>
</tr>
<tr>
<td>3</td>
<td><strong>Week 3</strong>&lt;br&gt;9/14&lt;br&gt;Norm-Referenced Assessments&lt;br&gt;WJIII&lt;br&gt;WRMT-R</td>
<td>Assessment for Intervention Chapter 12</td>
</tr>
<tr>
<td>4</td>
<td><strong>Week 4</strong>&lt;br&gt;9/21&lt;br&gt;Report Writing and Norm-Referenced Assessments&lt;br&gt;Confidentiality&lt;br&gt;WJIII&lt;br&gt;WIAT</td>
<td>Assessment for Intervention Chapter 13</td>
</tr>
<tr>
<td>5</td>
<td><strong>Week 5</strong>&lt;br&gt;9/28&lt;br&gt;No Class</td>
<td>Work on 1st assessment report</td>
</tr>
<tr>
<td>6</td>
<td><strong>Week 6</strong>&lt;br&gt;10/5&lt;br&gt;CBM&lt;br&gt;CBM/IEP&lt;br&gt;Progress Monitoring (bring stopwatch)</td>
<td>Assessment for Intervention Chap. 10&lt;br&gt;ABCs of CBM Chapters 1 &amp; 2&lt;br&gt;Deno, et al. (2008)&lt;br&gt;Paper Topic Due&lt;br&gt;1st Assessment Report Due</td>
</tr>
<tr>
<td>Date</td>
<td>Task Description</td>
<td>References</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>12 11/16</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>13 11/23</td>
<td>Assessment and Intervention Variables and Planning</td>
<td>Assessment for Intervention Chapters 3, 4 &amp; 6.</td>
</tr>
<tr>
<td>14 11/30</td>
<td>Assessment to Instruction Case Report Presentations</td>
<td>A to I Case Report Due</td>
</tr>
<tr>
<td>15</td>
<td>Assessment to Instruction Case</td>
<td>CBM Notebook Due</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------</td>
<td></td>
</tr>
<tr>
<td>12/7</td>
<td>Report Presentations</td>
<td></td>
</tr>
<tr>
<td>12/14</td>
<td>Final Paper Due by 4:15 pm</td>
<td></td>
</tr>
</tbody>
</table>

Note: This schedule is approximate. Activities and lecture topics are subject to change, depending on availability of resources and scheduling.
Reference List


**General Format for Assessment Report**

A good assessment report brings together the child's history as well as behavior during the assessment process, with information from the assessment itself. Remember to use good writing format, with topic sentences introducing each topic and statements summarizing your findings. For example, in discussing results, a topic sentence explaining what the domain assesses (in professional but parent-friendly language) is an appropriate lead in to the discussion of that domain's results. Separate sections of the report should be labeled with headings. The numbered items below indicate the headings you should use. Also remember that grammar and spelling are critically important. Points will be deducted from your total if there are problems in this area.

**Single space within paragraphs; double space between paragraphs.**

1. Identifying information
   - Name of the child
Date of birth
Date of assessment
Child's chronological age at the time of the assessment (this should match the style required by the instrument, either years and months, 8-11, or years, months, and days, 8-11-10)
Child’s grade
Your name
Name of the instruments used

This is a sample showing a correct format for the identification section. This format is standardized; other professionals expect the information to be presented in this way, and it should be followed.

Identifying Information

Name:  Samantha Jones                    Chronological Age:  9-0
Date of Birth:  8-25-96                      Grade: 3
Date of Assessment:  8-30-05
Examiner:  Your Name
Test(s) Administered:  Test Name(s)

2. Reasons for the referral
   - To fulfill a course requirement for EDSP 455/654 OR
   - Summary of referral source's questions/concerns about the child
   - Name of the referral source
   - Summary of behaviors that led to referral

3. Background information - can come from interviews with parents, teachers, past reports, file information; be sure to document the source of the information, e.g., “According to Debbie’s reading teacher, Debbie has difficulty…..”
   - Current family situation
   - Relevant family history
   - Significant health and developmental history
   - Prior test results
   - Parent and teacher assessment of child's behaviors and abilities

4. Behavioral observations - what was observed during the assessment itself.
   - Description of behavior that you consider important (not performance on test items, but context from which to interpret the results)
   - Each observation must have an example to support it (what specific behavior led you to conclude that the child was compliant, interested, fearful, etc.)
Examples include: response to failure, response to encouragement, activity level, reactions to session, reactions to materials
How long did the test take to complete and how did the child handle it

5. Assessment results

Be sure to include a table of the student’s test results.

<table>
<thead>
<tr>
<th>(Test name and subtests)</th>
<th>(Interpretation standards)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test: Woodcock Johnson</td>
<td></td>
</tr>
<tr>
<td>Psychoeducational Battery-III</td>
<td>Age Standard Scores</td>
</tr>
<tr>
<td>(or R)</td>
<td>± 1 SEM</td>
</tr>
<tr>
<td></td>
<td>68% Confidence Interval</td>
</tr>
<tr>
<td>Word Attack</td>
<td>Percentile Ranks</td>
</tr>
<tr>
<td>Letter Word Identification</td>
<td>± 1 SEM</td>
</tr>
<tr>
<td>Passage Comprehension</td>
<td>68% Confidence Interval</td>
</tr>
<tr>
<td>Reading Fluency</td>
<td></td>
</tr>
<tr>
<td>Basic Reading</td>
<td></td>
</tr>
<tr>
<td>(LWID &amp; WA)</td>
<td></td>
</tr>
<tr>
<td>Broad Reading</td>
<td></td>
</tr>
<tr>
<td>(LWID &amp; PC)</td>
<td></td>
</tr>
<tr>
<td>Math Application</td>
<td></td>
</tr>
</tbody>
</table>

or

<table>
<thead>
<tr>
<th>Curriculum Based Measurement</th>
<th>Raw Scores</th>
<th>Normative Guidelines (if available)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specify which measure e.g.,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd grade Oral Reading</td>
<td>Median =</td>
<td>Apprx 10th percentile</td>
</tr>
<tr>
<td>Fluency 10/5/04</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd grade Spelling-correct</td>
<td>Mean =</td>
<td>Apprx 50th percentile</td>
</tr>
<tr>
<td>letter sequences 10/10/04</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Include the test booklet and/or scoring sheets (protocols) accurately scored)
Begin with an overview of the test to orient reader to results (e.g., what does the test measure; how does it measure? “The PPVT-III is an individually administered test of receptive vocabulary. The child is asked to select one of four pictures that represents the word spoken by the examiner.”)
Organize by tests and then by domains tested
Provide a description of each domain tested in language that is clear to professionals and family members
If scores reported are compared to a normative sample, discuss how the scores are given in ranges (if they are) and what fitting in that range implies. Include confidence intervals for scores, if they are available

Suggested wording for relaying confidence intervals:
Children score somewhat differently each time they take a test. In order to capture that, we provide confidence intervals. The confidence interval is the range of scores in which we are sure that the child's true scores lie. On this test, the score of ____ falls within the 95% (or other) confidence interval of ____ to ____. In other words, we can be 95% confident that this child's score would fall within this specified range.

6. Recommendations
Begin the recommendation section with the following:

Because the results of no one test (or even several tests) are conclusive, the recommendations should always be asserted as:

"Based on the results of this assessment (or these assessments), I have the following recommendations _______________"
Format for Assessment to Instruction Case Report

This assignment will provide an opportunity for you to integrate assessment data (interviews, observations, ratings, tests) collected over the first half of the semester, connect the findings to instruction, and evaluate the effects of that instruction. Use the following outline to develop your report. The bolded information represents the side headings for your report.

1. Identifying information
Child________________________ CA:_________________ Grade:______________
Teacher Candidate:_________________________________________

2. Summary of tests administered using the following format:
   (Test name and subtests) (Interpretation standards)
   Test: Woodcock Johnson Psychoeducational Battery-III (or R)
   Age Standard Scores
   Percentile Ranks
   + 1 SEM 68% Confidence Interval
   + 1 SEM 68% Confidence Interval

   Word Attack
   Letter Word Identification
   Passage Comprehension
   Reading Fluency
   Basic Reading (LWID & WA)
   Broad Reading (LWID & PC)
   Math Application

Curriculum Based Measurement
   Raw Scores
   Normative Guidelines (if available)

   specify which measure e.g.,
   3rd grade Oral Reading Fluency 10/5/04
   Median =
   Apprx 10th percentile
   2nd grade Spelling-correct letter sequences 10/10/04
   Mean =
   Apprx 50th percentile

2. Reason for referral

3. Background information
4. **Assessment results**
   - Name of test 1. Write a one paragraph description of results
   - Name of tests 2. Write a one paragraph description of results
   Repeat
   **Provide a graph that shows the child’s performances across measures**

5. **Summary of child’s strengths and weaknesses**--one paragraph

6. **IEP Goal written in format for progress monitoring with CBM measures.**
   Provide a rationale for the goal based on summary of assessment data. For example, “The assessment results indicated that Sid’s difficulty acquiring early reading skills is linked to below average performance on phonemic awareness skills and lack of fluency with sound-symbol (letter) relationships. His present level of performance on letter sound fluency is 5 letter sounds per minute. The 25th percentile score for first grade children in spring of the school year is 26 letter sounds and the 50th percentile is 40 letter sounds. Therefore the following IEP objective was developed:
   
   In four weeks (specific to this assignment -- goals are written for annual performance for actual IEPs) when given a randomly selected letter-sound fluency probe, Sid will say aloud 10 letter sounds correctly in one minute.”

7. **Summary of instructional procedures** - Use the format discussed in class:

<table>
<thead>
<tr>
<th>Instructional Procedure</th>
<th>Arrangement</th>
<th>Time</th>
<th>Materials</th>
<th>Motivation Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter name drill</td>
<td>W/ peer</td>
<td>5 min</td>
<td>Letter cards</td>
<td>Working with peer; fast pace</td>
</tr>
<tr>
<td>Road to the Code Curriculum</td>
<td>3 to 1</td>
<td>15 min</td>
<td>RTTC curriculum</td>
<td>None needed</td>
</tr>
<tr>
<td>Letter sound matching (show letter, child says sound)</td>
<td>3 to 1</td>
<td>5 min</td>
<td>Letter cards</td>
<td>Chart correct responses; fast pace; use Concentration game occasionally</td>
</tr>
</tbody>
</table>

6. **Graph of performance** - On a separate page, repeat the IEP goal and provide a graph of the child’s performance. Use a vertical line if you changed instructional procedures.

7. **Evaluation** - Provide a concise summary of the quality of instruction provided based on the graphed data. What is the next instructional step for this child (change instruction or raise the goal, or possibly change the goal)? Critique your performance as a teacher and the quality (strengths and weaknesses) of your instructional plan. (Your grade will not reflect the success of the intervention).