

**EDPS 361 – Use of Assessment Techniques in Special Education**  
**Spring 2015**  
**Monday/Wednesday 12:00-1:15**  
**BRNG B230**

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**Course Description**

EDPS 361 is an undergraduate course designed to introduce assessment instruments, foundations, and techniques through study of theory and experience with applications related to educational programs for students with special needs.

**Course Objectives and Student Competencies**

*Upon completing this course, students will have the skills to meet the following objectives:*

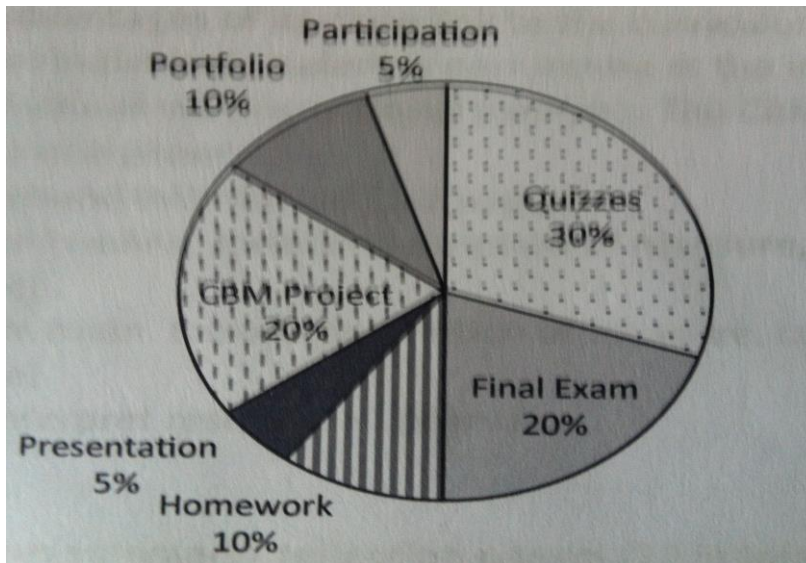
1. Demonstrate an awareness of legal, social, and cultural issues as they relate to the assessment of individuals with special needs.
2. Demonstrate knowledge of the purpose for assessment and the steps in the educational assessment process.
3. Distinguish between norm-referenced, criterion-referenced, and individual referenced assessment procedures.
4. Develop skills in selection, evaluation, and critique of assessment tools.
5. Demonstrate the ability to interpret formal assessment results.
6. Demonstrate knowledge and skills in the construction, administration, and scoring of classroom assessment systems for academic skills (e.g., reading, math, spelling, and writing).
7. Demonstrate knowledge of the application of curriculum-based measurement procedures for educational assessment and planning.
8. Demonstrate knowledge of the components and skills related to assessing behavior.

**Required Texts**

- Textbook  
Cohen, L. G. & Spenciner, L. J. (2014). *Assessment of Children and Youth with Special Needs* (5<sup>th</sup> ed.). Boston: Pearson A and B.
- Online Materials: See Blackboard Learning Modules

<https://mycourses.purdue.edu>

## Coursework / Grades



- 1) **Quizzes** (4x50, lowest score dropped = 150 points)  
Four short quizzes will be given in class throughout the semester (dates indicated in schedule below). Quizzes will consist of multiple choice, true/false, and short answer questions. Each of the quizzes is worth 50 points; however, the lowest score will be dropped for a total of 150 available quiz points.
- 2) **Participation** (25 points)  
Class attendance and participation are vital to success in this course. Participation includes meaningful contributions to class discussions, asking pertinent questions, and coming to class prepared. Given that you must attend class to participate, attendance will be factored into your grade as follows:
  - 0-2 classes missed = 25 points
  - 3 classes missed = 10 points
  - 4 or more classes missed = 0 points
- 3) **Homework** (2x25 = 50 points)
  - a) **Fact Sheet** – Each student will be assigned one of the course topics and will create a one-page fact sheet presenting key components of that topic.
  - b) **Technical Skills Worksheet** – Following the lesson on Technical Skills (2/11), a worksheet covering the material will be given.
- 4) **Presentation** (25 points)  
As part of the portfolio project, students will be collecting, summarizing, and recording their perspectives on published news and/or opinion pieces regarding education assessment. Students will be assigned one class date from the semester to present one

of their summaries to the class. Students are to present their summary followed by two thought provoking questions aloud to the class. Presentations should last 5-10 minutes, followed by a short class discussion.

**5) CBM/CBA Project (100 points)**

This project provides students an opportunity to use curriculum-based measurement (CBM) for the purpose of compensating EDPS 364 where only standardized measurement procedures are practiced. CBM has the advantages of its close link to the curriculum used in the classroom. It is used to assess whether an individual student is performing at the instructional level for the purpose of informing individualized instructional planning. The CBM project includes four parts that will be compiled into one paper:

1. Participant background information (1-2 pages)
2. Administer CBM in reading, include description of measure, curriculum / text used, & results (1/2 - 1 page)
3. Administer CBM in math. Include description of measure, curriculum / text used, & results (1/2 - 1 page)
4. Summarize and interpret results (1 – 2 pages)

**6) Portfolio (50 points)**

a) The **weekly news summary / reflection papers** (10 in total) will include ten separate papers on pertinent special education news articles, blogs, or other recently published works. Your document should include both a copy of the article and a summary of the text followed by your personal reflection. Each summary / reflection paper should be ½ - 1 page in length. (10x3 points = 30 points)

b) **Fact sheet resubmitted** with suggested corrections made (10 points)

c) **CBM project resubmitted** with suggested corrections made (10 points)

**7) Taskstream** (required) Students will be required to upload the CBM projects to Taskstream, by the last day of class, in order to receive a grade for the course.

**8) Final Exam (100 points)**

The final exam will cover all of the major topics of the semester and will be given in a take-home format to be completed during finals week. The test will contain multiple choice, true/false, and short answer questions.

**Total Points Available = 500**

A+	100%	(500 +)	A	94-99%	(470-499)	A-	90-93%	(450-469)
B+	87-89%	(435-449)	B	84-86%	(420-434)	B-	80-83%	(400-419)
C+	77-79%	(385-399)	C	74-76%	(370-384)	C-	70-73%	(350-369)
D+	67-69%	(335-368)	D	64-66%	(320-334)	D-	60-63%	(300-319)
F	59% and below	(0-299)						

## **Important Considerations**

### **Late Work**

Assignments will be accepted up to three days from assigned due date with a 15% reduction per 24 hours from initial due date.

### **Incomplete Grades**

“I” grades are generally not given. Under very unusual circumstances an incomplete may be given; however, to be considered, a written request describing the circumstances must be submitted to the course instructor no later than the beginning of the last week of the module.

### **Adaptive programs / Classroom Accommodations**

Students with disabilities must be registered with the Disability Resource Center in the Office of the Dean of Students before classroom accommodations can be provided.

<http://www.purdue.edu/odos/drc/about.html/>

If you are eligible for academic accommodations because you have a documented disability that will impact your work in this class, please schedule an appointment with me as soon as possible to discuss your needs.

### **In case of an emergency**

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised calendar or other circumstances. Information about changes in this course can be obtained via my email.

### **Academic Integrity**

All students should aspire to high standards of academic honesty. This class encourages cooperation and the exchange of ideas. However, students are expected to do **original work**, to do their own work except for group projects, and to properly reference sources when using information from others. Any instance of academic dishonesty will result in failure of the assignment in question. More than one instance will result in failure of the course. All work submitted for class assignments is expected to be the work of the student(s) who submit(s) it. It is the policy of Purdue University as stated in the University Regulations publication that “cheating, plagiarism, or knowingly furnishing false information to the University are acts of dishonesty” and they constitute misconduct, which cannot and will not be tolerated. Students who violate the general standards of conduct are subject to administrative action or disciplinary penalties. Please see the following online brochure from the Dean of Students office for more information; Academic Integrity: A Guide for Students:

<http://www.purdue.edu/odos/admin/bacinteg.htm/>

### **Basic Courtesies**

Behaviors that are “marked by respect for and consideration of others” are greatly encouraged. These behaviors include coming to class on time, listening when another person is speaking, etc.

### Semester Agenda

Date	#	Topic	Assignment / Reading
1/12	1	Course Introduction	Syllabus
1/14	2	Understanding Assessment	Chap 1; Draw for presentation date and fact sheet topic in class
1/19	3	MLK Holiday –NO CLASS	
1/21	4	Response to Intervention <b>(ONLINE- No class meeting)</b>	See Blackboard folder for text and instructions
1/26	5	Response to Intervention	Chap 2
1/28	6	Assessment Process	Chap 3
2/2	7	Involving Families	Chap 4 <i>Expected CBM Progress: Identify Student</i>
2/4	8	<b>Quiz 1</b>	<b>Quiz 1</b>
2/9	9	Reliability and Validity	Chap 5 <i>Expected CBM Progress: Parent Permission</i>
2/11	10	Developing Technical Skills	Chap 6
2/16	11	Test Interpretation & Report Writing	Chap 7
2/18	12	Observing, Interviewing, and Conferencing	Chap 8 <b>Due: Technical Skills Worksheet</b>
2/23	13	Behavioral Assessment	Chap 9 <i>Expected CBM Progress: Schedule time to do CBMs</i>
2/25	14	<b>Quiz 2</b>	<b>Quiz 2</b>
3/2	15	Achievement: Overall Performance	Chap 10
3/4	16	Curriculum Based Measurement	See Blackboard folder for text and instructions
3/9	17	Assessment in Reading	Chap 11
3/11	18	Assessment in Mathematics	Chap 14

<b>3/16 &amp; 3/18</b>	<b>Spring Break</b>
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3/23	19	Assessment in Written Language	Chap 12 <i>Expected CBM Progress: Begin administering CBMs</i>
3/25	20	Assessment in Oral Language	Chap 13
3/30	21	<b>Quiz 3</b>	<b>Quiz 3</b>
4/1	22	Issues in Classroom Assessment	See Blackboard folder for text and instructions
4/6	23	Test Construction and Evaluation	See Blackboard folder for text and instructions
4/8	24	Performance-based, Authentic, and Portfolio Assessment	Chap 15
4/13	25	Assessment of Young Children	Chap 17
4/15	26	Teacher and Program Evaluation	See Blackboard folder for text and instructions: <b>Due: CBM Project</b>
4/20	27	<b>Quiz 4</b>	<b>Quiz 4</b>
4/22	28	Assessment of Cognition	Chap 16
4/27	29	Youth in Transition	Chap 18
4/29	30	Individual Meetings	To Be Scheduled <b>Due: Portfolio</b>

<b>5/4 – 5/9</b>	<b>Finals Week -- FINAL EXAM</b>
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## Presentation Rubric

Time Start: \_\_\_\_\_ End: \_\_\_\_\_

Total Points: \_\_\_\_\_/25

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Topic: \_\_\_\_\_

AREA	Incomplete	Sufficient	Exemplary
<b>Content</b>	1. Provided an inadequate summary of the article 2. Presented a personal perspective on the topic with minimal clarity 3. Did not initiate class discussion	1. Provided an adequate summary of the article 2. Presented a personal perspective on the topic with moderate clarity 3. Offered one question of statement to initiate a class discussion.	1. Provided a very clear summary of the article and included any additional related information as appropriate 2. Presented a clear personal perspective on the topic. 3. Offered two questions or statements to initiate a class discussion on the topic.
<b>Points</b>	(0-4)	(5-7)	(8-10)
<b>Comments</b>			
<b>Organization</b>	1. Presentation was less than 2 minutes within the allotted time frame. 2. Presentation was difficult to follow. 3. The presenter exhibited minimal knowledge of the topic and article.	1. Presentation was within 2 minutes (3-5 or 10-12 of the allotted time frame. 2. Presentation was somewhat difficult to follow at times. 3. The presenter exhibited moderate knowledge of the topic and article.	1. Presentation was within the 5-10 minute time frame. 2. Presentation was easy to follow. 3. The presenter exhibited knowledge of the topic and article.
<b>Points</b>	(0-4)	(5-7)	(8-10)
<b>Comments</b>			
<b>Delivery</b>	1. The presenter had considerable difficulty using eye contact and speaking clearly. 2. The presenter displayed minimal energy and interest in the topic.	1. The presenter had some difficulty using eye contact and speaking clearly. 2. The presenter displayed moderate energy and interest in the topic..	1. The presenter spoke clearly and used eye contact with the class. 2. The presenter displayed energy and an interest in the topic.
<b>Points</b>	(0-1)	(2-3)	(4-5)
<b>Comments</b>			

## Fact Sheet Rubric

Total Points: \_\_\_\_/25

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Topic: \_\_\_\_\_

AREA	Incomplete	Sufficient	Exemplary
<b>Content</b>	1. Minimal coverage of material  2. Minimal descriptions and definitions necessary for topic	1. Moderate coverage of material  2. Moderate descriptions and definitions necessary for topic	1. Sufficient coverage of key material  2. Clear descriptions and definitions necessary for topic.
<b>Points</b>	(0-4)	(5-7)	(8-10)
<b>Comments</b>			
<b>Organization</b>	1. Minimal organization of paper – needs sufficient attention to enhance clarity and functionality.  2. Poor format for topic.	1. Moderate organization of paper – could use more attention to enhance clarity and functionality.  2. Adequate format for topic.	1. Paper organized in a clear, easy to follow manner  2. Attractive and functional format
<b>Points</b>	(0-4)	(5-7)	(8-10)
<b>Comments</b>			
<b>Mechanics</b>	1. Moderately over/under the 1 page requirement  2. Substantial grammar and technical writing errors	1. Slightly over/under the 1 page requirement  2. Minimal grammar and technical writing errors	1. Within the 1 page min/max requirement  2. Free of grammar and technical writing errors
<b>Points</b>	(0-1)	(2-3)	(4-5)
<b>Comments</b>			

## Portfolio Rubric

Total Points: \_\_\_\_/50

Student: \_\_\_\_\_ Date: \_\_\_\_\_

AREA	Incomplete	Sufficient	Exemplary
<b>Fact Sheet Corrections</b>	1. Made minimal amount of suggested improvements.	1. Made some of the suggested improvements.	1. Substantially improved the document by making all suggested improvements or providing a well reasoned and instructor accepted rationale for not making suggested changes.
<b>Points</b>	(0-4)	(5-7)	(8-10)
<b>Comments</b>			
<b>CBM Corrections</b>	1. Made minimal amount of suggested improvements.	1. Made some of the suggested improvements.	1. Substantially improved the document by making all suggested improvements or providing a well reasoned and instructor accepted rationale for not making suggested changes.
<b>Points</b>	(0-4)	(5-7)	(8-10)
<b>Comments</b>			
<b>Summary/Reflection Mechanics</b>	1. Substantial grammar and technical writing errors 2. Does not contain any one of the following components: 10 articles + summaries and reflection close to length requirement 3. Does not make use of articles pertaining to educational assessment.	1. Minimal grammar and technical writing errors 2. Contains 10 articles + summaries and reflection close to length requirement 3. Uses articles pertaining to educational assessment.	1. Free of grammar and technical writing errors 2. Contains 10 articles + summaries and reflection ½-1 page in length 3. Uses articles pertaining to educational assessment.
<b>Points</b>	(0-4)	(5-7)	(8-10)
<b>Comments</b>			
<b>Summary/Reflection Content</b>	1. Minimally detailed summary 2. Minimally developed reflection	1. Somewhat detailed summary 2. Moderately developed reflection	1. Sufficiently detailed summary 2. Well developed reflection
<b>Points</b>	(0-11)	(12-16)	(17-20)
<b>Comments</b>			
<b>CBM on Taskstream (required for grade)</b>	No	Yes	



# CBM Rubric

Total Points: \_\_\_\_\_/100

Student: \_\_\_\_\_ Date: \_\_\_\_\_

	<b>Does Not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>Participant Information</b>  CEC Standards Addressed: 3	Minimal demographic information about the target student beyond what is found on the information form is provided. No informal observational information or survey information is provided.	Provides basic information that includes relevant information from school records and basic informal direct observational information.	Provides comprehensive participant demographic information including name, age, diagnosis, educational and relevant medical history, data collection, permanent product records, interview/survey records, informal direct observation information, etc
<b>Points</b>	(0-17)	(18-21)	(22-25)
<b>Comments</b>			
<b>Curriculum Based Assessment: Reading</b>  CEC Standards Addressed: 3, 8, 10	Selects an inappropriate assessment instrument or inappropriately administers assessment to student. Does not consider age or ability level.	Selects and administers an appropriate assessment for reading. Considers age, sensory ability, language ability, physical ability, and intellectual ability.	Selects and administers more than one appropriate assessment for reading. Considers age, sensory ability, language ability, physical ability, and intellectual ability.
<b>Points</b>	(0-17)	(18-21)	(22-25)
<b>Comments</b>			
<b>Curriculum Based Assessment: Math</b>  CEC Standards Addressed: 3, 8, 10	Selects an inappropriate assessment instrument or inappropriately administers assessment to student. Does not consider age or ability level.	Selects and administers an appropriate assessment for math. Considers age, sensory ability, language ability, physical ability, and intellectual ability.	Selects and administers more than one appropriate assessment for math. Considers age, sensory ability, language ability, physical ability, and intellectual ability.
<b>Points</b>	(0-17)	(18-21)	(22-25)
<b>Comments</b>			
<b>Summary of Results</b>  CEC Standards Addressed: 3, 8, 10	Provides general review of participant's scores. Little information is provided on how these results may be of value.	Reviews scores and describes how the results may be interpreted for each academic area. Provides a general overview of how these results may be interpreted for the participant's current classroom placement.	Reviews scores and provides a comprehensive description of how the results may be interpreted for each academic area. Provides examples of how these results may be interpreted for the participant's current classroom placement. Makes detailed recommendations for placement and intervention.
<b>Points</b>	(0-17)	(18-21)	(22-25)
<b>Comments</b>			

## News Summary / Reflection

This paired group activity involves finding an online or hard copy news article, blog entry, or other recently published document regarding a behavior-related issue in the schools and leading a short in-class discussion of the topic. Each group member is also to individually provide a 1-page summary of the article including their personal reflection and perspective of the topic and 2 key questions to engage the class in discussion. A copy of the resource reviewed should be included with the assignment when submitted online.

Some tips for finding online text:

- 1) Go to: <http://new.google.com/>
- 2) Type search terms in Google search bar and search. Search terms to use: special education, education, school, student, disability + assessment or testing
- 3) Find a relevant and recent article  
*Relevant*= has to do with an actual event or topic related to student behavior in the schools (does not have to be negative behavior). This could include behavior policy, unusual behavioral incidents, behavioral theory or programs in the schools..  
*Recent*= Published within the past 1-2 weeks, the more recent the better.
- 4) Feel free to alter your search terms in order to find a fitting article (some other terms to try with school or education: special education, behavior problem, restraint, seclusion, applied behavior analysis, time out, punishment, reinforcement, behavior management).
- 5) Come up with 2 questions that will spark discussion among the class.

Example story on the use of school-wide positive behavior plan

Poor question: Did the school-wide plan work for the students in the school?  
*This is an informational question with a simple and obvious yes/no response form the text and will not lead to substantial discussion.*

Good questions:

1. What are some of the potential benefits and negative consequences of using such an approach?
2. Does this seem like a practical approach? Why?

*These questions leave room for judgment based on personal understanding and experience. These are the types of questions that will bring out the discussions and differences in opinion that are similar to those occurring within the general public.*