



Assessment in Special Education

EDSP

415/615

Spring 2018

Course Description

EDSP 415/615 is the third course in the Special Education Reading and Writing course sequence. EDSP 443, the first course in the sequence, focuses on processes and acquisition of reading and writing related skills. Both EDSP 416/616 and 484/684 focus on instruction and materials. EDSP 415/615 focuses on assessment. (See the MSDE reading course requirements: <http://www.marylandpublicschools.org/msde/divisions/certification/progap/proval/RC.htm>).

By participating in this course you will become proficient in using a variety of formal and informal assessment techniques and tools (e.g., curriculum-based measures, curriculum-embedded tests, and teacher-made tests) for instructional planning and data-based decision making. You will learn how to use assessment data as part of a decision making model, the Problem-Solving Model.

The broader focus of this class focuses on developing an understanding that student performance is dependent upon prior and current school, home, and cultural experiences. We will discuss the instructional, curricular, environmental, cultural, linguistic, and student factors that relate to student learning and assessment across Grades K-4. We place an emphasis on measurement tools that lend themselves to intervention planning and evaluation of instructional effectiveness.

This year, for the third time, EDSP 415/615 and EDSP 416/616, which are taken simultaneously, will be connected through a joint tutoring program. UMD students will assess (EDSP 415/615) and provide instruction (EDSP 416/616) for first grade students at a local public elementary school. The tutoring program is meant to provide an opportunity for UMD students to practice the skills they are learning while also providing a free service to the community. Assignments in EDSP 415/615 and EDSP 416/616 will overlap somewhat, but, in general, assignments related to instruction (e.g., lesson plans) will be graded as part of EDSP 416/616 and assignments related to assessment (e.g., assessment reports) will be graded as part of EDSP 415/615.

Note that this class follows EDSP 411 in which you learned about Universal Design for Learning, EDSP 413 in which you learned about Behavior Management, EDSP 451 in which you learned about differentiation and accommodations/modifications, and EDSP 443 in which you learned about the linguistic foundations of reading and writing. I expect that you will apply knowledge gained from those classes in this class. There may be some review, but you are expected to have already covered these topics in depth in other classes.

Instructor: Dr. Kelli D. Cummings, NCSP
Office: EDU 1311C
Phone: (301) 405-6498
Email: kellie@umd.edu
Class Meets: Wednesdays
1:15pm – 4:00pm
Tawes 1310

Office Hours
Mondays 11:30 – 12:30 and
by appointment
EDUC 1311C

Teaching Assistant
Daniel Sherlock, M.Ed.
dsherlock@umd.edu

Office Hours
EDUC 1220
Office hours by appointment

Course Format
Lecture notes, homework, and other course documents are published at www.elms.umd.edu under this course name. All presentations and materials used in class will be available on the course website by the start of each class. Feel free to bring a tablet or laptop to class to access and take notes on PowerPoint slides. Some essential information will be presented in class only, and you will need to take notes beyond what is provided on the slides.

Required Textbook
Salvia, J., & Ysseldyke, J. E. (2017). *Assessment: In Special and Inclusive Education* (13th edition). ISBN: 130564235X



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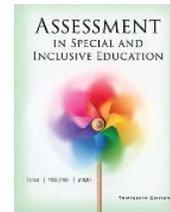
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Learning Objectives

After successfully completing this course you will:

1. Demonstrate an understanding of the range of educational decisions (e.g., screening, diagnostic) that are supported by assessment of student performance [InTASC 6; EC 4; CF Educational Goals and Assessment]
2. Demonstrate knowledge in the basic terminology used in assessment and Multitiered Systems of Support (MTSS) practices [InTASC 6; EC 7; CF Educational Goals and Assessment]
3. Demonstrate knowledge of appropriate test administration procedures [InTASC 6, 7; ED 7; CF Educational Goals and Assessment, Subject Matter, Specialist Competence]
4. Demonstrate knowledge of the legal provisions, regulations, and guidelines regarding assessment of individuals [InTASC 6, EC 7; CF Educational Goals and Assessment]
5. Demonstrate knowledge of the special educator's role in the assessment process [InTASC 6, 7; EC 7; CF Educational Goals and Assessment]
6. Demonstrate knowledge of variables that affect student performance during various assessment procedures [InTASC 6, 7; EC 6; CF Social and Cultural Contexts]
7. Distinguish among different types of tests (i.e., curriculum-based measures, mastery monitoring measures, informal measures) and specify their use [InTASC 6, 7; EC 7; CF Educational Goals and Assessment]
8. Demonstrate knowledge and use of classroom-based assessment systems for monitoring student progress and quality of instruction [InTASC 6, 7; EC 7; CF Educational Goals and Assessment]
9. Use assessment information generated from a variety of sources to individualize instruction and make data-based decisions [InTASC 6, 7; EC 7; CF Educational Goals and Assessment, Learners, Pedagogy]
10. Match appropriate assessment procedures with specific educational decisions (e.g., screening, eligibility, instruction) for children in Grades K-4 [InTASC 6, 7; EC 7; CF Educational Goals and Assessment, Learners, Pedagogy]
11. Demonstrate knowledge of criteria used to evaluate the quality of tests including test development procedures, standardization procedures, test reliability and validity, types and interpretation of test scores; demonstrate knowledge of federal resources that describe test quality [InTASC 6, 7; EC 7; CF Educational Goals and Assessment, Subject Matter]
12. Demonstrate skills in analyzing and critiquing the quality of various assessment procedures [InTASC 6, 7; EC 7; CF Educational Goals and Assessment, Subject Matter, Specialist Competence]



Required Materials

AIMSweb University Student Package \$39.00

AIMSweb Online Scoring and Administration Training (Free, available online at <http://www.aimsweb.com/scoring-and-administration-training>)

Clipboard

Stopwatch (preferably one with no sound, or a very quiet beep)

Pencil for administering and recording assessment data

Clickers. We will be using personal response devices (clickers.umd.edu) in class. You may elect to use a clicker device, purchased through the bookstore, or you may download Response Ware for free and use your cell phone as your response device. Your responses through the clicker challenges in class constitutes a portion of your participation grade.

It is your responsibility to register your Turning Point account and link it to Canvas as well as bring your device to the classroom. If you



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13. Demonstrate proficiency in the appropriate application and interpretation of scores obtained from various tests (i.e., scores of relative standing, norm-referencing scores) [InTASC 6,7; EC 7; CF Educational Goals and Assessments, Subject Matter, Specialist Competence]

forget to bring your clicker or do not have it connected to Canvas, you are entitled to have one and only one clicker assignment turned in on paper.

University Policies

As a student, you have the responsibility to be familiar with and uphold the *Code of Academic Integrity* and the *Code of Conduct*, as well as for notifying your course instructors in a timely fashion regarding academic accommodations related to absences and accessibility as indicated below. You also have the right to know the expectations set by University Policy. The University of Maryland values the diversity of its student body and is committed to providing a classroom atmosphere that encourages the equitable participation of all students.

University Policies outlined at this link are particularly relevant to your experience in *undergraduate* academic courses: <http://ugst.umd.edu/courserelatedpolicies.html>. For graduate students, please review the policies outlined here: <http://apps.gradschool.umd.edu/Catalog/policy.php?the-academic-record>. Topics that are addressed in both policies include academic integrity, student and instructor conduct, accessibility and accommodations, attendance and excused absences, grades and appeals, copyright and intellectual property.

Tutoring Program

This semester, UMD students in EDSP 415/615 and EDSP 416/616 will be participating in a tutoring program at Berwyn Heights Elementary School. See the following links for more information about the school: <http://www1.pgcps.org/berwynheights> and <http://reportcard.msde.maryland.gov/Entity.aspx?k=162109>. UMD students will work one-on-one with select first graders whose teachers have determined to be in need of extra support in reading and writing.

UMD students will tutor at the school from 2:00 – 3:00 once per week starting Wednesday, February 28. UMD students will also meet as a group at the school directly after tutoring to debrief about tutoring sessions. You will need to arrange your own transportation to the school (6200 Pontiac Street * Berwyn Heights, Maryland * 20740), beginning Wednesday 2/28. If you have questions or concerns about getting to Berwyn Heights, please let me know as soon as possible. Plan to arrive to the school by 1:30 to sign in and prepare your materials.

Course documents relating specifically to the tutoring component of the course will also be found on ELMS, at the site: *EDSP Tutoring 2018*. You will receive an invite to participate in this portion of the course; let me know if you have trouble accessing any of the features there.

Course-Specific Policies

1. *Attend all class periods and participate in class discussions and activities.* Regular attendance and participation in this class is required and is the best way to grasp the concepts and principles that are discussed. Events that justify an excused absence include the following:



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- Participation in university activities at the request of university authorities
- Mandatory military obligation
- Religious observance during one of our class meeting days
- Student illness or the illness of an immediate family member
- Compelling circumstances beyond the student's control (e.g., death in the family, required court appearance)

To receive academic accommodation for an excused absence please notify me in a timely manner, either prior to the absence or as soon afterwards as possible. In the case of religious observances, athletic events, and planned absences known at the beginning of the semester, please let me know during the schedule adjustment period. All other absences must be reported as soon as is practical. You must also provide appropriate documentation of the absence. You may, one time per course per semester, provide a self-signed excuse as documentation of an absence from a single class that does not coincide with a major assessment or assignment due date. For all other medically necessitated absences, students must provide documentation from a physician or the University Health Center.

Work to be made up following an excused absence will typically be completed within one week of your return (i.e., by 11:59 on the seventh day following the return) but this timeline may vary depending on the type of assignment to be made up.

For more information on the University of Maryland's policy on excused absences, as well as all UMD course-related policies, please visit <http://www.ugst.umd.edu/courserelatedpolicies.html>

2. *Come to class prepared to learn.* Success in this course depends upon being familiar with the readings, prior to class assignments and related activities. Arrive to class on time, and bring necessary materials (i.e., clicker, laptop, assignments) to every class. When you attend class, it is my expectation that you will be fully engaged in class activities. If you use your laptop for note taking, please refrain from non-course related activities such as using social media, texting, or continuously checking email. These behaviors, along with side conversations, are very distracting to the other students in the class as well as the course instructor. Please turn off or silence cell phones. If it is necessary to receive a call, notify the instructor, set the phone to vibrate, and take the call outside of the classroom. If I notice that a student is regularly distracted, not engaged, or posing a distraction to others, I will ask that we meet to discuss participation in class. If the behaviors continue, I will make a referral to the Teacher Candidate's advisor.
3. *Engage in respectful discussions and be open to new or different ideas.* Throughout this class you will be challenged to think crucially about the impact of cultural, sociological, and experiential events on students' behavior and learning. These may be different from your own perspective as a learner but are critical to understanding the perspective of your students as a professional who is working with diverse learners. Please participate in discussions openly and respectfully using **person-first language** when speaking and writing about people with disabilities and other groups, and use acceptable terminology when addressing issues of gender, race, ethnicity, disability, sexual orientation, and other areas of diversity. Students are encouraged to take risks in class by asking difficult questions and sharing their stories and comments. It is acknowledged that the instructor or students make mistakes in this regard, but it everyone's responsibility to respond constructively to any conflicts or problems that arise. Language used in assignments and class discussions (written and spoken) should be respectful and professional at all times. All people will be treated respectfully in this course.



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4. *Turn in assignments on time.* All assignments must be completed before the beginning of class and submitted on or before the assigned due date. **Assignments that are not related to tutoring (i.e., In-class learning activities, check for understanding, IRIS module, and case study) will not be accepted. Late work from tutoring (i.e., lesson plans) will not receive full credit.** Late lesson plans will be docked 10% for each day the lesson plan is late starting the minute they are overdue. Most assignments will be turned in on Canvas and the time stamp on Canvas will be used to determine when the assignment was submitted. All work submitted for the class must be legible, clearly organized, and proofread. Standard APA formatting will be used in the course, typed work will be 12-point font, with one-inch margins, and double-spacing.
5. *Complete your work with honesty academic integrity.* The University of Maryland has a nationally recognized Code of Academic Integrity. This code sets standards for academic integrity at Maryland for all undergraduate and graduate students and is an important resource for you. As a student you are responsible for upholding these standards in your courses. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The Student Honor Council (SHC) is a resource on campus for both students and faculty that educates the community on academic integrity as well developed the honor pledge, which has been in use campus-wide since September, 2002. For more information on academic integrity at the University of Maryland, please visit the SHC website:
<http://www.shc.umd.edu/SHC/Default.aspx>

Bear in mind that even if the Honor Code is not requested, **it is your responsibility to ensure that your work is completed independently unless I explicitly and directly tell you to hand in an assignment with a partner or in a group.**

6. *College of Education Foundational Competencies.* The College of Education Foundational Competencies Policy was adopted in November 2010 and specifies the professional criteria expected of all Teacher Candidates in the college. Performance that meets the Foundational Competencies 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 Supervisor will complete the Foundational Competencies evaluation at the end of each field placement experience. Additional Foundational Competencies evaluation forms may be completed if concerns arise during a field placement or in any professional setting. These evaluations will be reviewed along with the candidate's performance across all program requirements and coursework. Continuation in the Special Education teacher certification program depends on both satisfactory completion of all coursework and satisfactory ratings on the Foundational Competencies.
7. *Course Evaluations (CourseEvalUM).* Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member. Feedback is confidential and important to improve teaching and learning at UMD as well as to the tenure and promotion process. Go to www.courseevalum.umd.edu to complete your evaluations. **For Masters students:** Occasionally fewer than five Masters students are enrolled in the class and thus the CourseEvalUM system will not generate a review form for students in 615. In cases such as these, the College of Education has developed an anonymous Qualtrics survey that will be sent out in lieu of the CourseEvalUM require. Please complete this survey to ensure that 615 students' voices may be heard.

Course Communication

I will primarily communicate with you outside of class via our Canvas web pages, Canvas email, group messages, and Canvas Announcements. On occasion we may arrange meetings via Google Hangout (username: kelic@umd.edu) particularly if you need extra help with an assignment outside of office hours. I also will



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communicate with you extensively through feedback on your assignments. **Please see the next page (p. 6) for directions on how to view my feedback in Canvas. Viewing my annotated comments on your assignments is one of the most important aspects of the class for you to attend to.**

I would like to hear from you, too! Your feedback is very important to me. I take your comments seriously and I want to know what's working well for you in the course (as well as anything that is not working!) as soon as possible. As a result, there are multiple ways of providing feedback in class outside the end-of-semester evaluations. Please take advantage of my office hours, or set up an appointment to meet me on campus. Email me, Canvas works best. I will ask you to participate in an exit ticket activity at the end of each class (see p. 10 for more details). This ticket counts toward your participation but also serves as real-time feedback about the course that I use for progress monitoring and to make instructional changes immediately if needed. You can also provide confidential feedback through my faculty mailbox in Benjamin 3214. I encourage you to let me know your thoughts on the course so that I have a chance to make improvements throughout the entire semester

A Note on Grading and Feedback in this Course: Most of your assignments will be graded in Canvas as electronic submissions. My grading style is to make comments *and annotations* on the papers you submit. In order to see my **comments**, please click on the "view feedback" button. Scroll to the bottom of this page for details: <https://guides.instructure.com/m/4212/1/54359-how-do-i-view-instructorcomments>. In order to see my **annotations**, another step is required. *This is the most important step for you to see my individualized comments and suggestions for your work.* Please follow the detailed instructions on the following help page and see me for assistance if you have any trouble: <https://guides.instructure.com/m/4212/1/352349?data-resolve-url=true&data-manual-id=4212>

Extra Credit: In the interest of fairness and equity, there are **no** extra credit assignments or special arrangements available to make up for low performance on any graded course work. The instructor may provide opportunities for class-wide extra credit – but there is no guarantee of extra credit throughout the semester. In this class you will have several opportunities for self-evaluation based on formative assessment data from your own performance.

Get Some Help!

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting <http://ter.ps/learn> and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting <http://ter.ps/writing> and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit <http://www.counseling.umd.edu>.



Everything is free because you have already paid for it, and **everyone needs help**... all you have to do is ask for it.

Grades

I have assigned point values to our in-class work as well as lesson plans and other assignments. Final letter grades will subsequently be assigned on the basis of overall class performance and will be rounded using conventional rules. Letter grades correspond to the point cutoffs listed here. Please note: It is possible to earn the following grades in this class: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. The "+" and "-" have been added to grades in



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order to allow for more nuance and precision in the evaluation process. Grades will be assigned according to the following chart:

| Final Grade Cutoffs | | | | | | | | | |
|---------------------|--------|---|--------|---|--------|---|--------|---|--------|
| + | 98.00% | + | 87.00% | + | 77.00% | + | 67.00% | | |
| A | 93.00% | B | 83.00% | C | 73.00% | D | 63.00% | F | <60.0% |
| - | 90.00% | - | 80.00% | - | 70.00% | - | 60.00% | | |

Grades are not given in this class, but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually. If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades, or have questions about how something was scored, please email me to schedule a time for us to meet in my office.

I am happy to discuss any of your grades with you, and if I've made a mistake I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade. Do not wait until the end of the semester to review earlier assignments and exams. All students should be aware of the University of Maryland's policy on "arbitrary and capricious grading" and understand the process by which they can appeal a final grade: <http://www.ugst.umd.edu/courserelatedpolicies.html>

| EDSP 415/615 Assignments Name | # | Points Each | Category Total | Category Weight |
|---|-----|-------------|----------------|-----------------|
| CBM Online Training Certificates (Due 1/31) | 1 | 0 | 0 | 0% |
| In-Class Learning Assignments (Due 2/7, 4/4, 4/23) | 3 | 10 | 30 | 12% |
| Check for Understanding (assigned intermittently) | 2-5 | 0 | 0 | 0% |
| Pretest (Due 3/2) | 1 | 20 | 20 | 8% |
| Lesson Plans (Lesson plans are ongoing. LP1 will not be graded) | 5 | 20 | 100 | 48% |
| Class Participation (Self-Evaluations 3/12 and 5/9) | 2 | 10 | 20 | 8% |
| IRIS Module Questions (Due 4/16) | 1 | 10 | 10 | 4% |
| TIPS Data Team Simulation (Due 5/7) | 1 | 20 | 20 | 8% |
| Case Study (Due 5/9) | 1 | 50 | 50 | 20% |
| Total Points: | | | 250 | 100% |

A. *CBM Online training.* On 1/31, in lieu of class, you will complete online training modules on the administration and scoring of the following Curriculum-Based Measures (CBM) in reading: Oral Reading Fluency (ORF), Tests of Early Literacy (TEL), and Written Expression (WE-CBM). This assignment will count toward your participation grade, is required for tutoring, and is due 1/31 by 4:00 pm.

B. *In-Class Application Assignments.* During the semester there will be class application activities that will build on course activities for that week. There will be **three such assignments that will count for course points**. All in-class assignments will be due at the end of class. For each of the application assignments, the instructor will give a sheet with the instruction for each assignment. Some activity might be based on a scenario or a video. This category of assignments is worth **30 points** (10 per activity).



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| 1. Due 2/7: Pronunciation Guide – Reaction | 10 points |
| 2. Due 4/2: Calculating Slope | 10 points |
| 3. Due 4/23: Evaluating Tests | 10 points |

C. *Check for Understanding.* Throughout the semester I may ask you to demonstrate understanding of key concepts or principles taught in class. These opportunities will be assigned intermittently during the course and students must be present to complete these assignments. If students are not present, and the absence is unexcused, these opportunities will be missed. If students have an excused absence, Check for Understanding opportunities may be made up. Assignments in this category are not graded but help you better understand what we discussed in class and provide an opportunity to receive more regular feedback.

D. *Lesson Plans.*

Part I. Pre-Test Data Summary. On 2/28 you will collect winter benchmarking data on your tutees. Four CBM measures (i.e., Oral Reading Fluency, Letter Sound Fluency, Nonsense Word Fluency, and Written Expression) will be administered along with the *Book Buddies* (2009) Spelling Test. A summary of these data will be due after the session for feedback. A revised summary of these data (based on instructor feedback) will also be included as part of the Formal Case Study.

The assignment is worth **20 points** and is due on 3/2 by 9:00 am.

Part II. Ongoing Lesson Planning.

For the remainder of tutoring, you will use assessment information generated from a variety of sources (including published formal and informal assessments, norm-referenced achievement tests, curriculum-based measurement, curriculum-based evaluation, and curriculum-embedded tests) to make instructional data-based decisions [InTASC 6, 7; EC 7; CF Educational Goals and Assessment, Learners, Pedagogy]

Related to the above objective and in conjunction with the tutoring program you will write a series of five additional lesson plans. These lesson plans will follow a set structure.

- I. Goals and Objectives
- II. Behavior Support and Classroom Management
- III. Instructional Sequence and Learning Strategies
- IV. Summarize Evaluation and Evidence
 - a. Data Collection Description
 - b. Results are tabulated, graphed, and summarized
 - c. Describe the student's present level of performance
- V. Reflection and Commentary on Student Progress
 - a. Describe and reflect on student results
 - b. Explain the type of feedback that you provide the focus learner during the lesson
 - c. Reflection on instruction for this week, links to next week's lesson based on progress

I will use a rubric, indicating expectations for each section of the lesson plan above, for grading and feedback. Sections I-III will be scored as part of the grade for EDSP 416.616 and Sections IV-V will be scored as part of the grade for EDSP 415.615. Section III will be weighted heavily for EDSP 416.616 and



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Section IV will be weighted heavily for EDSP 415.615. Section IV will include multiple components (i.e., A-C, above) and will focus on several skills (i.e., graphing progress monitoring data, summarizing nonstandardized error analysis or assessments and linking next steps in instruction to the data collected).

Sections I-III will be due for grading and feedback on the Monday before tutoring by 9 am the on EDSP Tutoring 2018 Canvas site. The completed lesson plan including Sections IV and V will be due for grading and feedback on the Friday after tutoring by 9 am also on the EDSP Tutoring 2018 Canvas site. Grading and feedback on upcoming Sections I-III and the previous Sections IV-V will be quickly provided by your instructors and you are expected to use that feedback to shape subsequent lesson plans. I will provide feedback on Sections IV-VI by Saturday at noon and you will use that feedback to prepare the prior week's lesson plan that is due to Dr. Wexler Monday morning. Then Dr. Wexler will provide feedback for Sections I-III on Tuesday by midnight and you will use that feedback to further revise your lesson plan for Wednesday, when instruction is delivered.

Each lesson plan is worth **20 points**. There will be a total of five lesson plans submitted for credit (**100 points**). For more details on the lesson plan schedule, see the table below.

| Lesson Plan Schedule | | | | | |
|--------------------------------------|------------------------------|-------------------|--|-----------------|-------------------|
| Activity | Pre-Lesson Due | Feedback Returned | Lesson Implementation | Post-Lesson Due | Feedback Returned |
| Read Aloud/Pre-Test | 2/12 | 2/23 (F) | 2/28 (W) | 3/2 (F) | 3/2 (F) |
| Lesson 1 (PM1) | <i>at/ot lesson provided</i> | N/A (T) | 3/7 (W) at/ot | 3/9 (F) | 3/9 (F) |
| Lesson 2 (PM2) | 3/12 (M) | 3/13 (T) | 3/14 (W) | 3/16 (F) | 3/16 (F) |
| <i>UMD spring break: No tutoring</i> | . | . | . | . | . |
| Lesson 3 (PM3) | 3/26 (M) | 3/27 (T) | 3/28 (W) | 3/30 (F) | 3/30 (F) |
| Lesson 4 | 4/2 (M) | 4/3 (T) | <i>PGCPS spring break: No tutoring</i> | N/A (F) | N/A (F) |
| Lesson 4 (PM4) | N/A (M) | N/A (T) | 4/11 (W) | 4/13 (F) | 4/13 (F) |
| Lesson 5 (PM5) | 4/16 (M) | 4/17 (T) | 4/18 (W) | 4/20 (F) | 4/20 (F) |
| Lesson 6 (PM6) | 4/23 (M) | 4/24 (T) | 4/25 (W) | 4/27 (F) | 4/27 (F) |
| Closing/Post-Test | 4/30 (M) | 5/1 (T) | 5/2 (W) | 5/4 (F) | 5/4 (F) |

E. *Iris Module Questions*. In lieu of class on 4/16, there will be an online assignment. Please complete the following online module *Iris Module: Intensive Intervention (Part 2): Collecting and Analyzing Data for Data-Based Individualization*. Linked here: <http://iris.peabody.vanderbilt.edu/module/dbi2/#content>

There will be five questions for you to answer after completing this assignment. A total of **10 points** are possible. This assignment is due on 4/16 by 4:00 pm.

F. *Data Team Meeting*. During the last week of class (5/7) we will hold simulated data team meetings. In groups of four, students will use Team-Initiated Problem Solving (TIPS) to carefully consider each student's data portfolio and plan recommendations for next steps. Groups will collectively complete a checklist and take notes; these will be handed in for a group grade.



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The completed checklist and notes are worth **20 points**.

G. Case Study. The case study assignment will provide you with an opportunity to bring together all that you have learned in the tutoring program. The case study serves as the final project in this class and consists of a formal write-up of your student's progress throughout the course of a semester. A formatted progress monitoring graph will be included along with summaries of his or her error patterns and beginning and ending performance levels. This write-up will contain the following components:

- I. Description of the Learner
- II. Pre-Intervention Performance Levels
 - a. Results from initial (winter) benchmarking
 - b. Progress monitoring level
 - c. Need for support
 - d. Noted error patterns, success patterns
 - e. Tier of support recommendation
- III. Instruction
- IV. Post-Intervention Performance Levels
 - a. Results from final (spring) benchmark
 - b. Completed progress monitoring graph
 - c. Summarization of slope and post-intervention level
 - d. Noted error patterns, success patterns
 - e. Tier of support recommendation
- V. Recommendations for Future Instruction

Sections I, III, and V will be grades for EDSP 416.616. Sections II and IV will be grades for EDSP 415.615. Section I will include background information on your tutee. Section II will include information about the pre-test and initial objectives you set for instruction. Section III will include information about what you did for instruction for each component of the lesson across the five lessons you implemented. Section IV will include information about the progress monitoring measures you administered throughout tutoring and the post-test. Section V will include recommendations for future instruction based on the progress monitoring and post-test data. Specific requirements for these sections will be given to you by Dr. Cummings and Dr. Wexler later in the semester.

The case study should be formulated in black and white or grayscale with 12-point font, 1" margins, and double-spacing. Graphs and other figures may use different formats. Sections in the case study should be clearly indicated with headings. The case study should be submitted to the EDSP Tutoring 2017 Canvas site by the deadline of 5/9. The case study is worth **50 points**.

G. Participation. Class attendance and participation are also evaluated throughout the semester. Students will be evaluated based on their participation in small-group activities (evidenced through work completion, group assignments, notes, etc.), class discussion, in-class presentations, responses to click queries, and response to exit tickets (see below). **Please note that in order to participate fully in the class, you must attend class and arrive on time.** Approximately halfway through the course, I will ask you to evaluate yourself using a participation rubric. I will then provide my evaluation and you will receive an average midterm participation score (10 pts. possible). We



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will repeat the process at the end of the course for the average final participation score (10 pts. possible). **(20 points total)**.

The **Exit Ticket** is a formative assessment that allows me to collect information from you at the end of each class regarding your understanding of covered content and your enjoyment of class. I will allow five minutes at the end of each class for you to complete an exit ticket on ELMS (the link to complete each exit ticket will be linked to the class page). You will select a value between 1 (low) and 5 (high) to indicate your understanding and enjoyment of the class. You will also record any questions of confusion you are facing. We will compute weekly averages and share these data throughout the semester. Submitting your ticket each week will count towards your overall **participation score**.



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Course Schedule

Note: This is a tentative schedule, and subject to change as necessary – monitor the course Canvas page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

| Full Course Schedule (with EDSP 416.616) | | | | | | | |
|--|-------------------------|--------------------|-----------|------|-------------|--|----------|
| | Monday | | | | Wednesday | | |
| Date | Time | Class | Location | Date | Time | Class | Location |
| | | | | 1/24 | 1:15-4:00 | 415.615 | TWS 1310 |
| 1/29 | 1:15-4:00 | 416.616 | EDUC 1315 | 1/31 | | 415.615 | Online |
| 2/5 | 1:15-4:00 | 416.616 | EDUC 1315 | 2/7 | 1:15-4:00 | 415.615 | TWS 1310 |
| 2/12 | 1:15-4:00 | 416.616 | EDUC 1315 | 2/14 | 1:15-4:00 | 416.616 | TWS 1310 |
| 2/19 | 1:15-4:00 | 415.615 | EDUC 1315 | 2/21 | 1:15-4:00 | 415.615 | TWS 1310 |
| 2/26 | 1:15-4:00 | 416.616 | EDUC 1315 | 2/28 | 1:30-3:00 | Tutoring – Intro (Read Aloud Lesson) and Pretest | BH |
| 3/5 | 1:15-4:00 | 416.616 415.615 | EDUC 1315 | 3/7 | 1:30-3:00 | Tutoring – LP1 (AT/OT) & PM1 | BH |
| 3/12 | 1:15-4:00 | 416.616 | EDUC 1315 | 3/14 | 1:30-3:00 | Tutoring – LP2 & PM2 | BH |
| 3/19 – 3/23 | UMD Spring Break | | | | | | |
| 3/26 | 1:15-4:00 | 416.616 | EDUC 1315 | 3/28 | 1:30-3:00 | Tutoring – LP3 & PM3 | BH |
| 4/2 | 1:15-4:00 | 415.615 | EDUC 1315 | 4/4 | 1:15-4:00 | 415.615 | TWS 1310 |
| 4/9 | 1:15-2:30 | 416.616 | EDUC 1315 | 4/11 | 1:30-3:00 | Tutoring – LP4 & PM4 | BH |
| 4/16 | 2:45-4:00 | 415.615 416.616 | Online | 4/18 | 1:30-3:00 | Tutoring – LP5 & PM5 | BH |
| 4/23 | 1:15-4:00 | 415.615 | EDUC 1315 | 4/25 | 1:30-3:00 | Tutoring – LP6 & PM6 | BH |
| 4/30 | 1:15-4:00 | 415.615 | EDUC 1315 | 5/2 | 1:30-3:00 | Tutoring – Read Aloud and Posttest | BH |
| 5/7 | 1:15-4:00 | 415.615 | EDUC 1315 | 5/9 | 1:15 – 4:00 | Final Class – Poster Session | TWS 1310 |



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Topics and Readings Due

| Date | Topic(s) | Reading(s) Due |
|------|---|--|
| 1/24 | Intros Syllabus Course Information | Textbook Chapter 1 -2 |
| 1/31 | Online class: CBM training | The ABCs of CBM, Chapter 3 |
| 2/7 | CBM Practice Book Buddies Spelling Assessment | Textbook Chapter 6 |
| 2/19 | Process of Inquiry: Survey Level Assessment | Textbook Chapter 3 |
| 2/21 | Prepare for pretesting Using AIMSweb | Textbook Chapter 11 |
| 3/5 | Where do I start? Using data to drive your instruction Case studies and a closer look at your data | Textbook Chapter 20 Mahdavi & Haager (2007) |
| 4/2 | Goal setting and calculating slope | Textbook Chapter 10 |
| 4/9 | Response to Intervention | Textbook Chapter 12 & 21 (p. 308-318) |
| 4/16 | Online class: IRIS Intensive Intervention Module Pt. 2 https://iris.peabody.vanderbilt.edu/module/dbi2/ | |
| 4/23 | Evaluating Assessments | Textbook Chapter 13 |
| 4/30 | Data teaming for student success Team-Initiated Problem Solving (TIPS) | Textbook Chapter 23 |
| 5/7 | Mock Data Team Meetings Plan for case study | |

Note. All readings should be completed prior to class. All articles not available in your textbook will be posted to Canvas