Advanced Studies in Education & Counseling

Vision:
Equity & Excellence in Education
Mission:
The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy,
evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

California State University, Long Beach

College of Education

Department of Advanced Studies in Education and Counseling

EDSP 564
Assessment and Evaluation of Students with Disabilities - Spring 2021
Tuesdays, 1:15 – 4:00 pm
Zoom Link:
EDSP 564 Class Zoom Link
Meeting ID: 826 6069 1451 Passcode: 716977

Instructor Information
Name: Stephanie Hunt, M.S.
Email: stephaniehunt27@gmail.com; Stephanie.Hunt@csulb.edu
Virtual Office Hours: Tuesdays 12:00 to 1:00 and by appointment.
Zoom Link: https://csulb.zoom.us/j/9990842484; Meeting ID 999 084 2484

Required Texts and Readings:

Pavri, S. (2012). *Effective Assessment of Students: Determining Responsiveness to Instruction.* Upper
          Saddle River, New Jersey: Pearson.

Additional assigned readings, videos, and learning modules will be posted on BeachBoard. See
Weekly Course Schedule for reading assignments, instructional activities, and due dates.

Supplementary Readings to download online for free:

Dexter, D., & Hughes, C. (n.d.). Progress monitoring within a Response to Intervention model.
    Retrieved at:
http://www.rtinetwork.org/learn/research/progress-monitoring-within-a-rti-model

DIBELS
For free download of probes, sign up at:

Jim Wright Online – see Section 5 on RTI Data for Visual Analysis
http://www.jimwrightonline.com/php/rti/rti_wire.php

California Department of Education, Alternate Assessment
http://www.cde.ca.gov/ta/tg/ca/altassessment.asp

WATI Assessment [Scroll down the page to "Assistive Technology Assessment Package"]
http://www.wati.org/?pageLoad=content/supports/free/index.php

Smarter Balanced Assessment Consortium: Accessibility and Accommodations
http://www.smarterbalanced.org/assessments/accessibility-and-accommodations/

Mode of Delivery and Technical Requirements
This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on BeachBoard and are required to participate in synchronous class meetings via Zoom. All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students are encouraged to keep cameras on during synchronous class meetings. This class includes a great deal of discussion and interaction and, historically, this class has been a great community builder for UDCP. The classroom culture will be strongest if we can all see each other. Please feel free to use virtual backgrounds. If you cannot have your camera on, then you are encouraged to participate as much as possible through the chatbox, reactions, etc.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on BeachBoard and Zoom, students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to BeachBoard with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first install the latest version of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical

assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#).

Documents in this course will be available to you mainly in Word and PowerPoint forms. However, some of the documents in this course will be available to you in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to http://get.adobe.com/reader/.

The University is expected to provide an in-person computer lab in the University Student Union during 2020-21 and the opportunity to borrow laptops and/or wi-fi hotspots, if needed. The University will send communications directly to students regarding accessing these resources.

Special Needs Accommodations
Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

EDSP 564 Course Description
Prerequisites: Admission to the Education Specialist Credential or consent of instructor. This course focuses on the knowledge and use of appropriate formal, informal, and authentic assessment procedures for planning, monitoring and evaluating instructional programs for students with disabilities. It emphasizes issues in assessing and evaluating culturally and linguistically diverse students. Letter grade only.

Student Learning Outcomes (SLO's)
Upon successful completion of this course candidates will:
1. Demonstrate knowledge of the purpose of assessment and evaluation of exceptional individuals, linking theory with practice and research (CTC Program Standard 5).
2. Express knowledge of ethical concerns, legal provisions, regulations, and guidelines regarding student assessment (CTC Program Standard 5).
3. Demonstrate an understanding of basic assessment and measurement concepts (e.g., reliability, validity, standardization, norms, etc.) and terminology, and the ability to interpret scores on various measures (CTC Program Standard 5).
4. Demonstrate knowledge and skill in selecting, administering, interpreting, and making decisions based on understanding a variety of techniques, instruments, and processes that are norm-referenced, criterion-referenced, curriculum-referenced, performance-based, and functional to assess students across a variety of domains (developmental, academic, behavioral, social/emotional, language and communication, vocational, and community life skills) (CTC Program Standard 5, M/M Standard 2, M/S 3).
5. Demonstrate knowledge and skills in selecting assessment tools and making educational decisions using assessment techniques that are appropriate for students with diverse cultural backgrounds and varying language, communication, motor, sensory, and cognitive abilities (CTC Program Standard 5).

6. Demonstrate an understanding of procedures used for special education screening, pre-referral, referral, classification, and re-evaluation, as well as the relationship between these and culturally and linguistically diverse learners with and without disabilities (CTC Program Standard 5).
7. Demonstrate an understanding of Response to Intervention (RTI) models for supporting all students and the model's relationship to assessment and on-going progress monitoring (CTC M/M Standard 2).
8. Apply the appropriate use of a variety of traditional and alternative assessment measures and accommodations for monitoring student progress, particularly in the area of reading, to determine a student's response to an intervention (CTC M/M Standard 2; M/S Standard 3).
9. Demonstrate ability to gather information from a variety of sources to identify students' strengths and needs as required on the individual education plan, individual transition plan, or behavior intervention plan (CTC Program Standard 5).
10. Collaborate with parents and other professionals in the assessment of students with individual learning needs (CTC Program Standard 5).
11. Communicate assessment results to students, parents, administrators, and other professionals in a useful and meaningful manner (CTC Program Standard 5).
12. Analyze, compare, and evaluate the role of relevant technology for use in ongoing assessment of students (CTC Program Standard 5).

Course Expectations

1. *Class Attendance & Participation:*
    a). The course will include lectures, discussion, group activities, & on-line activities. It is expected that students will have thoroughly read the assigned readings, be prepared to make thoughtful contributions to class discussions, and complete all assignments. Class attendance is mandatory. Professionalism requires you to be **on time** for each class and **fully prepared** by finishing all required readings and assignments. During class meetings you will engage in quick writes, pop quizzes, small-group, and whole-class activities related to course topics. Points will be based on completion of course readings, active and thoughtful contributions to small-group and whole class activities, and displaying professional behavior (e.g., collaborative and respectful interactions with instructor, peers, and guest speakers, timeliness in coming to class and turning in assignments, etc.) You will need to have done your readings prior to class in order to fully participate in these activities.You must be on time and remain throughout the full class. Arriving more than 15 minutes late or leaving more than 15 minutes early is disruptive to the learning of others, and will be considered as an absence. Given the nature of the course, learning by borrowing a classmate's class notes will be virtually impossible. Attendance will be recorded at the beginning of each class. Students are expected to email the professor about any absences prior to the absence. Students are allowed **one unexcused absence**. After one unexcused absence, **each unexcused absence deducts 10 points from the student's final grade.**
    b). Excused absences will be granted ONLY if evidence (e.g., a doctor's written notice, a letter for jury duty or university business, or a copy of a funeral program) is provided **in a timely manner** (i.e., when you come to class after your absence). Excused absences are: (1) student's illness or injury; (2) death, injury, or serious illness of an immediate family

member or the like; (3) religious reasons (California Education Code section 89320); (4) jury duty or government obligation; (5) University sanctioned or approved activities. Students are fully responsible for the content of the classes due to absences.

2. *Readings***:**

It is expected that all required readings will be read by the due date.

3. *Assignments***:**

a. All assignments will be typed using a 12-point font, double-spaced and proofread for grammatical and spelling errors. Students are expected to use "people first" language (e.g., a student with a learning disability, a teacher of students with intellectual disabilities).

- All oral and written references to sample/observation students will be made without identifying information. Full confidentiality of K-12 students will be maintained at all times.
- Rubrics will be posted on Beachboard for all written assignments. Each rubric will provide the criteria for the assignment, including the recommended length.

b. Students are encouraged to submit all assignments on time. Please communicate with the professor at least 24 hours before the deadline if your assignment will be late. As future teaching professionals, it is important to demonstrate professionalism in meeting deadlines and communicating proactively if problems are anticipated. We all anticipate this academic year to be fluid and challenging as we all manage health, work, family responsibilities, and other issues. We encourage students to be proactive and reach out to professors if they are falling behind or anticipate absences or missed work. Assignments may not be submitted later than the finals date.

c. Students will be allowed to re-do only **one** assignment per course. Re-Do assignments must accompany originally graded work and be submitted within one week of receiving graded original work. Re-done work is only eligible for a score of up to 90%.

d. Exams may not be made up if missed and will result in an "F" grade. Make up exams will only be given under extreme circumstances at the instructor's discretion, and when arrangements have been made prior to the exam date.

4. *Communication:*

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to regularly check their CSULB email accounts (e.g., minimum of 1-2 times per week) to receive important communications about the course from the instructor or other enrolled students.

Students are strongly encouraged to contact the instructor with any course-related issues or questions you may have. Email is the most effective way of contacting the instructor. E-mail

will generally be answered within 24 hours Monday-Friday. Emails sent Friday after 3pm through Sunday will receive a response the following Monday; please plan accordingly. The instructor is also available for drop-in office hours – no appointment necessary (see first page for days, hours, and Zoom link). An appointment may be scheduled if needed to meet with the instructor at other times.

5. *Professionalism:*
The instructor expects all students to provide original thoughts, ideas, and work in all written assignments. Correct citations (APA format) must be provided when summarizing or quoting another's work. Plagiarism is defined as "…the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source…" (2017-2018, CSULB Catalog). Please refer to the CSULB catalog for any questions regarding University policy and disciplinary procedures in the areas of plagiarism and cheating.

Students are encouraged to contact the instructor with any questions they may have. Email is the most effective way of contacting the instructor. The instructor is available during office hours. An appointment may be scheduled in advance if needed to meet with the instructor at other times.

Professional Disposition Statement
Students will demonstrate professional commitment and responsibility, effective intra- and interpersonal skills, and positive attitudes toward learners (students in Education Specialist Program please refer to PDQ survey).

Plagiarism/Academic Integrity Policy
There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on Cheating and Plagiarism that governs your participation in courses at CSULB.

Policy for Withdrawal
Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see Grades). Application for withdrawal from CSULB or from a class must be filed by the student online, whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on Dropping and Withdrawal for more detailed information.

Additional Information

Student Support Services
The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](). A full list of student support services is also available on the [Programs and Services]() website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](). Students may also email [supportingstudents@csulb.edu]() or call (562)985-2038.

Basic Needs: If you are having trouble affording enough food to eat, don't have a safe and reliable place to sleep, and/or experiencing an emergency or crisis we are here to help. We are the Basic Needs Program and we have emergency services and resources to assist you. To learn more about our programs and services you can visit our website at csulb.edu/basicneeds. To apply for our emergency services such as the meal assistance program, emergency grant, or emergency housing you can fill out our application at this link: https://cm.maxient.com/reportingform.php?CSULongBeach&layout_id=2 We know that not having your basic needs met can affect your performance in the classroom and we want to be here to support you and help ensure you get to your graduation day. We look forward to being of service to you.

Syllabus Changes
The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations arise that necessitate doing so.

Course Evaluation Components & Grading

I. Inter-Professional Project– Due 4/20 by 1pm (Rough Draft), 5/4 by 1pm (Final); 50 points; SLOs 3, 4, 5, 10, 11

In pairs, students will 1) examine different types of assessment data, 2) determine goals and accommodations, 3) and present findings and goals via video submission of a **mock IEP**. 4) Each student will submit **individual reflections** on the process of collaboration, and what they learned about each other's roles assignment. 5) **Peer Critique** - Students will show videos during peer workshop and field questions on short video clips, before submitting final draft during final exam week.

II. Response to Intervention Project – Due March 2nd, 1pm; SLOs 7, 8, 12

Students will complete the Assessment section for 5 IRIS modules on Response-to-Intervention (RtI) and submit individual responses via Dropbox by the due date. Although this is an individual submission, students are encouraged to work collaboratively to understand the content and complete the assignment. This assignment will count for **50 points** – 10 points/module.
[RTI (Part 1)](#)
[RTI (Part 2)](#)
[RTI (Part 3)](#)
[RTI (Part 4)](#)
[RTI (Part 5)](#)

III. Fieldwork Activities – Due April 6th by 1pm; 50 points; SLOs 3, 4, 5, 7, 8, 9, 11, 12

Students will perform a variety of activities designed to provide experiences in selecting, administering, interpreting, and reflecting on reading and math assessments. This will be done through actual demonstrations as well as video observations. This assignment will total 50 points.

IV. Midterm Exam – Due February 23rd by 11:59pm; 25 points; SLOs 1, 2, 3, 6

The midterm exam on early course content must be completed online by Friday, 9/25. The exam will contain multiple choice, true/false, and short answer questions that will require you to apply content knowledge. The midterm exam will be a total of 50 points.

V. Participation – 25 points; SLOs 1-12

Throughout the semester, you will complete a **total of five (5)** group discussions/activities related to course topics that will count towards your total participation grade. Points will be based on completion of course readings, active and thoughtful contributions to small-group and whole class activities/discussions, and displaying professional behavior (e.g., collaborative and respectful interactions with instructor, peers, and guest speakers, timeliness in coming to class and turning in assignments, etc.) You will need to have done your readings prior to class in order to fully participate in these activities. Arriving late to class and leaving early may result in a loss of participation points. These activities will each total 5 points, and students will receive the following scores for each activity: *5 – fully completed/participated; 3 – partially completed/participated; 0- not completed/no participation.*

Evaluation Component	Points
Response to Intervention IRIS Modules	50 points
Inter-Professional IEP Project	70 points
Midterm Exam	25 points
Fieldwork Activities	50 points
Participation	25 points

Total	220 points total

Grading Scale

90-100%	=	A	mastery of the relevant course standards.
80-89%	=	B	above average proficiency of the relevant course standards.
70-79%	=	C	satisfactory proficiency of the relevant course standards.
60-69%	=	D	partial proficiency of the relevant course standards.
Below 60%	=	F	little or no proficiency of the relevant course standards.

From CSULB University Catalog Regarding Grade Scale:
The following definitions apply to final course grades assigned in all undergraduate and graduate courses:
"A" - Performance of the student has been at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.
"B" - Performance of the student has been at a high level, showing consistent and effective achievement in meeting course requirements.
"C" - Performance of the student has been at an adequate level, meeting the basic requirements of the course.
"D" - Performance of the student has been less than adequate, meeting only the minimum course requirements.
"F" - Performance of the student has been such that minimal course requirements have not been met.

EDSP 564 – Spring 2021

Course Schedule
*Instructor reserves the right to adjust schedule as needed.

Week	BEFORE class you will …	DURING class we will cover …	AFTER class you will …	Assignments for Evaluation
1 1/19	● Make sure you have Zoom link ready and tech tested	Introductions Overview of Course, Expectations, Assignments		
2 1/26	● Read Ch. 1-2 (SLO 1, 6, 7)	Intro to Assessment Types & Purposes, Assessments for SPE, Historical & Legal Framework, Pre-Referral, Response to Intervention (RtI)	IRIS Module on the Pre-Referral Process Group Discussion on RtI	

3 2/2	• Read Ch. 3 • Watch https://www.youtube.com/ watch?v=XncgzTGEzZY (SLO 1, 2, 6)	Legal & Ethical Issues in Assessment, Assessment Accommodations, Multidisciplinary Assessment, Parental Participation, Collaboration with Families, Communicating Assessment Findings	IRIS Module – Accommodations	
4 2/9	• Read Ch. 4 • Watch WJ-IV Administration Video on BeachBoard My Media (SLO 2, 3, 4)	Norm-Referenced Tests (NRTs), Standardized Administration Procedures, Basal/Ceiling, Measurement Concepts	Standardized Procedures – Scavenger Activity	
5 2/16	• Read Wrightslaw Test & Measurements • Read Ch. 17 (see BeachBoard) (SLO 3, 4, 5, 11)	Interpreting NRT scores, Statewide Assessments, Educational Decision-Making, Understanding Educational Reports	Understanding & Communicating NRT Test Scores	
6 2/23	• *Complete MIDTERM Exam* • Read Ch. 5 (SLO 5,7,9,12)	Alternative & Informal Assessments, Universal Design for Learning (UDL), DIBELS Reading - Overview, Practice and Application, Progress Monitoring - Collecting Data	Developing Rubrics Setting up Data Collection Systems	**Complete MIDTERM Exam by 2/23 by 11:59pm**
7 3/2	• Read Smith (2019) (SLO 6, 7, 8)	Disproportionality, Culturally-Competent Assessment, RtI in Urban Schools	Discussion Board	**IRIS RtI Modules (Parts 1-5) Due 3/2 by 1pm**
8 3/9	• Read Ch. 11-12 (SLO 8, 9, 11, 12)	Assessing Academic Achievement (Reading, Writing & Spelling) IEP Goal Writing	Administer Running Record	
9 3/16	• Read Ch. 13 (SLO 8, 9, 11, 12)	Assessing Academic Achievement (Mathematics, Comprehensive Tests) IEP Goal Writing	CBM Probe Scoring	
10 3/23	• Read Ch. 7 (SLO 4, 6, 10)	**Guest Lecture:** Cognitive Assessments	Discussion Board	

11 3/30	**CSULB Spring Break**	**No Class Meeting**		
12 4/6	● Read Ch. 9 (SLO 4, 6, 10)	**Guest Lecture:** Speech and Language Assessments	Administer SOLOM IRIS - Is this Child Mislabeled?	**Fieldwork Activities Due 4/6 by 1pm**
13 4/13	● Read Ch. 8 (SLO 4, 6, 11)	Assessing Social-Emotional Functioning and Adaptive Behavior		
14 4/20	● Upload IPP Video for Peer Workshop (SLO 4, 9, 10, 11)	Inter-professional Project Peer Workshop		**Project Rough Draft Due by 3pm****
15 4/27	● Read Rinaldi et al. (2010) (SLO 4, 5, 6, 7)	Current Issues & Personal Reflections on Assessment		
16 5/4	**FINAL Project Due**			