



**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.*

**EDSP 564-01 Assessment and Evaluation of Students with Disabilities**

**Fall 2021**

**Advanced Studies in Education & Counseling (ASEC)**

**Course Information**

<b>Instructor:</b> Dr. Jolan Smith	<b>Email:</b> Jolan.Smith@csulb.edu
<b>Office Hours Days/Times:</b> Mondays & Wednesdays, 12:00pm-2:00pm (by appointment) <a href="https://calendly.com/jolan-smith/office-hours">https://calendly.com/jolan-smith/office-hours</a>	<b>Office Hours Zoom Link:</b> <a href="https://csulb.zoom.us/my/jolan.smith">https://csulb.zoom.us/my/jolan.smith</a>
<b>Class Days/Times:</b> Wednesdays, 4:00-6:45pm via Zoom	<b>Class Zoom Link:</b> <a href="https://csulb.zoom.us/j/89388887333">https://csulb.zoom.us/j/89388887333</a>

**Catalog Course Description**

Prerequisites: Admission to the Education Specialist Credential Program 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.

**Course Student Learning Outcomes and Goals**

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).

#### **Required Texts/Course Materials:**

Pavri, S. (2012). *Effective Assessment of Students: Determining Responsiveness to Instruction*. Upper Saddle River, New Jersey: Pearson. ISBN-13: 978-0137147809

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

#### **About This Course/Teaching Philosophy/What to Expect**

This course will provide an overview of assessment and evaluation in special education. We will explore the types of assessments used for identification of students with disabilities, as well as examine the legal requirements and implications of assessment and evaluation. We will meet weekly via Zoom for synchronous class sessions featuring lectures and small group breakout activities. To prepare for the breakout activities and to gain more practice with the course content, you will also be required to complete asynchronous activities that will allow you to gain practical experience interpreting assessment results, making data-based educational decisions, selecting and providing a rationale for assessment accommodations, and more. All course assignments will be school-related, requiring you to apply the course content in multiple field and education-based case scenarios. Additionally, although there will be a mix of individual and group assignments for the overall course evaluation, you are encouraged to work collaboratively throughout the course to understand the content, with the exception of the midterm and final exams.

#### **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 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/>.

### Course Communication and Zoom Etiquette

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 check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development's [Zoom Etiquette for Students @ the Beach](#).

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 virtual office hours on Mondays and Wednesdays from 12:00-2:00pm. Office hour appointments are available in 20 minute-increments and can be scheduled using this link: <https://calendly.com/jolan-smith/office-hours>. You may refer to the first page for pertinent information and links for office hours.

### Course Schedule

Week	Topics (SLO Number)	Readings & Assignments Due <b>BEFORE</b> Class (unless indicated otherwise)
1 8/25/21	Introductions Overview of Course, Expectations & Assignments Intro to Assessment (SLO 1, 6)	1. Read Ch. 1 (Pavri) 2. Read SPED High Leverage Practices for Assessment (2017)
2 9/1/21	Evaluation & Assessment for SPE, Historical & Legal Framework, Pre-Referral, Response to Intervention (RtI) (SLO 1, 6)	1. Read Chapter 2 (Pavri) 2. Complete IRIS Module <a href="#">on the Pre-Referral Process</a> **

3 9/8/21	Legal & Ethical Issues in Assessment, Assessment Accommodations, Multidisciplinary Assessment, Parental Participation (SLO 1,2,6)	1. Read Chapter 3 (Pavri) 2. Complete Ethics in Assessment Assignment**
4 9/15/21	Norm-Referenced Tests (NRTs), Standardized Administration Procedures, Basal/Ceiling, Measurement Concepts (SLO 2,3,4)	1. Read Chapter 4 (Pavri) 2. WJ-IV Scavenger Hunt**
5 9/22/21	Interpreting NRT Scores, Educational Decision-Making, Understanding Educational Reports (SLO 3,4,5,11)	1. Read Ch. 17 (Pierangelo & Giuliani) 2. NRT Scores Activity** 3. NRT Administration Activity**
6 9/29/21	Alternative & Informal Assessments, Observations, Interviews, Assessment Accommodations, Statewide Assessments (SLO 5,7,9,12)	1. Read Ch. 5-6 (Pavri) 2. Complete and Submit IRIS Module on <a href="#">Accommodations</a> **
7 10/6/21	<b>MIDTERM EXAM</b> , Universal Design for Learning (UDL), RTI Modules Check-In (SLO 5,7,8,12)	1. <b>Take your MIDTERM exam from 4:00-5:00pm</b> 2. Bring RTI modules for Group Work/Collaboration
8 10/13/21	Assessing Academic Achievement (Reading, Writing & Spelling), IEP Goal Writing (SLO 8,9,11,12)	1. Read Chapters 11-12 (Pavri) 2. SMART Goals Activity**
9 10/20/21	Assessing Academic Achievement (Mathematics, Comprehensive Tests), IEP Goal Writing (SLO 8,9,11,12)	1. Chapter 13 (Pavri) <b>RTI Modules Due by 11:59pm on Sunday, October 24th</b>
10 10/27/21	Assessing Social-Emotional Functioning and Adaptive Behavior (SLO 4,6,11)	1. Read Chapter 8 (Pavri) 2. Social Emotional Assessment**
11 11/3/21	Guest Lecture by Dr. Belinda Daugherty: Speech & Language Assessments Guest Lecture by Dr. Troya Ellis: Cognitive Assessments (SLO 4,6,10)	1. Read Chapters 7 & 9 (Pavri) 2. Submit 2 questions for the guest lectures**
12 11/10/21	<b>NO ZOOM CLASS</b> – Work on Case Study Collaboration	<b>Fieldwork Activities Due by 11:59pm on Wednesday, November 10th</b>
13 11/17/21	Culturally-Competent Assessment, RtI in Urban Schools (SLO 6,7,8)	1. Read Rinaldi et al. (2010) 2. Read Kressler et al. (2020) 3. Respond to Discussion Board Post**
14 11/24/21	<b>FALL BREAK – NO CLASS</b> <b>HAPPY THANKSGIVING!</b>	
15 12/1/21	Case Study - Peer Workshop (SLO 4,9,10,11)	<b>Case Study Videos Due by 4:00pm</b>
16 12/8/21	Case Study - Peer Workshop (SLO 4,9,10,11)	<b>Case Study Reflection Papers Due by Friday, 12/10 @ 5:00pm</b>
<b>Finals Week</b>	<b>FINAL EXAM – 12/15 @ 5:00PM-7:00PM</b>	

# Course Evaluation Components and Grading

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## Evaluation Components

### **I. Participation Activities – 100 points; SLOs 1-12**

Throughout the semester, you will complete a **total of ten (10)** individual assignments/activities that will count towards your total participation grade. You will be required to complete the individual assignments by the due date, then share out your responses in small breakout groups during class. These activities are noted by a double asterisk (\*\*) on the course schedule. Each activity will count for 10 points and will be scored using the following scale: total 10 points, and students will receive the following scores for each activity:

*10 – fully completed and submitted on time; student was **present** for breakout group discussion*

*9 – fully completed and submitted on time; student was **absent** from group discussion*

*8 – partially completed, or submitted within 24 hours after deadline; student was **present** for breakout group*

*7 - partially completed, or submitted within 24 hours after deadline; student was **absent** from breakout group*

*6 and below – partially completed, submitted more than 24 hours after deadline*

### **II. Response to Intervention Project (100 points) – Due October 24<sup>th</sup> by 11:59pm; SLOs 7,8,12**

Students will complete the Assessment questions at the end of each module for a total of five 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 is *self-paced*, so you may begin it after the first week's content.

[RTI \(Part 1\)](#)

[RTI \(Part 2\)](#)

[RTI \(Part 3\)](#)

[RTI \(Part 4\)](#)

[RTI \(Part 5\)](#)

### **III. Midterm Exam – Due October 6<sup>th</sup> by 5:00pm; 50 points; SLOs 1,2,3,6**

The midterm exam on early course content (Weeks 1-6) will be online from 4-5pm on October 6<sup>th</sup>. 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. **Please note:** We will continue class at 5pm with a lecture after the midterm on 10/6.

### **IV. Fieldwork Activities – Due November 10<sup>th</sup> by 11:59pm; 100 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 a variety of reading and math assessments. This will be done through actual demonstrations as well as video observations. This assignment will total 100 points. See BeachBoard for full project description and scoring rubric.

### **V. Interprofessional Case Study – Due December 1st by 4pm (Video Presentation), and December 10<sup>th</sup> by 5pm (Reflection Paper); 100 points; SLOs 3,4,5,10,11**

In this interprofessional collaboration project, students will be assigned one of six case studies to work with speech language students. Student groups will **1)** examine and interpret assessment data available, **2)** develop appropriate SMART goals, **3)** and present assessment data and goals via **video presentation** as if they were presenting to a parent. **4)** Peer Feedback - Students will show videos during peer workshop, field questions on their video submissions, and receive constructive feedback from instructor and peers. **5)** Each student will submit an **individual reflection** on the process of collaboration/interprofessional practice, making data-based educational decisions, and professionalism. **6)** Professional Peer Rating – Included in your individual reflection, you will rate each member of your group using the peer rating scale found at the bottom of the grading rubric.

Your peer rating will count for 20% of your project score. Include your peer ratings in the following table format at the end of your reflection:

Name	Role	Peer Rating
Jolan Smith (self)	SPE Teacher	N/A
Sandra Lopez	SPE Teacher	4
Jenice Davis	SLP	4
Paul Newsom	SLP	4

Full project description and grading rubric is available on BeachBoard.

**VI. Final Exam – Due Wednesday, December 15<sup>th</sup> 5:00-7:00pm; 50 points; SLOs 1-12**

The final exam will be online from 5-7pm on 12/15 and will cover content from Weeks 1-13. It will consist of multiple choice, true/false, and short answer questions that will require you to apply content knowledge. The final exam will be a total of 50 points.

**Course Grading**

Total points earned for course assignments, class activities/participation, midterm and final exams will be calculated and divided by the total points possible, with the course grade based on the following scale:

**Grading Scale**

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

**Evaluation Components and Weight**

Evaluation Component	Points	Weight
Participation Activities	100	20%
RTI Modules	100	20%
Midterm Exam	50	10%
Fieldwork Activities	100	20%
Interprofessional Case Study	100	20%
Final Exam	50	10%
<b>Total</b>	<b>500</b>	<b>100%</b>

**Course Policies**

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**Attendance and Participation**

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions and interprofessional collaboration is also required. Participation is 20% of your grade and will be monitored through attendance at Zoom sessions, through entries in the online discussion board via BeachBoard, and through completion of

group activities. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

### **Late Work/Make-up Policy**

It is expected that all assigned work be completed and submitted to Dropbox by the published due dates. In cases where the student knows in advance that a deadline cannot be met, it is the student's responsibility to communicate with the instructor prior to the actual due date. Points will be deducted for assignments turned in late: 1 point per day, including weekends and holidays. Assignments submitted after the published deadline date will be considered late. **Assignments more than 7 days late will NOT be accepted.** If a student is experiencing personal or academic difficulty completing the requirements of the course, it is the student's responsibility to reach out to the instructor and communicate concerns.

### **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 [Academic Integrity](#) that governs your participation in courses at CSULB.

### **University Withdrawal Policy**

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.

### **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](mailto:bmac@csulb.edu).

### **College of Education Expectations for Professional Conduct**

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

According to the [CSULB-CED Student Professional Conduct Policy](#), CED students are expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.

5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

All students are asked to sign an acknowledgement indicating their awareness of the above standards for professionalism. CED students also must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

## Additional Information

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### **Sexual Assault, Rape, Dating/Domestic Violence and Stalking**

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: [advocate@csulb.edu](mailto:advocate@csulb.edu), p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at [OED@csulb.edu](mailto:OED@csulb.edu).

### **Student Support Services**

The Division of Student Affairs curates a full list of student support services on the [Programs and Services](#) website. Students are encouraged to reach out for support or to get involved in student programming.

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](mailto:supportingstudents@csulb.edu) or call (562)985-2038.

### **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.