



Sul Ross State University
Department of Education

ED 5320 Assessment in Multi-Tiered Systems of Support

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Contact Information

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Course Description:

Explain assessment and student support within a continuum of services and settings in schools and communities. Procedures for student screening; pre-referral, including Response to Intervention (RTI); referral; and eligibility will be of focus.

Required Text:

Salvia, J., Ysseldyke, J., & Witmer, S. (2012). *Assessment: In special and inclusive education*. Cengage Learning. (13th edition)

McBride, G., Dumont, R., & Willis, J. O. (2011). *Essentials of IDEA for assessment professionals* (Vol. 86). John Wiley & Sons.

Additional Resources/Suggested Text:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington DC: Author. ISBN: 9781433805615

Professional Standards:

This course is part of the Sul Ross State University, Graduate school of Education, Masters in Special Education Program as well as certification as an Educational Diagnostician. This program complies with the standards published by the professional standards set by Texas Education Agency (TEA, 2020). These include:

Competency 1

C. Apply knowledge of risk factors, characteristics of disabilities, and other indications that a student may have a need for specially designed instruction and related services.

E. Demonstrate knowledge of important student information needed (e.g., cognitive, academic, communicative, physical, functional, adaptive, and social/emotional characteristics) from a variety of sources, including information regarding students' educational, developmental, medical, and family histories.

Competency 2

E. Apply knowledge of targeted individualized assessment strategies to inform instruction (e.g., authentic assessment, contextual assessment, curriculum-based assessment, progress monitoring, teacher observations, and student feedback).

F. Apply knowledge of methods used for academic and nonacademic assessments (e.g., vocational, developmental, behavioral, assistive technology, motor skills)

G. Demonstrate understanding of procedures for student screening; prereferral, including Response to Intervention (RtI) and multi-tiered support; referral; and eligibility

Competency 3

E. Apply knowledge of strategies for effectively communicating to parents/guardians, classroom teachers, and other professionals about assessment purposes, assessment methods, and the implications and uses of assessment results.

Competency 4

D. Apply knowledge of making individualized recommendations to assist the Admission, Review, and Dismissal (ARD) committee in developing appropriate and ambitious Individualized Education Programs (IEPs) that target students' individual academic needs and goals.

Competency 6

A. Demonstrate knowledge of effective culturally responsive consultation and collaboration skills (e.g., knowledge of family systems, parents/guardians supporting student development and educational progress)

B. Apply understanding of the special education process to assist parents/guardians and school staff in navigating through initial referral, Individualized Education Program (IEP) development, reevaluations, transition planning, and dismissal and/or graduation

Competency 7

A. Demonstrate knowledge of models and theories that provide the basis for special education evaluations and recognize the purpose of evaluation procedures and their relationship to educational programming.

C. Apply knowledge of issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services (e.g., least restrictive environment) and of effective communication with parents/guardians on these issues

D. Demonstrate knowledge of Admission, Review, and Dismissal (ARD)/Individualized Education Program (IEP) processes, rules, and procedures as determined by state and federal regulations

E. Demonstrate knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers, and other professionals in relation to students' individual learning needs

F. Apply knowledge of professional ethical practices (e.g., in relation to confidentiality, informed consent, placement, and state accountability measures).

ED 5320 will contribute to the following Student Learning Outcomes (SLOs):

- Identify and administer appropriate psycho-educational tests for purposes of determining disability criteria for specially designed instruction for students served in the Kindergarten – 12th grade school system.

- Create collaborative relationships with stakeholders and professional responsibilities as an Educational Diagnostician in the Kindergarten through 12th grade school system.

Program Marketable Skills:

Research Skills and Awareness

- Exhibit knowledge of advances and developments in their field
- Demonstrate knowledge of research in related fields and disciplines
- Analyze and synthesize new and complex information from diverse sources
- Formulate and apply solutions to research problems and effectively interpret research results
- Exercise critical judgement
- Demonstrate appropriate procedures for standardized testing
- Appreciate basic principles of project and time management
- Utilize descriptive statistics
- Identify the effects of bias
- Demonstrate problem-solving skills
- Utilize organization and time-management skills for prioritizing workload
- Demonstrate self-management for planning improving personal practice.

Communication Skills

- Demonstrate effective technical writing skills
- Effectively use and decide on appropriate forms and levels of communication
- Communicate and explain analysis to diverse audiences, including both specialists and non-specialists
- Demonstrate a use of technology for a variety of management purposes
- Collaboration and leadership
- Develop and maintain effective relationships with colleagues
- Work in a collaborative environment
- Acknowledge others' views with a willingness to reflect on and critically appraise them
- Demonstrate leadership in team environments to work effectively to achieve mutual goals
- Utilize digital technology for collaboration
- Demonstrate interpersonal skills, with the ability to work collaboratively as part of a team
- Sensitively disseminate confidential information

Ethics and Social Justice

- Apply research and principles of ethical conduct during assessment
- Define consequences of social injustice poverty, racism, inequity, violence, isolation, and economic segregation as it relates to disability
- Advocate for free and appropriate public education in the least restrictive environment
- Use of professional formatting for research (e.g. APA) and avoidance of plagiarism, allocation of credit and authorship and definitions of research misconduct
- Describe the impact of research for individuals, groups and society with respect to disability
- Apply federal protections associated with disability (e.g. FERPA, ADA, IDEIA)
- Utilize ethical judgement for the advocacy of others

Course Objectives:

- Actively participate in the RTI process (pre-referral, intervention, monitor and referral for assessment)

- Identify the continuum of services available to all children (e.g. 504, service delivery, inclusion)
- Create and utilize informal and curriculum based assessment
- Identify free and appropriate education (FAPE) and least restrictive environment (LRE)
- Effectively communicate and collaborate with professionals
- Explain exclusionary and referral factors for testing
- Explain state procedures for assessment and service delivery
- Report background information, socioeconomic factors, authentic achievement, physical health and interventions
- Create referral hypothesis

General Course Policies

This course will be delivered online in an asynchronous format via Blackboard Learning Management System. This course site will be available on December 14th, 2019.

Contact with the professor: You must contact the professor within 24-48 hours if you are contacted. Contact will be through your university email. Failure to do so may result in a request to drop the course.

Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday. You may work ahead.

Login Frequency: Students must actively check the course Blackboard site and their SRSU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.

Participation: Students are expected to actively engage in all course activities throughout the length of the course, which includes viewing all course materials, completing course activities, completing assignments, and participating in course discussions.

Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Workload: Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to campus can meet with the instructor via telephone or web conference. Students should email the instructor

to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

Writing Expectations: A large component of an Educational Diagnostician's workload is professional writing and synthesis of information. Therefore, a large part of the preparation and participation with this course will involve writing. Students will use APA format when writing. Writing should be free from jargon, grammar errors and written mechanics errors. References should be properly cited.

Professional Portfolio: Cumulative projects as part of this course are recommended to be saved as evidence of proficiency to be used as part of the student's professional portfolio (e.g. Lesson Plan, internet resources, case studies).

Netiquette: The course environment is a collaborative space. Innocent remarks typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with SRSU Disability Services.

Grading Policy: All assignments should be submitted via Blackboard by midnight on the due date. Late work will not be accepted unless arrangements with the instructor have been approved before the original due date. Approval will only be granted under extremely unusual circumstances (e.g. major medical event, bereavement).

Certification Practice: Every student enrolled in courses for certification through Sul Ross State University will be required to purchase and pass an online practice exam. The exam is available through CertifyTeacher.com and scores must be submitted to your major advisor before approval to take the state exam (TExES) is granted. Please see your advisor for more information.

University Policies

Attendance policy: Students are expected to attend all scheduled classes. Students in web classes are expected to log in several times each week to the Blackboard course site on the Internet site.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using SRSU email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at SRSU are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in

web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

ADA Accommodations: The University is committed to equal access compliance with the American with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunities for full participation in programs, services and activities. Students seeking disability services need to contact the Disability Services Coordinator (432-837-8203).

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Examples of academic dishonesty include but are not limited to turning in work as original that was used in whole or part for another course or professor, turning in another person's work as one's own, copying from professional works or internet sites without citation. For examples on citing works, please refer to <https://owl.english.purdue.edu/owl/resource/589/02/>

Syllabus Change Policy

The syllabus is only a guide for the course and can change with advance notice.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements: High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supportedbrowsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#testeddevices-and-operating-systems

Students must maintain consistent and reliable access to their Sul Ross University email and Blackboard, as these are the official methods of communication for this course.

Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements. The following software plug-ins for PCs and Macs, respectively, are available for free download:

Adobe Acrobat Reader: <https://get.adobe.com/reader/>

Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>

Apple Quick Time Player: www.apple.com/quicktime/download/

Specific Course Requirements

Assigned Reading from required text books

Discussion Board Responses: In addition to a response to a thread on the discussion board, students will be responding to 2 of their classmates' postings. This should be responses to two

different colleagues within the same thread. Responses should reflect a thoughtful conversation. Students should consult the rubric for grading criteria of these responses.

Authentic Assessment Report. An authentic assessment report will be due at the final module of this evaluation and is cumulative based upon projects throughout the semester. By module three you will need to submit an explanation of the assessment tools you will be using to Blackboard and tell a little about the student you chose. Refer to the following steps, the provided shell and the rubric for more information.

Step 1. Find a student (Module One). Locate a student or you may use your own child who is struggling in academics, socially, behavior, etc. As a student clinician, you lack the credentials to share the results of your evaluation in a formal setting (such as an ARD meeting or as part of an educational assessment).

Step 2. Permission (Module One). Permission You MUST have permission or you cannot receive a grade for any assessment activity. Students will obtain written permission from the student's parent or guardian for assessment. Please use the form provided in Module 1. The permission form must be submitted to the Blackboard by the closure of Module 2 before continuing your project.

Step 3. Records review and completion of a draft for Authentic Assessment (first four in provided shell; due by Module One).

Step 4. CBM Proposal (See below; due by Module Two) Creation or Selection of assessments due by end of Module 3. You are required to choose two assessments for this step. Assessments may be curriculum based assessment or teacher made. A description of your chosen assessment, method of administration, score and description of score will be added to the report.

Step 5. Draft of Interview and RTI process (see rubric below) Completion of Parent Information Report or Interview (due in Module Three). A parent information form will be provided in module one to share and complete with the parent. An interview with the parent will also suffice as long as all areas in the report are addressed and added. In addition, you will analyze the RTI model that is provided to the student. Refer to rubric in Blackboard. Use the provided shell to incorporate your response. You should still have the original first four as part of the assessment.

Step 6. Observations. Select a method of observation. Describe the criteria that you are looking to observe and your analysis of the student in comparison to your expectations. Describe behavior intended to be observed (e.g. math problem solving, if behavior work completion). Add these observations each time you do one of your three CBM probes.

Step 7. Administer your CBM/informal tests and observe. Any observations that you find put in the observation section of your final Authentic Assessment report.

Step 8. Write the Report – Write a synthesized report to create recommendations for monitoring or the next step in the data collection process. A shell will be provided to you that has components of the FIE shell that you will become familiar with in multiple courses. Guidance is highlighted in yellow within the shell to help the student examiner with content. Extraneous information such as yellow highlighted information should be deleted and the report should look professional. Secondly, the first and last name of participant should be redacted from your

evaluation when submitted. This can be done by highlighting the name and making it black (e.g. Name = ██████, Name=XXXXXX) Consult rubric and report shell for more information. In the report the following will be added:

- Reason for authentic assessment/reason for referral
- Student background
- Language
- Physical
- Sociological/behavior
- Observation
- Review of academic records
- Informal assessment CBM project
- Evaluation of the data and plan recommendations

This report may not be used for purposes of adding to a formal evaluation or part of an ARD meeting. Parents should be informed that this is for learning purposes only and a permission form needs to be completed.

Curriculum Based Proposal CBM

The CBM proposal should include the below elements. Based on this proposal you will receive feedback from the instructor on the suitability of your proposed project for the purposes of the course. If the proposed project does not fit appropriately within the scope of the course project, then the student will be given suggestions for a proposal revision and given the opportunity to revise and resubmit.

Your proposal must contain the following elements:

1. Name of the skill you will assess and a description of the probe you will use to evaluate the skill
2. The time length for your student to work on the probe. Remember, in most cases, probes are 2 – 3 minutes. Briefly explain the reasoning behind your time length.
3. Explain whether the time on your probe will be applied per item (e.g., name each word presented in 5 seconds or less) or applied across the entire body of the probe (e.g., complete 100 single digit multiplication problems, zero through nines, in one minute). Briefly explain the reasoning behind your timing procedures.
4. Explain whether you will score incorrect and correct responses or only correct responses for your student. Briefly explain the reasoning behind your scoring procedures.
5. Explain whether you will score whole points or allow partial credit. (If allowing partial credit, describe your scoring rules with specifics, e.g., counting individual digits in arithmetic problems.)
6. Describe how you will ensure that each probe is of identical length and identical difficulty.
7. Describe how you will share your student's progress with him/her.
8. Briefly describe your administration method. How long will it take to administer the probe (how long will you be with the student – not just how long the timing part is)? How often do you plan to meet with your student? What materials will you use (audio recorder, stop watch, etc.)?
9. State your behavioral objective. Your behavioral objective must include: (a) what the student will do, including response format, (b) how well they are to do it by

your last probe, and (c) the time allotment that you will use to measure fluency. For example: By the end of six weeks, Katie will orally read a 3rd grade level passage at a rate of 85 words correct in one minute.

10. What are you most concerned about with actually completing this project?

The evaluation of the CBM Proposal will be based on a 1 point scale for each required element. One half point will be awarded for each included item, and a second half point will be awarded for each item description's clarity.

Curriculum Based Measurement Project (50 points)

The academic area selected for the curriculum-based measurement (CBM) project can include any curriculum area taught in school, but must be appropriate for continuous progress monitoring. Each project will include three baseline measures and six instructional probes, so the academic area selected must be one that can be assessed, taught on a regular basis, and then reassessed throughout the instructional process.

Teachers who are already practicing in the field are suggested to pick a curriculum area that they already teach to make the project more meaningful and easily applied in their own classrooms.

Individuals without their own classroom are asked to choose curriculum areas that would be appropriate and easily teachable to college-aged peers and family members (and one such person would be targeted for assessment and instruction for this project). A rubric is available on Blackboard

*This project will be incorporated into your final Authentic Assessment

Virtual Notes and Worksheets (20 points each)

Virtual Notes and Worksheets are provided in each module.

Test Evaluation Prezi or PowerPoint. (100 points) Complete a review of any standardized assessment with the exception of the WISC or WJ-IV cognitive tests and develop a PowerPoint or Prezi to share on Blackboard. Examples of each are provided on Blackboard. A list of appropriate achievement and language tests are available on Blackboard. You will be uploading and sharing your information for your colleagues on the discussion board.

Suggested Information to include:

- Name of the Test
- Screenshot of the test
- Test Description
- Classification of Test (e.g. nonverbal, language, test battery; achievement; reading, intelligence; visual motor; adaptive)
- Population it is normed for (Preschool, elementary)
- Scoring
- Recommendations about disability groups: Testing for intellectual disabilities, reading, written expression, limited language speakers (Should this be used for ELL Learner? Would this be good for a nonverbal individual with suspicion of autism?)
- Technical Adequacy
- Year the test was made or last normed

- Impressions

PowerPoint In-service (50 points): Provide a PowerPoint on an evidence based practice that relates to the student that you are completing your authentic assessment. For example, if you are working on math calculation skills, your evidence based practice should be about math skills. Your audience is practicing teachers and service providers. Upload for your colleagues in discussion board.

Final – this will be an open notes final. (100 points)

Grading rubrics

Rubrics are created for all assignments and can be found under the “My Grades” tab of the Blackboard Course. It is recommended that you review the rubrics before beginning any assignments to understand expectations.

Discussion Board Rubric

- Student presented pertinent/meaningful ideas for discussion
- Student responded meaningfully to classmates; presented a different perspective or added to classmates original concept
- Student demonstrates understanding of material; material is re-stated in students own words rather than directly from text
- Student demonstrates past experience or projects future experience with material; student has identified ways material could improve or impact current or future work environment
- 2 paragraphs

Test Evaluation Prezi or PowerPoint (100 points)

- Includes 7-10 of the above data points covered in description
- Information is accurate
- Information is thorough
- Use and appropriateness is clear in the presentation

Draft: Interview or observation (100 points) information from this section goes in sociological section of the final Authentic Assessment Report

Part One: Summary/Introduction of Interview or Observation is given of student

Part Two: RTI or ARD process for campus is explained

- 2 pages
- Stakeholders are identified (parents etc.)
- Collaboration team is identified
- Collaboration method is explained
- Tools or Techniques for efficiency of process are explained
- Hurdles or difficulties are mentioned
- Clearly defines criteria for RTI Tiers, initial referral for SPED testing or ARD changes in service
- Conclusion/Take-Away from the process

Final Authentic Assessment Report (200 points)

- Shell was used
- professional language was used
- Appropriate spelling, grammar and writing conventions
- Report is free from extraneous information and errors (highlighted material was taken out)
- APA format was used for citing information
- Personal information was redacted from the report
- All of the following information completed:
 - Reason for authentic assessment/reason for referral
 - Student background
 - Language
 - Physical
 - Sociological/behavior
 - Observation
 - Review of academic records
 - Informal assessment
 - Evaluation of the data and plan recommendations
- Data collection and growth was thoroughly explained
- Observation methods of collection was explained, administered and then reported on
- CBM/Teacher Made test was described, administered and reported on
- Appears as a finished product

Curriculum-Based Measurement Project Rubric

Elements
Student Information <ul style="list-style-type: none">• Brief academic history• Brief description of student's academic strengths and weaknesses in the area targeted
Administration <ul style="list-style-type: none">• Description of Probes (sample included in appendix)• Administration Procedures• Scoring Procedures• Behavioral Objective(s)• Explicit Decision Rules
Measurement Graph <ul style="list-style-type: none">• Clarity of Display• Baseline phase line• Aimline• Trendline
Results <ul style="list-style-type: none">• Summary of results
Discussion <ul style="list-style-type: none">• Instructional Recommendations

• Lessons Learned
Overall Presentation
• APA format
• Graduate Level Work
Total

Grading

Final course grades will be determined by your percentage of the total points earned. Grades will be assigned as follows:

Grading criteria are:

A	90.0 to 100%	C	70.0 to 79.9%
B	80.0 to 89.9%	D	60.0 to 67.9%

Course Schedule

Module One Overview of RTI	Salvia and Ysseldyk - 1. Assessment in Social and Educational Contexts. 2. Assessment and Decision-Making in Schools. 3. Laws, Ethical Codes, and Standards. 6. Cultural and Linguistic Considerations. 7. Using Test Adaptations and Accommodations. McBride, G., Dumont, R., & Willis, J. O. Chapter One Overview of IDEA; Chapter Two IDEA Terminology; Chapter Three - IDEA evaluations and assessment Required Activities Permission to Test Video Notes Assignment Authentic Assessment Assignment Part 1	Module Closes 1/19
Module Two Teacher Made Assessment	Salvia and Ysseldyk - . 8. Teacher-Made Tests of Achievement. 9. Assessing Behavior Through Observation. 10. Monitoring Student Progress Toward Instructional Goals. 11. Managing Classroom Assessment. 12. Response to Intervention (RTI) and a Multi-Tiered System of Supports (MTSS). Required Activities: RTI Framework and Assignment Submission Curriculum Based Measurement Proposal Submission Resources: • Informal Assessment Resources	Module Closes 1/26
Module Three Screenings and	Salvia and Ysseldyk Chapter 4. Test Scores and How to Use Them; Chapter 5. Technical Adequacy: Reliability and Validity. Required Activity:	Module Closes 2/2

Authentic Assessment	Screening Assignment Authentic Assessment Assignment Part 2	
Module Four “Midterm – Descriptive Statistics” Progress Monitoring	Required Reading: Salvia, J., Ysseldyke, J., & Witmer, S. (2012). Chapter 18. Using measures of Intelligence McBride, G., Dumont, R., & Willis, J. O. (2011). Chapter 4 and Chapter 5 Required Activities: Progress Monitoring and Assignment Descriptive Statistics Worksheets	Module Closes 2/9
Module Five Formal Measures	Required Reading: Salvia, J., Ysseldyke, J., & Witmer, S. (2012). 13. How to Evaluate a Test. 14. Assessment of Academic Achievement with Multi-Skill Devices. 15. Using Diagnostic Reading Measures. 16. Using Diagnostic Mathematics Measures. 17. Using Measures of Written Language. 18. Using Measures of Intelligence. 19. Using Measures of Social and Emotional Behavior. Required Activities: Test Evaluation Assignment – Prezi or PowerPoint	Module Closes 2/16
Module Six Special Education Testing Referral	Required Readings Salvia, J., Ysseldyke, J., & Witmer, S. (2012). 20. Making Instructional Decisions. 21. Making Special Education Eligibility Decisions. 22. Making Decisions about Participation in Accountability Programs. 23. Collaborative Team Decision-Making. Required Activities Discussion Board CBM project upload – Only submit CBM project. This will be incorporated in the final Authentic Assessment Report	Module Closes 2/23
Module Seven Selecting Evidence-Based Practices	Required Reading: McBride, G., Dumont, R., & Willis, J. O. Chapter 6 IDEA and classification; Chapter 7 Section IDEA, 504 and ADA Required Activities Video Assignment EBP Vocabulary Final PowerPoint Presentation for In service	Module Closes 3/1
Module Eight	Final – Open Notes Final Authentic Assessment Report Upload	Module Closes 3/8