2015

EDSP 573-01 Assessment and Evaluation M/I

Laura Stevens
stevensl1@xavier.edu

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Xavier University
College of Social Sciences, Health, and Education
Department of Secondary and Special Education
Special Education: Assessment and Evaluation M/I
EDSP 573-01 (3 credits)
Fall 2015

Day and Time: Tuesdays 7-9:30pm
Dates: August 25th – December 15th, 2015
Location: Cohen 195
Instructor: Laura Stevens
                     Cell phone (513) 607-5129
                     E-mail at stevensl1@xavier.edu

COURSE DESCRIPTION:
University students taking this class will demonstrate the ability to administer nonbiased formal and informal assessments. They will be able to make the connection between assessment and instruction. Students will also demonstrate the ability to select, adapt, and modify assessments to accommodate the unique abilities and needs of individuals with moderate/severe disabilities (including functional assessments, task analysis and alternative assessments). Students will demonstrate an understanding of the latest information on the prevalence, diagnosis of Autism and other disorders on the spectrum. Students will demonstrate an ability to integrate data from a variety of sources into a useful format. Areas of assessment will include: social behavior, speech, language and communication, intellectual functioning, academic functioning, neuropsychological functioning and co-occurring disorders. This is a LAB class that requires students to administer, score and explain test results. Students will keep an assessment log to document field hours. Pre-requisite: EDSP 570

REQUIRED TEXT:
Pierangelo, Roger and Giuliani, George A., *Assessment in Special Education A Practical Approach 4th Edition*, Pearson Education, Inc., New Jersey, 2012
Glassberg, Beth, Functional Behavior Assessment for People with Autism, Woodbine House, Maryland, 2006

*****__IMPORTANT NOTE:__ Please be sure that you carefully and thoroughly read all the assigned chapters in your textbooks. The material in you textbook may be covered in the assessments you will take to qualify for your teaching license. If you do not fully understand certain material addressed in your textbook and those details were not specifically covered during class time, it is your responsibility to ask the instructor to clarify that information or to suggest possible resources.

COMMUNICATION:
Like you, I have a responsibility to this learning experience. Please feel free to contact me any time through email, by phone between 8AM and 8PM or through the Special Education Department at (513) 745-3485. If unavoidable life circumstances interfere with class performance, requirements, or attendance, contact me immediately. Individual needs will be addressed. Communication is necessary and expected.

Any student who feels he/she may need an accommodation based on the impact of a documented disability should notify the course instructor and contact Cassandra Jones in the Learning Assistance Center at 513-745-3280 or e-mail jonesc20@xavier.edu to coordinate reasonable accommodations.

ACADEMIC SUPPORT

Learning Assistance Center
The Learning Assistance Center (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and c*ura personalis*. Students in an online course can contact the LAC at (513) 745-3280 to set up an appointment. The LAC is located in the Conaton Learning Commons room 514. http://www.xavier.edu/lac/

Writing Center
The Writing Center offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at writingcenter@xavier.edu. The Writing Center is located in the Conaton Learning Commons room 400. http://www.xavier.edu/writingcenter/

Mathematics Tutoring Lab
The Mathematics Tutoring Lab offers mathematics tutoring for all Xavier students. Students in an online course can contact the Lab at (513) 745-3069 to set up an appointment. The Mathematics Tutoring Lab is located in the Conaton Learning Commons room 419.   http://www.xavier.edu/mathematics/Math-Lab.cfm

UNIVERSITY POLICIES

Academic Honesty Policy
The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own.

Copyright Policy:
Copyright laws and fair use policies protect the rights of those who have produced the material. To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit the library copyright Web page and download the following for reference purposes:
http://www.xavier.edu/library/copyright/copyright_policy_2009.pdf
Xavier University, online course sites contain copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material.   Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Special Education Professional Ethical Principles

Professional special educators are guided by the CEC professional ethical principles and practice standards in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

A. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.

B. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.

C. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.

D. Practicing collegially with others who are providing services to individuals with exceptionalities.

E. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making

F. Using evidence, instructional data, research, and professional knowledge to inform practice.

G. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.

H. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.

I. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.

J. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.

K. Engaging in the improvement of the profession through active participation in professional organizations.

L. Participating in the growth and dissemination of professional knowledge and skills.

Adopted by the CEC Board of Directors, January 2010

COURSE OBJECTIVES:

Knowledge: **Evaluation:**

Knowledge	Evaluation
GT8K1- Candidates will demonstrate knowledge of basic terminology used in the assessment and identification of Autism and other disorders on the spectrum.	Assessment/Analysis, Review of latest State and Federal laws, Quiz and Exam
GT8K2- Candidates will demonstrate knowledge of legal provisions and ethical principals regarding the assessment of individuals with disabilities. OSTP7- Teachers assume responsibility for professional growth, performance and involvement as individuals and as members of a learning community. CEC1- Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. CEC3- Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life.	Assessment/Analysis, Quiz, and Exam
Candidates will demonstrate knowledge of Response to Intervention (RTI). OSTP4- Teachers plan and deliver effective instruction that advances the learning of each individual student. OSTP5- Teachers create learning environments that promote high levels of learning and achievement for all students.	Canvas Reflections
OSTP3- Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.	Administer Formal and Informal Assessments, Assessment/Analysis and Canvas Discussions

Skills:

Skills	
GT8S1- Candidates will gather relevant background information regarding student performance of academic skills, communication skills and behavioral skills OSTP1- Teachers understand student learning and development and respect the diversity of the students they teach. OSTP6- Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning. CEC2- Development and Characteristics of Learners - Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand how the experiences of individuals with exceptional learning needs can impact families, as well as the individual's ability to learn, interact socially,	Administer Assessments, Assessment/Analysis and Writing ETR Report

and live as fulfilled contributing members of the community. CEC3-　　　Individual Learning Differences - Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life.	
GT8S2-　　　Candidates will interpret information from data collection, formal and informal assessments. OSTP3-　　　Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning. CEC8-　　　Assessment is integral to the decision-making and teaching of special educators, and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure nonbiased, meaningful assessments and decision- making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with exceptional learning needs. Special educators use assessment information to identify supports and adaptations required for individuals with exceptional learning needs to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with exceptional learning needs in general and special curricula. Special educators use appropriate technologies to support their assessments.	Administer Assessments, Creation of CBM's, Canvas Discussions, Assessment/Analysis, and Writing IEP Goals/Objectives
GT8S3-　　　Candidates will create functional checklists to measure skills of students who have moderate to intensive needs in the classroom. Students will also demonstrate practices that are sensitive to cultural, gender or racial bias. OSTP1-　　　Teachers understand student learning and development and respect the diversity of the students they teach. OSTP5-　　　Teachers create learning environments that promote high levels of learning and achievement for all students. OSTP6-　　　Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.	Creation of Assessments, and Canvas Discussion

CEC4- Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula and to appropriately modify learning environments for individuals with exceptional learning needs.	
Candidates will demonstrate the ability to evaluate the progress of M/I students and plan appropriate instructional supports. OSTP2- Teachers know and understand the content area for which they have instructional responsibility. OSTP5- Teachers create learning environments that promote high levels of learning and achievement for all students. CEC4- Instructional Strategies - Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula and to appropriately modify learning environments for individuals with exceptional learning needs. CEC5- Learning Environments and Social Interactions- Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptional learning needs. Special educators help their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions.	Canvas Discussion, Data Collection and Analysis, Creation of ETR & IEP

Alignment with Standards: This course addresses competencies in the following standard: 4) MA (all licensure areas)

COURSE REQUIREMENTS:

1.Diagnostic Achievement Test – Subtests 1-12	Woodcock-Johnson	5 points
	Written Reflection	15 points
2. Diagnostic Math Test – Calculation & Reasoning	TOMA or KEY Math	5 points
	Written Reflection	15 points
3. Learning Style Analysis		5 points

4. Academic sight word test *OR*
    Survival sight word test –1 point
   AND
   Written language sample & analysis – 2 points
   Analysis of handwriting – 2 points
   Analysis of motivator:
     Dunn Rankin Preference Inventory – 2 points
   Math Skills Checklist:
     Analysis of math calculation skills –3 points
	These informal tests are given in class handouts
	 Points vary according to test: TOTAL 10 points
	
	 One reflection incorporating all assessments 15 points	

5. Create a Functional Reading & Math assessment	Create <u>your own</u> (use Extended Standards) 10 points One reflection for both assessments - 15 points	
6. Behavioral Observation	Conduct Observation & Record Data	15 points
7. Functional Behavior Assessment – FBA & PBS	Assessment	5 points
	Written Positive BIP	15 points
8. Create a reading CBM and math CBM	Create <u>your own</u> (use Extended Standards) 10 points One reflection for both assessments 15 points	
9. ETR – Identify educational implications, make recommendations based on assessment data collected & student's individual strengths and weaknesses		100 points
10. Assessment Portfolio		25 points
11. Final exam** **May contain multiple choice and/or essay questions		30 points

12. Active Participation in Canvas Discussions - Iris	30 points
13. Attendance & Participation	15 points
14. GRADUATE Assignment: Create an IEP based	100 points

on the ETR	

ADMINISTERING ASSESSMENTS:

- Obtain parent permission to test your student (attached) **Student must be between grades 2-12**
- Complete pre-assessment form (attached)
- Provide relevant information about your instructional context (goals, benchmarks, background information) includes parent, teacher and student information by interviewing them
- Consider your students' strengths and needs and language/communication goals on the IEP (if one exits), what is the communication of this student? (oral, written, sign, ESL, adaptive communication system)
- Plan your assessments**
- Score and write reflective analysis of the student's performance taking this test, identify their strength and needs based on results, identify implications for the classroom, and make instructional suggestions for each assessment given

ASSESSMENT LOG: Students will keep an assessment log throughout the semester for ALL tests given. The form is included with the syllabus. As a LAB class your time needs to be documented; every time you give an assessment in addition to submitting a typed reflective analysis you MUST record your time to review the manual/directions, administer the assessment, score the assessment and write the results.

ASSIGNMENTS & TESTS:

All work must comply with the Academic Honesty Policy stated in the Xavier University Catalog. Cheating or copying of another's work will not be tolerated in any way and will result in an automatic grade of **F** for the assignment/course. Please refer to the Academic Honesty Policy for further clarification. (http://www.xavier.edu/library/help/academic_honesty.cfm) Assignments are due on posted calendar dates or dates adjusted during class times. Course assignments and requirements may be changed to meet the needs of the students and/or the instructor. Assignments are due at the start of class and LATE assignments will result in a 2% deduction per day.

ATTENDANCE & PARTICIPATION EXPECTATIONS:

It is expected that all students will read all assigned materials and professionally contribute/participate in class discussions. The instructor will not lecture from the assigned readings. The purpose of these readings is to assist students in their process of becoming an intervention specialist and to be able to professionally discuss issues of curriculum development and instructional planning/implementation involved with general and special education. Distracting behaviors such as, texting, talking and unrelated computer use during class are not acceptable and will reduce your participation grade. **SEE RUBRIC IN SYLLABUS.**
Class attendance and active participation is required and an essential part of the course. Failing to attend, to be tardy, to leave early and/or not participate in class discussions will affect your grade.

Iris Assignments - CANVAS DISCUSSION EXPECTATIONS:

Active participation is required and is an essential part of the course work. Lack of participation or inappropriate or unprofessional posts will result in the lowering of your grade. It is expected that all students

will read all assigned materials and professionally contribute/participate in Canvas discussions. The purpose of these discussions is to assist you in the process of becoming an intervention specialist; to discuss professionally the issues and areas of curriculum development, and instructional planning/implementation involved with general and special education. **SEE RUBRIC IN SYLLABUS.**

Go to http://iris.peabody.vanderbilt.edu

1. Select resources at the top of the page
2. Under the topic column select the assigned topic
3. In the second column select module when the topic is selected
4. Under the module select-the assigned module
5. Watch the entire module, you may want to print out the outline to assist your understanding of the concepts-take notes

What you need to do is to go through the entire module and take notes. By each module there is an outline selection that will give you an outline of what you will see. When you are through write your response to the prompts on the canvas discussion board. Be very specific and avoid making only global comments. Check the course calendar for due dates.

GRADUATE GRADING SCALE:

Percentile Equivalent	Grade
100-93	A
92-90	A-
89-87	B+
86-84	B
83-81	B-
80-78	C+
77-75	C
74-0	C- / F

CALENDAR

DATE		TOPICS	READING DUE	Assessment/Assignment
8/25		Introduction Ecological Assessment		1st Canvas prompt opens
9/1		Learning Styles Person and Family Centered Planning	Chapters 1 & 2 of AiSE	1st Canvas response DUE by 7PM
9/8		Data Collection & Behavior	Chapters 1 & 2 of FBA	Identify a student for observation & testing
9/15		RtI and PBIS	Chapters 3-5 of AiSE	1st Canvas discussion closes @7PM
9/22		Informal Assessments and Referrals	Chapters 6-8 of AiSE	**Learning Styles Analysis and Behavior Observation DUE by 7PM** 2nd Canvas prompt opens
9/29		Curriculum Based Measures		2nd Canvas response DUE by 7PM
10/6		Standardized Tests – KeyMath, W/J, TOMA	Chapters 9-10 of AiSE	**Informal Assessments DUE by 7PM**
10/13		Classification, ETR's & placement	Chapters 16 & 17 AiSE	2nd Canvas discussion closes @ 7PM
10/20		Functional Reading & Math Skills	Chapters 12 & 15 AiSE	**Curriculum Based Measures DUE by 7PM**
10/27		Adaptive Behaior and BIPs	Chapters 3-5 of FBA	**Functional Reading & Math Assessments DUE by 7PM**
11/3		Completing an ETR		**1st Standardized test DUE by 7PM**
11/10		Completing an IEP	Chapters 18 & 19 AiSE	**FBA and BIP DUE by 7PM**
11/17		Alternate Assessments		**2nd Standardized test DUE by 7PM**
11/24		NO CLASS		3rd Canvas prompt opens
12/1		WrapUp		**Completed ETRs DUE by 7PM** 3rd Canvas response DUE by 7PM
12/8		Graduate Presentations		**IEPs (Graduate Requirement) DUE by 7PM**

12/15	Final exam		**Assessment Portfolios DUE @ 7PM** 3rd Canvas discussion closes @ 7PM

Assessment Reflective Analysis Rubric
15 Points Possible

Criteria	Professional Quality (3 points) - varies according to the tests, see course assignment values	Adequate Quality (2 points) - varies according to the tests, see course assignments	Unprofessional Quality (1 point) - varies according to the tests, see course assignments	Your score
Demonstrates an ability to administer assessment	Assessment has been given following standards for administration & scoring	One or two inaccuracies giving or scoring the assessments	Numerous inaccuracies giving or scoring the assessments	
Demonstrate ability for professional written report	Nearly error free. Reflects thorough proofreading for grammar or spelling errors	Occasional grammatical errors or spelling errors	Frequent errors in spelling, grammar, and punctuation	
Connection of assessment to instruction	Analysis of students skills and connects assessment with instructional goals	Some general understanding & connects assessment to instructional goals	Inability to connect assessment to instructional goals	
Demonstration of use of assessment	Makes good choices when selecting an assessment	General understanding of when to use assessments	Confusion about when to use specific assessments, doesn't pay attention to age or grade levels	
Demonstration of the ability to explain results to parents	When writing results in the reflection, information is clear and easy for a parent to understand, no jargon used, yet professional	When writing results in the reflection, information is not always clear and may use educational jargon or be limited professionally	When writing results in the reflection, information is not clear and/or uses educational jargon frequently and/or unprofessional	

Diagnostic Math Test	TOMA or KEY Math	5 points	
1. This test may be given to any student grades 1-12 2. Check to make sure you have the correct protocol sheet for the KeyMath test you check out. 3. Hand and not the computer score these tests. Ask instructor for help scoring if confused.			

Assessment Reflective Analysis Rubric
15 Points Possible

Criteria	Professional Quality (3 points) - varies according to the tests, see course assignment values	Adequate Quality (2 points) - varies according to the tests, see course assignments	Unprofessional Quality (1 point) - varies according to the tests, see course assignments	Your score
Demonstrates an ability to administer assessment	Assessment has been given following standards for administration & scoring	One or two inaccuracies giving or scoring the assessments	Numerous inaccuracies giving or scoring the assessments	
Demonstrate ability for professional written report	Nearly error free. Reflects thorough proofreading for grammar or spelling errors	Occasional grammatical errors or spelling errors	Frequent errors in spelling, grammar, and punctuation	
Connection of Assessment to instruction	Analysis of students skills and connects assessment with instructional goals	Some general understanding & connects assessment to instructional goals	Inability to connect assessment to instructional goals	
Demonstration of use of assessment	Makes good choices when selecting an assessment	General understanding of when to use assessments	Confusion about when to use specific assessments, doesn't pay attention to age or grade levels	
Demonstration of the ability to explain results to parents	When writing results in the reflection, information is clear and easy for a parent to understand, no jargon used, yet professional	When writing results in the reflection, information is not always clear and may use educational jargon or be limited professionally	When writing results in the reflection, information is not clear and/or uses educational jargon frequently and/or unprofessional	

Diagnostic Achievement Test subtests 1-12	Woodcock-Johnson	5 points	
1. Check to make sure your protocol sheets match the test you check out. 2. Test may be given to anyone between 8-90 years. 3. This test is scored via the computer with instructor assistance**. Be careful to write in the age and birth date of your student**. Several sections will want the time of day the test was given ex. 9:15am.			

Assessment Reflective Analysis Rubric
15 Points Possible

Criteria	Professional Quality (3 points) - varies according to the tests, see course assignment values	Adequate Quality (2 points) - varies according to the tests, see course assignments	Unprofessional Quality (1 point) - varies according to the tests, see course assignments	Your score
Demonstrates an ability to administer assessment	Assessment has been given following standards for administration & scoring	One or two inaccuracies giving or scoring the assessments	Numerous inaccuracies giving or scoring the assessments	
Demonstrate ability for professional written report	Nearly error free. Reflects thorough proofreading for grammar or spelling errors	Occasional grammatical errors or spelling errors	Frequent errors in spelling, grammar, and punctuation	
Connection of Assessment to instruction	Analysis of students skills and connects assessment with instructional goals	Some general understanding & connects assessment to instructional goals	Inability to connect assessment to instructional goals	
Demonstration of use of assessment	Makes good choices when selecting an assessment	General understanding of when to use assessments	Confusion about when to use specific assessments, doesn't pay attention to age or grade levels	
Demonstration of the ability to explain results to parents	When writing results in the reflection, information is clear and easy for a parent to understand, no jargon used, yet professional	When writing results in the reflection, information is not always clear and may use educational jargon or be limited professionally	When writing results in the reflection, information is not clear and/or uses educational jargon frequently and/or unprofessional	

| Informal Assessment | Academic sight word *OR* Survival sight word test – 1 point *AND* Written language sample and analysis – 2 points Analysis of handwriting – 2 points Analysis of motivator: Dunn Rankin Preference – 2 points Math Skills Checklist: Analysis of math calculation skills –3 points | |

Creation of Functional Reading and Math Assessments
10 Points Possible, 5 per Assessment

	Professional Quality (5 points)	**Acceptable Quality** (4 or 3 points)	**Needs Improvement** (2 points)	**Unprofessional Quality** (1 point)	**Your score**
Creates a functional assessment to measure skills of an individual student (reading/math)	Written functional assessment are detailed and specific skills are identified for intervention planning	Written functional assessment does measure specific skills that are useful to plan interventions	Written functional assessment does measure a few skills but is not comprehensive enough to be used as an assessment and may not be helpful to plan interventions	Written functional assessment does not measure a specific student skills or is too vague and not helpful to plan interventions	
(reading/math)	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	

Functional Reading & Math Assessment Reflective Analysis Rubric
15 Points Possible per Reflection

Criteria	**Professional Quality** (3 points) **-** varies according to the tests, see course assignment values	**Adequate Quality** (2 points) **-** varies according to the tests, see course assignments	**Unprofessional Quality** (1 point) - varies according to the tests, see course assignments	**Your score**
Demonstrates an ability to administer assessment	Assessment has been given following standards for administration & scoring	One or two inaccuracies giving or scoring the assessments	Numerous inaccuracies giving or scoring the assessments	
Demonstrate ability for professional written report	Nearly error free. Reflects thorough proofreading for grammar or spelling errors	Occasional grammatical errors or spelling errors	Frequent errors in spelling, grammar, and punctuation	
Connection of Assessment to instruction	Analysis of students skills and connects assessment with instructional goals	Some general understanding & connects assessment to instructional goals	Inability to connect assessment to instructional goals	

Demonstration of use of assessment	Makes good choices when selecting an assessment	General understanding of when to use assessments	Confusion about when to use specific assessments, doesn't pay attention to age or grade levels	
Demonstration of the ability to explain results to parents	When writing results in the reflection, information is clear and easy for a parent to understand, no jargon used, yet professional	When writing results in the reflection, information is not always clear and may use educational jargon or be limited professionally	When writing results in the reflection, information is not clear and/or uses educational jargon frequently and/or unprofessional	

Creation of Reading & Math CBM's
10 Points Possible, 5 per CBM

	Professional Quality (5 points)	Acceptable Quality (4 or 3 points)	Needs Improvement (2 points)	Unprofessional Quality (1 point)	Your score
Creates a detailed curriculum based measurement (reading/math)	Written assessment is clear complete and covers all guidelines stated in handouts and follows school curriculum	Written assessment is complete and follows most guidelines stated in handouts, follows actual curriculum	Written assessment is designed but fails to follow all requirement stated from handouts and may follow curriculum of school	Written assessment is poorly designed and does not follow plan from handouts or is taken from a computer site and curriculum based	
(reading/math)	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	

CBM Assessment Reflective Analysis Rubric
15 Points Possible per Reflection

Criteria	Professional Quality (3 points) - varies according to the tests, see course assignment values	Adequate Quality (2 points) - varies according to the tests, see course assignments	Unprofessional Quality (1 point) - varies according to the tests, see course assignments	Your score
Demonstrates an ability to administer assessment	Assessment has been given following standards for administration & scoring	One or two inaccuracies giving or scoring the assessments	Numerous inaccuracies giving or scoring the assessments	
Demonstrate ability for professional written report	Nearly error free. Reflects thorough proofreading for grammar or spelling errors	Occasional grammatical errors or spelling errors	Frequent errors in spelling, grammar, and punctuation	
Connection of Assessment to instruction	Analysis of students skills and connects assessment with instructional goals	Some general understanding & connects assessment to instructional goals	Inability to connect assessment to instructional goals	

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Demonstration of use of assessment	Makes good choices when selecting an assessment	General understanding of when to use assessments	Confusion about when to use specific assessments, doesn't pay attention to age or grade levels	
Demonstration of the ability to explain results to parents	When writing results in the reflection, information is clear and easy for a parent to understand, no jargon used, yet professional	When writing results in the reflection, information is not always clear and may use educational jargon or be limited professionally	When writing results in the reflection, information is not clear and/or uses educational jargon frequently and/or unprofessional	

Behavior Observation Rubric
15 Points Possible

	Unprofessional Quality (1 point)	Needs Improvement (2 points)	Acceptable Quality (3-4 points)	Professional Quality (5 points)	Your score
Demonstrates ability for professional written narrative analyzing the behavior	Written narrative is poorly constructed, or weak lacking specific information of the behavior	Written narrative provides a limited diagnosis and information of the behavior	Written narrative provides a sufficient, but general describing information of the behavior	Written narrative provides a detailed, coherent analysis of the student's behavior leading to analysis and action plan	
Demonstration of the ability to explain results to parents	Written narrative is unclear, unprofessional **and** not written in person first language	Written narrative is limited professional **or** not written in person first language, **and** is not always clear	Written narrative is professional and written in person first language, but is not always clear **or** may use educational jargon	Written narrative is clear and easy for a parent to understand, professional yet no jargon is used, and is written in person first language	
Demonstrates an ability select useful data collection tool and complete an observation of targeted behavior	Data collection tool is not useful for collecting data on behavior and observation is incomplete or confusing	General understanding of when to use a data collection tool. Observation has been completed but is incomplete or confusing	Makes good choice when selecting data collection tool. Observation has been completed with general behavioral information	Makes good choice when selecting data collection tool. Observation has been completed with detailed and extensive behavioral information	

FBA and Positive BIP Rubric
20 Points Possible

	Unprofessional Quality (1 point)	Needs Improvement (2 points)	Acceptable Quality (3-4 points)	Professional Quality (5 points)	Your score
Written narrative analyzing the behavior (5 total)	Written narrative is poorly constructed, or weak lacking specific information of the behavior	Written narrative provides a limited diagnosis and information of the behavior	Written narrative provides a sufficient, but general describing information of the behavior	Written narrative provides a detailed, coherent analysis of the student's behavior and relevant information	
Creating a useful tool to collect data on behavior (5 total)	Creates a tool, which is not useful to collect data on behavior leading to analysis and action plan.	Creates a tool, which is somewhat helpful in collecting data but is incomplete or confusing in writing an action plan	Creates a tool, which is useful in collecting data that is complete and useful when analyzing & writing an action plan	Creates a tool, which is detailed and extensive with information leading to analysis and action plan	

Assessment Portfolio Rubric
25 Points Possible

Name:_____ Date:_____

Criteria	**Professional Quality** (21-25 points)	**Adequate** (20-18 points)	**Unprofessional Quality** (17 or below)	**Your score**
Student will create and keep an assessment portfolio to demonstrate knowledge gained throughout the course regarding assessment of students.	Student has created a detailed portfolio with a table of contents for entire piece and individual sections. Sections will include the following: specific areas for example: reading, math, written expression, social emotional, laws, other (your own discretion). Portfolio will include assessments that you have given, notes, assessment log, and extensive collection of informal checklists from text and class.	Student has created a detailed portfolio with a table of contents or entire piece but may not have done one for sections. Student follows guidelines for sections topics but may not have extensive collection of informal assessments from book or class. Student also has log. Tabs are not visible or hard to find by a reader.	Student has created portfolio with a table of contents for entire piece. Portfolio is lacking in section organization. Student did not follow guidelines for sections and has merely put things into a notebook with little organization or thought. Student also has log.	
Professional appearance	Exceptionally neat and well organized by use of tabs	Organized but missing some components	Lacking in organization and appears messy	

Comments:

Attendance and Participation Rubric
15 Points Possible

Name:_____   Date:_____

Unprofessional Quality	Needs Improvement	Acceptable Quality	Professional Quality	Your score
8 or Fewer Points	*9-10 Points*	*11-12 Points*	*13-15 Points*	
Absent 2 or more times &/or 3 tardies or early departures. **Or** Absent 1-2 times but obvious lack of participation in group activities and other behaviors such as sleeping and/or inattentive in class.	Absent 1-2 times, &/or 2 tardies or early departures. **Or** Absent 1 time but frequently disengaged in group discussions, rarely asks questions or volunteers information.	Absent 1 time and 1 tardy or early departure. **Or** NO absences but tardy or early departure 1-2 times. Mostly attentive some hesitation occasionally asks questions or volunteers information.	No more than one **excused** absence, tardy or early departure. Is attentive and participatory in group discussions, frequently asks questions or volunteers information.	

Important note: More than two absences may result in <u>withdrawal</u> from class.

Comments:

ETR
100 Points Possible

	Unprofessional Quality	Needs Improvement	Acceptable Quality	Professional Quality	Your score
Narrative and analyzing the results of your testing (25 possible points)	Written narrative is poorly constructed or lacking pieces of information or is inaccurate (14 or fewer points)	Written narrative is limited, doesn't provide all information regarding student's scores & background information (15-17 points)	Written narrative provides sufficient but general information when analyzing student's performance scores (18-20 points)	Written narrative provides a detailed, coherent analysis of the student's academic scores and background information (21-25 points)	
Completed Action Plan (25 possible points)	Action plan is incomplete (14 or fewer points)	Action plan form is partially complete with few details. 15-17 points)	Action plan is clear, complete and has some detail (18-20 points)	Action plan is extensive and detailed (21-25 points)	
Written justification of the instructional decisions incorporated in the plan (25 possible points)	Justification for the instructional plan is poor or incoherent and unsubstantiated (14 or fewer points)	Justification is attempted but some decisions are not based on the data (15-17 points)	Justification is somewhat comprehensive and the decisions are supported by data, but appear generic in nature (18-20 points)	Justification is detailed, comprehensive and decisions are supported by the data (21-25 points)	

| Preparedness and professionalism in conversation (25 possible points) | Discourse shows lack of preparation throughout. Professional exchange of ideas is disrespectful (14 or fewer points) | Discourse is disorganized & there is little evidence of preparation. Professional exchange of ideas is somewhat respectful (15-17 points) | Discourse is organized and delivered adequately. Professional exchange of ideas is respectful. Preparation is evident. (18-20 points) | Discourse is well organized & delivered professionally. Professional exchange of ideas is consistently respectful. Preparation is highly evident. (21-25 points) | |

Canvas Discussion Rubric
30 Points Total (10 per discussion possible)

Name:_____ Date:_____

Unprofessional Quality	Needs Improvement	Acceptable Quality	Professional Quality	Your score
17 or Fewer Points	*18-20 Points*	*21-25 Points*	*26-30 Points*	
No participation in discussions on 2 or more occasions. **Or** Limited participation 3 or more times in discussions with an obvious lack of preparedness and/or inappropriate comments posted.	No participation in discussions on 1 occasion or 2-3 late postings. **Or** Limited participation 1-2 times in discussions with an obvious lack of preparedness and/or inappropriate comments posted.	1-2 late postings. **Or** Limited participation 1-2 times in discussions with active participation in discussions at other times.	No more than one **excused** absence from Blackboard discussion. Is attentive and participatory in discussions, frequently asks questions or volunteers information.	

- **To receive <u>full</u> credit for this assignment**, you must answer all questions asked of you by your colleagues <u>and</u> make at least five additional significant discussion contributions on different dates prior to the final assignment due date. These include a conversation generated by your reflection, and conversations generated by the reflections posted by at least 3 of your colleagues. Your contributions must be <u>spread out over time</u> and must be <u>completed by the final assignment due date</u>.

- Contribute to the discussions by making personal/professional connections, and asking questions. Avoid the use of simple, unelaborated declarative statements when you respond because such statements do not encourage conversation.

Comments:

Case Study IEP – Graduate Level
100 Points Possible

	Unprofessional Quality	Needs Improvement	Acceptable Quality	Professional Quality	Your score
IEP Profile (25 possible points)	Written narrative is poorly constructed or lacking pieces of information or is inaccurate (14 or fewer points)	Written narrative is limited, doesn't provide all information regarding student's scores & background information (15-17 points)	Written narrative provides sufficient but general information when analyzing student's performance scores (18-20 points)	Written narrative provides a detailed, coherent analysis of the student's academic scores and background information (21-25 points)	
IEP Sections #1-6 & #8-12 (25 possible points)	Action plan is incomplete (14 or fewer points)	Action plan form is partially complete with few details. (15-17 points)	Action plan form is clear, complete and has some detail (18-20 points)	Action plan is extensive and detailed (21-25 points)	
PLOP & #7 (25 possible points)	Justification for the instructional plan is poor or incoherent and unsubstantiated (14 or fewer points)	Justification is attempted but some decisions are not based on the data (15-17 points)	Justification is comprehensive and the decisions are supported by data, but appear generic in nature (18-20 points)	Justification is detailed, individual, comprehensive and decisions are supported by the data (21-25 points)	

| Preparedness and professionalism in conversation

(25 possible points) | Discourse shows lack of preparation throughout. Professional exchange of ideas is disrespectful

(14 or fewer points) | Discourse is disorganized & there is little evidence of preparation. Professional exchange of ideas is somewhat respectful

(15-17 points) | Discourse is organized and delivered adequately. Professional exchange of ideas is respectful. Preparation is evident.

(18-20 points) | Discourse is well organized & delivered professionally. Professional exchange of ideas is consistently respectful. Preparation is highly evident.

(21-25 points) | |

Assessment Log
For ALL tests given – time listed in minutes

Name of Assessment	Time to review manual or directions	Time to administer the assessment	Time to score the assessment	Time to write up the results

Xavier University

Permission to test

I give permission for _____ to test my child for an assessment class at Xavier University, where teachers and student studying in the field of education have an opportunity to practice giving and analyzing test results to plan remedial strategies. I understand that the only individuals that see the test results are the child's parents/guardian, the Xavier University student, and the course instructor. Our students are asked to use only first names or initials on testing protocols to protect privacy rights of your child. The Xavier student will share test results and recommendations with the child's family.

_____   _____

Signature of parent/ guardian   Date of permission

Pre-assessment Form

Student name_____

Grade _____

Area of concern: (must be reading, or written expression or math)

Background information: