ASSESSMENT OF STUDENTS WITH MILD/MODERATE DISABILITIES
SPED 5121/6121 and 5131/6131 (Lab)
Spring 2020

Class location: GC 3660 (Gardner Commons)
Class times: Wed. 4:35-7:05 (5121/6121);
7:15-8:15 (5131/6131, lab)
Credit Hours: 3 (5121/6121); 1 (5131/6131)

Instructor: Breda O'Keeffe, PhD
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Office Phone: 801-585-1817
Office: SAEC 2294
Office Hours: By appointment

Course Description:
This course is designed to provide experience in the administration and interpretation of
assessment procedures for planning and implementing instructional interventions for students with
mild/moderate disabilities. The primary emphasis is on evaluation and linking IEP goals and
objectives to the assessment results.

Prerequisite:
This course assumes basic knowledge of testing and measurement. The prerequisite course is
SPED 5021/6021. If you have not completed this course, please contact the instructor immediately.

Course Objectives:
Upon completion of this course, students will be able to:

1) Identify the ethical/legal issues affecting administration of assessments.
2) Demonstrate an understanding and purpose of specific assessment instruments used
in local districts.
3) Identify what measures are used to assess students who may have a disability in
reading, math, written expression, oral language or social/emotional functioning.
4) Demonstrate an understanding of how individual differences such as cultural/linguistic
backgrounds and socioeconomic status affect interpretation of assessment results.
5) Demonstrate knowledge of the RTI/MTSS process and how it impacts referral for
special education services.
6) Administer selected published assessment instruments following standardized
procedures.
7) Transcribe and score assessment protocols/results from published assessment
instruments, including, where necessary, computer scoring.
8) Accurately interpret, summarize, and report assessment results for specific audiences
(i.e., other educators, parents, etc.).
9) Write Individualized Education Program goals and objectives from assessment results.

10) Identify the appropriate components of the transition planning process.

11) Identify processes and resources for assessment of student needs for Alternative and Adaptive Communication.

**Required Materials for testing**

- Headphones
- Dual headphone jack
- Digital timer
- Clipboard
- Device for playing MP4 audio files (downloaded or on CD)
- Highlighters

**Required Texts**


**Additional Course Reading Materials**


Utah State Office of Education Special Education Rules (2016). (on Canvas or retrieve from https://www.schools.utah.gov/file/bff61848-ae42-4265-a654-6dae5f398507)

Additional Course Reading Material will be available on Canvas. It is each student’s responsibility to read required material as provided before the date of class on which it is assigned.

**Tentative Course Schedule***

*This syllabus and schedule are subject to change in response to student learning and/or in the event of extenuating circumstances.

NOTE:

Kovaleski et al. = Kovaleski, VanDerHeyden, & Shapiro (2013) *The RTI Approach…*;
WJ IV ACH = *Woodcock Johnson Tests of Achievement* (4th ed.)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment Due</th>
<th>Lab Activity</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 8</td>
<td>Introductions</td>
<td>UT State Special Ed Rules pp. 21-30</td>
<td>Test Administration: Mastering basals, ceilings, and scoring</td>
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<td></td>
<td>Course Overview; Review Syllabus; Decision Making and Assessment; Legal/Ethical Issues in Assessment</td>
<td>Kovaleski et al., Ch. 1 &amp; 2</td>
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<tr>
<td>2</td>
<td>Jan 15</td>
<td>MEET IN THE SPED DEPT. LOBBY AT 4:35, SAEC 2280</td>
<td>Due: Grad Student Paper Topic</td>
<td>Mastering basals, ceilings, and scoring</td>
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<td>LAB activities: WJ IV OL; start WJ IV ACH, Reading</td>
<td></td>
<td>Test Administration: WJ IV OL</td>
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<td>Download audio files from Canvas before class</td>
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<td>3</td>
<td>Jan 22</td>
<td>LAB activities: WJ IV ACH, Reading</td>
<td>Reynolds, Ch. 17</td>
<td>WJ IV ACH, Reading</td>
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<td>Reynolds, Appendix E</td>
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<td>4</td>
<td>Jan 29</td>
<td>LAB activities: WJ-IV ACH Writing RTI/MTSS: Use for Eligibility CBM Reliability</td>
<td>Hosp et al. Ch. 1 &amp; 2</td>
<td>WJ-IV ACH Writing</td>
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<td>Kovaleski et al. Ch. 3 &amp; 4</td>
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<td>Utah SLD Guidelines, pp. 4-21</td>
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<td>DUE: Grad student abstracts</td>
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<td>Date</td>
<td>Activity/Assignment</td>
<td>Reading Material</td>
<td>Due Dates</td>
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| Feb 5 | LAB activities: WJ-IV ACH Math  
PSW: Use for Eligibility  
Special Education Referral Process  
Cultural Considerations | Johnson & Clohessy, Ch. 5 (2014)  
Salend & Duhaney (2005)  
Utah SLD Guidelines, pp. 23-56  
**DUE:**  
Copy of signed consent form | WJ-IV ACH Math |
| Feb 12 | Assessment of Oral Language  
Narrative Language CBM  
Vocabulary Development  
Assessing academic achievement:  
Multi-skill tests  
Test Score Review | Hosp et al., Ch. 3 & 4  
Hogan et al. (2005)  
**DUE:**  
Assess. Report, Parts 1-4 | Test Administration:  
Narrative Lang. CBM |
| Feb 19 | Assessment of Reading  
Reading CBM  
Validity | Hosp et al., Ch. 3 & 4  
Hogan et al. (2005) | Test Administration:  
Reading CBM |
| Feb 26 | Assessment of Written Language  
Spelling  
Writing, Spelling CBM | Hosp et al., Ch. 5 & 6  
**DUE:** Quiz 2 | Test Administration:  
Writing and Spelling CBM |
| Mar 4 | Assessment of Mathematics  
Math CBM | Hosp et al., Ch. 7 & 8 | Test Administration:  
Math CBM |
| Mar 11 | SPRING BREAK | | |
| Mar 18 | Behavior Measures; Adaptive Functioning; Social Skills Measures;  
Direct Observation  
Direct Behavior Ratings | Kovaleski et al. Ch. 7  
Utah LRBI Manual (pp. 1-18; 43-68; 101-120)  
IES Practice Guide (2012)  
Bring any completed WJ-IV Test Protocols  
**DUE:** Grad student position papers | Test Administration |
| Mar 25 | Interpretations and Recommendations  
Determining Eligibility | Kovaleski et al. Ch. 5, 6, 9  
**DUE:** Quiz 3 | Test Administration |
| Apr 1 | Communication  
AAC assessment | Kovaleski et al. Ch. 8  
Harnett et al. (2009)  
Bring any completed CBM Probes | Test Administration |
| Apr 8 | Transition | Landmark & Zheng (2012)  
NSTTAC (2013)  
**DUE:** Assessment Report: Written Report & Probes | Test Administration |
| Apr 15 | Development of the IEP | Kovaleski et al. Ch. 10 | None |
| Apr 22 | No Class Reading Day | | |
| Apr 29 | Final Exam Day | Parent Presentations  
**DUE:** Assessment Report: Parent Handout | None |
COURSE REQUIREMENTS

Attendance and Participation
Attendance, being prepared by completing the readings listed on the syllabus prior to class, and participation are very important for you to benefit from this class. Interactions and small group activities depend upon you being thoroughly familiar with the readings and previous class material. Several assignments will be completed in class (e.g., learning activities). If you miss a class it is your responsibility (not the instructor’s) to obtain all notes, handouts, and assignments missed.

Learning Activities (2 pts x 10 = 20 pts)
To provide students opportunities to apply principles learned in readings and lecture, in class learning activities will be given periodically throughout the course. Students will work on these activities in class and will be allowed to work in groups. In class activities will not be graded but students will receive 2 points for careful and considerate attempts in completing the activity. We will discuss the outcomes of each activity and students will turn in a completed activity sheet or form that was handed out for the activity. Students who are absent or leave early the day of the in class learning activity or who do not participate in the activity will receive no credit. There will be no make-ups for in class learning activities, except in the case of emergencies.

Quizzes (10 pts x 3 = 30 pts)
There will be at least three online quizzes (open notes, open book). The quizzes will cover the objectives listed in the syllabus and learning targets identified in class. The quizzes will typically measure reasoning skills in relation to the administration and interpretation of assessment measures.

Achievement Test Administration (100 pts) – In class administration, midterm
Students will administer one complete WJ IV Test of Achievement in class. Points will be given according to the rubric developed for standardized administration procedures. A separate assignment sheet will cover this requirement.

Assessment and Report (100 pts)
Students will administer a multi-skill achievement test, a diagnostic test, and relevant CBMs outside of class to a school-aged student. A separate assignment sheet will cover this requirement. Students are required to find a student who has not been qualified for special education services or who is not awaiting assessment for special education services for administration practice. The results will be written into an assessment report. In addition students will present the report to their peers to practice reporting results and recommendations to parents. The results are NOT to be shared with the examinee or his/her actual parents/guardians, as this is for practice only.

SP ED 5131/6131: Lab Assignments
Your 5131/6131 letter grade will be based on the completion of the following assignments

Peer Feedback (100 pts)
Students will be responsible for providing peer feedback on assessment measures. Each student will proof a peer’s assessment protocol (1) for adherence to standardized test administration. You will earn points for detecting both adherence to standardized administration as well as for providing corrective feedback.

WJ IV Compuscore (50 pts)
Students will enter scores from WJ IV Tests of Oral Language and Tests of Achievement. Points will be earned for correctly inputting raw scores, demographic information and obtaining a comprehensive printout.

**Discrepancy Calculation (10 pts)**

Students will enter scores from test protocols and calculate and print discrepancy reports for every area of possible disability, i.e., basic reading skills, reading comprehension, math calculation, math reasoning, oral language.

**Additional Graduate Student Requirements**

**Quizzes (15 pts x 3 = 45 pts)**

There will be at least three online quizzes (open notes, open book). The quizzes will cover the objectives listed in the syllabus and learning targets identified in class. The quizzes will typically measure reasoning skills in relation to the administration and interpretation of assessment measures.

**Graduate Position Paper (5 pts for abstract; 50 pts for paper)**

Graduate students will review current articles related to the methods of identifying students with specific learning disabilities (i.e., discrepancy model, failure to respond to intervention, dual method) and develop a position paper. The purpose of this assignment is to provide students an opportunity to understand the significance of the current debate regarding identification of specific learning disabilities. Additional information is provided in a separate handout.

*Please note for all requirements/assignments: all assignments are to be turned in at the start of class on the date they are due. Any assignment turned after this deadline will be considered late. Late assignments will result in a loss of 10% per week late, except for emergencies. I reserve the right to deem what is an emergency.*

In addition, for all requirements/assignments, if you choose to dispute a given grade you must submit the dispute in writing, via email, within 1 week of receiving the graded assignment. This written explanation must include a rationale for your desire to see a change in grade.

**Evaluation Procedures**

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<tr>
<th>SPED 5121: Undergraduate Students</th>
<th>SPED 6121: Graduate Students</th>
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<tbody>
<tr>
<td><strong>Learning Activities</strong></td>
<td><strong>Learning Activities</strong></td>
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<td>20 points</td>
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<td><strong>Quizzes</strong></td>
<td><strong>Quizzes</strong></td>
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<td><strong>WJIV ACH Administration</strong></td>
<td><strong>WJIV ACH Administration</strong></td>
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<td><strong>Assessment Report</strong></td>
<td><strong>Assessment Report</strong></td>
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<td>100 points</td>
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<td><strong>Total Possible Points</strong></td>
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<td>250 points</td>
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<td><strong>Written Paper</strong></td>
<td><strong>Total Possible Points</strong></td>
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<td>55 points</td>
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**Grades:**
The following percentages will be used to determine grades:

- A  = 94-100%
- A- = 90-93%
- B+ = 87-89%
- B  = 84-86%
- B - = 80-83%
- C+ = 77-79%
- C  = 74-76%
- C- = 70-74%
- D+ = 67-69%
- D  = 64-66%
- D- = 60-63%
- E  = 59% and below
SPED 5131/6131 (lab):
Peer Feedback Standardized Test 100 points
WJIV Computer Scoring 50 points
Discrepancy Calculation 10 points
Total Possible Points 160 points

Additional Course Expectations
Students will be provided with a WJ IV ACH and WJ IV OL test kits. The WJ IV ACH test kit includes two test easels, two manuals, one CD or cassette recording, and scoring templates. The test kits with all materials will need to be returned to the special education department prior to your course grade being released. In addition, you will be given two WJ IV ACH test records (consumable). If you lose or misplace your test record(s) you may purchase an additional test record from the Dept. of Special Education. Please see Janet Siler in the SPED department office.

ADDITIONAL COURSE INFORMATION

Changes in Course Assignments and Schedule
The instructor reserves the right to adjust the course assignments, readings, quizzes and schedule in order to best attain the objectives of the course. Any changes in assignments, readings, due dates, quiz dates, and quiz content will be announced in class or on Canvas.

Policy Regarding Email Response
Please e-mail the instructor well in advance of deadlines to insure you get your questions answered. Emails after 5:00 PM will typically not be responded to until the next day. Emails on Friday after 4:00 PM will typically not get a response until Monday. On occasion, I will respond to emails in the evening or on weekends, but this should not be expected. Please plan ahead for this and do not wait until the last minute for assignment or course related needs. I often can respond to e-mails within 24 hours, but in the past students have expected a response within an hour or two. This is not always possible and I will do my best to respond to e-mails promptly. Unless my auto-reply is on stating I am out of the office, please e-mail again if you have not heard back from me within 24 hours (during normal business hours).
Canvas email: the instructor will send out classwide reminders and updates via Canvas announcements and email. Please make sure you receive these emails by checking Canvas regularly and/or having your Canvas email send updates automatically to your preferred email account.

Course Expectations
Student attendance and participation are essential for successful performance in the class. Please e-mail the instructor prior to class if you will be absent. If you miss a class it is your responsibility (not the instructor's) to obtain all notes, handouts, and assignments missed. If you come in late or must leave early, please do not interrupt the class. Turn off cell phones and pagers (or place on vibrate). Also, out of respect, please do not engage in conversations when the instructor or other students are talking. I reserve the right to request that you alter your behavior if I think it is problematic or request that you leave the class if necessary. You may be asked to leave the class session if you are engaging in behavior such as sleeping, text messaging, using phones/computer for e-mail, or other excessive chatting (talking to your neighbor while others are talking, etc).
My intent is for this course to be as participatory as possible, with regard to discussion, etc. I therefore expect that each and every member of the class will overtly participate at least once in every class session by either responding to questions or initiating comments or questions about the class presentation/discussion.
This may occur in either a whole class large group context or a small group context if we’re divided into such groups for some type of activity.

In order to maintain a positive, civil environment for learning I expect that all students will meet the goals described in the University of Utah’s Student Code (http://www.regulations.utah.edu/academics/6-400.html), which states “the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship.”

Following the Student Code, I adopt a zero-tolerance policy for academic misconduct in this course. “Academic misconduct,” according to the University of Utah Student Code, “includes, but is not limited to, cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information…It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.” Again, utilizing the ideas, expressions, or words of others without citing the source constitutes plagiarism. Therefore, you must cite sources in ALL your work. Please also note that you may not submit an assignment for this class that has been previously submitted for another course. You will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in the University of Utah’s Student Handbook. Please read the Student Code of Academic Conduct available at: http://www.admin.utah.edu/ppmanual/8/8-10.html.

Confidentiality

It is expected that you will protect the rights of confidentiality afforded to students and their families inside and outside of this class. Often in class we will discuss individual students, instructional and assessment situations, and outcomes. Your experience with students with disabilities and their families is helpful in adding to the content and understanding of issues in applied settings. However, when discussing an individual student you are working with or have worked with in the past, please do not reveal any information that would allow other people to identify the student (e.g. name, school, age, parent’s name, etc.).

Respectful Language & Diversity

Students are expected to use respectful language in class discussion and in written work. People with disabilities are just that: people who happen to have physical, sensory, behavioral, or intellectual disabilities. Please avoid phrases like “the handicapped,” “LD kids,” “severely retarded,” “autistic student” or other statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts “people first,” for example, “the student with a learning disability,” “the program for students with behavior disorders.” This small change emphasizes the humanity and individuality of the person and clarifies that disability is only one of many characteristics (and not necessarily the most important!) that people possess.

The Department of Special Education is committed to the policies of equal opportunity and affirmative action and prohibits discrimination on the basis of race, color, national origin, religion, gender, sexual orientation, age, status as a veteran or person with a disability. As your instructor, I am committed to providing a classroom atmosphere that is respectful of diverse views and backgrounds.

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or
someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

**Student Resources**

If you are a student veteran, I want you to know that the University of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building (hours: M-F 8-5pm). Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: http://veteranscenter.utah.edu. Please also let me know if you need any additional support in this class for any reason.

If you are a member of the LGBTQ community, I want you to know that my classroom is a “safe zone.” Additionally, please know that the University of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building (hours: M-F 8-5pm). You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: http://lgbt.utah.edu. Please also let me know if there is any additional support you need in this class.

If English is your second language, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (http://linguistics.utah.edu/esl-program); the Writing Center (http://writingcenter.utah.edu); the Writing Program (http://writing-program.utah.edu); the English Language Institute (http://continue.utah.edu/eli). Please let me know if there is any additional support you would like to discuss for this class.

**Accommodations for Students with Disabilities**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability and Access (CDA), 162 Olpin Union Building, (801) 581-5020 (V/TDD), http://disability.utah.edu. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the CDA.

**Incompletes**

This class adheres to the University of Utah’s policy on "incompletes" for final grades. The policy states: An incomplete shall be given and reported for work incomplete because of circumstances beyond the student's control. The grade of "I" must be used only for a student who is passing the course and who needs to complete 20% or less of the course. An "I" must not be used in a way that will permit a student to retake the course without paying tuition. If the student attends the course during a subsequent semester as part of the effort required to complete the course, he/she must be registered (either as a regular student or for audit) in the semester in which he/she attends. "I" grades will change to an "E" (fail) after one year unless a report of credit is submitted by the instructor to the registrar's office.