



Principles of Assessment & Data-Based Decision Making
Special Education 5021/6021 HYBRID / Spring 2020

Class location: SAEC 2147
 Class time: Mon. 4:35-7:05 pm
 Credit Hours: 3.0

Instructor: Sharlene A. Kiuahara, PhD
 E-mail: s.kiuahara@utah.edu
 Office Phone: 801-585-1817
 Office: SAEC 2275
 Office Hours: By appointment

Course Description and Objectives

This course provides an introduction to assessment and data-based decision making with an emphasis on utilizing measurement tools that lead to instructional planning. Upon completing this course, students will be able to:

- 1) Understand and appropriately use basic academic assessment terminology.
- 2) Describe the functions of assessment including screening, diagnostics, eligibility, instructional planning, formative and summative evaluation; and describe the types of decisions made from the assessment data.
- 3) Describe the common elements of RTI/MTSS and identify the assessments used at each stage of a typical problem-solving/intervention model.
- 4) Graph and interpret assessment data (e.g., for progress monitoring).
- 5) Name and describe major laws that are important to educational assessment practices.
- 6) Identify legal and ethical issues that arise regarding educational assessment practices and describe a model to resolve such issues.
- 7) Describe the legal, ethical, and diversity (language, culture, SES, etc.) issues that must be considered in relation to the selection, administration, and interpretation of assessment devices.
- 8) Demonstrate understanding of normative groups, reliability, validity, and test bias as criteria for evaluating educational assessment measures.
- 9) Demonstrate understanding of basic quantitative concepts related to scales of measurement, characteristics of sets of scores, average scores, measures of dispersion and correlation.

- 10) Demonstrate mastery of different types of scores that can be obtained from tests and the best use of those scores for instructional decisions (i.e., standard scores, age/grade equivalents, percentile ranks).
- 11) Compare and contrast types and appropriate uses of formal and informal assessment methods including norm-referenced, criterion-referenced, curriculum-based, and observational/ecological.
- 12) Demonstrate an understanding of the basic principles related to assessing special populations (e.g., students with severe disabilities) in important skill areas (e.g., reading, math, social behavior)
- 13) Develop skills in creating quality formative and summative assessments for the classroom.

Required Course Reading Materials

1. Salvia, J., Ysseldyke, J. E., & Witmer, S. (2016). *Assessment in Special and Inclusive Education*. (13th ed.). Boston: Houghton Mifflin. ISBN-10: 9781305642355; **ISBN-13:** 978-1305642355
2. Chappuis, J., & Stiggins, R. (2020). *Classroom Assessment for Student Learning*. (3rd ed.). Boston: Pearson. ISBN-10: 0-13-5185575; **ISBN-13:** 978-0135185575
3. Other course information and reading will be available on Canvas.

SPED 6021 ONLY:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th Ed). Washington, DC: American Psychological Association. **ISBN-13:** 978-1433805615

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., in class learning activities). **If you miss a class it is your responsibility (not the instructor's) to obtain all notes, handouts, and assignments missed.**

Hybrid course: This is a hybrid course, which means that some of the learning components will be conducted online through the Canvas system. For each session listed that does not include a face-to-face meeting, online lectures and activities will be required. Links will be provided within "Modules" on the Canvas course site.

Quizzes (10 x 2 pts = 20 pts): To help you gain formative feedback on your mastery of the course content, and to ensure accountability to the readings and out of class activities, 10 quizzes will be given online. Each quiz will be worth 2 points. Quizzes may cover lecture content from the previous week(s) and the reading assignments for the week assigned. You may take the quiz as many times as you would like before the deadline **(AT MIDNIGHT THE DAY BEFORE CLASS, EVEN FOR ONLINE SESSIONS)**. The highest score will be retained for your grade. Quizzes will be at noon before the relevant lecture, as listed in the schedule. Quizzes will be closed after the deadline, so they cannot be completed late. **Quizzes are to be taken independently on Canvas. Each quiz will include a statement that the student completed the quiz independently according to the University of Utah Student Code.**

IRIS Modules (5pts x 3 = 15 pts): Students will complete three online modules on assessment through the IRIS website (links on Canvas). Students will complete a brief response to each module (available on Canvas) and turn it in for credit (5 points each). Please submit your response on Canvas. **Please paraphrase answers in your own words and DO NOT copy directly from the IRIS website, unless it is a brief quotation (with a reference).**

Learning Activities (1pt x 10): To provide students opportunities to apply principles learned in readings and lecture, learning activities will be given periodically throughout the course. Students will typically work on these activities in class and will be allowed to work in groups. Learning activities will not be graded but students will receive 1 point 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 learning activity or who do not participate in the activity will receive no credit. There will be no make-ups for learning activities.** There is a possibility that more than 10 learning activities will be assigned; however, credit will only be given for 10.

Progress Monitoring (2 pts x 5 = 10 pts for assessments; 10 pts x 1 for graph and analysis; Total = 20 pts): To gain experience using progress monitoring and understand formative assessment, students will monitor their own progress over the course of the semester in assessment-related vocabulary. Students will complete a weekly fluency-based test of assessment knowledge at the beginning of most class periods. This is a three-minute fluency test of assessment knowledge. Students will graph and analyze their progress and results. Students will be graded on weekly participation (2 points each week for 5 weeks) and for completion of the graph and analysis (10 pts). Absolute performance (i.e., number correct and incorrect) on the tests will NOT affect student grades.

Exams (50 points each): There will be two closed book exams. Simple calculators can be used during the exams (although they are not required). Computers and phones cannot be used during exams. Exams will consist of multiple choice, true/false, short answer items, and constructed response questions. Each exam may be taken only one time. **Students must take exams on the assigned dates during the scheduled time period,** unless they qualify for an accommodation as arranged in coordination with the Center for Disability and Access (please see below).

Graduate Students (SPED 6021): Graduate students will complete all of the above requirements. In addition, graduate students will complete additional short answer and essay questions on the two exams. Additional short answer and essay questions will be worth 25 points on each exam (25 pts X 2 exams = 50pts.).

Graduate students will also complete a research paper. Research paper guidelines are available in a separate handout available on Canvas. It is the student's responsibility to review this information and contact the

instructor with any questions related to this requirement. (80 points). When the student uploads the assignment in canvas, the research paper will automatically be submitted to Turnitin, plagiarism screening software. Turnitin will analyze your work for text matches to published sources to help identify plagiarism. I will review the Turnitin report carefully and thoughtfully to help determine if the writing qualifies as plagiarism under the University of Utah Student Code (please see below and <http://www.admin.utah.edu/ppmanual/8/8-10.html>).

*** NOTE FOR ALL REQUIREMENTS/ASSIGNMENTS:** All assignments are due at the start of class or at the due time indicated on Canvas the date they are due (unless otherwise noted). **Any assignment turned after this deadline will be considered late.** Late assignments will be eligible for a maximum of 80% of the total points possible if turned in within the first week after the due date. An additional 10% of points will be deducted for each additional week (or part of a week) they are late. If you have an emergency, please let me know as soon as possible. I reserve the right to determine what is an emergency.

Evaluation Procedures SPED 5021:

Quizzes (2 pts X 10)	20 points
IRIS Modules (5 pts x 3)	15
points In Class Learning Activities (1 pt x 10)	10
points Progress monitoring (2 pts x 5)	10
points	
Progress monitoring graph (1pt x 10)	10 points
Exams (50 pts x 2)	100 points
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	165 points

SPED 6021:

Quizzes (2 pts X 10)	20 points
IRIS Modules (5 pts x 3)	15
points In Class Learning Activities (1 pts x 10)	10
points Progress monitoring (2 pts x 5)	10
points	
Progress monitoring graph (1pt x 10)	10 points
Exams (75 pts x 2)	150 points
Research Paper	80 points
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	295 points

Grades:

The following percentages will be used to determine grades:

A = 94-100%	C+ = 77-79%	D- = 60-63%
A- = 90-93%	C = 74-76%	E 59% and below
B+ = 87-89%	C- = 70-74%	
B = 84-86%	D+ = 67-69%	
B - = 80-83%	D = 64-66%	

ADDITIONAL COURSE EXPECTATIONS

Classroom Etiquette, Student Conduct: Student attendance and participation are essential for successful performance in the class. 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 either 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 will 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>.

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.

Canvas & Email. All of the lecture notes for this class will be posted on Canvas, a university web-based course organization system. Also, important information (e.g., course announcements, reminders of assignment due dates, etc.) will be communicated via email through Canvas. Students enrolled in this course must have access to an e-mail account (supplied free by the university), and access email on a consistent basis. If you do not regularly check your Canvas email, please make sure your Canvas email is forwarded to an email account you check regularly. The instructor is not responsible for students missing information due to “not checking email.”

You are expected to email 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 5:00 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 emails 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 emails promptly. Unless my auto-reply is on stating I am out of the office, please email again if you have not heard back from me within 24 hours (during normal business hours).

Appropriate Language: Students are expected to use appropriate 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,” “ED 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 severe 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.

Confidentiality. In this class it is expected that you will protect the rights to confidentiality afforded to students and their families. Often in class we will discuss individual students, assessment situations, and outcomes. Your experience with students and their families is helpful in adding to 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 in class to identify the student (e.g. name, school, age, parents’ names, etc).**

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.

Student Names & Personal Pronouns: Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected.

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.

Fitness to Teach

Students in this course are expected to meet the Fitness to Teach criteria located at:

<http://uite.utah.edu/documents/www-ed-utah-edu/programs/Fitness%20to%20Teach%20Final.pdf>