

Mayville State University

SPED, 397 Assessment of Students with Disabilities

Spring 2025
3Credit Hours

Course and Instructor Information

Instructor Name: Cortney Shuley

Contact Information: Education 116P, cortney.e.shuley.2@mayvillestate.edu (preferred), (701) 788-4685

Hours of Availability: (M-F) 9 a.m.- 5 p.m. *Also available by appointment

Instruction Mode: Online asynchronous

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Course Materials and Technologies

Required

Overton, T. (2016). *Assessing Learners with Special Needs: An Applied Approach* (8th edition). Upper Saddle River, NJ: Prentice Hall-Pearson. ISBN# 978-0-13-385641-5

Recommended:

Assessment Kit Rental & Shipping (Only if you don't have access to the WJIV Kit at your school!)

North Dakota Department of Public Instruction. (2007). *Guidelines: Evaluation Process*. There is a downloadable link in the LMS.

Course Description

Students in this course will develop skills in formative and summative evaluation methods for children, youth and young adults with mild, moderate, or severe disabilities in an academic or functional curriculum. Students will learn how to administer, interpret and report in a nondiscriminatory manner: observations, work sample, task and error analysis, file review, inventories, diagnostic probes, checklists, rating scales, questionnaires, error analysis, curriculum based measurements and formal achievement tests. Emphasis is on screening, pre-referral, eligibility determination, instructional assessment with on-going evaluation (progress monitoring) and data-based decision making.

Pre-/Co-requisites: Prerequisite: SPED 289.

Conceptual Framework

Our conceptual framework at Mayville State is *The Reflective Experiential Teacher*. It is based upon a belief that preservice teachers develop abilities to reflect on current research findings, essential and theoretical knowledge, and appropriate teaching strategies and practices through experience. Application requires learning how to reflect, to question, and test hypothesis, while experiential practices engage students in a variety of clinical, field-based opportunities in which to employ and assess their instructional abilities.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Special Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

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1. **Develop Proficiency in Evaluation Methods (CEC 1, CAEP A1.1):** Students will demonstrate proficiency in both formative and summative evaluation methods for children, youth, and young adults with varying levels of disabilities.
2. **Administer and Interpret Assessments (CEC 1, 2, CAEP A1.1):** Students will learn to administer, interpret, and report various assessment tools, including observations, work samples, task and error analyses, file reviews, inventories, diagnostic probes, checklists, rating scales, questionnaires, curriculum-based measurements, and formal achievement tests, in a nondiscriminatory manner.
3. **Screening and Pre-Referral Skills (CEC 1, 3, CAEP A1.1):** Students will acquire skills in screening and pre-referral processes to determine eligibility for special education services.
4. **Instructional Assessment and Progress Monitoring (CEC 1, 3, CAEP A1.1):** Students will conduct instructional assessments and engage in ongoing evaluation (progress monitoring) to inform data-based decision making.
5. **Case Study Analysis (CEC 3,4, CAEP A1.1):** Students will analyze case studies to make informed assessment decisions and apply theoretical knowledge to practical scenarios.
6. **Collaborative Assessment Practices (CEC 7, CAEP A1.1):** Students will develop skills in collaborating with families, educators, and other professionals to conduct comprehensive assessments and share assessment results effectively, ensuring a holistic approach to evaluating and supporting individuals with disabilities.

Program Student Learning Outcomes (SLOs) Addressed in This Course

Key Assessment: The MSU EPP Key Assessment addressed in this course includes the Assessment Report. The Assessment Report designated as a key assessment in the MSU teacher education program to demonstrate knowledge and skills related to assessing students with special needs. Key assessments are aligned to CEC and CAEP standards and assessed using validated rubrics. Students must receive a grade of “C” (80%) or better on this key assessment in order to pass the course. If a “C” is not earned by the student, the instructor will work with the student to improve their grade. Grading scale for this assignment follows what is listed in the syllabus: 94-100 = A, 87-93 = B, 80-86 = C, 70-79 = D, 0-69 = F

Standards Alignment (Special Education Program Approval Standards-ND ESPB):

- Initial Preparation Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines: Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.
- Initial Preparation Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge: Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.
- Initial Preparation Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-based Decision Making: Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.
- Initial Preparation Standard 7: Collaborating with Team Members: Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the

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community to plan programs and access services for individuals with exceptionalities and their families.

Council for the Accreditation of Educator Preparation (CAEP) Advanced Standards:

Standard RA.1: Content and Pedagogical Knowledge The provider ensures that candidates for professional specialties develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

Introduces/Reinforces SLO #1: Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.

Introduces/Reinforces SLO #4: Students will take responsibility for student learning collaborative relationships, their own professional growth, and the advancement of the profession.

Course Expectations

Instructor/Student Communication

- Email is the preferred method of communication, cortney.e.shuley.2@mayvillestate.edu. The instructor usually responds within 24-48 hours during weekdays. If you wish to contact the instructor by telephone, please use the office number: (701)778-4685. Emails received on weekends will be responded to on Monday mornings.
- Reminder that you are able to schedule an appointment with the instructor outside of the listed office hours.
- The instructor will use Blackboard to post messages to all learners if needed. You are required to use your NDUS email address(your.name@mayvillestate.edu) as it is the only way to ensure reliable communication between students and instructors. **Students are accountable for all academic communication sent to their Mayville State University email address.**
- It is the student's responsibility to contact the instructor with any questions they may have about course content in a timely manner. Contacting the instructor with questions about an assignment the day before or the day it is due is not appropriate, demonstrating lack of planning and preparation.
- Feedback: You can expect to hear feedback regarding weekly assignments within 10-14 days of submission. Larger projects can take longer to review so expect feedback within 2 weeks of submission. Students are responsible for accessing the information and assignments as they are presented in Blackboard and the syllabus. It is the student's responsibility to monitor graded assignments. Checking the grade section of Blackboard is the best way to make sure that assignments have been submitted.
- Any student product such as an assignment or assessment that is emailed will NOT receive credit. All assignments or student products are to be uploaded to the appropriate spot in Blackboard in order to receive credit.
- Mayville's LMS Blackboard course site will be used to post messages to all learners as a group mailing whenever necessary.

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- **Read the syllabus in its entirety.** Knowing what is planned ahead is helpful for time management and allows you time to ask questions if you need any clarification. Check for assignment due dates and other scheduled learning experiences.
- **Actively participate in discussions and activities.** This is required to successfully completing this course. Participation in discussions, demonstrations, and online assignments will result in solidifying the readings and research you have done adding to the quality of your learning.
- **Read all assigned readings and complete all activities as scheduled.** The responsibility for your learning is shared by both student and instructor. It is the student's responsibility to be prepared able to 'recall' information from course readings so that concepts can be applied in the online activities and discussions developed by the instructor. Student preparation for class is not only important to meet the learning objectives for the course, but more importantly, for their use of concepts/content in their future professional application.
- **Online Posting:** Some assignments may be in the form of online discussion forums. These discussion boards will have questions stemming from readings, research or other pertinent course information. *Use appropriate citation and reference formatting when referring to any resources.* **Reference to your readings is expected.** Substantive postings are postings that demonstrate *understanding and application of course content*, extension of ideas, and possibly connecting to personal experiences. Online discussion forums are reviewed for quality and application of content. Online discussions are a part of the graded work.
- **Students** are held accountable for all academic communications sent to their Mayville State University e-mail address as this is designated as the official communication method for the university.
- **It is the student's responsibility to contact the instructor by email if they have a question about an assignment or exam prior to 24 hours before the exam or assignment due date.** This allows time for the instructor to respond to the question. If the communication is sent after 4 P.M. on Friday, the instructor may not respond before Monday morning.
- **Adhere to the code of student conduct found in the MaSU Student Handbook:** <http://www.mayvillestate.edu/about-msu/more-info/reports-policies/>. Each student is responsible for reading the handbook and following expectations set forth by the University. Citing and referencing other's work is the demonstration of an honest, trustworthy student. Violations of academic honesty to include copying of another student's assignment, having another person complete the work for you, using an author's ideas or writing without properly giving that author credit either intentionally or unintentionally are examples of academic dishonesty. Remember: cite and reference whenever in doubt! Consult with the instructor if you have any questions. **Programs to detect plagiarism may be used on submitted assignments. Please note: Papers and presentations submitted where references are used but not cited within the text of the paper or within the slides of the presentation are considered as a form of plagiarism and will be reported in Starfish.**
- **APA Format (AMERICAN PSYCHOLOGICAL ASSOCIATION).** Any papers that include research references must include a working bibliography in APA format. The APA Formatting and Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01>.

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- **Disability Support Services.** Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Disability Support Services (701-788-4675) as soon as possible to ensure that accommodations are implemented in a timely fashion.
- **Writing Expectations.** Being able to express one's thoughts in a clear and well thought out manner is held in high regard in this course. It is suggested that students have their work proofread by a reliable person or that they access MaSU Writing Center for assistance with their writing.
- **Expectations/Protocol:** Students are expected to read course materials, have assignments completed by due dates and participate in all aspects of this course in a professional manner.

Assignments and Assessments

- **Articles (Required Readings):** Weekly course preparation and work with assignments may require researching and reading current articles on reading instruction and assessment. Articles referenced for the course may be part of assigned readings and referenced for discussions. Articles students will be required to read for class will be listed on Blackboard.
- **Text (Required Readings):** Weekly course preparation and work with assignments require information from our text readings. Specific readings from our texts will be listed on Blackboard.
- **Weekly Discussion Posts and Responses:** Completion of weekly course discussions with responses are required as part of the reflective learning process and will be an expectation of the course. Specific instructions and due dates for each post will be outlined each week on Blackboard.
- **Assignments:** Completion of weekly course preparation and assignments are an expectation. These will be listed on Blackboard with coordinating due dates.
- **Assessments:** Completion of formative and summative assessments may be a part of this course. If an assessment is required, students will be notified by the instructor and the dates listed on Bb.

Assessment Report Project (100 points)

Due: May 4th

Using a willing, school-aged case study, the teacher candidate will carry out the special education evaluation/reevaluation process. As components of the process are modeled in class, teacher candidates will carry out each of the required components:

- Identification of a multidisciplinary team
- Completion of Student Demographics
- Development of a Student Profile
- Forming assessment questions on the Assessment Plan
- Creation of a plan to address cultural, environmental, motor, sensory, socioeconomic, and emotional factors during testing
- Completion of the individualized assessments
 - o WJIV; administer, Online Scoring, and interpret
 - o 3 Reading CBM; administer, score, and interpret
 - o 3 Writing CBM; administer, score, and interpret
 - o 3 Math CBM; administer, score, and interpret
 - o 1 Disability Specific assessment (social, behavioral, checklists, etc.)

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- o Student Interview; administer, score, and interpret
- o Parent Interview; administer, score, and interpret
- Preparation of an Integrated Written Assessment Report (IWAR)
- Review various simulated IWAR Meetings

Please see the instructor if you think you will have difficulty finding a case study student. A detailed assignment sheet and fillable forms will be provided.

IWAR Meeting (55 points)

Due: May 11th

Students will conduct a simulated Integrated Written Summary Report. This information will be gathered, inputted into Tienet, and presented to a volunteer. Students will record themselves conducting this meeting and submit it to the instructor. A rubric will be used to score the simulated meeting.

Progress Monitoring Paper (100 points)

Due: May 11th

Teacher candidates will research Progress Monitoring through the websites of the National Center on Student Progress Monitoring, the National Center on Response to Intervention, other appropriate web resources on progress monitoring, and at least 2 scholarly journal articles to further comprehend the scientifically based practice as it is used to assess students' academic performance and evaluate the effectiveness of instruction using the RTI model. The paper must include sections that address the following:

- How progress monitoring works in the RTI model framework
- Benefits of progress monitoring
- The special education teacher and general education teacher roles in progress monitoring
- Tools for progress monitoring
- Challenges of progress monitoring

See the assignment sheet for specific requirements, resources and grading procedures.

Progress Monitoring Paper Checklist

Component	Criteria	Points
Title Page	In APA Format	/2
RTI Framework	Well explained description of how progress monitoring works at Tier 1, Tier 2 and Tier 3 of an RTI framework	/15
Benefits	<i>At least 2</i> benefits of progress monitoring are thoroughly explained & discussed	/15
Role	Thorough and complete explanation of special education teacher and general education teacher roles in progress monitoring	/15
Tools	Discuss the variety of tools for progress monitoring according to different skills (i.e., math, reading). Explain the 3 measures for technical rigor: psychometric standards, progress monitoring standards, and data-based individualized standards as they relate to carrying out progress monitoring.	/25
Challenges	<i>At least 2</i> challenges of using progress monitoring are thoroughly explained and supported	/15

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Resources and Reference Page	Includes in-text supportive references from: <ul style="list-style-type: none">● National Center on Student Progress Monitoring● National Center on Response to Intervention● At least 1 other appropriate web resources on progress monitoring● At least 2 scholarly journal articles Reference Page is in APA Format	/5
Mechanics	Grammar, organization, spelling, punctuation, in Times New Roman font, size 12 and 5-8 pages	/8
Total		/100

3.) Lesson Activities: (203 points)

You will be completing assignments, taking quizzes about facts and issues in the evaluation process, using functional assessments, doing activities, and posting online. Your participation is essential to your learning and the learning of others; making this online course interactive and engaging will assist in the learning process. Grades for class activities will be submitted as they occur.

Due Date: various dates

***Other Considerations:** There is a student fee for testing materials in this course. The test materials are very expensive. It is imperative that they be used with care and returned at the requested time. Any notes or stray pencil marks must be erased. Students will be charged full price if the test is not returned in the condition in which it was issued.

Reading Assignments:

In the learning process, you progress through the following stages: skill awareness, skill knowledge, skill practice, skill application, skill mastery. The majority of class time will be spent on the skill practice level. Skill awareness and skill knowledge will be acquired through assigned readings. It is imperative that you complete all components of each Blackboard module, and attend to course components, not only aware, but knowledgeable about skills/strategies delineated in the assigned readings. If you are a self-regulated learner, you will more than likely perform well in this class; but if you invest minimal time and effort, you will more than likely experience disequilibrium and frustration since material covered in reading assignments will not be retaught.

The focus in this course is on your interpretation and synthesis of the reading material. We will explore different dimensions of the issues and ideas. A variety of learning approaches are used within the course for interpreting and analyzing the material. To maximize your learning, prepare by completing all activities and readings as provided in sequence within the course Blackboard shell. Participate to the greatest extent possible in this online course to share ideas/opinions and support/relate them with/to information from readings, articles, or any other source material.

Additional Student Evaluation: Every student who is working on a teaching degree or a credential must demonstrate proper dispositions to continue in the Teacher Education program. Proper dispositions include: understanding the principles of fairness as they apply to students and self; have an understanding that all students can learn; positive attitude, good taste in dress, free of distracting mannerisms, has good class attendance record, can balance personal life with professional and academic demands, is flexible, exhibits sound judgment and moral reasoning, adheres to standards of honesty and confidentiality, displays maturity and confidence, produces quality work, ability to self-reflect, recognizes areas of strength and make necessary

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improvements in areas of deficiency, and evidence of good physical and mental health. See the guidelines for Continuance in Teacher Education in the Mayville State University Catalogue NOTE: During your coursework, your instructor may choose to complete a dispositions report at any time should concerns arise. You and the instructor will review it, sign it and submit it to the Division of Education. You will also be provided with a copy.

Evaluation and Grading

Grading Policies

- Evaluation in this course will consist of the components outlined below. Rubrics and checklists will be used to grade most assignments. Submit all assignments in Blackboard by designated due dates. The instructor will review assignments and due dates as class proceeds. It is the learner's responsibility to meet assignment deadline dates.
- Late work drops 1 point per day after the due date. The Blackboard Dropbox determines late work. The date assignments are submitted is highlighted on the dropbox, and is the method used to determine if an assignment is late. The dropboxes close 10 days after the due date, and the assignment will no longer be accepted.
- Please do not email your work. Submit your work in Blackboard. If you have difficulty submitting, please make the instructor aware of this through email or phone.
- Please plan ahead-don't wait until the last minute to hand in assignments. Each assignment is given sufficient time for completion. It is up to you to take advantage of this allotted time.
- Students who make arrangements beforehand have one week to make up an assignment, quiz, or test. Skipped quizzes and tests cannot be made up.
- **In order to receive credit for this course, the Key Assessment must be completed and submitted.** Students who do not meet acceptable targets for this key assessment cannot pass the SPED 397 course with a grade higher than C. There is an opportunity to redo the assignment if students communicate their desire to resubmit with the course instructor before finals week.

Attendance/Participation Policies

Participation in all course activities, assignments, discussion posts and responses, quizzes, and exams are required to earn a grade of D or above.

Grading Scale

100-94%=A 93-87%=B 86-80%=C 79-70%=D 69-0%=F

A: 430-458 pts. B: 398-429 pts. C: 366-397 pts. D: 320-365 pts. F < 319 pts

Breakdown of Grades

Below you will find a breakdown of the assignments required for the semester with the number of occurrences, coordinating points, and percentage of the total grade.

Assignment	Points	Due Dates
Lesson Activities	203	Various Due Dates
Assessment Project	100	May 4 th
IWAR	55	May 11 th
Progress Monitoring Paper	100	May 11 th

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Enrollment Verification

Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz.

Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

Proctor Notification

No proctors are required for this course.

Instructional Strategies

- Cooperative Learning
- Independent Study
- Questioning
- Direct instruction
- Discovery Learning
- Reflection
- Discussion Forums
- Voice Threads
- Presentation

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

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Course Timeline/Schedule

Course Timeline and Schedule are subject to change as deemed necessary by the instructor.

Week	Topics	Assignments	Due Dates
#1	Introduction Laws, Ethics, & Issues	Lesson 1 Chapter 1 & 2 Overton textbook Course Enrollment Verification Introductions WJIV Checkout-If NEEDED	March 23 rd March 23 rd March 20 th March 20 th March 23 rd
#2	Descriptive Statistics Reliability & Validity Interviews	Lesson 2 Chapter 3 & 9 Overton textbook LD Checklist Observations	March 30 th
#3	Introduction to Norm Referenced Assessment Curriculum Based Assessment & Other Informal Measures	Lesson 3 Chapter 5 & 6 Overton textbook Calculating Chronological Age Interviews and Interview Reflection WJIV Practice Exercises	April 6 th
#4	Response to Intervention & Progress Monitoring	Lesson 4 Chapter 7 Overton textbook Formative Assessment Discussion Board CBMs- Math, Writing, Reading	April 13 th
#5	Reliability and Validity Academic Assessment	Lesson 5 Chapter 4 & 8 Overton textbook Steps in the Eval Process Research Paper	April 20 th
#6	Intelligence and Adaptive Behavior Special Considerations of Assessment in Early Childhood	Lesson 6 Chapter 10 & 11 Overton textbook	April 27 th
#7	Special Considerations of Transition Interpretation of Assessment Results	Assessment Report Lesson 7 Chapter 12 & 13 Overton textbook	May 4 th
#8	IWAR	IWAR Document and Video Progress Monitoring Paper	May 11 th

References / Bibliography

Overton, T. (2016). *Assessing Learners with Special Needs* (8th edition). Upper Saddle River, NJ: Prentice Hall-Pearson.

Pavri, S. (2011). *Effective assessment of students: Determining responsiveness to instruction*. New York: Pearson.

Peirangelo, R., & Guiliani, G. (1998). *Special Educator's Complete Guide to 109 Diagnostic Tests*. West Nyack, NY: The Center for Applied Research in Education.

Spinelli, C. G. (2002). *Classroom Assessment for Students with Special Needs in Inclusive Settings*. Upper Saddle River, NJ: Merrill Prentice Hall.