

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION**COURSE PREFIX: SED COURSE NUMBER: 537 CREDIT HOURS: 3****I. TITLE:** Diagnostic Methods**II. COURSE DESCRIPTION AND PREREQUISITE(S):** Instruction which leads to demonstrated competence with instruments utilized in prescriptive programming. Field hours are required.**Prerequisite(s):** Admission to Teacher Education**III. COURSE OBJECTIVES:**

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Performance Standards and Certification (KTPS), Council for Exceptional Children (CEC), and InTASC Model Core Teaching Standards addressed by that objective. Upon successful completion of this class, students will be able to

- A.** purpose of assessment (KTPS/InTASC # 6; CEC # 4);
- B.** ability to define various statistical terms and a working knowledge of statistical concepts related to assessment (KTPS/InTASC # 6; CEC # 4);
- C.** advantages and disadvantages of formative, summative, and standardized assessments (KTPS/ InTASC # 6; CEC # 4);
- D.** ability to select appropriate tests to be administered to children and give an appropriate rationale for the selection (KTPS/InTASC # 6; CEC # 4);
- E.** ability to administer various formative, summative, and standardized screening instruments (KTPS/InTASC # 6; CEC # 4);
- F.** ability to score and interpret test data accurately ((KTPS/InTASC # 6; CEC # 4);
- G.** ability to write a summary report based on scores from a battery of tests (KTPS/InTASC # 6; CEC # 4);
- H.** ability to interpret group tests that are mandated in Kentucky and administered to all children (KTPS/InTASC # 1,2,3,4,6; CEC # 3,4, 5);
- I.** federal and Kentucky regulations related to assessment and confidentiality of information (KTPS/InTASC # 2,6,9; CEC # 3,4,5,6);
- J.** use of microcomputer approaches to scoring and interpretation of tests (KTPS/InTASC # 6; CEC # 4);
- K.** ability to discuss factors, which have an impact on assessment including those, related to students of multicultural backgrounds (KTPS/InTASC # 6,7,8; CEC # 4,5,6,7);
- L.** ability to discuss techniques for establishing rapport (KTPS/InTASC # 1,2,6; CEC # 2, 3,4);
- M.** ability to discuss basic concepts related to the collection, maintenance, and dissemination of pupil records (KTPS/InTASC # 6, 9; CEC # 1,2,3,4);
- N.** evidence of a general awareness of the various trends in nondiscriminatory assessment (KTPS/InTASC # 6,9,10; CEC # 4);
- O.** principles related to the communication of assessment information to parents (KTPS/InTASC # 6,9,10; CEC # 4, 6, 7);
- P.** performance-based assessment including Kentucky regulations pertaining to the inclusion of students with disabilities (KTPS/InTASC # 6,9,10; CEC # 4,7); and
- Q.** write professionally for the field of special education (KTPS/InTASC # 6,9,10; CEC # 4,6).

The COEHS Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on assessment results of formative, summative, and standardized assessment data to develop research-based recommendations that can improve student achievement.

The EPSB Themes of Diversity and Closing the Achievement Gap are explored in the course through lecture, discussion, various chapters within the text, and more specifically through analysis and precise interpretation of formative, summative, and standardized assessment data.

Learned societies from each discipline should be referenced by the preservice/in-service teacher. Kentucky documents, including SBI Initiatives (e.g., Kentucky Core Academic Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:

- A. What is assessment?
- B. Basics in statistics and test construction
- C. Basics in test documentation
- D. Formative Assessments
- E. Summative Assessments
- F. Standardized Assessments
- G. Organization of the educational report
- H. Learning skills evaluated
- I. Cognitive measures
- J. Adaptability Tests
- K. Achievement tests
- L. Behavior assessments
- M. Senate Bill I Initiatives

V. INSTRUCTIONAL ACTIVITIES:

- A. Lecture, class participation, and discussion
- B. Instruction on report writing
- C. Instruction in ethical issues in regard to assessment
- D. Instruction in establishing rapport
- E. Test administration and interpretation with written reports and feedback
- F. Discussion and instruction of formative and summative assessments
- G. Discussion and instruction of standardized achievement assessments.
- H. Discussion of Response to Intervention (RTI)
- I. Discussion and instruction on classroom observations
- J. Discussion and viewing of samples of Behavior Rating Scales
- K. Discussion and viewing of samples of Adaptive Behavior Scales
- L. Discussion and viewing of samples of Cognitive Assessment Scales
- M. Discussion of feedback to parents in regard to assessment results
- N. A midterm and final test will be given

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCE:

Fifteen (15) clinical hours are required in this course. Students will administer, score, and interpret a test battery with a student and develop a comprehensive evaluation.* **To earn a grade in this course, students must successfully complete the required field experiences and record the**

hours and related components on the LiveText FEM site. Students are also expected to record field experiences in KFETS.

VII. RESOURCES:

- A. Blackboard
- B. Waterfield Library at Murray State University
- C. RACERtrak, ERIC, and the Internet/My Lab School
- D. Self-selected books, articles, and activities
- E. MSU Computer Centers
- F. Professional Publications

VIII. TEXT(S) AND RESOURCES:

Hosp, M., Hosp, J. and Howell, K. (2007). *The abcs of cbm: A practical guide to curriculum measurement*. New York, NY: The Guilford Press

Overton, T. (2009). *Assessing learners with special needs an applied approach*. New York, NY: Prentice Hall.

- A. Achievement and Specialty Tests
- B. Kentucky Department of Education

IX. EVALUATION AND GRADING PROCEDURES:

Grades will be awarded for performance on the following scale.

Percentage	Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	F

Assignments are expected to be handed in on the due date. Assignments not handed in on time will be subject to a 10% daily deduction in grade. No assignments will be accepted after five (5) days passed the due date.

Formative Assessments (CBMs)	25 points each (4 total) (100 points total)
Formative Assessment (CBM) Reports	50 points (2 total of the 4 given) (100 points total)
Academic Assessment Protocols (WJIII & Key Math)	100 points each (2 total) (200 points total)
Mid Term (all students)	100 points
Reflections (each)	10 chapters of choice @ 10 points each (100 points)
Case Study	100 points
**Final Exam (undergraduate only)	** 100 points
*Research Project (Graduate Students)	* 100 points
Total points	800 undergraduate/ 800 graduate

Formative Assessments (CBM) assignments- (25 points each x4=100 points total). Students will be responsible for assessing a student outside of the school system using four of the discussed Curriculum Based Measurements such as an ORF, MAZE, Writing, Spelling, or Math. Students will provide the assessments completely scored correctly with all information needed in

order to analyze and make decisions based upon the test scores. Each student will upload his/her completed assignment (scanned into a pdf) to LiveText.

Formative assessment Reports (2 of the 4 assessments given are chosen 50 points X 2 = 100 points total). After giving two of these types of assessments the students will write the experience in a professional report similar to those provided to parents during an eligibility meeting. This report will include the information concerning where the student falls on the Bell Curve, what that information means, and the academic suggestions related to that information. Each student will upload his/her completed assignment (scanned into a pdf) to LiveText.

Academic Assessment protocols WJIII and Key Math (2 given X100 = 200 points total). Students will assess a student outside the school system using two of the discussed Academic Assessments. The students will score and provide the appropriate information related to the assessments given. This report will include the information concerning where the student falls on the Bell Curve, what that information means, and the academic suggestions related to that information. Each student will upload his/her completed assignment (scanned into a pdf) to LiveText.

Reflections- (100 points) Choice of 10 chapters (10 points per chapter of the two texts). Students will write a reflection piece to be submitted by the end of the class based upon what has been learned from the reading, the course discussion, the PowerPoint, and any other information gleaned from research completed by the student. This assignment can be submitted via Canvas or handwritten no later than the end of the class meeting on the day of the coverage of the chapter.

Case Study- (100 points)- Students will write a case study report based upon the observations and the information gleaned from time spent testing and observing the student tested.

****Graduate Students Research Project- (100 points) -** Research methods and strategies to effectively meet the needs of this student in order to close the achievement gap or to help accelerate this student to move further on the state assessment. What skills does the student have that can be improved in order to make greater gains? What skills are needed to be strengthened that are causing him to fall further behind his/her peers? How does this assessment information assist you in making an academic success plan that will address his/her needs in order to make a minimum of a year's growth for this upcoming year?

Mid Term Exam- (100 points- All students) A mid-term exam will be given based upon the lectures, readings, and coursework.

Final Exam (100 points Undergraduate students only) - A final exam will be given based upon the lectures, readings, and coursework.

X. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

Students are expected to be on time, attend all class meetings, and to stay the entire class period. You will be expected to sign in for documentation of attendance. Any variation of this expectation must be cleared with the instructor prior to the class, preferably by e-mail. After two hours of absence, the student will be required to conference with the instructor. **Missing more than three hours of class will result in a negative flag and a lowering of the final grade by a minimum of one letter grade.**

XI. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XII. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color,

national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment or application for employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

In particular and without limiting the preceding and pursuant to consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, students services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. Examples of prohibited sexual harassment and sexual violence can be found in the “Policy Prohibiting Sexual Harassment” which can be accessed via the link referenced in Appendix 1.

For more information concerning the application of these provisions may be referenced to: 1) the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071. Telephone: (270) 809-3155 (voice) Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice), 270-809-5889 (TDD).

- XIII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:** Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student’s progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**

Note: Changes may be made to this syllabus at the discretion of the instructor.