MAT 630
Assessment I: General and Special Education

Course Description:
This course examines the use of assessment in the modern school program. Topics will include matching objectives to assessment, informal teacher-made tests and performance-based assessment as well as an introduction to case study design, standardized tests, and curriculum-based assessment.

Text:

Prerequisites:
MAT 610 – Fundamentals I: Teaching and Learning for General Education
MAT 611/615 – Fundamentals II: Teaching and Learning for Special Education
MAT 620 – Learning and Behavior Theories in General and Special Education

Statement of Conceptual Framework:
The COEHD’s Conceptual Framework provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. The four components of the CF are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity and Technology are included in the assessment process as themes that are integrated throughout all programs in the educational unit (diversity) (technology).

Objectives:
Upon completion of this course, the student will be able to:
1. Write instructional objectives utilizing Bloom’s taxonomy of learning (cognitive, affective and psychomotor) that address diverse learners. (SBI, PP, CK, KL, D)
2. Utilize effective strategies to develop test items that address the needs of diverse learners (KL, PP, CK, D)
3. Describe, identify, evaluate and assess students with disabilities (PP, CK, D)
4. Distinguish between various types of formal and informal assessment procedures addressing all learning styles (CK, D)
5. Develop various types of alternative assessment that addresses the needs of varied learning styles (CK, KL, PP, D)
6. Incorporate instructional technology into the preparation and teaching of lessons (PP, SBI T)
7. Use critical and creative thinking skills relevant to course content and appropriate to student needs (SBI, PP, KL, CK)
8. Identify and address the special needs of students from diverse cultures, socioeconomic levels and other groups throughout the curriculum (SBI, KL, PP, D)
9. State the purposes of classroom testing and assessment (SBI, CK)
10. Distinguish between formative and summative assessment (CK)
11. Compare and contrast norm-referenced and criterion-referenced tests (CK)
12. Define performance based assessment (CK, SBI, PP, D)
13. Describe the various types of alternative assessments (SBI, PP, CK, KL, D)
14. Identify assessments that target cognitive differences and varied learning styles (SBI, PP, CK, KL, D)
15. Describe measures of central tendency, variability and correlation (CK)
16. Distinguish between score reliability and validity (CK)
17. Describe the uses of standardized test scores (SBI, CK)
18. Identify ethical issues and testing biases that can affect test results (PP, CK, KL, D)
19. Describe effective ways tests and other evaluations can be used to enhance students’ learning (PP, CK, KL, D)
20. Describe various methods for recording and reporting student progress (PP, CK, KL)
21. Communicate with parents regarding assessment results (PP, KL)
22. Describe the domains and components that are included in the Louisiana Assessment Program (La TAAP) and the Components of Effective Teaching (CK, SBI)
23. Use functional assessments to develop intervention plans. (CC 7 S 4, D)
24. Use task analysis. (CC 7 S 5, T)
25. Basic terminology used in assessment. (CC 8 K 1)
26. Legal provisions and ethical principles regarding assessment of individuals. (CC 8 K 2)
27. Screening, pre-referral, referral, and classification procedures. (CC 8 K 3, D)
28. Use of limitations of assessment instruments. (CC 8 K 4)
29. National, state or provincial, and local accommodations and modifications. (CC 8 K 5, D)
30. Gather relevant background information. (CC 8 S 1, D)
31. Administer nonbiased formal and informal assessments. (CC 8 S 2, D)
32. Use technology to conduct assessments. (CC 8 S 3, K)
33. Develop or modify individualized assessment strategies. (CC 8 S 4, D)
34. Interpret information from formal and informal assessments. (CC 8 S 5)
35. Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds. (CC 8 S 6, D)
36. Report assessment results to all stakeholders using effective communication skills. (CC 8 S 7)
37. Develop or modify individualized assessment strategies. (CC 8 S 9, D)
38. Create and maintain records. (CC 8 S 10, T)
39. Maintain confidential communication about individuals with exceptional learning needs. (CC 10 S 1)

Artifacts Appropriate for Portfolios
All Master of Arts in Teaching students will complete a portfolio to demonstrate their achievement of program objectives. Information will be provided during a student’s first semester of course work. The portfolio will be revised by the student during each subsequent semester of coursework. Required artifacts from this course are: the Assessment and the Lesson Plan.

Absences:
You are required to attend all class meetings, activities, and tests. Attendance is crucial for an understanding of the material. Each student is responsible for ALL chapter readings, class lectures, and activities. Students with excessive unexcused absences may be subject to withdrawal from class.
Late Work/Make Up Work:
The student must be prepared for all class assignments and readings in order to benefit fully from the course. Assignments must be submitted ON THE DATE AND TIME DESIGNATED. Assignments will not be accepted or graded after the due date!

Work will be expected to reflect graduate level competencies and will be graded on content, spelling, mechanics, composition and grammar and will be evaluated based on thoroughness and fulfillment of criteria for each assignment. All citations must be completed in APA style format.

If an emergency arises it is the responsibility of the student to contact the instructor ASAP. No work for extra credit will be allowed for any reason. Email is a more effective form of communication rather than attempting phone contact.

All work submitted for a grade must be identified with the assignment name, your name and the class number or it will not be graded. Be sure that your name is on the document itself. Always keep a copy of the work you submit.

Field Experiences:
As you complete field experiences, you are required to enter them into PASS-PORT on a weekly basis. Don’t wait until the end of the semester. It is your responsibility to collect classroom student data on all field experiences. Field Experience Data Collection Forms, specifically Form C, are available on the Department of Teaching and Learning homepage under Student Information, Field Experience link. Complete Form C and use it to submit data to PASS-PORT. Then keep the forms for future reference.

Field Experience Requirements
- Students are required to perform a minimum of 10 hours of field experience, preferably in an inclusive setting with both regular students and students with IEP’s.
- Field experience should be in your area of concentration, i.e., if you are going to certify in elementary education, then your observations should be in elementary education; if you are going to certify in secondary, then your observations should be in secondary in the area you plan to teach.
- If you are unsure of the placement meeting requirements, verify with course professor.
- Please make an appointment with the classroom teacher in advance of your field experience. Explain to him/her that you would like to experience quality interaction with students in a learning environment.
- Please remember that you represent SLU and always be respectful in honoring the wishes of the classroom teacher and dress appropriately for the placement setting.
  - Observations must be done in a public school setting. The only exception to this is a private school setting with documented special education students. These schools must serve special education students with IEP or 504 documentations.
  - All field experience must be associated with the school day. For example, an appropriate experience would be tutoring a student in reading, teaching a math lesson from a lesson plan, assisting students in a LEAP remediation activity or small group instruction for a lab activity.
  - An unacceptable experience would be tutoring a student at home, teaching
Sunday school, coaching at a recreation center, working in a day care, tutoring at Sylvan Learning Center.

- Field experience hours cannot be done for monetary compensation. Any paid coaching, substitute teaching or paid tutoring do not qualify as field experience.
- All required hours in one course are independent of requirements in other courses. For example, a student enrolled in two MAT courses may observe Teacher A for 2 hours to meet a one hour requirement for each of the classes.
- Candidates must be under the supervision of the teacher of record at the school site at ALL times.
- Direct contact with students includes such services as:
  - After school program tutoring
  - LEAP remediation assistance
  - Assisting classroom teachers with learning centers or group activities
  - Working with children with and without disabilities in small groups or one-on-one
  - Secretarial duties such as collecting lunch money, recording attendance or grading papers are not considered quality interaction with students in a learning environment.

**Steps to Successful Field Experience**

- **Please make an appointment with the classroom teacher in advance** of your observations and/or field experience activities. Explain to him/her that you would like to experience quality interactions with students in a learning environment.
- **Bring your SLU ID for identification purposes**
- Dress professionally
- Follow school rules related to parking and smoking
- Fund all projects
- Do not use the host school’s paper or Xerox machines
- Be prompt
- Please remember that you represent SLU and always be respectful in honoring the wishes of the classroom teacher.
- Do not offer “suggestions/criticism” to the host teacher
- Ask for feedback when appropriate
- Send a thank you note to the teacher(s) who allowed you to work in their classrooms

**Course Requirements:**

**Field Experiences (50 points):** Each Candidate will complete 10 hours of field experiences in a classroom related to their degree. These hours will be documented in PASSPORT.

**Test Construction (300 points total):** In conjunction with the Field Experience, each candidate will select a grade level and subject and develop an appropriate test using all forms of test questions learned in the class (i.e., multiple-choice, true-false, etc.). The candidate will administer the test and complete an item analysis on the test items. In developing and administering the test, candidates will make accommodations for students with special needs. Written Documentation of the Field Experience and Test Construction Project will include:
  - A description of student/s and setting
List of objectives for topic
Lesson Plan for topic
A summary of the steps taken in developing and administering the test
A pre-assessment
Table of specifications
Directions for taking the test
The actual assessment (full test/post test)
Test Key with correct answers
Item analysis
Suggestions for changes
Explanation of specific accommodations provided to students with special needs

**If you are unable to administer this test to the class (depending on your field experience placement), you will do an Item analysis on another test (perhaps one the cooperating teacher has already given or gives while you are in the class during Field Experiences or another alternative experience).

List of Objectives (25 points) for the chosen topic.

Lesson Plan (100 points): One (1) lesson plan that would be or was taught prior to the test (post-test) being given.

Table of Specifications (50 points): TOS for assessment developed for field experience placement.

Test and Key (100 points): Actual test that will be given to students on the chosen subject and grade level to include directions for taking and scoring the test.

Item Analysis (25 points): The student will administer the test (or use data from test teacher has previously administered) and complete an item analysis on the test items. This will include: A description of student/s and setting, a summary of the steps taken in developing and administering the test, suggestions for changes, and an explanation of specific accommodations provided to students with special needs.

Group project (100 points): Students will be assigned text chapter/s to present. Information presented should go beyond the text information. Must include information derived from at least one journal article related to your topic. Powerpoint should be used for this presentation with other methods of presentation. A class activity relevant to the topic should be developed and implemented. One student handout is required for this presentation. Presentation should last approximately 45 minutes. The audience should have read the chapter(s) to be presented and have their journal articles and be prepared to interact and discuss with the presenters.

Discussion Board Forums may be assigned throughout the semester.

Chapter Quizzes
Questions related to each chapter will be posted weekly, in an objective, quiz format (Multiple Choice or T/F), on the class Blackboard website. Students are expected to complete the quiz
by noon on the due date. All quizzes must be taken by the due date. No make-ups will be given for any quiz. (19 @ 5 points each = 95 points)

**Exams** There will be two exams - a mid-term and a final. MAKE-UP EXAMINATIONS will not be given unless prior approval is granted from the instructor.

**Grade Calculations:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Experience</td>
<td>50 points</td>
</tr>
<tr>
<td>Test Construction Project</td>
<td>300 points</td>
</tr>
<tr>
<td>Group Project</td>
<td>100 points</td>
</tr>
<tr>
<td>Chapter quizzes</td>
<td>95 points</td>
</tr>
<tr>
<td>Exams</td>
<td>50 points</td>
</tr>
<tr>
<td><strong>Total Possible:</strong></td>
<td>595 points</td>
</tr>
</tbody>
</table>

**Grading Scale**

- 94 –100 = A
- 87 - 93 = B
- 80 - 86 = C
- 73 - 79 = D
- 72 and below = F

Calculating your final grade: Final grade is determined based on total points earned divided by total course points.

**PassPort:**

**Field Experiences:**
As you complete field experiences, you are required to enter them into PASS-PORT on a weekly basis. Don’t wait until the end of the semester. It is your responsibility to collect classroom student data on all field experiences. Field Experience Data Collection Forms, specifically Form C, are available on the Department of Teaching and Learning homepage under Student Information, Field Experience link. Complete Form C and use it to submit data to PASS-PORT. Then keep the forms for future reference.

**Professional Development Activities:**
As you complete any professional development activity, you are required to enter it into PASS-PORT.

**Questionnaires:**
At the beginning of the semester, log into PASS-PORT and complete any assigned questionnaire task. It is advisable to periodically check your task list for additional requests throughout the semester.

**Artifacts:**
Teacher candidates are required to upload portfolio specified artifacts (assignments) and/or any other artifact the instructor deems necessary for evaluation.
Getting Help with PASS-PORT
You can receive assistance in using PASS-PORT from various sources depending on your needs and questions. Use the list below to contact and/or seek assistance from the appropriate source:

- Course Requirements: Assigned Instructor

It is also recommended that you go through the on-line PASS-PORT Candidate Overview located at http://pass-port.org/training/candidate/ and/or download a copy of the PASS-PORT Candidate Manual.

EDUC 307/407; SPED 361/440; MAT 630: PASS-PORT Requirements (Candidates)

WHAT IS PASS-PORT?
The College of Education and Human Development is utilizing PASS-PORT, a web-based system for collecting data on your performance. With PASS-PORT, you will be able to move through your COEHD’s assessment system. In addition, PASS-PORT will enable you to create electronic portfolios that will contain your lesson plans and other valuable resources. These resources can be taken in CD format to job interviews and used in your classroom.

PASS-PORT REQUIREMENTS

Note: For each required artifact, review the evaluation rubric to ensure your artifact meets expectations.

Requirement 1: Enter All Field Experiences in PASS-PORT
As you complete each field experience, log into PASS-PORT and create a field experience artifact. This process is easy and only takes a few minutes to complete. Refer to http://pass-port.org/training/candidate/

Requirement 2: Lesson Plan
By the date specified by your professor, do the following: (a) upload your lesson plan as a file artifact in PASS-PORT. Refer to http://pass-port.org/training/candidate/

Requirement 3: Assessment Instrument
By the date specified by your professor, do the following: (a) upload your assessment instrument as a file artifact in PASS-PORT, and (b) Submit for Review. Refer to http://pass-port.org/training/candidate/

HOW CAN I GET HELP WITH PASS-PORT?
You can receive assistance in using PASS-PORT from various sources depending on your needs and questions. Use the list below to contact and/or seek assistance from the appropriate source:

- We also recommend that you go through the on-line PASS-PORT Candidate Overview located at http://pass-port.org/training/candidate/ and/or download a copy of the PASS-PORT Candidate Manual
Course Expectations

Correct and effective oral and written communication skills must be exhibited in all components of this and other MAT courses, INCLUDING responses/comments on Discussion Board. Assignments will be graded on all aspects of writing, including content, spelling, composition, and grammar. Use A.P.A. Style for the title page, header with page numbers, etc., and Times New Roman, 12 pt. font. It is necessary that students consult a recent A.P.A. reference book for this purpose.

**All assignments and readings are due before or by the beginning of each class. It is the student’s responsibility to sign the attendance roster each class. No corrections will be made to the roster for student’s failure to sign the class attendance roster.**

Student Behavior/Classroom Decorum

Students are expected to maintain professional standards of behavior at all times when fulfilling course requirements. Thought should be given to appropriate attire during visits to school setting requirements. Confidentiality should be maintained at all times. Free discussion, inquiry, and expression are encouraged in this class. Classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable.

Policies:

**Program Retention**

- Students will be permitted to **enroll** in any Education and Educational Psychology course only twice.
- Students will be permitted to **repeat** only two Education and Educational Psychology courses.

**Cell Phone Policy:**

“Free discussion, inquiry, and expression is encouraged in this class. Classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of students to benefit from the instruction is unacceptable. Examples may include routinely entering class late or departing early; use of beepers, cellular telephones, or other electronic devices; repeatedly talking in class without being recognized; talking while others are speaking; or arguing in a way that is perceived as “crossing the civility line.” In the event of a situation where a student legitimately needs to carry a beeper/cellular telephone to class, prior notice and approval of the instructor is required”. Classroom behavior, which is deemed inappropriate and cannot be resolved by the student and faculty member may be referred to the Office of Judicial Affairs for administrative or disciplinary review as per the Code of Student Conduct which may be found at: [http://www.selu.edu/StudentAffairs/Handbook/2003/codeofconduct.html](http://www.selu.edu/StudentAffairs/Handbook/2003/codeofconduct.html)

**Children in the Classroom:**

The classroom is not a place for children and students are not to bring family members to class.
Self Identification for Students with Disabilities:  If you are a qualified student with a disability seeking accommodations under the American with Disabilities Act, you are required to self-identify with the Office of Disability Services, Room 202, Student Union. No accommodations will be granted without documentation from the Office of Disability Services.

University Correspondence Policy:

Uses of non-Southeastern e-mail addresses for communication with students regarding University business or educational matters are not acceptable as security and confidentiality for off-campus accounts are unknown. Your Southeastern email should be checked regularly and used for all communication related to University and educational issues.

Academic Integrity:

Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Examples are the use of non-authorized material, communication with fellow students during an examination, attempting to benefit from the work of another student, and similar behavior that defeats the intent of an examination or other class work. Cheating on examinations, plagiarism, improper acknowledgement of sources in essays, and the use of a single essay or paper in more than one course without permission are considered very serious offences and shall be grounds for disciplinary action as outlined in the current General Catalogue.

Academic Honesty

Academic honesty is highly valued at SELU. All work must be the exclusive work of individual students, unless work is done in conjunction with a group project. A student must always submit work that represents his or her original words or ideas. If any words or ideas are used that do not represent the student’s original words or ideas, the student must cite all relevant sources. A student should also make clear to what extent such sources were used. Failure to do so is plagiarism. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. All submissions to any public meeting or private mailbox fall within the scope of words and ideas that require citation if used by someone other than the original author. The Publications Manual of the APA (5th ed.) is the guide for formatting of citations and references.

"Cheating, on examinations, plagiarism [i.e., to use and pass off as one's own (the ideas or writings of another)], improper acknowledgement of sources in essays and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action." (SLU General Catalogue, 2002-2003, p. 58)

Plagiarism

The following information is very important and should be read thoroughly as you will be held
accountable for the content.

Plagiarism is defined as: “...using another’s work without giving credit. You must put other’s words in quotation marks and cite your source(s) and must give citations when using others’ ideas, even if those ideas are paraphrased in your own words...using words, ideas, computer code (or any type of internet information) or any work by someone else without giving proper credit is plagiarism. Any time you use information from a source, you must cite it.”

The examples listed below were taken verbatim from the following website: http://www.indiana.edu/~wts/wts/plagiarism.html

Examples:
This is the original text from page 1 of Lizzie Borden: A Case Book of Family and Crime in the 1890’s by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization and the growth of large cities (like Fall River, Massachusetts, where the Bordens lived), which became the centers of production as well as of commerce and trade.

Unacceptable paraphrasing:
The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production.

Why is this plagiarism?
1. The writer only changed a few words around.
2. The writer did not cite the source for any of the ideas or facts.
3. Additionally, the above paragraph really changes the intended sense of the original paragraph in several places.

Acceptable paraphrasing:
Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the U.S., they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (p. 1, Williams).

Important Reminder
- Do not wait until the last test date prior to student teaching to schedule the PLT and Specialty/Content tests.
- Attend a workshop presented by the Teacher Development Center prior to taking the PLT.
- Remember to code Southeastern Louisiana University (RA 6656) to send your official scores to the College of Education and Human Development Dean’s office. The Dean’s office must have original copies.
- Include your social security number on all Praxis registration forms.
- Candidate work samples (e.g., student assignments, projects) may be kept by the instructor as exemplars for program accreditation purposes. All identifying information will be removed when specific work samples are used. Students are advised to keep a back-up copy of all work submitted.

**SARTE and PRAXIS Requirements for MAT**

Please review the information regarding Praxis and SARTE on the MAT website: [http://www.selu.edu/Academics/Education/alternativecertification.htm](http://www.selu.edu/Academics/Education/alternativecertification.htm) Also, review updated Southeastern information at [www.selu.edu](http://www.selu.edu).

**STUDENT TEACHING AND GRADUATION POLICIES**

Student teachers and interns **must successfully pass** all required parts of the Praxis prior to student teaching or an internship effective with the Fall Semester 2003. This includes the test titled Principles of Learning and Teaching (PLT) for all majors and the Specialty/Content test when required in the major field.

Student Teaching Requirements for Elementary and Secondary Education

Refer to the web page for the Office of Performance Assessment: [www.selu.edu/Academics/Education/opa.htm](http://www.selu.edu/Academics/Education/opa.htm)

**Portfolio Requirement** (pages 198 and 201 of the 2003-2004 catalog)

Students who completed EDUC 202 in the Fall Semester 2001 or after are required to complete an Introductory Level Portfolio and a Developing Level Portfolio prior to student teaching/internship and receive a satisfactory/exemplary rating.

During the student teaching/internship semester, student teachers/interns must complete a Competency Level Portfolio. The Competency Level Portfolio must receive a satisfactory/exemplary rating for the student teacher to graduate and/or the intern/alternate certification student to receive certification.

**Important Reminders**

- Do not wait until the last test date prior to student teaching to schedule the PLT and Specialty/Content tests.
- Attend a workshop presented by the Teacher Development Center prior to taking the PLT.
- Remember to code Southeastern (RA 6656) to send your official scores to the College of Education and Human Development Dean’s office. The Dean’s office must have original copies.
- Include your social security number on all Praxis registration forms.
Writing Assistance
SLU provides their students with assistance in composition, grammar and APA formatting. This resource is available through the SLU Writing Center located in Room 383 D. Vickers Hall. [http://www.selu.edu/Academics/Depts/WritingCenter/]For help with APA 5th edition.

Knowledge Base:


