Course: SPED 513  CRN # 81828/81815
Time & Location: MTWR, 8:00-9:50 in Cramer Hall 221
Credits: 3 credits, graded
Instructor: Chris Borgmeier, Ph.D.
Phone: (503) 725-5469
Email: cborgmei@pdx.edu
Office: ED Building, Room 204B
Office Hours: Strongly Recommend Scheduling in Advance
Mondays 1:30-3:30 & Wednesdays 1:30-3:30

Students needing an accommodation pursuant to federal, state or institutional education regulations should immediately inform the course instructor. Students with conditions affecting their abilities will be referred to The Disability Resource Center (503-725-4150, TTY or Relay 503-725-4178) to document their disability. That office will provide appropriate support and services.

Course Description

This course will introduce students to a variety of classroom assessment techniques across subject and content areas. A primary focus of the course will be in utilizing ongoing, informal assessment to inform instructional and intervention decisions. The class will examine the use of assessments to monitor student progress, identify error patterns, specific student skills and skill deficits, and as a guide in determining the level of support a student needs. A variety of contexts for understanding and using assessment results will be examined, including comparison with peers, standardized norms and specific performance criterion.

Course Objectives

1. Demonstrate understanding and correct use of assessment vocabulary associated with performance-based and formative measures for students regarding academic, behavioral, and functional skills.
2. Explore a variety of formative assessments and their application in special education and inclusive settings.
3. Participate in training and reading assessments using DIBELs (Dynamic Indicators of Basic Early Literacy Skills) and oral reading fluency
4. Participate in Curriculum Based Measurement in reading, writing and mathematics.
5. Design a performance assessment scoring guide applicable to students at the grade level you work with (Elementary or Secondary subject matter).
6. Learn how to involve students in the evaluation of their own performance.
7. Learn how to collect evidence of student performance and report progress to parents, other professionals and the student.
8. Learn how to use informal assessment data to write student Present Level of Performance, Goals, and Objectives for IEPs and monitor student progress toward those goals.
9. Develop familiarity with Oregon’s Extended Writing, Reading and Mathematics Assessment

Required Readings

Required packet of articles are available for sale at Clean Copy (1704 SW Broadway; on the corner of Mill & Broadway).

Additional Course Materials are available on Blackboard
   i. Click on the Blackboard link at www.psuonline.pdx.edu or
   ii. Enter your odin username and password for access to Blackboard

Evaluation Procedures
Grades will be determined based on the following activities:

1. Quizzes (about 50 points): A 10-15 minute quiz will be given each week. Each quiz includes short answer questions based on (a) previous lectures and (b) required readings. Each quiz will be worth around 10-15 points. Make-up quizzes will not be scheduled except in the case of emergencies or one pre-arranged agreement between instructors and students.

2. Daily Assignments (about 40 points)

3. Projects/Assignments (about 130 points): Three homework assignments will be completed. Each assignment is worth 35 – 50 points.

4. Final Exam (60 points): The final exam covers all material presented in the class lectures and readings. The final exam is worth 100 points.

5. Final Grade Determination Grades will be based on percent of points earned:
   
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93% or higher</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>88-90%</td>
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<tr>
<td>B</td>
<td>80-87%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>59% or less</td>
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The instructor reserves the right to lower the grading scale if supported by data and reason.
## Tentative Class Schedule

Students are expected to have completed assigned class readings by the date for which the readings are assigned.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/23</td>
<td><strong>Introduction</strong>: Assessment in the Classroom</td>
<td>PreTest</td>
<td>Salvia &amp; Ysseldyke, 2004 McLaughlin &amp; Lewis, 2005 Stecker</td>
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| 6/24   | Assessing Reading & Early Literacy Skills – DIBELS (Intro & PSF)       |            | DIBELs website → http://dibels.uoregon.edu  
DIBELs Admin & Scoring manual pp 16-23                                                   |
| 6/30   | Reading Assessment & Instructional Decision Making                    | Quiz #1    | Johns, 1996 DIBELS Assessment Tip Sht                                                        |
| 7/1    | Advanced Reading Assessments                                          |            | Espin & Tindal CBM Maze Admin Manual Curr x Rdg Skill spreadsheet                            |
| 7/2    | Writing – Curriculum Based Measurement                                 |            | Isaacson - Writing Ax  
- Fact Paragraph Rubric  
- Narrative Paragraph Rubric  
- OR State Writing Rubric                                                  |
| 7/3    | Writing Assessment & Instructional Decision Making                    | Daily      | Written Expression Admin & Scoring manual                                                   |
| 7/7    | Math – Curriculum Based Measurement                                   |            | Math CBM Admin & Scoring manual  
Math Worksheet Generator                                                            |
| 7/8    | Advanced Math Assessment                                              | Project #1 | Gersten & Chard - 1999 Harniss et al -                                                        |
| 7/9    | Math Assessment & Instructional Decision Making                       | Daily      | Stein et al. DI Math Ch. 1, 2 & 3                                                            |
| 7/10   | Writing Goals & Objectives & Graphing                                  |            | Lignugaris, Kraft & Martella Isaacson – Formative Ax  
CBM Graphing spreadsheet                                                            |
| 7/14   | Behavioral Assessment                                                 | Project #2 | Alberto & Troutman Ch. 3                                                                    |
| 7/15   | Oregon Extended Reading, Writing & Math – Oregon Standards            | Quiz #2    | Ext. Rdg, Writing & Math Admin Guidelines  
Extended Ax – What Counts? Oregon Standard IEP forms                                    |
General Policies/Expectations

“REGULAR ATTENDANCE” is required for all scheduled class meetings. The student is responsible for information covered in assigned readings, handouts, discussions, and activities. Attendance is stressed because students will have opportunities to (a) improve their knowledge base through discussions of critical topics and issues, (b) practice skills needed to engage in professional dialogue/exchange with colleagues, (c) acquire information from lectures and presentations, (d) participate in activities, and (e) receive updates and more detailed information regarding required assignments and quizzes.

When you miss class, or are late to class, it is your responsibility to gain missed information from your classmates, unless previously arranged between the professor and student, it is not the professors responsibility.

ARRIVE TO CLASS ON TIME. Amount of instructional time and academic engaged time are two of the strongest predictors of learning. It’s important to maximize instructional time. Assessment is also essential to informing instruction. Quizzes will often be given immediately upon arrival at the beginning of class. In order to protect instructional time, the allotted time (usually 15 minutes) for quizzes must be adhered to. So if arriving late you will not have the full amount of time to complete the quizzes.

One quiz missed due to emergency, absence or late arrival may be made up if arranged prior to missing class. Points may be deducted for late quizzes and exams, particularly if arrangements are not made in advance.

Like the instructor, students are expected to come to class meetings THOROUGHLY PREPARED. “Thoroughly prepared” is defined as having read the readings sufficiently to verbally and in writing (a) discuss definitions, concepts, issues, and procedures and (b) relate this information to content presented in previous classes or readings. It also implies that students have reviewed information from previous readings and class meetings. It will be the students' responsibility to prepare questions when information from readings or class meetings is unclear.

All assignments must be submitted AT OR BEFORE THE ASSIGNED DUE DATE. Unexcused assignments submitted after the due date may be returned without a grade or may be assigned a lower evaluation. Prior notification is required for excused assignments.

ALL WRITTEN ASSIGNMENTS must be prepared in a PROFESSIONAL manner. "Professional" is defined as following guidelines stated in the Publication Manual of the American Psychological Association (5th Ed.) (2001). All papers must be typed (this does not include forms to complete for assignments 1-3; although typing in the forms is preferred, it is not required). Products which, in the judgment of the instructor, are unreadable or unprofessionally prepared will be returned without a grade or assigned a lower evaluation.
All evaluation of products will be done as objectively as possible. In the case of qualitative assessment, evaluation will be based on instructor judgment.

The assignment of INCOMPLETE OR "I" GRADES is discouraged and will be used only in cases of extreme emergencies where satisfactory progress has been demonstrated and a passing grade may be earned. However, should an "I" grade be required, students should notify the instructor at the time such circumstances exist. Upon notification, a course completion contract between the student and instructor must be developed before the last week of the quarter.

Students are expected to use appropriate language in class discussions and 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”, “AEH kids”, “severely retarded”, 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 can possess.

Effective assessment is important for children from families, schools, and communities of all cultures, nations, and backgrounds. Effective assessment involves understanding and acceptance of the diverse backgrounds and contexts of students, families, and educators. Efforts at cultural sensitivity will be stressed and expected of all students and instructors in this course.

PSU STUDENT CONDUCT CODE # 577-031-0136

The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action:

(1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.

(2) All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.
Classroom Assessment & Instructional Planning
Daily Assignments

Daily Assignment #1 – Go on to the DIBELS website http://dibels.uoregon.edu get a password and explore the website.
Download two items at the most appropriate grade level for students you will work with:
1. the DIBELS Benchmarking booklet and
2. the DIBELs Progress Monitoring booklet
Email me the booklets OR print off the cover & one assessment from each booklet.
Write up - Provide a 1 paragraph explanation describing the population of students you expect to be working with and why the materials downloaded will be appropriate for that group of students. You can also email me the write up.
***It is also recommended that you download the DIBELs Administration & Scoring manual for your records, but you will NOT turn this in as part of your assignment.
Due Date – see syllabus

Daily Assignment #2 – Complete CBM Writing Scoring Practice sheets
CBM Practice examples handed out in class
Score Total Words Written, Correctly Spelled Words and Correct Writing Sequences
Due Date – see syllabus

Daily Assignment #3 – Go to the Math Worksheet Generator website at:
http://www.interventioncentral.org/htmdocs/tools/mathprobe/addsing.php
Develop, print and turn in (email or hard copy) three different math worksheets and answer keys that will be most appropriate for the grade level that you will be working with.
Write up - Provide a 1 paragraph explanation describing the population of students you expect to be working with and why the materials downloaded will be appropriate for that group of students.
Due Date – see syllabus

Daily Assignment #4- Graphing Data Assignment
1. Write a goal for a student in Reading, Writing or Math (ideally, you could do this for the student you worked with in Project #2 – CBM Math & Writing)
2. Graph student scores as instructed below using the CBM Excel Chart that I developed & sent out in the previous email (also posted in 3 places on WebCT)
   -If you can’t download the Excel sheet, you can write out your graph on a paper copy of the graphs handed out in class
   a. Graph the students Present Level of Performance with 3 Baseline scores
   b. Draw in an Aim Line (where you want the student to be)
   c. Plot 3 hypothetical progress monitoring scores that are below the aimline
   d. Draw in an Instructional Change line w/ a description of the intervention.
   e. Plot the next 5 scores w/ a trend toward and above the aim line
3. Turn in goal and graph
   Due Date – see syllabus
Classroom Assessment
Project #1

If you attended the Progress Monitoring session at Scott Elementary
1. Choose two of the students that you collected data on
2. Look at data on each student individually
3. For each student
   Benchmark Status
   a. Identify their current grade level (i.e. summer following 2nd grade)
   b. Identify the measures given and the student scores on each measure
   c. Identify the Benchmark goal for each measure given and determine whether the student exceeds, meets, is emerging, or needs intensive intervention for each of the measures given
   d. Identify a recommended instructional placement, and/or focus of instruction, based on the data
   e. If you would have liked to do further assessment to determine the students current instructional placement, describe what further assessment you would have liked to do

Error Analysis
f. For each measure given, list the errors (specific words, letters, omissions, insertions, substitutions, etc.) that the student made
   g. If there are any consistent patterns in the errors made and/or performance/reading characteristics of concern, describe those patterns
   h. Make recommendations for instruction to remediate those errors

Attach the student data sheets used in the analysis, as well as a write up for each student answering the questions above.
*Recommended length of write-up (answering a-h) for each student is 1-2 pages

If you did not attend the progress monitoring session:
1. Find a student to assess, determine grade level and give the appropriate measure.
2. Conduct a Specific Skills Assessment for the student, completing the worksheet
   a. Give at least 3 different measures for the student, choose the measures that are most appropriate considering the students skills
      i. for example, 2nd grade ORF, 1st grade ORF, NWF
   b. For Oral Reading Fluency probes give 3 probes at each level
3. Do the same write-up as assigned above for the student
4. Attach the student data sheets used in the analysis, as well as a write up for each student answering the questions above.
*Write-up may need to be longer (2-3 pages) due to number of measures administered
Classroom Assessment  
Project #2

CBM Math & Writing Assessment

1. Find a student to do an assessment with, preferably about the same age as a student that you will be working with (Elementary or Secondary).
2. Conduct a CBM assessment in:
   a. Writing (1 probe – 3 minute writing sample)
      AND
   b. Math
      i. choose at least 2 different probes appropriate for grade level – based on “Proportion of Types of Computations Problems by Grade” handout
      ii. if the student is not showing fluency with those skills; assess backwards until reaching skills student is fluent with, as we did in a Specific Skills Assessment for Reading
3. Score all CBM measures
4. Analyze results for errors and error patterns
5. Write up a brief Assessment report for both assessments (limit of 1-2 pages in length for each), in the report include:
   a. Student age & grade level
   b. CBM assessment conducted & a brief rationale for why you chose that assessment
   c. CBM scores on the assessment(s)
      i. for writing provide scores for Total Words Written, Words Spelled Correctly & Correct Writing Sequences
      ii. for math provide scores for each probe
   d. Identify where the student scored on the assessment
      i. compare writing scores with norms established by Shapiro, 1996 – on CBM Writing Graph & in Writing slides posted on WebCT
      ii. compare math scores with suggested skills in “Proportion of Types of Computations Problems by Grade”
   e. Identify error patterns observed
   f. Make instructional recommendations if errors or deficits are identified
6. Turn in assessments and write-up