

**SPED 596: Assessment of Students with Disabilities**  
**Assessment Report**  
**Assignment Description**



**Purpose:** The purpose of this assessment project is to prepare Special Education teachers for administering, interpreting, and presenting formal and informal assessments in a Multi-Tiered System of Supports (MTSS). Students will demonstrate their 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 demonstrate how to administer, interpret and report in a nondiscriminatory manner through observations, work samples, task and error analysis, file review, inventories, diagnostic probes, checklists, rating scales, questionnaires, error analysis, curriculum-based measurements and formal achievement tests. This assignment is designated as a key assessment in the Master of Special Education program to demonstrate knowledge and skills related to assessing students with special needs. Key assessments are aligned to Advanced CEC and Advanced CAEP standards and assessed using validated rubrics. Students must receive a grade of "C" 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

**Key Assessment Objectives:**

- Explain how assessments are used for making instructional decisions for all students, to set goals, track the effective-ness of interventions, monitor progress towards learning and IEP goals, and make eligibility determinations (CEC 2,3,6, CAEP A1.1)
- Administer non-biased assessments (CEC 1, CAEP A1.1)
- Create and administer a variety of informal assessments (ex: curriculum-based measurements, behavior and task observations, work samples) (CEC 1-4, CAEP A1.2)
- Demonstrate ability to conduct progress monitoring in a Multi-Tiered System of Support (CEC 1-4)
- Analyze work samples, tasks, errors, and school records (CEC 1,2,4, CAEP A1.1, A1.2)
- Conduct student and parent interviews, checklists, and questionnaires (CEC 1,2,7)
- Evaluate student achievement with standardized assessments (CEC 1-4, CAEP A1.2)
- Analyze assessment results of multiple evaluations (CEC 1-4, CAEP A1.2)
- Create and analyze summary reports (CEC 1-4, CAEP A1.2)
- Communicate assessment results to a multi-disciplinary team (CEC 5-7, CAEP A1.2)

## Directions:

1. Using a willing, school-aged case study, the teacher candidate will carry out the special education evaluation/reevaluation process as outlined below. As components of the process are modeled in class, teacher candidates will carry out each of the required components throughout the semester and instructor feedback will be provided throughout the process. The following items should be included in the assessment report:
  - Development of a Student Profile
  - Behaviors During Formal Testing
  - Completion of the individualized assessments
    - WJIV; administer, Online Scoring, and interpret
    - 3 Reading CBM; administer, score, and interpret
    - 3 Writing CBM; administer, score, and interpret
    - 3 Math CBM; administer, score, and interpret
    - 1 Disability Specific assessment (social, behavioral, checklists, etc.)
    - Student Interview; administer, score, and interpret
    - Parent Interview; administer, score, and interpret
  - Summary
  - Recommendations
2. First, you will need to gather all of the **student profile** background information about the student includes information that includes cognitive functioning, academic performance, communicative status, physical characteristics, emotional/social development, adaptive characteristics, ecological factors, and other information that is necessary for the team to know.
3. Next, you will need to write a comprehensive **behavioral observation** summary of the student's behavior during testing. You will need to include information about the student's level of cooperation, whether you were able to establish rapport, report on the student's activity level, the student's level of concentration and attention, confidence level, their care in responding, and the student's response to difficult tasks.
4. As you are administering the testing protocols they must be completed in the correct sequence as identified by the testing manual. You must **administer nonbiased formal and informal assessments** in order to gather educational information. To ensure the non-biased administration of the assessment teacher candidates will record themselves administering the assessment.
5. After you have completed the WJIV testing procedures with your student you will be required to input all the data into the WJIV website including behavioral observations. It is important that special education teachers **use technology to conduct assessments** and to use the data to make informed decisions.

6. You will take the data from the formal assessment and **interpret the information from formal assessments** in an accurate and in-depth written format that is effective and polished in which all persons reading the material could understand.
7. Finally, after all your information is gathered and you have reviewed the data write 5 **recommendations** for teachers and parents to use to support the student. The recommendations that you provide must be detailed, include ideas and supports, and specific to the student.
8. When completing your work be sure to include proper **mechanics** that is correctly formatted using APA guidelines and contains minimal errors in grammar/spelling.
9. The assessment report will be completed as a final project at the end of the semester. Your final task will be to use the assignment rubric to self-assess your work and submit that for your instructor's review. Review this assignment description and the grading rubric to guide your quality work on this assignment.
10. Align your personal and professional goals to Advanced CEC skills and Advanced CAEP standards as it aligns with this project.

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**Assignment Rubric**

	<b>4 Distinguished</b>	<b>3 Proficient</b>	<b>2 Basic</b>	<b>1 Unsatisfactory</b>	<b>0 Non-Performance</b>	<b>Total</b>
<b>Development of Student Profile</b>  (CEC 1,4,7, CAEP A.1.1, A. 1.2)  (x5 points)	Background information that includes cognitive functioning, academic performance, communicative status, physical characteristics, emotional/social development, adaptive characteristics, ecological factors, and other information is thoroughly provided. Information is explained in an organized and detailed manner so that the reader has a thorough understanding of the case study student.	Background information that includes cognitive functioning, academic performance, communicative status, physical characteristics, emotional/social development, adaptive characteristics, ecological factors, and other information is provided. Information helps the reader understand the case study student.	Background information is partially provided on cognitive functioning, academic performance, communicative status, physical characteristics, emotional/social development, adaptive characteristics, ecological factors, and other information. Gaps in information make it difficult for the reader to understand the case study student.	Background information is limited and does not include details to help the reader understand the case study student.	Background information is not gathered.	/20
<b>Behavioral Observation</b>  (CEC 4, CAEP A.1.1, A. 1.2)	A detailed comprehensive summary of the case study student's behavior during testing is provided that includes:	A summary of the case study student's behavior during testing is provided that includes:	A summary of the case study student's behavior during testing is provided that includes: limited	A summary of the case study student's behavior during testing is provided, but one or more areas	A summary is not provided.	/12

<p>(x3 points)</p>	<p>testing is provided that includes: information about the student cooperation, establishing rapport, student's activity level, level of concentration and attention, confidence level, care in responding, and the student's response to difficult tasks.</p>	<p>information about the student cooperation, establishing rapport, student's activity level, level of concentration and attention, confidence level, care in responding, and the student's response to difficult tasks.</p>	<p>information about the student cooperation, establishing rapport, student's activity level, level of concentration and attention, confidence level, care in responding, and the student's response to difficult tasks.</p>	<p>information about the student cooperation, establishing rapport, student's activity level, level of concentration and attention, confidence level, care in responding, and the student's response to difficult tasks.</p>	<p>have been omitted: student cooperation, establishing rapport, student's activity level, level of concentration and attention, confidence level, care in responding, and the student's response to difficult tasks.</p>	
<p><b>Administer nonbiased formal and informal assessments</b>  (CEC 1, CAEP A.1.1, A. 1.2)</p> <p>(x3 points)</p>	<p>One formal and ten informal assessments were accurately conducted in sequential order in a non-biased manner to gather educational information. Processes and testing protocols were followed to demonstrate high fidelity.</p>	<p>One formal and ten informal assessments were conducted in sequential order in a non-biased manner to gather educational information. Processes and testing protocols were followed to demonstrate fidelity.</p>	<p>One formal assessment and nine or fewer informal assessments were conducted on a case study student in a non-biased manner in order to gather educational information on a student. The assessments are completed with low fidelity.</p>	<p>Eight or less total assessments were completed with the case study student. Processes and protocols demonstrate questionable biases or attention to fidelity.</p>	<p>Assessments are not conducted.</p>	<p><b>/12</b></p>
<p><b>Use technology to conduct assessments</b>  (CEC 4, CAEP A.1.1, A. 1.2)</p> <p>(x3 points)</p>	<p>All data is entered into the WJIV website accurately to gather information including behavioral observations.</p>	<p>All data is entered into the WJIV website accurately to gather information.</p>	<p>Errors in data entry are evident in the WJIV website to gather information.</p>	<p>Omission in data entry were evident in the WJIV website.</p>	<p>Information is not entered into the WJIV website.</p>	<p><b>/12</b></p>
<p><b>Interpret information from formal assessments that supports</b></p>	<p>Essential data is collected and interpreted from the formal assessment</p>	<p>Essential data is collected and interpreted from the formal assessment</p>	<p>Data is collected and interpreted from the formal assessment and limited analysis is</p>	<p>Data is collected and interpreted from assessments, but the analysis contains</p>	<p>No interpretation or analysis is shared.</p>	<p><b>/20</b></p>

<b>communications to stakeholders</b>  (CEC 1.4, CAEP A.1.1, A. 1.2, A.2.1)  (x5 points)	and an in-depth, accurate analysis is completed that supports all stakeholders' understanding of the data analysis.	and an accurate analysis is completed that supports all stakeholders' understanding of the data analysis.	completed that does not fully support all stakeholders' understanding of the data analysis.	major omissions or inaccuracies that do not support stakeholders' understanding of the data analysis.		
<b>Recommendations</b>  (CEC 2, 5, 6, 7, CAEP A.1.1, A. 1.2)  (x4 points)	Teachers and parents are provided with 5 or more recommendations that are detailed, includes ideas, and supports, and are specific to the student.	Teachers and parents are provided with 4 recommendations that are detailed, includes ideas, and supports, and are specific to the student.	Teachers and parents are provided with 3 recommendations that are detailed, includes ideas, and supports, and are specific to the student.	Teachers and parents are provided with 1-2 recommendations that includes ideas and supports and are specific to the student.	No recommendations are not provided.	<b>/16</b>
<b>Mechanics</b>  (x2 points)	All written work is correctly formatted using APA guidelines, grammatically correct, and free of spelling errors	Written work is correctly formatted using APA guidelines and contains minimal errors in grammar/spelling	Written work contains some errors in APA formatting, grammar, and spelling	Written work does not adhere to APA formatting, and has numerous grammar and spelling errors	No assignment was submitted.	<b>/8</b>
<b>Comments:</b>						<b>Total: /100</b>

#### **Council for Exceptional Children (CEC) Advanced Standards**

1	Special education specialists use valid and reliable assessment practices to minimize bias.
2	Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.
3	Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities

4	Special education specialists conduct, evaluate, and use inquiry to guide professional practice.
5	Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.
6	Special education specialists use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.
7	Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

#### Advanced CAEP Standards

A1.1	<b>Candidate Knowledge, Skills, and Professional Dispositions</b>	Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through: • Applications of data literacy; • Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies; • Employment of data analysis and evidence to develop supportive school environments; • Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; • Supporting appropriate applications of technology for their field of specialization; and • Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.
A1.2	<b>Provider Responsibilities</b>	Providers ensure that advanced program completers have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards. These specialized standards include, but are not limited to, Specialized Professional Association (SPA) standards, individual state standards, standards of the National Board for Professional Teaching Standards, and standards of other accrediting bodies [e.g., Council for Accreditation of Counseling and Related Educational Programs (CACREP)]
A 2.1	<b>Partnerships for Clinical Preparation</b>	Partner's co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for advanced program candidate outcomes

