

WILLIAM PATERSON UNIVERSITY
College of Education
Department of Special Education and Counseling

COURSE OF STUDY

Preparing Inquiring Educators for Diverse Settings:
Developing Knowledge, Application, Dispositions

**A. Course Title: SPC 3520 - School-Based Assessment of Diverse Learners
Credits: 3**

B. Course Description: This course provides a comprehensive foundation to understand the many purposes of formal and informal assessment, recognize the integral relationship between different types of assessments, and use assessment data to enhance educational decision making for diverse learners. The legal, ethical, and cultural considerations in assessment will be discussed as will the potential for test bias and inappropriate use of assessments for particular populations. The administration and interpretation of formal, informal and differentiated assessments is the focus of this course. Teacher Candidates will have the opportunity to evaluate, develop, and adapt assessment materials for children with special needs. Technical skills and descriptive statistics will be covered. Teacher candidates will also learn how to use multiple assessment methods to analyze student learning, make instructional decisions, determine teacher impact on student learning, and evaluate program effectiveness

C. Prerequisites, Co-Requisites and Restrictions:

- Acceptance to the Dual Endorsement Program in SPED/K-5 Education or SPED/K-12 Subject Area Education
- Grade of C or better in SPC 255
- CIEE 229 or 312
- GPA of 3.0 in education coursework, GPA of 2.75 overall

D. Course Objectives:

1. Know the types of assessment decisions made by educators including: evaluation, diagnostic, eligibility, IEP development, educational placement, and instructional planning; understand the process for determining eligibility for special education (including procedural safeguards, the requirements for valid assessment, and the team process); and understand ethical standards for assessment with regard to these decisions as well as professional dispositions with regard to these decisions;
2. demonstrate an understanding of the issues related to using standardized testing with diverse students, test bias, ethical use of testing, testing multicultural students and other factors that research has shown negatively affect social and learning outcomes for diverse learners; and demonstrate an ability to devise ways to purposefully counteract the negative impact of test bias and other inequities on learner outcomes;
3. demonstrate an understanding of descriptive statistics such as measures of central tendency, frequency distributions, range, variance, standard deviation, normal curve, correlations, and types of scores to summarize and describe data in narrative format and using technology in order to interpret test results;

4. understand the basic concepts of reliability and validity and identify the purpose for needing valid and reliable measures;
5. understand the vocabulary and practice the mathematics associated with reporting assessment results by learning the statistical ways in which data are reported (for example: calculation of age, percentile ranks, standard scores, z scores, *T* scores, stanines, scaled scores, age equivalent scores, grade equivalent scores);
6. learn various observation methods for gathering data on individual students (for example, running record, anecdotal record, event recording, interval recording, duration recording, intensity recording, latency recording, category recording) and understand that conducting systematic observations requires careful preparation, precise data gathering, procedures for summarizing data, and criteria for evaluating the observed performances;
7. design authentic/naturalistic/performance-based assessments through which students apply knowledge to real-life activities, real-world settings or a simulation of such a setting using real life, real-world activities and learn to design scoring rubrics that provide a set of guidelines to distinguish performances or products of different quality by providing descriptors that define what to look for at each level of performance; and
8. know that considerations in preparing teacher-made tests of achievement include selecting specific areas of the curriculum, writing relevant questions, organizing and sequencing items, developing formats for presentation and response modes, writing directions for administration, developing systematic procedures for scoring responses, and establishing criteria to interpret student performance.

E. Student Learning Outcomes: The teacher candidate will be able to. . .

1. demonstrate an understanding of the reasons to use formal and informal assessment as evidenced by case study analysis;
2. demonstrate an understanding of observational data, formal assessments, and array of informal/differentiated/authentic assessments in order to make instructional decisions, analyze student learning, determine teacher impact on student learning, and evaluate program effectiveness as evidenced by reviewing and analyzing evaluation reports;
3. demonstrate an understanding of the issues related to test bias, ethical use of testing, testing multicultural students and other factors that research has shown negatively affect social and learning outcomes for diverse learners; and demonstrate an ability to devise ways to purposefully counteract the negative impact of test bias and other inequities on learner outcomes as evidenced by a reading reaction and class discussion in response to position statements put forward by various professional education organizations;
4. demonstrate an understanding of the alternatives to norm-referenced tests (i.e., performance-based assessment) that provide a variety of methods for assessing student's progress, skills, and achievement and convey approaches to assessing performance-based assessments; and
5. demonstrate an understanding of and ability to compose teacher-made tests of achievement and curriculum-based assessment including select and supply formats as well as constructed responses.

Student Learning Outcomes	CEC	NJ PTS	NJ CCCS	COE 20 Competencies
1. Explain the reasons to use formal and informal assessment	8	5, 11	ALL	5
2. Capitalize on available student assessment data as a basis to make instructional decisions	4, 7, 8	1, 5, 7	ALL	2
3. Identify test bias or other inequities and devise ways to purposefully counteract their impact on learner outcomes	3, 4	3	ALL	8
4. Develop a performance-based assessment and scoring rubric	7, 8	5	ALL	3, 5
5. Design various types of test questions related to the content areas	8	1, 5	ALL	2

The CEC Standards, New Jersey Professional Teaching Standards, New Jersey Core Curriculum Content Standards, and the College of Education Teaching Competencies can be viewed in full through the following link: <http://www.wpunj.edu/coe/resources/standards.dot>

F. Course Content:

1. Foundations of assessment, multiple purposes of assessment, eligibility
2. Legal and ethical considerations in assessment; professional dispositions related to assessment; IDEA, national accountability (NCLB), high-stakes testing, procedural safeguards
3. Overview of New Jersey's standards-based reforms, including standardized testing to meet NCLB/state targets in relationship to the NJ Core Curriculum Content Standards
4. Issues related to using standardized tests with diverse students, test bias, ethical use of testing, testing multicultural students and other factors that research has shown negatively affect social and learning outcomes for diverse learners
5. Descriptive statistics: measures of central tendency, frequency distributions, scales of measurement, range, variance, standard deviation, normal curve, types of distributions, correlations, types of scores