



## Graduate Course Syllabus

### **SPED 520: Assessment of Student Performance**

Center: Online

#### **Course Prerequisites**

EDU 503, EDU 543, RDG 582 and SPED 501

#### **Course Description**

This course is designed to provide an overview of practical performance assessments that can be used to measure student progress in the general education setting. Learners will become familiar with a repertoire of authentic assessments and knowledge of progress-monitoring tools including but not limited to formative and summative assessments, diagnostic tools, performance tasks, criteria checklists, rubrics, student portfolios, and the use of multiple sources of data in measuring student performance. The course will examine a variety of accountability measures including standardized tests, observation, curriculum-based measures, utilization of response to intervention (RTI) as a system for planning, instruction, progress monitoring, and interventions. The role of professional learning community (PLC) models in targeting both behavioral and academic achievement will be explored. The overall goal of the course is to prepare educators to utilize assessment data in the design of classroom instruction and monitoring of student progress for a broad range of students.

#### **Course Outcomes**

- Enhance competence and build capacity to administer a variety of formative and summative assessment tools
- Acquire the skills necessary to utilize data to inform instruction
- Expand ability to monitor progress of all students toward Common Core State Standards and local curriculum
- Increase knowledge of accountability decisions as related to student learning and who takes the lead in assessing outcomes for students with disabilities in the general education classroom
- Understand accountability decisions related to student learning to determine roles and responsibilities in assessing outcomes for students with disabilities in the general education classroom
- Develop understanding of multi-tiered systems of supports (MTSS), response to intervention (RTI), and professional learning communities (PLC) in targeting and monitoring student progress

#### **Required Materials**

Using your learning resources is critical to your success in this course. Please purchase directly through SNHU's online bookstore, [MBS Direct](#), rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the Help Desk, your advisor, and the instructor can provide you with support if you have problems.

*Assessment in Special and Inclusive Education*

J. Salvia, J. Ysseldyke, and S. Witmer

Cengage Learning

13<sup>th</sup> Edition

2017

ISBN: 978-1-305-64235-5

*Paperback and eBook options available through MBS.*

*PLCs, DI, & RTI: A Tapestry for School Change*

J. Stoeher, M. Banks, and L. Allen

Sage Publications

2011

ISBN: 978-1-4129-9238-1

**Instructor Availability and Response Time**

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours.

**Grade Distribution**

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussion	9	25	225
Journal	3	40	120
Short Paper	2	50	100
Critical Task			
Milestone One	1	65	65
Milestone Two	1	70	70
Milestone Three	1	70	70
Final Submission	1	350	350
		<b>Total Course Points:</b>	1,000

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

**University Grading System: Graduate**

Grade	Numerical Equivalent	Points
A	93–100	4.00

Grade	Numerical Equivalent	Points
A-	90–92	3.67
B+	87–89	3.33
B	83–86	3.00
B-	80–82	2.67
C+	77–79	2.33
C	73–76	2.00
F	0–72	0.00
I	Incomplete	
IF	Incomplete/Failure *	
W	Withdrawn	

\* Please refer to the [policy page](#) for information on the incomplete grade process.

### Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

### Chalk & Wire

Specific assignments in this course will be submitted to Chalk & Wire, the ePortfolio system for this program. These items will be used as artifacts for the professional ePortfolio when completing the degree program. For additional information and instructions for accessing a portfolio, starting a portfolio, and submitting an assignment to Chalk & Wire, please visit the Chalk & Wire module in the course Table of Contents menu. For questions regarding Chalk & Wire, please contact the SNHU Technology Help Desk, available on mySNHU. Your advisor can also provide additional assistance if needed.

**Note:** All final projects must be submitted to the Chalk & Wire system. Students who do not submit their final project to Chalk & Wire will receive a grade of 0.

### Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

Module	Topics and Assignments
1	Introduction to Practical Performance Assessments <i>Assessment in Special and Inclusive Education</i> , Chapter 1 1-1 Discussion: Working With the Common Core 1-2 Short Paper: The Common Core 1-3 Critical Task Review

2	IEPs and Other Assessment Tools <i>Assessment in Special and Inclusive Education</i> , Chapter 8 2-1 Discussion: Monitoring Tools 2-2 Short Paper: Assessment Data
3	Assessment Tools and Common Core <i>Assessment in Special and Inclusive Education</i> , Chapter 2 3-1 Discussion: Aligning Common Core Standards to Classroom Assessments 3-2 Milestone One: Background Information
4	IEPs, Rubrics, and Monitoring Student Progress <i>Assessment in Special and Inclusive Education</i> , Chapter 20 4-1 Discussion: Using Rubrics 4-2 Journal: Progress-Monitoring Plan
5	Common Core and Applying the Data 5-1 Discussion: Common Core Conversation 5-2 Milestone Two: Data for Instructional Design and Progress Monitoring
6	Accountability and Collaboration <i>A Tapestry for School Change</i> , Chapter 4 (pp. 78–92) 6-1 Discussion: Collaborative Team Decision 6-2 Journal: Accountability and Collaboration
7	Professional Learning Communities and the Teaching Tool Kit <i>A Tapestry for School Change</i> , Chapter 2 (pp. 23–32) 7-1 Discussion: Professional Learning Communities 7-2 Milestone Three: Tool-Kit Outline
8	Possibility for Ethical Issues in the Classroom <i>Assessment in Special Education and Inclusive Education</i> , Chapter 3 8-1 Discussion: Teacher-Made Assessments 8-2 Journal: Ethical Issues Related to Assessments and Grading
9	Organizing Your Teacher's Tool Kit 9-1 Critical Task: Teacher's Tool Kit Chalk & Wire Submission 9-1 Critical Task: Teacher's Tool Kit
10	Bringing It All Together 10-1 Discussion: Course Reflection

### Critical Task: Teacher's Tool Kit

The critical task for this course is the creation of a teacher's tool kit, reviewed and administered to monitor student progress based on the data provided in the Student Profiles document. The final product represents an authentic demonstration of competency because it will allow students to experiment with practical performance assessments that can be used to measure student progress in the general education setting. The project is divided into **three milestones**, which will be submitted at various points throughout the course to scaffold learning and ensure quality final submissions. These milestones will be submitted in **Modules Three, Five, and Seven**. The final product will be submitted in **Module Nine**.

**Attendance Policy**

Online students are required to submit a graded assignment/discussion during the first week of class. If a student does not submit a posting to the graded assignment/discussion during the first week of class, the student is automatically withdrawn from the course for non-participation. Review the [full attendance policy](#).

**Late Assignments Policy**

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

**SNHU College of Online and Continuing Education Student Handbook**

Review the [student handbook](#).

**ADA/504 Compliance Statement**

Southern New Hampshire University is dedicated to providing equal access to individuals with disabilities, including intellectual disabilities, in accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008. The university prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities.

As soon as you become aware of a disability, we encourage you to contact the Online Accessibility Center (OAC) to discuss accommodations for which you may be qualified. Reasonable accommodations are established through an interactive process between the student and the OAC. Note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed.

**Contact Information:**

Online Accessibility Center

Phone: 866-305-9430

Email: [oad@snhu.edu](mailto:oad@snhu.edu)

For questions concerning support services, documentation guidelines, or general disability issues, visit the [Online Accessibility Center](#) website.

If you feel you have been denied appropriate disability-related accommodations, including appropriate auxiliary aids and services, you may file a grievance as described in the ADA/504 Grievance Policy found on the [Disability Services](#) webpage.

**Academic Honesty Policy**

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic honesty policy](#).

**Copyright Policy**

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

#### **SNHU College of Online and Continuing Education Withdrawal Policy**

Review the [full withdrawal policy](#).

#### **Southern New Hampshire University Policies**

More information about SNHU policies can be found on the [policy page](#).

#### **Student Work Samples**

For the purpose of continuous improvement of our educational training, Southern New Hampshire University may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you would like to withdraw permission for use of your work, please complete the [Student Work Sample Survey](#).