



NEW JERSEY CENTER  
FOR TEACHING & LEARNING

## **SPED6270: Assessing and Evaluating Students with Disabilities**

**Course Credit:** 3.0 NJCTL credits

### **Dates & Times:**

This is a 3-credit, self-paced course, covering 9 modules of content. The exact number of hours that you can expect to spend on each module will vary based upon the module coursework, as well as your study style and preferences. You should plan to spend approximately 15 hours per credit working online, and up to 30 hours per credit working offline.

**LMS Link:** <https://moodle.njctl.org/course/view.php?id=301>

### **COURSE DESCRIPTION:**

Teachers will learn about different assessments and assessment practices for students with disabilities. Specific topics include the rationale for assessing students with exceptional learning needs, administering and analyzing standardized and functional assessments, psychological and educational assessments, and diagnostic assessments, and how these assessments are involved in evaluation and special education plan development.

**Prerequisite:** SPED6210, SPED6220, SPED6230, SPED6240, SPED6250, SPED6260

### **STUDENT LEARNING OUTCOMES:**

Upon completion of the course, the student will:

1. identify and assess students with mild, moderate and severe disabilities.
2. use appropriate standardized, functional, psychological and educational assessments to determine student needs.
3. analyze and incorporate assessment data in evaluation and development of appropriate individualized education plans/programs.

### **TEXTS, READINGS, INSTRUCTIONAL RESOURCES:**

#### **Required Text(s):**

The open-source textbook below is used throughout this program.

Lombardi, P. (2023). *The Roles and Responsibilities of the Special Educator*. University System of New Hampshire Pressbooks. Retrieved from <https://pressbooks.usnh.edu/edc703-803/>

This course also uses presentations and journal articles accessible within each course module. When viewing each module's PowerPoint slideshow, you should review all external links in white boxes *unless* they are denoted as optional. Other links within the slideshow and inserted into the "notes" section are for reference or further information only.

**COURSE REQUIREMENTS:**

Consistent attendance in your online courses is essential for your success. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact the Dean of Students.

Students should interact with fellow students and course instructor via the discussion boards within the course modules. These discussion boards are monitored by your course instructor, and you can post questions or thoughts on module learning here.

Online classes have assignments and participation requirements just like on-campus classes. Budget your time carefully. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

**GRADE DISTRIBUTION AND SCALE:**

In order to receive a Passing grade, the participant must complete the following course requirements: all short answer assignments, critical thinking assignments, and the final reflection outlined in the *Assignments* section of the Class Schedule (below).

**Grade Distribution:**

Proctored Exams	50%
Critical Thinking Assignments	30%
Reflection Paper	10%
Short Answer Assignments	10%

**Grade Scale:**

A	93 – 100
A-	90 – 92
B+	86 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
C-	70 – 72
D	60.0 – 69.9
F	59.9 or below

**GRADING RUBRIC:**

The following rubric is used to score:

- Short Answer Assignment – 10% of grade
- Critical Thinking Assignments – 30% of grade

The minimum possible score for this rubric is 4 points, and the score will be converted to the minimum grade available in this module (which is zero unless the scale is used). The maximum score of 25 points will be converted to the maximum grade.

Intermediate scores will be converted respectively and rounded to the nearest available grade. If a scale is used instead of a grade, the score will be converted to the scale elements as if they were consecutive integers.

	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>	<b>Limited Evidence</b>
	<i>7 points</i>	<i>5 points</i>	<i>3 points</i>	<i>1 point</i>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Demonstrates excellent knowledge of concepts, skills, and theories relevant to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates fair knowledge of concepts, skills, and theories.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates incomplete or insubstantial knowledge of concepts, skills, and theories.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates little or no knowledge of concepts, skills, and theories.</li> </ul>
<b>Depth of Reflection</b>	<ul style="list-style-type: none"> <li>• Content is well supported and addresses all required components of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Content is partially supported; addresses most of the required components of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Content contains major deficiencies; addresses some of the required components of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Content is not supported and/or includes few of the required components of the assignment.</li> </ul>
<b>Evidence and Practice</b>	<ul style="list-style-type: none"> <li>• Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.</li> </ul>

	<i>4 points</i>	<i>3 points</i>	<i>2 points</i>	<i>1 point</i>
<b>Writing Quality</b>	<ul style="list-style-type: none"> <li>• Writing is well-organized, clear, concise, and focused; no errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Some minor errors or omissions in writing organization, focus, and clarity.</li> </ul>	<ul style="list-style-type: none"> <li>• Some significant errors or omissions in writing organization, focus, and clarity.</li> </ul>	<ul style="list-style-type: none"> <li>• Numerous errors in writing organization, focus, and/or clarity.</li> </ul>

The proctored exams are not scored using a rubric. These exams are scored using percentage correct to assign a letter grade. Exams can be taken one time, as desired to improve grade.

**ACADEMIC STANDING:**

NJCTL has established standards for academic good standing within a student’s academic program. Students enrolled in any NJCTL online course must receive an 80 or higher to successfully complete a course and receive credit for that course. An 80 is equivalent to a GPA of 2.7 or B-. Additionally, students in an endorsement program must receive a cumulative GPA of 3.0 for all courses combined in order to successfully complete the program.

**ACADEMIC INTEGRITY:**

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /repurposing your own work, unauthorized possession of academic materials, and unauthorized collaboration.

**CITING SOURCES WITH APA STYLE:**

All students are expected to follow proper writing and APA requirements when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. Resources for doing so can be found [here](#).

**DISABILITY SERVICES STATEMENT:**

We are committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Dean of Students, Melissa Axelsson, for additional information to coordinate reasonable accommodations for students with documented disabilities ([melissa@njctl.org](mailto:melissa@njctl.org)).

**NETIQUETTE:**

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.

### **READING SCHEDULE:**

Required readings are available within each module by clicking the links where materials are listed under the “Required readings:” tab. Many modules in this course offer choice. The list of readings, podcasts, and videos are inclusive. Students have significant choice in their supplementary materials as noted in the module’s PowerPoint.

<b>Module</b>	<b>Assignments</b>
<b>1 – Introduction to Assessment</b>	<p><b>Short Answer (Q&amp;A):</b> After reviewing the presentation "Introduction to Assessments," please discuss the key parts of a comprehensive assessment in special education. How do these parts meet the requirements of the Individuals with Disabilities Education Act (IDEA)?</p> <p><b>Critical Thinking:</b> This assignment will help you analyze the key concepts related to special education evaluations from the presentation "Introduction to Special Education Evaluations." You will reflect on the importance of these evaluations and their practical applications in real educational settings. Include the following in a 500-700 word PDF submission: Assignment Guidelines:</p> <ul style="list-style-type: none"><li>● Explain why special education evaluations are important in schools.</li><li>● Discuss how these evaluations help identify students' needs and shape their educational plans.</li><li>● Describe the different parts of a comprehensive assessment in special education.</li><li>● Explain what screening and diagnostic assessments are, and how progress monitoring works.</li><li>● Discuss why it's important to use various assessment methods to fully understand a student's abilities.</li><li>● Explain how special education evaluations relate to the requirements of the Individuals with Disabilities Education Act (IDEA).</li><li>● Discuss why valid and reliable assessments matter for determining if a student needs special education services.</li><li>● Reflect on the importance of collecting data from different areas of development and involving families in the assessment process.</li><li>● Share any experiences you have had with special education evaluations in schools.</li><li>● Reflect on how these evaluations help students with disabilities get the support they need.</li></ul>

## 2 - Assessment and Evaluation of Students with Disabilities

### Short Answer (Q&A):

In this module on "Assessment and Evaluation of Students with Disabilities," we explored various key concepts related to the assessment process. Reflect on what you have learned and respond to the following questions:

Importance of Documentation: Why is documentation crucial in the referral process for special education services?

Understanding Bias: What are some potential biases that can affect the assessment of students with disabilities? How can educators work to minimize these biases in their evaluations?

Assessment Terms: Choose one assessment term discussed in the module (such as raw scores, age equivalent scores, or percentiles) and explain its significance in understanding a student's performance. How can this term guide instructional planning?

### Critical Thinking:

You will engage in specific tasks that require analysis, reflection, and practical application of assessment practices in educational settings from the concepts learned in this module.

Assignment Tasks:

1. Documentation Review:
  - Task: Select a student you teach or create a hypothetical student profile (including age, grade, and specific challenges) that requires special education evaluation.
  - Outcome: Draft a documentation outline that includes the following:
    - A description of the initial concerns regarding the student.
    - Examples of interventions attempted (Tier 1, 2, and 3).
    - Evidence of the student's progress or lack thereof during these interventions.
    - Notes from discussions with the student's family regarding concerns and observations.
2. Assessment Term Application:
  - Task: Choose one assessment term from the presentation (e.g., raw scores, age equivalent scores, or percentiles) and research its application in educational assessments.
  - Outcome: Write a brief explanation of this term, including:
    - Its definition and significance.
    - How it is calculated and interpreted.
    - A specific example of how this term could guide instructional planning for your hypothetical student.
2. Reflection:
  - Task: Reflect on the importance of thorough assessments and evaluations in supporting students with disabilities.
  - Outcome: Write a short paragraph discussing how the tasks you completed have enhanced your understanding of the assessment process and its impact on student outcomes.

Formatting:

- Your assignment should be approximately 700 words in total.
- Use APA formatting for any citations and references.

### **3 – Assessments Related to Intelligence**

#### **Short Answer (Q&A):**

Referring to the presentation on assessments related to academic skills and abilities, how can educators effectively utilize assessment data to tailor interventions for diverse learners? What strategies can be implemented to ensure that assessments are accessible and inclusive for all students?

#### **Critical Thinking:**

For this assignment, you will create a practical communication guide that will help special education teachers effectively convey intelligence assessment results to students and their families.

Instructions:

1. Develop the Communication Guide
  - Create a one-page communication guide that includes the following elements/key points to cover:
    - Outline essential information to discuss with families, including:
      - What the assessment measures (e.g., cognitive abilities, academic potential)
      - The meaning of the scores and how they relate to the child's learning needs
      - The limitations of the assessment (e.g., cultural bias, situational factors)
    - Include strategies to ensure families understand the results, such as:
      - Using clear, jargon-free language
      - Providing visual aids (e.g., charts or infographics)
      - Encouraging questions and providing thoughtful, supportive responses
    - Recommend steps for families to take after receiving the assessment results, such as:

- Scheduling an IEP or other meeting to discuss implications for educational planning
- Exploring additional resources or support services available
- Encouraging open communication with teachers and support staff

## 2. Reflection

- Along with your communication guide, write a brief reflection (250-300 words) on:
  - What you learned about the importance of effective communication regarding assessment results.
  - How this understanding will influence your future interactions with families as a special education teacher.
  - Any challenges you foresee in communicating these results and how you plan to address them.



#### **4 – Assessments Related to Academic Skills and Abilities**

##### **Short Answer (Q&A):**

Considering what you have learned in this module, how will your understanding of assessments influence your future practice as a special education teacher? What steps will you take to advocate for your students in the assessment process?

##### **Critical Thinking:**

Your response should be 500-700 words in length and submitted in PDF format.

Choose two assessments discussed in the module (e.g., Wechsler Individual Achievement Test, Kaufman Test of Educational Achievement). For each assessment:

- Provide a brief overview, including its purpose and age range.
- Describe the specific academic skills measured (e.g., reading, writing, math).
- Explain how the assessment results can inform educational decisions and support services for students.
- Analyze the limitations associated with intelligence and academic assessments:
  - Discuss potential cultural bias and its impact on performance.
  - Address limitations in what these assessments measure and the risk of relying solely on standardized tests.
  - Reflect on how these limitations can affect the identification of learning disabilities and planning appropriate interventions.

##### **Proctored Mid-Term Exam**

**5 – Assessments  
Related to  
Speech and  
Language**

**Short Answer (Q&A):**

In your own words, define the difference between speech and language disorders. Why is it important for educators to understand this distinction when assessing students?

**Critical Thinking:**

- Your response should be 500-700 words in length and submitted in PDF format.
- Select two of the assessments discussed in the presentation.
  - Develop a hypothetical student profile (e.g., age, communication challenges, academic struggles, social-emotional concerns).
  - Justify why each selected assessment is appropriate for the student.
  - Identify the key components of the assessments you selected.
  - Discuss how the results of these assessments would inform instructional strategies, accommodations, and interventions.
  - Consider the limitations of the assessments and propose additional methods (observations, checklists, informal assessments) to supplement formal testing.
  - Explain how the assessment results would contribute to an IEP (e.g., goal-setting, accommodations, communication support).
  - Discuss collaboration with an SLP and other professionals in the assessment and intervention process.
  - Reflect on how understanding speech and language assessments will impact your future role as a special education teacher.

**6 – Assessments  
Related to  
Auditory and  
Visual  
Abilities**

**Short Answer (Q&A):**

Identify one auditory assessment (e.g., the Test of Auditory Perceptual Skills – TAPS-4 or Compass Auditory Discrimination Test) and one visual assessment (e.g., the Test of Visual Perceptual Skills – TVPS-4 or the Beery-Buktenica Developmental Test of Visual-Motor Integration) discussed in the presentation. Explain how each assessment measures specific skills (such as auditory discrimination, visual-perceptual skills, or visual-motor integration) and why these skills are critical for student success in academic settings when working with students with disabilities. Discuss the limitations of these assessments. How might factors such as test administration time, age ranges, or the dependency on closed-captioned videos and online links affect your interpretation of the results?

**Critical Thinking:**

- Your response should be 500-700 words in length and submitted in PDF format.
- For this assignment, you will critically analyze the assessment tools presented in the module “Assessments Related to Auditory & Visual Abilities” and evaluate their impact on instructional decision-making for









