



NEW JERSEY CENTER
FOR TEACHING & LEARNING

SPED6270: Assessing and Evaluating Students with Disabilities

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Course Credit: 3.0 NJCTL credits

Dates & Times:

This is a 3-credit, self-paced course, covering 8 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=355>

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	25%
Proctored Application and Reflection Assessments	25%

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:

- Critical Thinking Assignments – 25% of grade
- Proctored Application & Reflection Assessments – 25% of grade
- Free Response questions in Proctored Exams (Proctored Exams are worth 50% of grade)

Free Response Rubric (20 points per category)

Criteria	Excellent (17–20 pts)	Proficient (13–16 pts)	Basic (9–12 pts)	Needs Improvement (0–8 pts)
Content Knowledge	Demonstrates deep understanding of exceptionality, human growth and development, and special education and teaching practices.	Accurate and generally thorough; some minor conceptual gaps.	Partial understanding with some errors or gaps in explanation.	Lacks understanding; major errors or misconceptions.
Integration of Module Resources	Effectively incorporates 2+ specific examples or concepts from the module.	Includes 1–2 examples with general references to module content.	Few or vague references to module content.	No integration of course/module content.
Critical Thinking and Analysis	Analyzes issues with depth; connects concepts meaningfully.	Demonstrates analysis; connections are somewhat developed.	Limited analysis or superficial connections.	Minimal or no analysis; largely descriptive.
Organization and Coherence	Clear introduction, body, and conclusion; strong transitions.	Logical structure; some minor lapses in flow.	Some disorganization or unclear transitions.	Disorganized; hard to follow.
Application and Recommendations	Provides clear, feasible strategies for practice.	Strategies are somewhat clear and mostly relevant.	Limited or vague practical suggestions.	Few or no actionable suggestions.

The following rubric is used to grade:

- Short Answer questions in Proctored Exams (Proctored Exams are worth 50% of grade)

Short Answer Rubric (10 points per category)

Criteria	Excellent (9–10 pts)	Proficient (7–8 pts)	Basic (5–6 pts)	Needs Improvement (0–4 pts)
Accuracy of Information	Response is accurate and demonstrates clear understanding of the content.	Mostly accurate; minor errors do not affect overall meaning.	Some inaccuracies; partial understanding is evident.	Major inaccuracies; minimal understanding shown.
Use of Examples/Evidence	Strong, relevant examples from the module or classroom context are included.	Some examples used; generally relevant.	Limited or vague examples.	No examples or irrelevant ones.
Clarity and Coherence	Well-organized and clearly written; ideas flow logically.	Generally clear; minor issues in organization or expression.	Some disorganization or awkward phrasing present.	Unclear or difficult to follow.
Application to Practice	Strong insight into application in real-world teaching settings.	General understanding of application to practice.	Vague or underdeveloped application.	Little or no connection to classroom practice.

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](#).

OFFICE OF SUPPORT SERVICES STATEMENT:

We are committed to providing reasonable accommodations for all persons with disabilities or other externally verified learning challenges. Any student with a documented and diagnosed challenge who wishes to request academic accommodations should contact the Support Services Coordinator, Stephanie Ramos, for additional information to coordinate reasonable accommodations for students with documented disabilities (accommodations@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 & ASSESSMENT 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.

The Proctored Application & Reflection Assessments are intended to assess your ability to integrate and apply information reviewed in the module and through your Critical Thinking Assignment. Each module’s Proctored Application & Reflection Assessment **must** be completed **within seven (7) days** of the submission of that module’s Critical Thinking Assignment. You may refer to your Critical Thinking Assignment during the Proctored Application & Reflection Assessment if you print it before your exam begins.

Links are subject to change. The most up-to-date URLs are available within the course Moodle.

Module	Assignments
1 – Introduction to Assessment	● Critical Thinking Assignment ● Proctored Application & Reflection Assessment
2 – Assessment and Evaluation of Students with Disabilities	● Critical Thinking Assignment ● Proctored Application & Reflection Assessment
3 – Assessments Related to Intelligence	● Critical Thinking Assignment ● Proctored Application & Reflection Assessment
4 – Assessments Related to Academic Skills and Abilities	● Critical Thinking Assignment ● Proctored Application & Reflection Assessment ● Modules 1-4 Proctored Exam
5 – Assessments Related to Speech and Language	● Critical Thinking Assignment ● Proctored Application & Reflection Assessment
6 – Assessments Related to Auditory and Visual Abilities	● Critical Thinking Assignment ● Proctored Application & Reflection Assessment
7 - Assessments Related to Physical and Socio-Emotional Health and Abilities	● Critical Thinking Assignment ● Proctored Application & Reflection Assessment
8 - Interpreting and Including Assessment Data in Special Education Plans	● Critical Thinking Assignment ● Proctored Application & Reflection Assessment ● Modules 5-8 Proctored Exam