

Assessment Showcase

**Bachelor of Arts in Special
Education**

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Bachelor of Arts in Special Education (BA-LBS I)



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Accountability



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Decisions about Program Goals

- National Accreditation (NCATE)
- ISBE Annual Report
- Now called CAEP

- **Don't change horses . . .**



. . . when they're still running!



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Program Goals

- CEC standards already aligned . . .
- With everything!

- COE Conceptual Framework
- (with its technology and diversity standards)
- Illinois Professional Teaching Standards
- Learning Behavior Specialist (LBS) I
- Interstate Teacher Assessment and Support Consortium (inTASC)



Our CEC Standards

- 1 Learner Development & Individual Learning Differences
- 2 Learning Environments
- 3 Curricular Content Knowledge
- 4 Assessment
- 5 Instructional Planning & Strategies
- 6 Professional Learning & Ethical Practice
- 7 Collaboration

Program Goals & Learning Outcomes

- CEC 4 Assessment
 - 4.1-Select and use technically sound formal and informal assessments that minimize bias

Baccalaureate Goals

1.5 Quantitative Literacy

- **CEC 4.1-Select and use technically sound formal and informal assessments that minimize bias**



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Program Goals & Learning Outcomes

- CEC 5 Instructional Planning & Strategies
 - 5.1-Consider an individual's abilities, interests, learning environments and cultural and linguistic factors in selection, development, and adaptation of learning experiences for individuals with exceptionalities

Baccalaureate Goals

1.2 Critical and creative thinking

- **CEC 5.1-Consider an individual's abilities, interests, learning environments and cultural and linguistic factors in selection, development, and adaptation of learning experiences for individuals with exceptionalities**



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Intellectual & Practical Skills	Program Goals & Learning Outcomes	SPED 383	ELED 302	SPED 377
1.5 Quantitative Literacy	<p style="text-align: center;">CEC 4</p> CEC 4.1-Select and use technically sound formal and informal assessments that minimize bias	X		X

Intellectual & Practical Skills	Program Goals & Learning Outcomes	SPED 383	SPED 374	SPED 377
1.2 Critical and creative thinking	<p style="text-align: center;">CEC 5</p> <p>CEC 5.1-Considers an individual’s abilities, interests, learning environments and cultural and linguistic factors in selection, development, and adaptation of learning experiences for individuals with exceptionalities</p>	X	X	X

Remain calm.



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Curriculum Based Measurement Assignment (BG1.5--CEC 4.1)

Demonstrates
candidate's ability to
administer and
interpret curriculum
based measurement
for progress
monitoring of student
performance



CBM Assignment

- Administer three oral reading probes, 1 reading comprehension probe and 1 math probe
- Obtain benchmark score
- Perform a gap analysis by calculating achievement discrepancy for all areas assessed
- Identify one academic area for intervention and progress monitoring
- Calculate the expected progress by the next benchmarking period
- Perform progress monitoring
- Calculate the actual Rate of Progress for the child
- Calculate final discrepancy

Sample Rubric: CBM

	Unacceptable	Emerging	Acceptable
Demonstrates ability to score probes and gap analysis (2013 CEC 4.1)	Less than 4 probes administered OR more than 1 probe is scored incorrectly OR probe includes incorrect wpm/error score, median for all 3 probes, or percentiles; one or more gaps not calculated OR more than 2 errors present	4 probes are administered OR 1 probe is scored incorrectly OR probe includes incorrect wpm/error score median for all 3 oral reading probes or percentile; Initial and final gaps calculated but calculations have 1-2 errors	Administers all 5 probes, each probe is scored correctly and score is presented in required format; Correct initial and final gap analysis are performed by calculating discrepancy following required formula
Points	0-3	4-7	8-10

Sample Rubric: CBM

	Unacceptable	Emerging	Acceptable
Demonstrates ability to monitor progress and calculate rate of progress (2013 CEC 4.1)	Two or more data monitoring points missing OR non of data is stored correctly; Rate of progress not calculated OR calculated incorrectly with 2 or more errors	One progress monitoring point missing OR partial data is not stored correctly in EasyCBM system; Rate of progress is calculated but calculated incorrectly with no more than one error	Required data points collected and stored correctly in EasyCBM system; Correct calculations of expected and actual rate of progress are provided
Points	0-3	4-7	8-10

Assessing Goal 1.5 (*Quantitative literacy*) Across BA-LBS I Program

Fall I	Fall II	Fall III
	SPED 383-Curriculum Based Measurement Project	
	ELED 310-Methods of Teaching Mathematics	
Spring I	Spring II	Spring III
	SPED 377-Assessment of Student Learning Project	(SPED 381-Student Teaching)- NO ASSESSMENT OF GOAL
Summer I	Summer II	

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Assessment of Student Learning Project (ASLP)-BG 1.2--CEC 5.1

Demonstrates the candidate's ability to assess the impact of the candidate's instruction on student learning



ASLP

- **Part I**-Using Assessment to Inform and Monitor Instruction
- **Part II**-Focus Learner Information
- **Part III**-Supporting Learner's Use of Expressive and Receptive Communication
- **Part IV**-Lesson Planning
- **Part V**-Using Assessment to Inform Further Instruction

Part II: Focus Learner Information

In Part II you must provide specific information about your focus learner by responding to the prompts listed below. Develop your response in light of your learning target and lesson objectives for the academic/functional academic area you have identified.

1. Describe the learner's exceptionality (strengths and challenges) and its potential impact on instruction for the lesson objective(s). (If your learner is ELL, be sure to indicate his/her native language and level of language proficiency).
2. List the goals and benchmarks in the learner's individual education plan relevant to achieving the learning target established in Part I and any associated lesson objective(s).
3. List any special accommodations or modifications in the learning environment, instruction, or assessment required by the individual education plan and relevant to the lesson objective(s).
4. Describe any behavior management plans already in place for your learner, if any.
5. Describe your student's prior learning and experiences, including prerequisite knowledge and skills related to the learning target and lesson objectives. (What does the learner know, what can the learner do and what is s/he learning to do as this relates to the learning target/lesson objective(s)?). Please refer to baseline data obtained directly relevant to your learning target/lesson objective(s).

Part III: Supporting Learner's Use of Expressive and Receptive Communication

1. Identify and describe one communication skill that the learner needs to access or use in order to demonstrate learning for the academic/functional academic learning target (e.g., to express thoughts in writing, to comprehend vocabulary in a reading, to state an opinion, to justify a formula, to make an inference based on a reading text, etc.).
2. Describe how the focus learner will use this communication skill (function) to participate in at least one learning task and/or to demonstrate learning in relation to the learning target you established (e.g., within the context of both lessons, "Bob" will be required to apply the XXX learning strategy by highlighting each step of the strategy as he reads the passage, etc.).
3. Given the communication skill (function), describe the expressive and/or receptive communication demands that the learner needs to use in order to participate in the learning task and/or to demonstrate learning (e.g., In order to solve the mathematics problems presented, "Juan" will need to understand the academic vocabulary used in the problem. He will also need to understand the specific content words associated with mathematics, as well as what the process words and phrases. He will need to be able to break down the problem into its component parts. Juan may also need to discuss his responses aloud with a peer, using the appropriate vocabulary as he arrives at the correct response. He will need to be able to label his answer, etc.).
4. Describe the focus learner's expressive or receptive communication skills and needs relative to the targeted communication skill (function) and other communication demands. (e.g., As Juan is an English language learner at a language proficiency level of XX, he struggles with Y. However, his strength in QQQ, suggests he will have little difficulty engaging in the XXX portion of the learning

Procedures

Anticipatory Set (Include duration of time)

Setting the purpose of lesson:

- **Presentation/Modeling:** (Include duration of time)

Checking for understanding:

- **Guided practice:** (Include duration of time)

Checking for understanding:

- **Independent practice:** (Include duration of time)
- **Closure:** (Include duration of time)

Assessment: (Include duration of time)

(Please attach all assessments used, including any adapted for focus learner.)

Part V: Using Assessment to Inform Further Instruction

After implementing your lessons/instructional sequence/learning segment, respond to the following prompts.

1. Review the assessment data you collected related to your learning target and lesson objective(s) for your focus learner. Summarize the performance of your learner toward the learning target as reflected in the associated lesson objective(s). This summary may be presented in a chart or described in several paragraphs.
2. Analyze what your focus learner appears to understand or do well and where he/she continues to struggle or need greater challenge, including any patterns in misunderstandings, errors, confusions, or needs. Be sure to cite evidence from your summary as part of your discussion.
3. Analyze connections between your focus learner's outcomes and your instruction, support, and/or the learning environment. How did your instruction, support or modifications of the learning environment lead to your learner's progress on or attainment of lesson objectives? Cite evidence from the assessment, if appropriate, to support your conclusions.
4. Explain how you provided feedback to your focus learner about his/her performance. Explain how this feedback addressed the learner's individual strengths and continuing needs relative to the lesson objectives for the learning target.
5. Explain how you will or did support your focus learner to apply the feedback you gave to him/her in order to make improvements either within the lessons you taught or in subsequent related learning tasks.
6. Consider what you know about your focus learner and the effectiveness of your instruction when designing next steps. Describe next steps for instruction to reinforce current progress toward attainment of the learning target and lesson objective(s) and/or to support further progress, generalization, maintenance, and/or self-directed use of knowledge, skills or future learning. Support your "next step" decisions with

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Sample Rubric

	Unacceptable	Emerging	Acceptable
Using Knowledge of Learner to Tailor Instruction (2013 CEC 5.1)	Learning tasks reflect focus learner's prior learning, experience and needs and superficially address learner's strengths and social/emotional development OR tasks reflect general characteristics of learner or are not appropriate for learner	Learning tasks reflect focus learner's prior learning including baseline data, experience and needs as well as draw on learner's strengths or social/emotional development or interests to engage in the learning tasks	Learning tasks reflect focus learner's prior learning including baseline data, experience, and needs as well as draw on learner's strengths, social/emotional development AND interests to engage in the learning tasks
Points	0-2	4-5	5

Sample Rubric

	Unacceptable	Emerging	Acceptable
Levels of Support and Challenge (2013 CEC 5.1)	Instructional design and supports do not tie to the lesson objectives OR provide insufficient levels of support relative to needs or to lesson's objectives	Instructional design and supports tie to the lesson objectives, and provide appropriate levels of support relative to the student's learning needs and the lesson objectives	Instructional design and supports tie to the lesson objectives, and provide appropriate levels of support and challenge relative to the student's learning needs and the lesson objectives
Points	0-2	4-5	5

Assessing Goal 1.2 (*Critical and creative thinking*)

Across BA-LBS I Program

Fall I	Fall II	Fall III
EDFN 306-Education and Individual Differences	SPED 383-Curriculum Based Measurement Project and Case Study	
	SPED 374-Lesson Plans	
Spring I	Spring II	Spring III
EDFN 307-Psychology of Instruction and Learning	SPED 377-Assessment of Student Learning Project	(SPED 381-Student Teaching—Teacher Performance Assessment and Lesson Plans)
Summer I	Summer II	
	SPED 376-Instructional Design Project	

It takes teamwork



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