National UNIVERSITY

Special Education Department

Sanford College of Education

Course Outline

MMS620 Assessment and Differentiation

Course Prerequisite – MMS617 Introduction to Assessment, Collaboration, and Instruction

Course Description

Emphasize is placed on the use of formal and informal assessments and curriculum-based measures to determine the learning strengths/challenges of students with mild to moderate support needs (MMSN). Candidates examine the appropriate selection of assessment tools and methods, administration, and analysis of data to determine the present level of performance, write IEP goals aligned to the California Common Core State Standards, and plan instruction for students with MMSN.

OER Statement

The course readings have been selected from a variety of Open Educational Resources (OER) and available through the National University Library to students enrolled in the Sanford College of Education.

Required Textbook

Spinelli, C. G. (2012). *Classroom assessment for students in special and general education* (3rd ed.). Pearson.

eText ISBN: 9780133467536

Course Learning Outcomes (CLOs)

Upon the successful completion of this course, candidates will:

CLO 1: Assess K-12 learners with mild to moderate support needs in a comprehensive manner within the breadth of the credential authorization. (BL 5)

CLO 2: Investigate multiple sources of assessment data and information to develop IEP and monitor the progress of K-12 learners with mild to moderate support needs. (BL 4)

CLO 3: Compile appropriate assessments for K-12 learners with mild to moderate support needs from culturally and linguistically diverse backgrounds with varying language, communication, and cognitive skills. (BL 6)

CLO 4: Synthesize knowledge of the purpose, characteristics, and appropriate use of different types of assessments to develop IEP/ITP goals and identify accommodations, modifications, and its implications for the instruction of K-12 learners with mild to moderate support needs. (BL 6)

CLO 5: Utilize assessment data to identify effective interventions and supports, implement instruction for communicative competencies, and address the needs of K-12 learners with mild to moderate support needs. (BL 6)

Course Expectations

This course is built on the premise that learning is a process that involves acquiring knowledge, applying that knowledge and skills and integrating that knowledge and skills into real experiences. You are expected to fully participate in and complete all learning activities graded or non-graded to meet the requirements of the course. Grades are based upon points accumulated from all assignments, collaborative activities, participation, case studies, and presentations. Each candidate may accumulate 100 points.

- Candidates are expected to: actively participate in weekly online sessions or view the recordings and complete a summary; and complete assessment measures and assignments as scheduled.
- Candidates are expected to obtain a Mastery level (80% of criteria) on all assignments and have the opportunity for resubmission to accomplish that goal.
- Candidates are expected to integrate course readings, educational research and literature, multimedia sources, and lecture concepts into all appropriate assignment requirements.

Faculty Feedback Expectations

Substantive and Regular Interactions: National University is committed to meet Department of Education requirements for substantive and regular interactions between faculty and students. National University faculty meet this requirement through participation in at least one of the following course activities:

- Participate in regularly occurring class meetings.
- Participate in a regularly occurring online discussion about academic course content.
- Offer faculty-scheduled consultations with a student to discuss academic course content.
- Provide substantive and personalized feedback on student assignments.
- Provide regularly occurring posts of instructor guidance to summarize weekly assignments or adding individual faculty voice to the online course experience.
- Participate in regularly scheduled learning sessions (synchronously); or
- Provide proactive and scheduled communication initiated by faculty in response to student progress.
- Respond to students within 48 hours of an inquiry.

Fieldwork Assignments

To fulfill the California Commission on Teacher Credentialing (CCTC) required 200 hours of early fieldwork, fieldwork is required throughout the MMS620 course.

Please email your instructor directly with any questions about your fieldwork requirement.

Course grade definition and definition of Grades for Graduate Courses

Please refer to the most recent National University, Course Catalog, (available at www.nu.edu under the "Our Programs" tab) for policy on Grading, Incompletes, Withdrawal, et cetera.

Course Grading Policy

GRADE	Percentage	Point Range
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	0-59	0

GRADE	Percentage	Definition
A	90 – 100%	Outstanding Achievement
B	80 – 89%	Commendable Achievement
C	70 – 79%	Marginal Achievement
D	60 – 69%	Unsatisfactory Achievement

The final grade evaluation in this course will be based on points as follows:

Assignments		Points
Collaboration – Weekly synchronous and asynchronous opportunities to collaborate through Brightspace, a virtual learning management platform, facilitated by the instructor.	3 x 4	12
Discussion Forum – Candidates engage with resources designed to promote higher order thinking and meaningful interactions	5 x 4	20
Activities – Designed to access, analyze, and synthesize course resources to demonstrate application of course concepts using a variety of mediums.	1 x 06 1 x 08	14
Field Work – Designed to provide hands-on opportunities to learn about students with special needs to make connections between course offerings to actual real-life situations.	3 x 05 2 x 10	35
QUIZ - Check for Understanding – Informal and Formal Assessments	1 x 5	05
Signature Assignment – Designed to access candidate's mastery of core concepts covered in collaboration sessions, discussions, presentations, and assigned readings and resources.	1 x 14	14
TOTAL		100

Weeks at a Glance

Summary: Assignments and Preservice Hours/Field Experiences

1	Examine informal components to develop a comprehensive learner profile		
Assignments		**Points**	**Due Date**
1	**Weekly Collaborate – Confirm informal assessment contributions to develop the PLAAFP**	03	Sunday
1	**Discussion Forum – Examine the development of the PLAAFP to build IEPs** Read two peer reviewed articles by Goran et al. (2020) and Harmon et al. (2020). Post an initial response to the following questions: 1. In what ways does learning about the development of the PLAAFP extend your understanding of your role to improve academic outcomes for students with MMSN? 2. What challenges do you think education specialists might encounter? Provide an example. U1.1; U1.3; U1.4; U4.1; U4.2; U4.5; U5.1; MM1.5; MM1.7; MM4.4; MM4.7; MM5.1	05	Sunday*
1	**Fieldwork 1: Compile data to construct a comprehensive learner profile** Complete the student information template composed of demographic information such as family history, health screening, support services, standardized test scores, current IEP goals and progress, accommodations, and academic achievement. U4.1; U.5.5; U5.8; M4.4; MM5.1;	05	Sunday
1	**Activity 1 – Explore Planning for Instruction: What Teachers Need to Know & HLPs** Complete the self-paced module from PROGRESS Center and explore the library collection of resources for HLP 11 Goal Setting, HLP12 Systematically Design Instruction Toward a Specific Learning Goal, & HLP13 Make Adaptations	08	Sunday

	U1.4; U1.6; U1.8; U3.2; U4.3; U.7.2; MM1.2; MM1.3; MM1.4; MM3.2; MM4.2		
2	**Examine Math CBMs and Interest Inventories as Informal Assessment Components**		
Assignments		**Points**	**Due Dates**
2	**Weekly Collaborate – Engage in knowledge of CBMs and CMAs as ways to monitor progress** **7.10a**	03	Sunday
2	**Discussion Forum – Critique Mathematics Dynamic Assessment (MDA) as a process to support students with MMSN** Mathematicians Allsopp et al. (2008) developed the mathematics dynamic assessment (MDA) as an informal assessment that integrated four research supports practices: • Assessment of students' interests • Concrete-representational-abstract assessment within authentic contexts • Error patten analysis • Flexible interviews Read the article and address the following questions: 1. Are any of these four research-supported practices familiar to you? Give examples. 2. Which of the four practices would you like to try to implement for students with MMSN. Explain why and provide examples. 3. What was a key takeaway for you as a special education teacher? U1.1; U1.3; MM1.1; MM1.5; MM1.6; MM1.7	05	Sunday*
2	**Fieldwork 2 – Validate the use of student interest inventories** Develop a student-friendly interest inventory to your focus student. All questions should consider student's readiness, interests, and learning profile. U1.3; U5.1; U5.2; MM5.1; MM5.6; MM7.1	05	Sunday
2	**Fieldwork 3 – Administer a CBM in mathematics to the focus study student.** U4.1; U5.1; U5.2; U5.4; U.7.10; MM1.1; MM4.4MM5.1; MM5.6	10	Sunday
3	**Explore progress monitoring through performance feedback and CBMS in Reading**		

Assignments		Points	Due Dates
3	**Weekly Collaborate – Explore CBMs in reading and utilizing feedback**	03	Sunday
3	**Discussion Forum – Query knowledge of progress monitoring performance feedback** **Instructions** • Watch the Six-Step Protocol for engaging students in progressing monitoring (The PROGRESS Center 2021). • Jot down key takeaways. • Respond to the following questions: 1. In what ways does learning about progress monitoring through performance feedback and goal setting extend your understanding of ways to improve academic outcomes for all students with MMSN? 2. What benefits do you perceive about implementing this practice? 3. What challenges do you perceive about implementing this practice? U5.1; U5.3; MM1.6; MM5.1; MM7.1;	05	Sunday*
3	**Assignment 2: Identify steps to adapt a protocol to administer a progress monitoring assessment.** Read the Six-Step Protocol: Progress monitoring performance feedback and goal-setting instructional routine. Use the template to make adaptations as needed for your focus student. U5.1; U3.5; U3.6; U5.3; MM1.6; MM3.1; MM3.5; MM5.1; MM7.1;	06	Sunday
3	**Fieldwork 4 – Administer a CBM in reading to the focus student.** U4.1; U5.1; U5.2; U5.4; U.7.10; MM1.1; MM4.1; MM5.1; MM5.6; MM.7.2	10	Sunday
4	**Analyze Assessment Data to compose a learner profile**		
Assignments		**Points**	**Due Date**
4	**Weekly Collaborate – Analyze assessment data to compose a learner profile.**	03	Saturday**
4	**Discussion Forum – Defend the use of evidence-based decision- making and high-leverage practices**	05	Saturday*

	Read Addressing Barriers to Evidence-based practices (Scheibel, 2003). Review the steps proposed in Fig. 1. Post an initial response: Most teachers would agree that students need support to develop executive functioning skills. After reading the scenario with Mr. Kuman and Mr. Lucas and reviewing Fig. 2 Millie's check in sheet: 1. What are your thoughts on the usefulness of teachers considering the adaptation of non-EBPs using HLPs? Give an example. 2. What has been your experience using check-in sheets? Scheibel (2023) cautions "when selecting an intervention, educators should have a clear understanding of the students' self-determination, their unique set of strengths and needs, the context where services are received, and the desired outcomes of the intervention" (p.9). 1. Do you agree or disagree, why or why not, provide examples. U1.1; U4.3; U4.5; MM1.7; MM4.2; MM4.7		
4	**Fieldwork 5: Validate the application of student-centered progress monitoring.** Administer the Six-Step Protocol to the focus student. U5.1; U3.5; U3.6; U5.3; MM1.6; MM3.1; MM3.5; MM5.1; MM7.1	05	Saturday**
4	**QUIZ – 10 True/False questions to check understanding of CBMs as a method to determine student academic progress.** 10 True/False statements.	05	Saturday**
4	**Signature Assessment – Compile a learner profile to make IEP decisions and recommendations** Complete a comprehensive student profile of the focus student. Utilizing the data collected, propose and draft SMART IEP goals, suggest accommodations, provide recommendations for SDI, and ways to differentiate instruction. U2.2; U4.1; U5.2; U5.8; MM2.1; MM2.4; MM2.8; MM4.1; MM4.4; MM5.1; MM5.2; MM5.6; MM7.1; MM7.2	14	Saturday**

*Initial discussion forum thread and response postings are due as specified by instructor.

**Module 4 assignments are due Saturday unless otherwise specified by the instructor.