

GBC Class/Course Assessment Report

Assessment Report Completed by Kim Noah & Melony O'Flaherty
 Course Prefix, Number, and Title: EDSP452 Assessment for Special Education
 Teachers
 Section Number(s):1001
 Department: Education Department

Instructor: Mrs. MELONY O'FLAHERTY
 Academic Year: 2021-2022
 Semester: Spring 2022
 Is this a GenEd class? Yes ___ No _x_

Class/Course Outcomes	Assessment Measures	Assessment Results	Outcome Results Analysis
<p>In the boxes below, summarize the outcomes assessed in your class or course during the last year. If this is a GenEd class, include the appropriate GenEd objectives.</p>	<p>In the boxes below, summarize the methods used to assess course outcomes during the last year. Include the criterion you'll use to judge whether or not students have achieved the expected outcome.</p>	<p>In the boxes below, summarize the results of your assessment activities during the last year. Include your judgment as to whether or not the criterion for student achievement has been met.</p>	<p>In the boxes below, please reflect on this outcome's results and summarize how you plan to use the results to improve student learning.</p>
<p>Outcome #1: Understand and discuss current laws, ethics, and issues as they relate to assessment and program planning for students and families of students with special needs.</p>	<p>Assessment Measure: Measured by: In-class quizzes: Chapter 1 & 2 Quiz (19.13/20=96%)</p> <p>Weekly discussion posts</p> <p>Discussion Post 2- Ethical Decision Making (13.25/15=88%)</p> <p>Curriculum-Based Assessment & Other Informal Measures (15.5/15=103%)</p> <p>In-class discussions and group work=100%</p> <p>Participation Survey (12/12=100%)</p> <p>Criterion for achievement:80% of students will score 80% or higher on each measurement</p>	<p>Results:</p> <p>In-class quizzes=96% Chapter 1 & 2 Quiz (19.13/20=96%)</p> <p>Weekly discussion posts=95.5% Discussion Post 2- Ethical Decision Making (13.25/15=88%) Curriculum-Based Assessment & Other Informal Measures (15.5/15=103%)</p> <p>In-class discussions and group work=100% Participation Survey (12/12=100%)</p> <p>Criterion Met: Yes/No Yes, all the measures met the criterion</p>	<p>1. Results Analysis:</p> <p>In the measures that were used to assess this outcome students met the criterion under each measure. This outcome is introduced and then revisited through the other outcomes all semester long.</p> <p>2. Action Plan:</p> <p>a. Revise and edit syllabus to more accurately reflect how outcome will be measured.</p>

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<p>Outcome #2: Understand and discuss technical information about assessments such as standard error of measure, reliability and validity, basal/ceiling, and norm-referenced assessment versus curriculum-based assessment.</p>	<p>Assessment Measure: Measured by: In-class quizzes/weekly quiz Final Assessment (96.08/140=69%) (115.3/140=82%-average without student who chose not to finish the course) Chapter 3 Quiz-Assessment Types(18.33/20=92%)</p> <p>Mid-term project</p> <p>Mid-Term Project (266/290=92%)</p> <p>Final written report and presentation</p> <p>Final Project-Written (196.29/240=82%) (229/240=95%) Final Presentation-Oral (79.86/100=80%) (93.17/100=93%)</p> <p>Criterion for achievement: 80% of students will score 80% or higher on each measurement</p>	<p>Results:</p> <p>In-class quizzes/weekly quiz=87% Final Assessment (115.3/140=82%) Chapter 3 Quiz-Assessment Types(18.33/20=92%)</p> <p>Mid-term project=92%</p> <p>Mid-Term Project (266/290=92%)</p> <p>Final written report and presentation=94% Final Project-Written (229/240=95%) Final Presentation-Oral (93.17/100=93%)</p> <p>Criterion Met: Yes/No</p> <p>Yes all the measures met the criterion</p> <p>A student who was unable to complete the course was taken out of the overall percentages when factoring the results</p>	<p>1. Results Analysis: In the measures that were used to assess this outcome students met the criterion under each measure. This outcome is introduced and then revisited through the other outcomes all semester long. Note:The scores that were presented in the results section were factored with scores from students who completed the entire course.</p> <p>2. Action Plan:</p> <ol style="list-style-type: none"> a. Make the syllabus more accurately represent how this outcome will be measured. Decrease the number of assessment measures needed to demonstrate student knowledge in outcome 2. b. Decrease the number of questions on final assessment but retain questions that require synthesis and application knowledge.
<p>Outcome #3: Administer, analyze, and summarize curriculum-based assessment and other informal measures, academic assessments, behavioral assessments, and early childhood assessments.</p>	<p>Assessment Measure: Measured by: Weekly discussion posts</p> <p>Discussion Week 9-Analysis of Academic Testing (12.83/15=86%)</p> <p>Present Levels of Performance, Effect Statements, Goals/Objective Writing (36/50=72%) (43.2/50=86%)</p> <p>In-class discussions and group work</p> <p>Week 5 Participation Survey-Brigance</p>	<p>Results:</p> <p>Weekly discussion posts=86% Discussion Week 9-Analysis of Academic Testing (12.83/15=86%) Present Levels of Performance, Effect Statements, Goals/Objective Writing (43.2/50=86%)</p> <p>In-class discussions and group work=93%</p> <p>Week 5 Participation Survey-Brigance and DAYC-2 (15.2/15=101%)</p> <p>Week 7 Participation Survey-DRA</p>	<p>1. Results Analysis: In the measures that were used to assess this outcome students met the criterion under each measure. This outcome is introduced and then revisited through the other outcomes all semester long. Note:The scores that were presented in the results section were factored with scores from students who completed the entire course.</p> <p>2. Action Plan:</p> <ol style="list-style-type: none"> a. Decrease the number of weekly discussion posts required outside of class to 8

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	<p>and DAYC-2 (15.2/15=101%)</p> <p>Week 7 Participation Survey-DRA (15.33/18=85%)</p> <p>Mid-term project</p> <p>KTEA Review Mid-Term Project (266/290=92%)</p> <p>Final written report and presentation</p> <p>Final Project-Written (196.29/240=82%) (229/240=95%)</p> <p>Final Presentation-Oral (79.86/100=80%) (93.17/100=93%)</p> <p>Assessment observations and administrations</p> <p>DAYC2 Permission to Test & Test Protocol (9.83/10=98%)</p> <p>DAYC2 Summary and Plan (18/20=90%)</p> <p>KTEA-3 Administration and Protocols (25.83/40=65%) (31/40=78%)</p> <p>KTEA-3 Scoring Report (26.83/42=64%) (32.2/42=77%)</p> <p>Criterion for achievement:80% of students will score 80% or higher on each measurement</p>	<p>(15.33/18=85%)</p> <p>Mid-term project=92%</p> <p>KTEA Review Mid-Term Project (266/290=92%)</p> <p>Final written report and presentation=94%</p> <p>Final Project-Written (229/240=95%)</p> <p>Final Presentation-Oral(93.17/100=93%)</p> <p>Assessment observations and administrations=85.75%</p> <p>DAYC2 Permission to Test & Test Protocol (9.83/10=98%)</p> <p>DAYC2 Summary and Plan (18/20=90%)</p> <p>KTEA-3 Administration and Protocols (31/40=78%)</p> <p>KTEA-3 Scoring Report(32.2/42=77%)</p> <p>Criterion Met: Yes/No</p> <p>Yes all the measures met the criterion</p> <p>A student who was unable to complete the course was taken out of the overall percentages when factoring the results</p>	<p>required out of 16 weeks.</p> <p>b. Increase assignment completion for KTEA-3 assignments to 100% participation.</p>
<p>Outcome #4: Understand, discuss, and write assessment summaries and develop effective plans (including specially designed instruction, goal/objectives, accommodations/modifications ,related services, and least restrictive environment considerations) using a variety of assessment tools.</p>	<p>Assessment Measure:</p> <p>Measured by: In-class quizzes/weekly quiz</p> <p>Chapter13-Create-A-Quiz(17.5/20=88%) (21/20=105%)</p> <p>Chapter 6: Learning Disabilities (25.04/30=83%)</p> <p>Weekly discussion posts</p>	<p>Results:</p> <p>In-class quizzes/weekly quiz=94%</p> <p>Chapter 6: Learning Disabilities (25.04/30=83%)</p> <p>Chapter13-Create-A-Quiz(21/20=105%)</p> <p>Weekly discussion posts=92.5%</p> <p>Discussion Post Week 5-Topics Related to Learning Disabilities Beyond the Book (14.5/15=97%)</p>	<p>1. Results Analysis: In the measures that were used to assess this outcome students met the criterion under each measure. This outcome is introduced and then revisited through the other outcomes all semester long. Note:The scores that were presented in the results section were factored with scores from students who completed the entire course.</p>

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	<p>Discussion Post Week 5-Topics Related to Learning Disabilities Beyond the Book (14.5/15=97%)</p> <p>Discussion 10-ADHD related readings (36.83/50=74%) (44.2/50=88%)</p> <p>In-class discussions and group work</p> <p>Participation 10-ADHD (16.67/20=83%)</p> <p>Final written report and presentation Final Project-Written (196.29/240=82%) (229/240=95%) Final Presentation-Oral (79.86/100=80%) (93.17/100=93%)</p> <p>Assessment observations and administrations DRA Administration and Protocols (15.83/20=79%) DRA Scoring Report (29.67/32=93%)</p> <p>Criterion for achievement:80% of students will score 80% or higher on each measurement</p>	<p>Discussion 10-ADHD related readings(44.2/50=88%)</p> <p>In-class discussions and group work=83%</p> <p>Participation 10-ADHD (16.67/20=83%)</p> <p>Final written report and presentation=94% Final Project-Written (229/240=95%) Final Presentation-Oral(93.17/100=93%)</p> <p>Assessment observations and administrations= 86% DRA Administration and Protocols (15.83/20=79%) DRA Scoring Report (29.67/32=93%)</p> <p>Criterion Met: Yes/No Yes all the measures met the criterion</p> <p>A student who was unable to complete the course was taken out of the overall percentages when factoring the results</p>	<p>2. Action Plan:</p> <ol style="list-style-type: none"> a. Students engaged more in self-created work. Increase the number of assignments that require students to generate their own product versus only answering questions provided by instructor.
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Notes:

- 1.) **Students from Winnemucca have reported that it is district protocol for the school district psychologist to complete ALL testing with the exception of speech and language testing. Is there a way to follow up on this and see what the guidelines are so that the instructor can plan accordingly in the future? Students expressed their gratitude at being able to observe and help administer assessments in conjunction with school psychologists after completion of required course assignments and projects.**
- 2.) **How does the instructor balance out the curriculum when students are coming into the course with varied backgrounds? (preschool-highschool). This is a vast expanse of testing in Special Education. This is an introductory course to assessment that requires K-12 knowledge of evaluative measures.**
- 3.) **Students in this course often come in with varied educational experience. For example, year one of this course students came in as non-teachers, substitute teachers, ARLs, general education teachers, and teachers getting their special education endorsement. Year two of**

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the course all teachers with the exception of one were teaching in a special education capacity. How does the instructor bridge the gap in hands-on practice and building background knowledge for non-educators (not employed in a school as an educator) taking the course

- 4.) Adjunct instructors are removed from all access to GBC resources such as Canvas, Google, etc when they don't teach both semesters. How can adjunct instructors work on fine tuning their class without access to the class materials/content?
- 5.) Students in this course are required to gain knowledge in standardized testing measures and many have not yet been exposed to vocabulary and learning a different format for reporting. Students have asked if a practicum could be added for test administration practice. Many students that were not employed as educators did not have access to special education teachers and students.

I have reviewed this report:

Department Chair

Date _____

Dean

Date _____

Vice President of Academic Affairs and Student Services

Date _____