



Educational Specialist Program

Preliminary Credential

Signature Assignment for EDSP 564

Case Study Assessment Plan

Student Learning Outcome(s) Assessed:

SLO #2: Assess students' current level of performance using multiple measures.

Description of the Signature Assignment

This assignment is intended to familiarize you with administering various formal and informal assessment measures to learn more about a student, and in interpreting, analyzing, and synthesizing results from these measures to plan for instruction. Your case study will focus academics or functional academics for either mathematics or literacy.

Directions for Students

1. Select a student to work with who has mild/moderate or moderate/severe disabilities. Your assessment must include the following:
 - (i) a review of the student's previous academic records (with consent from parents)
 - (ii) an interview with the student (to get to know the student and learn about the students' preferences, motivations, and interests)
 - (iii) an interview with the parent, a family member, or primary caregiver (to get to know their views about the student, and their preferences for their student's education and future life goals)
 - (iv) an informal observation of the student in an academic setting, lasting at least 15 minutes (To minimize reactivity, it is recommended that you observe the student prior to conducting the interview and/or other assessments)
 - (v) An assessment of the student focusing on literacy or mathematics. You will use multiple measures (minimum of 4 measures to assess the student) e.g., criterion-referenced or norm-referenced tests, ecological inventories, performance-based measures, teacher-made tests, portfolio, observation checklists, structured observations, rating scales, curriculum-based measurement, structured interviews with family members, teachers, or student, etc. You are required to administer *one norm-referenced test*. You will select other measures as appropriate.

The following norm-referenced tests will be used for this assignment:

For assessing a student with a mild/moderate disability: Woodcock-Johnson III – Tests of Achievement (WJ-III)

For assessing a student with a moderate/severe disability: Scales of Independent Behavior Revised (SIB-R)

2. Administer the assessment measures as per the assessment plan (incorporate instructor feedback). Keep track of the procedures followed and observations made during the assessment.

3. Write a report describing your findings. The final report should be organized in 6 sections as identified below:
- a) Background information about the student – from the assessment plan (8 pts)
 - b) Present performance levels of the student in domain assessed and relative areas of strength and need. Describe and interpret the results from your assessments in this section in sufficient detail. Provide a clear description of the student’s performance in the domain assessed. Report and interpret standard scores and percentile ranks for NRT. Finally, incorporate the students’ strengths, interests, preferences, and needs or challenges both when reporting present levels. Attach copies of observation checklists, protocol sheets for norm-referenced tests, and other informal measures used with your case study. (20 pts)
 - c) Observations of the student’s behaviors during assessment- report with appropriate examples, how the student behaved while being assessed and whether his/her performance during the assessment appeared to be indicative of their everyday performance. Be sure to provide only an objective description of your observations without making any assumptions or interpretations. (5 pts)
 - d) Parent and student preferences - summarize your findings based on the student, and parent interviews in this section (do not use a Q & A format) (8 pts)
 - e) Develop a plan for sharing the assessment findings with the student, parents, teachers, and other school personnel. If you are not the current teacher of the student you assessed, share your plans to share the results **as if** you were the child’s teacher. Be sure to highlight the factors you will consider in sharing these findings and ensuring the participation of the parents and student in this process. Please do not share the results until the graded assignment has been returned to you. (8 pts)
 - f) Attach all assessment items to your paper. This includes the graded assessment plan (previously submitted), the assessment results from norm reference test (i.e., test protocols and Compuscore® printouts) and informal measures. (6 pts)

Scoring Rubric:

Component	Exceeds expectations (4)		Meets expectations (3)		Meets some expectations (2)		Does not meet expectations (1)		Incomplete or missing work (0)		Points Earned
Student background information	Extensive student background information is provided, exceeding requirements		Student background information meets assignment requirements		Student background information is provided but is missing required details		Insufficient student background information is provided		No background is provided.		/8
	8		7		6		5				
Student's present level of performance	Extensive description of student's present level in literacy or mathematics, exceeding assignment requirements; strong analysis of student strengths & needs; 5+ sources of data may have been used.		Description of student's present level meets assignment requirements; the domain is described & 4+ sources of data used; strengths and needs are clearly described		Description of student's present level meets some but not all requirements (e.g., inadequate measures, improper interpretation of data); strengths & needs discussion is weak		Insufficient description of student's present levels of performance; does not meet assignment requirements		No information on present levels is presented; no data is attached		/20
	20	19	18	17	16	15	14	13	12		
Student observation	Behavior is clearly operationalized and measurable with additional detail; exceptional summary of every day performance		Behavior is clearly operationalized & measurable; Summary of how behavior relates to every day performance is complete		Behavior is operationalized; vague summary of how behavior relates to every day performance is provided		Behavior is not operationalized; no summary of how behavior relates to every day performance is provided		No description of student behavior is included		/5
	5		4		3		2				
Student and Parent interviews	Two high quality interviews w/ parent and student are evident with extensive and comprehensive summary		Evidence of two quality interviews with clear and complete narrative summary		Evidence of both interviews; poor quality questions and limited narrative summary		Only 1 of the 2 interviews was conducted; narrative summary brief		No student or parent interview is submitted		/8
	8		7		6		5				

Plan for sharing findings	All stated criteria for sharing findings are present in the plan; plans are thoughtful and reflect consideration for all individuals involved ; opportunity provided for empowering participants	All stated criteria findings are clearly and thoughtfully presented in the plan for sharing; ensures participants have opportunity for providing input	Plan for sharing assessment findings is included but is missing 1 of the following: how it will be shared with all parties (student, parents, & other school personnel) or plan to consider background of participants (cultural / linguistic / educational)	Plan for sharing assessment findings is unclear & does not include either how it will be shared with parties (student, parents, & other school personnel) or show consideration of the background of participants (cultural / linguistic / educational)	No plan for sharing the findings is included	/8
	8	7	6	5		
All items attached		All items are attached -Assessment plan -Assessment forms -Informal measures used	At least 2 out of 3 items are attached. Missing some proficiency checklists.	At least 1 out of 3 items are attached.	No items are attached	/6
		6	5	4		

Total Score: _____ out of 55 SLO Score: _____

Legend

Total Points	College of Education Assessment Scale Equivalent
50-55	4 (Exceeds Expectations)
44-49	3 (Meets Expectations)
39-43	2 (Meets Some Expectations)
33-38	1 (Does Not Meet Expectations)
0-32	0 (Can't Score)