Wilmington University
College of Education

Graduate Special Education Programs

Course Number: MSE 8805

Course Title: Performance Assessment (3 Credits)

Faculty Contact:

Course Description: This course gives the candidate the necessary skills to understand assessment techniques and information, to effectively assess student learning and improvement, and to analyze assessment data to evaluate and reflect upon student learning in the classroom. Candidates will learn approaches used to generate a reliable baseline and use the data to develop classroom assessments that align with instruction and show continuous student

learning in the classroom. In addition, candidates will develop skills for conducting action research in school and classroom settings and will learn how to use such research for solving problems in those settings.

Minimum Time Requirements (in clock hours):

Teacher Led Instruction	SEA/PPAT	Fieldwork/Clinical	Lab

Program Standards: Interstate Teacher Assessment and Support Consortium (InTASC)

Specialized Professional Association Standards: Council for Exceptional Children (CEC)

Wilmington University Graduation Competencies: Graduate Educational Competencies

Delaware Performance Appraisal System II:

student centered approach to learning. Candidates are encouraged to move from passive receivers of information to active participants in their own learning.

Learning Outcome 1 – Teaching and learning overview and mindset. (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; CEC 1, 2, 3, 4, 5, 6, 7; DPAS II 1, 2, 3, 4, 5)

Learning Activities/Performance Tasks:
1. Candidates describe why teachers need to make ethical decisions.
2. Candidates explain how disposition framework and regulatory framework influence the teaching profession.
3. Candidates apply the Model Code of Ethics for Educators to solve possible ethical dilemmas encountered within the teaching profession.
4. Candidates interact with students in the classroom while demonstrating confidence, caring, professionalism and energy.
5. Candidates use professional ethical principles and professional practice standards to guide their practice.
6. Candidates create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self determination.
7. Candidates know how to intervene safely and appropriately with individuals with exceptionalities in crisis.
8. Candidates understand the importance of collaboration and appropriate relationships with colleagues, parents and the community.
9. Candidates understand the significance of lifelong learning and participate in professional activities and learning communities.
10. Candidates advance the profession by engaging in activities such as advocacy and mentoring.
11. Candidates collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Assessments: Candidates explore and explain their philosophy of grading and scoring. Additionally, candidates display their professionalism and understanding of professional ethical principles while working with students, colleagues and parents.

Learning Outcome 2 – Standards assessment and student learning. (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; CEC 1, 2, 3, 4, 5, 6, 7; DPAS II 1, 2, 3, 4, 5)

Learning Activities/Performance Tasks:
1. Candidates select and use technically sound formal and informal assessments that minimize bias.
2. Candidates use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
3. Candidates, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities.
4. Candidates teach to mastery and promote generalization of learning.

Assessments: Candidates examine various forms of assessments and create a pre assessment aligned with their target students' goals and objectives, which will be used to guide future instruction. Candidates work one on one with focus students to analyze his or her personal assessment results.

Learning Outcome 3   Context for learning: meeting the students' needs. (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; CEC 1, 2, 3, 4, 5, 6, 7; DPAS II 1, 2, 3, 4, 5)

Learning Activities/Performance Tasks:
1. Candidates analyze and apply how language, culture, and family background influence the learning of individuals with exceptionalities.
2. Candidates understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
3. Candidates select, adapt, and use a repertoire of evidence based instructional strategies to advance learning of individuals with exceptionalities.
4. Candidates use strategies to enhance language development and communication skills of individuals with exceptionalities.

Assessment: Candidates write lesson plan summaries explaining how they will implement strategies toward achieving the learning targets, with special attention given to the specific needs of their target students. The lesson plan summaries address learning theory, content, curriculum development, assessment, and student levels of development.

Learning Outcome 4   Learning theory methods. (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; CEC 1, 2, 3, 4, 5, 6, 7; DPAS II 1, 2, 3, 4, 5)

Learning Activities/Performance Tasks:
1. Candidates understand the IEP process as outlined by judicial rulings, laws and policy.
2. Candidates develop ways to use assistive technology in correlation with the curriculum.
3. Candidates demonstrate knowledge of methods to embrace inquiry, analysis and reflection, including critical reflection, and taking action on one's daily work.
4. Candidates teach cross disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
5. Candidates use the theory and elements of effective collaboration.

Assessment: Candidates explain how their lesson summaries (see Learning Outcome 3) support the IEPs and personal learning needs of their target students.

Learning Outcome 5 – Differentiation of instruction: Adaptations and accommodations. (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; CEC 1, 2, 3, 4, 5, 6, 7; DPAS II 1, 2, 3, 4, 5.)

Learning Activities/Performance Tasks:
1. Candidates demonstrate how language, culture, and family background influence the learning of individuals with exceptionalities.
2. Candidates understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
3. Candidates modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Assessment: Candidates preview assessments to ensure that they are fair, valid, reliable and to guarantee that there is no risk of bias. Within their lesson summaries (see Learning Outcome 3), candidates should identify any accommodations, modifications and assistive techno

Assignments and Grading

1. Class Discussions
2. Session Quizzes
3. Course SEA: Assessment Task with Teaching Event (One section to be completed each week).
4. Additional Activities as Assigned

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Mathematics Content

1. Mathematics Language Common Core State Standards Delaware has adopted this set

List some of the ideas you will consider to instruct your conte

MSE 8805: Performance Assessment

	Unsatisfactory (1)		Basic (3)	Proficient (4)	Distinguished (5)

Preparing Learners for the Assessment Guiding Prompts
 	
CEC 4
	Candidate **did not complete this section nor comply with all requirements.**	Response provides evidence that includes the following:
		
		An understanding of assessment for **individuals from diverse backgrounds.**
		    An irrelevant selection of and rationale for the activities and student groupings used during the assessment
		    An illogical selection of and rationale for			

	Unsatisfactory (1)	Emerging (2)	Basic (3)	Proficient (4)	Distinguished (5)
		assessment for each of the two focus students based on their specific learning needs.	students based on their specific learning needs	students based on their specific learning needs	students based on their specific learning needs
Analysis of the Assessment: Data and student learning for the whole class activity: administering and analyzing the assessment CEC 3, 4	**Candidate did not fully complete this section nor comply with all requirements.**	Response provides evidence that includes the following: **A minimal analysis** of all of the data to determine students' progress toward the learning goal(s) **An inappropriate analysis of the efficiency** of the data collection process **Minimal engagement of students to analyze their own assessment results** to help them understand their progress toward the learning goal(s)	Response provides evidence that includes the following: **A partial analysis** of all of the data to determine students' progress toward the learning goal(s) **A partial analysis of the efficiency** of the data collection process **Limited engagement of students to analyze their own assessment** results to help them understand their progress toward the learning goal(s)	Response provides evidence that includes the following: **An informed analysis of both forms of data** to determine students' progress toward the learning goal(s) **An appropriate analysis of the efficiency** of the data collection process **Effective engagement of students to analyze their own assessment results** to help them understand their progress toward the learning goal(s)	Response provides evidence that includes the following: **An extensive analysis of all of the data** to determine students' progress toward the learning goal(s) **A thorough analysis of the efficiency** of the data collection process **A significant engagement of students to analyze their own assessment results** to help them understand their progress toward the learning goal(s)
Analysis of the Assessment: Data to determine impact on student learning for each of the two identified focus students with exceptionalities CEC 3, 4	**Candidate did not complete this section nor comply with all requirements.**	Response provides evidence that includes the following: **Little or no analysis of all the data** to learn about the progress of each of the two focus students toward achieving the learning goal(s) **An ineffective analysis,** based on data, both baseline and graphic, of the impact of the modification of the assessment for each focus student to be able to demonstrate learning, with minimal evidence **Minimal engagement of each of the two focus students in**	Response provides evidence of impact on student learning and includes the following: **A partial analysis of all the data** to learn about the progress of each of the two focus students toward achieving the learning goal(s) **An incomplete analysis, based on data,** both baseline and graphic, of the impact of the assessment for each focus student to be able to demonstrate learning, with weak evidence	Response provides evidence of impact on student learning and includes the following: **An accurate analysis**	

	Unsatisfactory (1)	Emerging (2)	Basic (3)	Proficient (4)	Distinguished (5)

	Unsatisfactory (1)	Emerging (2)	Basic (3)	Proficient (4)	Distinguished (5)
Reflecting on the Assessment for Each of the Two Focus Students CEC 3, 4	**Candidate did not fully complete**				