Assessment Innovation Configuration  
SUNY New Paltz Syllabi Review Coding Form

Course #: ____________________  Date: ____________________
Reviewer Name: ____________________  Primary Review ______  Secondary Review ______

CODING KEY:

Code 0: No evidence that the evidence-based practice is included in the class syllabus

Code 1: Class syllabus mentions resources related to the evidence-based practice (e.g., textbook and journal readings, podcasts, videos, IRIS modules, websites, PowerPoints, etc.)

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Code 5: Practice is not applicable to course

Instructions: Place the code number under the appropriate level of implementation for the course syllabus or assignment. Rate each category on the LEFT separately. Note: Every element in each category does NOT have to be addressed for an overall code to be assigned.

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<td>□5</td>
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Foundations of Assessment

- Educational purposes of assessment
- Formative assessment
- Summative assessment
- Norm-referenced testing
- Criterion-referenced testing
- Standardization, norms,
- Reliability (Definition, types, and importance)
- Validity (Definition, types, and importance)
- Legal guidelines and student and family rights

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### Standardized Testing for Identification Purposes

- Review of prior records
- Interviews of relevant individuals
- Observation in appropriate settings
- Pre-referral and RtI systems
- Evaluation and selection of standardized tests
- Administration and interpretation of test results
- Use of appropriate score scales (e.g., standard scores, standard error of measurement, confidence intervals, percentile ranks, stanines)
- Presentation and analysis of scores to educators and families

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<thead>
<tr>
<th>Response-to-Intervention for Identification and Instructional Purposes</th>
<th>Code 0</th>
<th>Code 1</th>
<th>Code 2</th>
<th>Code 3</th>
<th>Code 4</th>
<th>Code 5</th>
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<tbody>
<tr>
<td>Universal screening</td>
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<td>Implementation of evidence-based interventions</td>
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<td>Identification of students needing more intensive instruction.</td>
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<td>Tiered instruction variables</td>
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<td>Fidelity in the implementation of interventions</td>
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<td>Collaboration among educators</td>
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<td>Progress monitoring and graphing</td>
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<td>Data interpretation and decision rules</td>
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<td>Identification for special education</td>
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Formative and Summative Classroom Assessments to Collect, Manage and Analyze Data to Monitor Student Learning and Informing Instruction
- Progress Monitoring
- Aligning assessment and instruction
- Developing challenging and achievable goals and objectives
- Curriculum-Based Measurement
- Observations
- Active responding systems
- Learning logs/journals
- Think alouds
- Do Nows/Exit Tickets
- Error analysis
- Performance assessment
- Portfolio Assessment
- Instructional rubrics
- Technology-based assessments and testing
- Teacher-made tests and quizzes

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<th>Assessment for Individualized Educational Programs</th>
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<tbody>
<tr>
<td>Current levels of educational performance</td>
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<td>Alternative assessments</td>
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<td>Testing accommodations</td>
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<td>Individualized assistive technology assessment</td>
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<td>Assess mastery of goals/benchmarks</td>
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| Assessment and Diversity Issues                  |       |       |        |        |        |        |
| Cultural, linguistic, and experiential bias in standardized tests and the assessment process |       |       |        |        |        |        |
| Distinguishing language differences from learning difficulties (Consider proficiency in first language and alternate explanations for perceived difficulties) |       |       |        |        |        |        |
| Understand the link between motivation and assessment |       |       |        |        |        |        |
| Use multiple (alternate) (in)formal assessments   |       |       |        |        |        |        |
| Disproportionate representation                  |       |       |        |        |        |        |
| Pre-referral and Response-to-Intervention systems |       |       |        |        |        |        |