ARTIFACT ENTRY FORM
Based on CEC Professional Standards

Program Concentration/s:
M.Ed. Degree:
_____ Curriculum & Instruction (AT Concentration)
_____ Special Education

Licensure Certificate:
_____ Teaching Students w/ Disabilities who Access the Gen. Curriculum K-12
_____ Teaching Students w/ Disabilities who Access the Adapted Curriculum (Severe Disabilities)
_____ Visual Impairments PK-12
_____ Emotional Disturbance and Learning Disabilities
_____ ED/LD/MR

Non-Licensure Certificate:
_____ Assistive Technology
_____ Applied Behavior Analysis
_____ Teaching Students with Autism
_____ Special Education Leadership

Course Number/Title where document/artifact was produced: ____________________________________________
Semester course taken: ___________________________ Instructor/s: __________________________________________

Special Education Content Standard #8: Assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

1. What is this artifact?

This is a curriculum-based measurement project with a minimum of 3 baselines and 6 post instructional intervention probes.

2. How does it relate to the standard above?

The CBM project provides an opportunity to conduct observational and informal assessments of an individual student. The project requires continuous progress monitoring in a selected area of curricular instruction and observed outcomes are expected to be meaningful and lead to good instructional decisions. The project includes requirement to create graphic displays and data analysis with appropriate technologies including computer spreadsheets.