

GENERAL INFORMATION	
Course Prefix/Number: EEX4221	Course Title: Assessment in Special Education
Number of Credits: 3 credits	
Degree Type	<input type="checkbox"/> B.A. <input type="checkbox"/> B.S. <input type="checkbox"/> B.A.S. <input checked="" type="checkbox"/> A.A. <input type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input type="checkbox"/> V.C.C.
Date Submitted/Revised: 4/2/12	Effective Year/Term: 2012-1
<input type="checkbox"/> New Course Competency <input checked="" type="checkbox"/> Revised Course Competency	
Course Description (limit to 50 words or less): The student will study, analyze, and administer informal and formal assessments to students with special needs. The student will learn to prepare and present assessment data for use in instructional planning and developing individualized educational plans for students with disabilities. Fifteen hours of clinical experience are required. Special fee. (3 hr. lecture)	
Prerequisite(s): EDF4430, EDG3321,	Corequisite(s):

Competencies:
Competency 1:

The student will recognize the role of educational testing and assessment of students with special needs by:

1. Identifying the purposes of assessment (e.g., screening, eligibility, diagnosis, identification of relevant instructional content, and effectiveness of instruction) across disciplines.
2. Utilizing basic and specialized terminology used in the assessment of individuals with disabilities.
3. Identifying measurement concepts, characteristics, and uses of norm-referenced, criterion-referenced, and performance assessments.
4. Discussing the legal requirements and ethical principles regarding the assessment of students with disabilities (e.g., confidentiality, adherence to test protocols, and appropriateness of assessment for student needs).
5. Identifying appropriate methods, strategies, and evaluation instruments for assessing student levels, needs, performance, and learning.
6. Recognizing screening, pre-referral, referral, and classification procedures.
7. Discussing the use and limitations of assessment instruments.
8. Interpreting national and statewide norm-referenced assessment data for parents with only rudimentary knowledge of assessment terms and concepts.
9. Identifying the factors that influence disproportionate representation of students from diverse backgrounds in programs for students with disabilities and recognizing the implications for assessment.
10. Identifying laws and policies regarding referral and placement procedures for individuals with disabilities.

Revision Date:

Approved By Curriculum Report: 90

Reviewed By Director of Academic Programs Date: _____

Competency 2:

The student will use formal and informal assessment instruments to identify and describe the needs of students in K-12 settings with disabilities in communication, motor, cognitive, social/behavioral, adaptive behaviors by:

1. Identifying appropriate formal and informal assessments for students across disabilities.
2. Describing the characteristics of students with disabilities in relation to those of normal achieving students and utilizing this knowledge when planning appropriate assessments and interventions.
3. Accessing information on various cognitive, communication, physical, cultural, social, and emotional conditions of individuals with exceptional learning needs.
4. Using performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modifications in learning environments.
5. Identifying and implementing traditional and alternate assessment strategies and procedures (e.g., observations, performance-based assessments, interviews, and portfolios) and their appropriate use.
6. Using exceptionality-specific assessment instruments with individuals with disabilities.
7. Selecting, adapting, and modifying assessments to accommodate the unique abilities and needs of individuals with disabilities.
8. Selecting, planning, and coordinating activities of related services personnel to maximize direct instruction for individuals with disabilities.
9. Using local community, and state and provincial resources to assist in programming with individuals with disabilities.
10. Identifying prevention and intervention strategies for individuals at risk for a disability.

Competency 3:

The student will demonstrate best practices for teaching and learning to ensure assessment is aligned with instruction of all students by:

1. Selecting, administering, and interpreting various informal and standardized instruments for assessing students' academic performance and social behavior.
2. Interpreting, analyzing, and applying the results of norm referenced, criterion referenced, and performance based assessments for students with disabilities.
3. Using functional assessments to develop intervention plans.
4. Analyzing assessment information to identify a student's environment needs and instructional levels, to select appropriate specialized techniques and learning strategies, and to determine Individual Education Plan content.
5. Using assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
6. Reviewing assessment data about individual students to determine their entry-level skills, deficiencies, academic and language development progress, and personal strengths, and to modify instruction-based assessment.
7. Interpreting curriculum information and assessment data for IEP and Child Study Team members.
8. Identifying strategies to prepare for and take tests.
9. Developing or modifying individualized assessment strategies
10. Identifying and utilizing the role of assessments in guiding instruction and instructional decision-making.
11. Collaborating with others in assessment of individuals with exceptional learning needs.

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Competency 4:

The student will identify strategies and programs to aid in the transition process by:

1. Identifying activities relevant to the four stages of the transition process and career development (e.g., awareness, exploration, preparation, and placement).
2. Identifying the essential domains for transition planning for students with disabilities.
3. Demonstrating knowledge of transition planning using student and family characteristics to develop desired post school outcomes.
4. Identifying instructional strategies for acquisition, generalization, and maintenance of skills across school, home, work, and community settings.
5. Selecting appropriate instructional procedures for teaching adaptive life skills based on observations, ecological assessments, family interviews, and other student information.
6. Identifying methods for evaluating and documenting student progress in acquiring, generalizing, and maintaining skills related to interpersonal interactions and participation across settings.
7. Identifying skills necessary for students with disabilities to engage in self-determination and self-advocacy.
8. Discussing the required components of Individual Educational Plans, Individualized Family Service Plans, and Individual Transition IEPs.
9. Collaborating with team members to plan transition to adulthood that encourages full community participation and relating levels of support to the needs of the individual.
10. Identifying resources and strategies for assisting students in functioning in a variety of environments to which they will be transitioning.
11. Recognizing career, vocational, and transition programs for individuals with disabilities.

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