

Course Description**EEX4221 | Assessment in Special Education | 3.00 credits**

The student will study, analyze, and administer informal and formal assessments to K-12 learners with special needs. The student will learn to prepare and present assessment data for use in instructional planning and developing individualized educational plans for K-12 learners with disabilities. Pre-requisites: EDG3321, and EDF4430.

Course Competencies

Competency 1: The student will recognize the role of assessment and evaluation 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 the legal requirements and ethical principles regarding the assessment of students with disabilities (e.g., confidentiality, adherence to test protocols, appropriateness of assessment for student needs)
4. Identifying measurement concepts, characteristics, and uses of norm referenced, criterion referenced, and performance based assessments for students with disabilities
5. Identifying alternative assessment strategies and procedures (e.g., observations, performance-based assessments, ecological assessments, interviews, portfolios) and their appropriate use
6. Identifying the factors (e.g., curriculum alignment, cultural bias) that influence disproportionate representation of students from diverse cultural, linguistic, and socioeconomic backgrounds in programs for students with disabilities and recognizing the implications for assessment
7. Identifying and analyzing reliable and valid progress monitoring methods for assessing individual student progress (e.g., curriculum based assessments, fluency checks, rubrics, story retelling, informal reading inventories, portfolios)

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, and adaptive behaviors by:

1. Describing the characteristics of students with disabilities about those of average achieving students and utilizing this knowledge when planning appropriate assessments and interventions
2. Accessing information on various cognitive, communication, physical, cultural, social, and emotional conditions of individuals with exceptional learning needs
3. Using performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modifications in learning environments.
4. Identifying and implementing traditional and alternate assessment strategies and procedures (e.g., observations, performance based assessments, interviews, and portfolios) and their appropriate use
5. Interpreting, analyzing, and applying the results of norm-referenced, criterion-referenced, and performance-based assessments for students with disabilities
6. Selecting, adapting, and modifying assessments to accommodate the unique abilities and needs of individuals with disabilities
7. Selecting, planning, and coordinating activities of related services personnel to maximize direct instruction for individuals with disabilities

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, selecting

- appropriate specialized techniques and learning strategies, and determining 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 linguistically diverse backgrounds
 6. Identifying instructional strategies for acquiring, generalizing, and maintaining skills (e.g., functional and applied academic skills, workplace and career skills, independent living skills) across school, home, work, and community settings
 7. Selecting relevant general education and alternate standards and curricula appropriate for a student's age, instructional needs, and functional performance across settings
 8. Identifying methods for differentiating, accommodating, and modifying assessment, instruction, and materials to meet individual student needs (e.g., related to age, gender, cultural and linguistic background, preferred communication mode)

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 (e.g., personal social, general community functioning, employment, leisure recreational) for students with disabilities
3. Demonstrating knowledge of transition planning using student and family characteristics (e.g., socioeconomic status, gender, cultural, and linguistic background) to develop desired post-school outcomes
4. Discussing the required components of Individual Educational Plans, Individualized Family Service Plans, and Individual Transition IEPs
5. Identifying resources and strategies for assisting students in functioning in various environments where they will be transitioning
6. Comparing and contrasting career, vocational, and transition programs for individuals with disabilities
7. Identifying skills necessary for students with disabilities to engage in self-determination and self-advocacy

Competency 5: The student will Understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students using a systematic problem-solving process by:

1. Applying measurement concepts and characteristics of reading assessments
2. Recognizing the purposes of various informal assessments (e.g., informal reading inventories, analyzing writing samples) including an emphasis on matching reader to text
3. Identifying the purpose of various formal assessments, including the differences between norm-referenced and criterion referenced assessments and how to interpret data reports
4. Identifying the meaning of test reliability, validity, and standard error of measurement and describing major types of derived scores from standardized test
5. Demonstrating knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, progress monitoring, diagnosis, and outcome measures)
6. Analyzing data to identify trends that indicate adequate progress in student reading development
7. Distinguishing how to use data within a systematic problem-solving process to differentiate instruction, intensify intervention, and meet the needs of all students. (e.g., grouping practices and appropriate curriculum materials)
8. Identifying appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time
9. Identifying interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.
10. Identifying appropriate assessments and accommodations for monitoring the reading progress of all students
10. Identifying and implementing appropriate and allowable accommodations as specified in the Individual Education Plan or 504 Plan when assessing students with disabilities in reading

Competency 6: The student will demonstrate the ability to plan and implement research-based data-driven instruction by:

1. Analyzing and applying data from multiple assessments and measures to diagnose students' learning needs, inform instruction based on those needs, and drive the learning process
2. Designing and aligning formative and summative assessments that match learning objectives and lead to mastery
3. Using various assessment tools to monitor student progress, achievement, and learning gains
4. Sharing the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)
5. Applying technology to organize and integrate assessment information

Learning Outcomes:

- Communicate effectively using listening, speaking, reading, and writing skills
- Formulate strategies to locate, evaluate, and apply information
- Demonstrate knowledge of ethical thinking and its application to issues in society