

COURSE OUTLINE

EDUC-294

Special Education Assessment Part II Birth-12th Grade

3 Semester Hours

HOWARD COMMUNITY COLLEGE

Description

This course is designed to provide knowledge and skills in assessment, administration, interpretation, programming and alignment of test data with teaching standards. Trends in informal assessment, observation techniques, family assessment, vocational assessment, work sample analysis, task analysis, portfolios and teacher made tests will be explored. This course meets the Maryland State Department of Education Assessment, Diagnosis, and Prescriptive Techniques requirement for an initial certificate in Generic Special Education Infant/Primary, Elementary/Middle School, and Secondary/Adult. (3 hours weekly)

Overall Course Objectives

Upon completion of this course, the student will be able to:

1. Define basic terminology used in assessment.
2. Explain ethical concerns related to assessment.
3. Explain legal provisions, regulations, and guidelines regarding assessment of individuals.
4. Implement typical procedures used for screening, pre-referral and classification in case studies.
5. Demonstrate appropriate application and interpretation of score, including grade score versus standard score, percentile ranks, age/grade equivalents, and stanines.
6. Exhibit appropriate use and limitations of each type of assessment instrument in lab activities.
7. Incorporate strategies that consider the influence of cultural, linguistic, and gender differences on assessment, eligibility, programming and placement of individuals with exceptional learning needs.
8. Document the relationship between assessment and placement decisions.
9. Demonstrate methods for monitoring progress of individuals with exceptional learning needs in lab activities.
10. Collaborate with families and other professionals involved in the assessment of individuals with exceptional learning needs.
11. Create and maintain records.
12. Gather background information regarding academic, medical, and family history.
13. Demonstrate use of various types of assessment procedures appropriately.
14. Interpret information from formal assessment instruments and procedures for instructional planning.
15. Explain and use performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modification in learning environments.
16. Develop individualized assessment strategies for instructions.
17. Interpret assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
18. Evaluate supports needed for integration into various program placements.

Major Topics

- I. Historical, legal accountability, and inclusion perspectives
- II. Alternate Assessment
- III. Observational Assessment
- IV. Criterion Referenced Tests
- V. Portfolio Development
- VI. Informal Assessment: Intelligence and Adaptive Behavior
- VII. Informal Assessment: Content Knowledge
- VIII. Vocational Assessment
- IX. Teacher Made Tests
- X. Interpreting Results

Course Requirements

Grading/Exams:

Portfolio Development
Midterm Exam
Case Study Presentation
Portfolio Development Project

Other Course Information

This course is offered at the Laurel College Center.