

COURSE OUTLINE

EDUC-293

Special Education Assessment Part I Birth-12th Grade

3 Semester Hours

HOWARD COMMUNITY COLLEGE

Description

This course provides students with the knowledge and skills for selecting, administering, interpreting, diagnosing, reporting, using assessment data, monitoring and evaluating the instructional program. Legal perspectives, technical aspects of assessment tools, accommodations, computer as a tool for assessment, and nondiscriminatory testing will be examined. 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. Apply ethical concerns related to assessment.
3. Acquire knowledge of legal provisions, regulations, and guidelines regarding assessment of individuals.
4. Explain typical procedures used for screening, pre-referral and classification.
5. Demonstrate appropriate application and interpretation of score, including grade score versus standard score, percentile ranks, age/grade equivalents, and stanines.
6. Identify appropriate use and limitations of each type of assessment instrument.
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. Compare the relationship between assessment and placement decisions.
9. List methods for monitoring progress of individuals with exceptional learning needs.
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. Define various types of assessment procedures appropriately.
14. Interpret information from formal assessment instruments and procedures for instructional planning.
15. Gather 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 instruction.
17. Explain 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. Introduction to Assessment
- II. Law and Legal Issues
- III. Descriptive Statistics
- IV. Validity and Reliability
- V. Norm Reference Assessment
- VI. Test of Educational Achievement
- VII. Standardized Diagnostic Testing
- VIII. Assessment of Behavior
- IX. Measures of General Intelligence
- X. Early Childhood Assessment
- XI. Interpreting Assessment

Course Requirements

Grading/Exams:

Midterm Exam
Case Study Presentation
Portfolio Development
Portfolio Development Project

Other Course Information

This course is offered at the Laurel College Center.