

EDUCATION DEPARTMENT

Education 222

Introduction to Assessment in Special Education

Course Description:

This course is designed to help students understand basic measurement principles and assessment techniques relevant to students who have learning and/or behavioral problems. It offers a general overview of a variety of formal and informal assessment techniques. It addresses assessment as a functional part of the special education process. More specifically, this course helps students understand the meaning of information gained through assessment and evaluation and how to use that information for specifying educational objectives.

Course Objectives:

1. Explain the purpose of assessment in the context of special education.
2. Explain basic assessment concepts.
3. Describe the components of a continuous model of assessment as an integrated element of the process of special education.
4. Explain and give examples of informal assessment tests relevant to special education.
5. Explain and give examples of formal assessment tests relevant to special education.
6. Compare and contrast various informal assessment techniques.
7. Compare and contrast various standardized tests.
8. Compare and contrast formal assessment tools to informal assessment tools.
9. Recommend specific assessment tools to given case descriptions.
10. Justify the relevance of specific informal assessment tools to instructional planning for learners with special learning needs.
11. Demonstrate a skill in applying informal assessment techniques in the context of a regular classroom and resource room (case study).

Textbook:

Overton, T. (2000). Assessment in Special Education: An applied approach. New Jersey: Prentice-Hal, Inc.

Other Sources

Beaty, J. (1994). Observing development of the young child. Englewood Cliffs, NJ: Merrill.

Harwell, J. (1995). Ready-to-use information and materials for assessing specific learning disabilities. West Nyack, NY: The Center for Applied Research in Education.

Linder, T.W. (1990). Transdisciplinary Play-Based assessment: A functional approach to working with young children. Baltimore: Paul H. Brookes.

Wodrich, D., & Kush, S. (1990). Children's Psychological Testing: A guide to non-psychologists (2nd edition). Baltimore: Paul H. Brookes.

Salvia, J., Ysseldyke, J. (1991). Assessment (5th edition). Boston: Houghton Mifflin Company.

Detailed Coverage

Week 1	1. Special Education: Definition Scope, current status	Overton Chp. 2
Week 2	2. Introduction to assessment: Basic assessment concepts; Principles of Psychological Testing	Salvia & Ysseldyke Chp. 1 & 2: Overton Chp. 1
Week 3 Week 4 Week 5	3. Informal assessment techniques: a. Behavioral observations b. Checklists; rating scales questionnaires; Interviews: c. Criterion - referenced assessment d. Curriculum based assessment; task analysis & error analysis.	Beaty chs. 2 & 15 Overton ch. 9 Overton ch. 8
Week 6	4. An introduction to norm-referenced assessment	Overton ch. 5
Week 7	5. Diagnosing early developmental delays: Battelle Developmental Inventory; Brigance Inventories; DIAL-R	Beaty ch. 1 Ch. 3 Wodrich & Kush Overton ch. 12 p. 239
Week 8	6. Ability Tests a. Sensory-motor & perceptual	Overton ch. 11

Week 9	abilities: Bender Visual Motor Gestalt Test; Tests of Auditory-perceptual skills; Developmental Drawing Test. Developmental Test of Visual Perception b. Language-related abilities: pre-school language scale-3 Test of Auditory Comprehension of Language-Revised.	Beaty ch. 11 Overton ch. 10
Week 10	7. Educational Achievement Tests: prewriting and prereading skills. Woodcock - Johnson Psycho-Educational Battery-Revised.	Overton ch. 6 Beaty ch. 12
Week 11 Week 12 Week 13	8. Cognitive Abilities & Intelligence Tests a. Cognitive Abilities Test (CAT) b. The Wechsler Scales c. Detroit Test of Learning Aptitude – Primary	Beaty chs. 9 & 10 Salvia & Ysseldyke Ch. 11 Overton Chp. 10
Week 13	9. Adaptive Behavior scales: Vineland Adaptive Behavior Scales AAMD Adaptive Behavior Scale Adaptive Behavior Inventory	Overton Chp. 10 Beaty ch. 6
Week 14	10. Interpreting assessment for educational intervention.	Overton ch. 13

Letter grades equivalence:

Letter grade	Points	Letter grade	Points
A ⁺	100 – 95	C ⁺	75 – 73
A	94 – 90	C	72 – 70
A ⁻	89 – 86	C ⁻	69 – 66
B ⁺	85 – 83	D ⁺	65 – 63
B	82 – 80	D	62 – 60
B ⁻	79 - 76	D ⁻	59 – 56
		F	55 - 0

Policy

- Reading assignments: students are expected to read the assigned materials before each class session. Discussion with the class as a whole and in small groups is essential for constructing meaningful learning of the course context. Participation in class discussion contributes to the final grade.
- Attendance: Attendance is a necessity for involvement in the session experiences that guide students developmentally in the process of meaningful learning and reflective thinking. In case of absence, students are responsible for finding out whatever they missed during the session, especially announcements for further assignments. Consistency in attendance contributes in the final grade.

Evaluation

Mid-term	35%
Hws.	10%
Class participation	5%
Final Exam	35%
Case study	15%