

## Educ 592 Assessment and Evaluation of Diverse Learners

3 semester credit hours, graduate credit

**Description:** This course will provide teachers with the knowledge of how to select, administer, score and interpret a standardized/norm referenced assessment for exceptional learners. Students will participate in all stages of assessment for students with disabilities including screening and referral, comprehensive evaluation, and progress monitoring. The development of an Individualized Education Program (IEP) and the administration of both formal and informal assessment tools will be covered. Theoretical, legal, and statistical foundations related to assessment in special education will be discussed. Using data gained in order to improve student achievement will also be discussed.

**Goals and Objectives:** This course is designed to prepare students to administer formal and informal assessments, including standardized and curriculum-based assessments, as well as to evaluate the results. Students will then use gained information to write an effective IEP, and make appropriate classroom decisions.

The course objectives will enable the student to do the following:

1. Develop an appreciation for proper measurement and evaluation techniques.
2. Increase his/her knowledge of the factors necessary for good testing.
3. Obtain minimal competency in informal test development.
4. Understand the technical characteristics of assessment measures and procedures.
5. Demonstrate skill in administering and scoring curriculum-based measurement procedures for screening, progress monitoring, instructional decision making within response to intervention models.
6. Determine which type of testing best fits the instructional procedures and purposes.
7. Acquire the necessary statistical tools and skills to adequately interpret and evaluate test scores.
8. Develop mature judgment in using data gained through a testing program.
9. Broaden his/her understanding of standardized measurement instruments and the proper use of them.
10. Identify the connection between good testing and good IEP goals.
11. Develop IEP goals that are aligned with the student's assessment results.
12. Describe testing accommodations.

**Recommended Text:** Salvia, J., Ysseldyke, J. E., & Bolt, S. (2010). *ASSESSMENT IN SPECIAL EDUCATION AND INCLUSIVE EDUCATION* (11<sup>th</sup> edition). Belmont, CA: Wadsworth.

**Course Content:**

- a. Assessment practices
- b. Special education eligibility procedures

- c. Response to Intervention (RtI) models
- d. Basic assessment concepts
- e. Technical characteristics of tests
- f. Introduction to diagnostic assessment
- g. Diagnostic assessment of reading
- h. Diagnostic assessment of mathematics
- i. Diagnostic assessment of written language
- j. Report writing
- k. Curriculum-based measurement principles, graphing and instructional decision guidelines
- l. Standardized curriculum-based measurement literacy measures
- m. Standardized curriculum-based measurement math and written language measures
- n. Assessment and the law
- o. Reliability, validity and norms
- p. Observation-based assessment
- q. Performance assessment
- r. Assessment of social, emotional and behavior problems
- s. Adaptive behavior
- t. Motor skills and abilities
- u. Integrating problem solving into educational decision making

Course Requirements:

- Weekly quizzes on readings. Students will complete an online quiz over the assigned readings. The quiz must be completed by class time of the week it is scheduled.
- Midterm exam.
- Comprehensive final exam.
- Project report. Students will complete a standardized assessment report. The project report is used to meet the CEC/NCATE professional development Standard Number 8: Assessment.
- Independent assessment project. Students will complete a report and demonstrate proficiency of an assessment measure. The report will include a review of the technical characteristics, training requirements, and interpretation guidelines. Proficiency administering the assessment will be judged via video case example and review of the accompany assessment report.