



The Special Education Program Candidate Vision:
We are a community of learners knowing, doing, and becoming.

Education 435: Assessment Methods, Use and Interpretation

Term:

Instructor:

Office/Office Hours:

Phone/E-Mail Address:

Course Description:

This course will concentrate on the assessment and evaluation of students with special needs. Skills will include developing and administering a variety of instruments, interpreting and using assessment data (for screening, identifying, instructional planning, decision-making, and evaluating progress), and recognizing the limitations of test instruments, especially as related to cultural and linguistic issues. Current issues and trends in assessment will be explored.

Texts:

- 1) Terry Overton, Assessing Learners with Special Needs 5th edition- 2006 ISBN: 013117990X
- 2) Mary Weishaar & Victoria Scott Case Studies: Assessment of Students with Disabilities 2005 ISBN: 0205410618

Course Goals and Objectives:

- Demonstrate understanding of basic measurements concepts (S-9 I- 1,2)
- Identify legal provisions, regulations, and guidelines regarding student assessment (S-9 I- 1,2)
- Discuss ethical concerns related to assessment including consent and confidentiality (S-10 I-4)
- Explain the implications of cultural diversity and specific disabilities on assessment and evaluation procedures (S-8 I-1, 2)
- Distinguish among the processes of diagnostic assessment, instructional assessment, and progress evaluation (S-9 I- 1,2)
- Identify categories of assessment procedures and factors affecting test results (S-9 I- 1,2)
- Demonstrate a knowledge of a variety of assessment instruments (both formal and informal) including appropriate uses and limitations (S-9 I- 1,2)
- Interpret assessment results as a part of a multidisciplinary team while demonstrating professional ethical behavior including due process, advocacy, and eligibility criteria. (S-9 I- 1,2)
- Interpret and use assessment data for instructional planning and IEP writing
- Demonstrate skill in selecting, constructing, and administering norm-referenced and criterion-referenced tests (S-6 I-3)
- Analyze controversial issues involved with assessment to stay abreast of current research in assessment (e.g., labeling, cultural bias, authenticity) (S-11 I-1) (S-8 I-1, 2)

Instructional Methods:

- a. Candidates will demonstrate skill in administering a variety of assessment tools to varying age groups while demonstrating knowledge of cultural diversity and the role this factor plays in assessment. (S-9 I- 1,2)
- b. The candidates will accurately interpret the results of those assessments. (S-9 I- 1,2)
- c. Candidates will research current tests from one of the following areas: reading, math, writing, processing, and behavioral assessment. The student will then disseminate their findings to the class. (S-6 I-3)
- d. Candidates will demonstrate an understanding of frequency distribution and measurements of central tendency through graphing.
- e. Students will write a summary of test results and appropriate recommendations based on test data. (S-9 I- 1,2)
- f. Candidates will participate in a mock placement / eligibility meeting where they will be required to report results of previously given assessments, with recommendations, to the eligibility team. (S-9 I- 1,2)
- g. Candidates will demonstrate to program instruction and develop appropriate IEPs based on the results of the assessment tools. (S-9 I- 1,2)
- h. Candidates will demonstrate their knowledge of assessment vocabulary and uses through formal evaluation.

The major assessment tools introduced in this class are:

Achievement:

Woodcock Johnson Psycho educational Battery-Revised
Wechsler Individual Achievement Test
Brigance
WIAT

Physiological:

WISC

Reading:

Woodcock Reading Mastery Test
Qualitative Reading Inventory
CTOPS

Math:

Key Math

Written Language:

Test of Written Language III

Oral Language:

Test of Adolescent Language-III

Behavior:

Vineland
Connor's Rating Scale

Curriculum Based Assessment using the Standard Course of Study.

Methods of Instruction:

1. Each candidate will administer a group of tests from the previous list to a student. Some of these tests require that candidates observe and record behaviors displayed by a student. Most of the tests require that the child actually answer test items, either orally or in a written format. Arrangements will be made with local teachers for completion of this assignment. Since this is for practice only, no educational decisions will be made on the basis of your test administration. The confidentiality of the child will be maintained.
2. Candidates choose a standardized test used in the determination of eligibility for Exceptional Children's services. Read at least three research articles on this test and evaluate its merit in terms of the validity and reliability of test results. After carefully reading the instructional manual, administer the test to a school-age student, score the test, and interpret the results. Include in a paper a description of the standardized test, the research findings (from the literature review), an interpretation of the findings from the administration, and a reflection on the experience in administering this test.
3. Candidates will write a summary of test results and appropriate recommendations based on test data
4. Candidates will participate in a mock placement / eligibility meeting where they will be required to report results of previously given assessments, with recommendations, to the eligibility team. Candidates will demonstrate program instruction and develop appropriate IEPs based on the results of the assessment tools.

Conceptual Framework Statement:

The Mars Hill College Teacher Education Program develops Teacher Professionals, through a strong grounding in liberal arts and content, professional knowledge, and values and ethics. It is within this statement that the Special Education Program founds our Program and Candidate Vision.

Within this course candidates gain new knowledge of ways to help meet the behavioral, academic, and life needs of students through the means of assessment. The candidates research strategies and methods used by teacher professionals in the field. Through the use of case studies and field experiences candidates will learn how to get the most out of assessment tools.

Diversity Statement:

This course teaches candidates about the importance of non-discriminatory assessment and tools of inquiry. Candidates discover the importance of listening to teachers, parents, and other professionals to enhance the educational experience. Candidates will learn skills to enhance the way others view individuals with exceptionalities.

Technology Requirements:

The candidates are responsible for researching and presenting different methods and tools of assessment to the class with the aid of a current media. (i.e. PowerPoint). Candidates will use technology to gain a better understanding of the world of assessment. Assessment software will be introduced to and utilized by the candidates in this course.

Clinical or Field Experience Component:

Working with schools, children, and psychologist will be integrated part of this class.

Class participation	20%
Assessment tools administration	10%
Mock eligibility meeting	20%
Research of current tests	10%
Written summary of test results	20%
Formal Exam	20%

Course Policies and Evaluation:

Attendance is required for all class sessions. You are involved in your professional sequence or course; therefore, the knowledge and skills provided through class participation and field work are essential in meeting the course objectives. Evaluation is an effective teaching/learning tool. High expectations for quality and quantity of work will benefit the learner as he completes the course. The Honor Code of Mars Hill College will be followed.

Grading Scale:

- A- 93-100
- B- 85-92
- C- 77-84
- D- 70-76
- F- Below 70

“If you have a declared / documented disability and require modifications / accommodations to be successful within this class, please see the instructor.”

Honor Code

We, the students of Mars Hill College, pledge ourselves to uphold integrity, honest, and academic responsibility in and out of the classroom.

Honor Pledge

On my honor, I have neither given nor received any academic aid or information that would violate the honor code of Mars Hill College.