Fall 2000

EDUC 306: Introduction to Assessment in Special and Remedial Education

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EDUCATION 306

Introduction to Assessment in Special and Remedial Education

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I. Introduction

As a special or remedial educator it will be your responsibility to make the educational experience of students meaningful and productive. Appropriate use of assessment techniques will allow a teacher to determine a student's specific needs, prescribe an intervention program which meets those needs, and implement and modify an educational program.

The goal of this course is to present an overview of assessment procedures in special and remedial education. We will be examining the purposes, assumptions and characteristics of assessment in general. Specifically, we will examine formal and informal assessment procedures with an emphasis on how to use assessment information to plan and implement an educational program.

II. General Course Goals

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

1. define assessment and list the purposes, assumptions and characteristics of assessment.

2. identify and describe important requirements of assessment as outlined in PL 94-142(IDEA), and the Iowa Rules and Regulations.

3. describe the make up and functioning of the multidisciplinary team.

4. define and describe the important characteristics of Norm-Referenced and Curriculum-Based Assessment procedures.
5. define, select, and design curriculum-based assessment procedures.

6. demonstrate a familiarity with a variety of commercially available achievement, and diagnostic tools.

7. discuss the meaning and the assessment of learning aptitude.

8. develop instructional objectives and strategies from assessment results.

9. identify and describe some of the current issues and future trends in educational assessment.

III. Course Requirements

1. Exams. There will be four exams including the final exam. The dates of the exams are indicated on the tentative course schedule. Each exam is worth 100 points.

2. Application Exercises. Each student will complete a series of application exercises. These activities will allow students to practice and apply assessment procedures demonstrated and discussed in class. Descriptions of these activities along with due dates and requirements are outlined on an attached sheet.

3. Class Participation. This class involves a number of in-class demonstrations of various assessment procedures. Students will also have an opportunity to practice various assessment procedures during class time. Regular class attendance is important and expected. Unexcused absences may lead to a reduced grade for the course.

IV. Evaluation

The final grade will be determined by the following point breakdown.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>400</td>
<td>A = 450 - 500</td>
</tr>
<tr>
<td>Application Exercises</td>
<td>100</td>
<td>B = 400 - 449</td>
</tr>
<tr>
<td>TOTAL</td>
<td>500</td>
<td>C = 350 - 399</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D = 300 - 349</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F = below 300</td>
</tr>
</tbody>
</table>
V. Tentative Schedule

DATE
DESCRIPTION
CHPT/APPLICATION
ACTIVITY
Sept. 4
Course Introduction and Syllabus
Introduction to Assessment Process
Sept. 11
Assessment Process continued
Intro. to Technical Issues in Assessment
Sept. 18
Technical Issues in Assessment continued
Activity #1
Sep. 25
EXAM 1
Oct. 2
Activity #2
Academic Achievement
Oct. 9
Reading
Activity #3
Oct. 16
Math and Written Language
Activity #4
Oct. 23
EXAM 2
Activity #4
Oct. 30
Cognitive Development
Activity #5
Nov. 6
Adaptive Skills
Nov. 13
Classroom Behavior
Nov. 20
EXAM 3
Activity #6
Nov. 27
THANKSGIVING BREAK
NO CLASS
Dec. 4
Application of Assessment Results
Dec. 11
Monitoring and Evaluation of Instruction

Dec. 18
FINAL EXAM (Take home) DUE
VI. **Required Text**


**NOTE:** Each student will also need to purchase a packet of test protocols. These will be needed to complete the application exercises.

VII. **APPLICATION EXERCISES**

Each student will complete a series of application exercises as part of the requirements for Education 306. These exercises will allow students to become familiar with specific assessment instruments, practice scoring and interpretation, construct their own assessment instruments and work with children in a testing situation.

The study activities required for the successful completion of the course include the following. A due date is listed for each activity. More information will be given in class for each assignment.

Evaluation criteria for these exercises are as follows:

a. All reports should be well organized, written in a clear narrative format, and typed.

b. Where appropriate, the report should include a scored test protocol.

c. All completed activities should reflect a clear understanding of the assessment procedures and guidelines discussed in class (use of confidence intervals, standard scores etc.).

1. Using any two standardized tests, examine the test manuals to see if the following topics are discussed. Discuss your findings in a short paper. (15 points, Due: September 18)
   a. standardization sample
   b. reliability
   c. validity
   d. required testing training

2. Select three standardized tests and examine the directions to determine the following. Compare and discuss your findings in a short paper. (15 points, Due: September 25)
   a. starting points
3. Administer either the Woodcock-Johnson-Revised, or the KTEA. Calculate all possible scores and analyze the results. In a short report, describe these results using accepted procedures (e.g. confidence intervals). (20 points, Due: October 9)

4. Administer an Informal Reading Inventory to practice the assessment of an individual students reading ability. Discuss the results in a short paper. (15 points, Due: October 16/23)

5. Administer a commercial diagnostic test such as Test of Written Language 2, Key Math-Revised or the Woodcock Reading Mastery Tests-Revised. Write a report which analyses student strengths and weaknesses. Your report should also include general instructional recommendations, one general goal and three specific instructional objectives. (20 points, Due: October 30)

6. Design and use an observation instrument to measure the level of behavior of concern. Report and analyze the results in a short paper. (15 points, Due: November 20)