A. Course Description

Credits: 4

Lab Hours/ Weeks: Corequisites: None

Lecture Hours/ Week :

MnTC Goals: None

This course will introduce students to the basic psychometric foundations of standardized and classroom-based assessment to inform data-based decision-making about exceptionality, eligibility, and educational programming for students with disabilities. Students in this course will learn models of educational assessment, practice methods of observation in classroom and clinical education settings, and administration of standardized assessments of academic achievement. Participants will be introduced to methods of providing and promoting assessment accommodations, adaptations, and modifications for a range of diverse learners including the use of interpreters and assistive technologies. Finally, this course will be technology-enhanced in the following areas: (1) incorporate knowledge about technology-based program planning solutions in special education (2) use of online methods and materials to enhance instruction between class times and to compensate for potential class period interruptions.

Co-Requisite: SPED 611, Practicum in Special Education Assessment (2 credits).

B. Course Effective Dates: 01/01/2018 - Present

C. Outline of Major Content Areas:

See Course Description for major content areas.

D. Learning Outcomes (General)

1. Legal and ethical regulations regarding unbiased assessment of students with disabilities, including appropriate data practices and the influence of social, environmental, and medical/health factors including effects of gender, cultural, and linguistic diversity.
2. Roles of parents and other professionals in the evaluation process.
3. Assessment strategies and instruments appropriate for use in secondary and elementary settings to design and sequence instruction to accelerate learning based on content standards and research evidence.
4. Principles of direct observation of educational and school-related social behavior.
5. Assessment strategies and adaptations in the use of standardized testing instruments to accommodate individuals with confounding factors such as cultural or linguistic differences and different physical abilities.
7. Examining, using, and modifying assessment, including use of information and assistive technology, for evaluation of diagnosis, eligibility, programming, instruction, transition and exit criteria.

E. Learning Outcomes (MN Transfer Curriculum)

This contains no goal areas.

G. Special Information

Co-Requisite: SPED 611 Practicum in Special Education Assessment (2 credits).