

# Minnesota State University Moorhead

## SPED 463: Assessment Strategies

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites:

SPED 320 - Educational Services for Individuals with Exceptionalities AND SPED 225 - Individuals with Exceptionalities

Corequisites: SPED 463L

MnTC Goals: None

Assessment of scholastic achievement and aptitude, social behavior, and instructional effectiveness through the use of norm referenced individualized test instruments and informal instructor designed procedures. Course includes report writing, establishment of objectives, participation in the development of IEPs, and review of basic statistical and measurement concepts.

**B. COURSE EFFECTIVE DATES:** 05/10/2004 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Introduction to Assessment
2. Technical prerequisites of understanding assessment
3. Assessing students
4. Interpretation of assessment results

#### **D. LEARNING OUTCOMES (General)**

1. Understand laws and legal/cultural aspects of assessment in special education
2. Understand the role played by screening, pre-referral, referral, and classification in special education
3. Demonstrate understanding of basic measurement concepts including test reliability, validity, standard error of measurement, normal curve and its relationship to the interpretation of derived scores including standard scores, and percentile rank.
4. Be familiar with concepts and methods for summarizing statistical data and graphing as it relates to educational assessment
5. Understand the main characteristics of formal, norm-referenced standardized assessment instruments (e.g., Vineland Adaptive Behavior Scales, Brigance Inventory).
6. Demonstrate ability to assess individual students using standardized, norm-referenced assessment instruments
7. Understand the main characteristics of informal, non-standardized assessment instruments (e.g., Behavioral Observation of Students in Schools - BOSS, Likert scales, checklists) and how they interrelate with standardized testing
8. Demonstrate ability to assess individual students using non-standardized assessment instruments
9. Integrate assessment data to write a comprehensive report stating strengths and weaknesses, as well as remediation techniques
10. Write measurable goals and objectives based upon the results from standardized and non-standardized assessment tools
11. Report assessment results to others
12. Successfully complete 40 hours in a classroom practicum site understanding the school system, instructional environments, IEPs, interviews, background information and curriculum

#### **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted