

# Minnesota State University Moorhead

## SPED 410: Methods and Strategies of Special Education Assessment

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 4

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites:

This course requires the following prerequisite  
SPED 225 - Individuals with Exceptionalities

Corequisites: SPED 410L and SPED 410L

MnTC Goals: None

This course will cover basic concepts of assessment and the assessment process and procedures that are utilized in data-based decision making and program planning for students with disabilities in an academic or functional curriculum. This course will provide students with the knowledge and skills necessary to select, ethically administer, score, interpret, and report results from various standardized and non-standardized assessment tools used in the field of special education as well as to utilize data for progress monitoring and educational decision making. This course will also review the legal and cultural contexts of assessment in special education.

**B. COURSE EFFECTIVE DATES:** 08/20/2012 - 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.
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#### **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

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

As noted on course syllabus

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

None noted