

Texas A&M University-San Antonio
Department of Educator and Leadership Preparation
EDSE 5322 Educational Tests & Measurements of the Exceptional Learner

A. MAJOR COURSE DESCRIPTION/REQUIREMENT

Examination of basic testing procedures and terminology as related to the exceptional learner. Analysis of statistics used in test development and interpretation of test data. Utilization of test data in developing individual education plans for effective programming.

B. LEARNING OBJECTIVES

Upon completion of this course, the learner will:

1. Discuss rights and responsibilities of students, parents, teachers, and other professionals
2. Utilize basic terminology of assessment process for students with disabilities
3. Demonstrate an understanding of legal and ethical issues regarding the assessment of individuals
4. Analyze various models of assessment utilized today and compare for impact on student identification and programming implications.
5. Evaluate methods of progress monitoring of students for pre-referral and post referral intervention strategy effectiveness
6. Identify changes within assessment processes at local, state, and federal level and analyze impact on student programming placement and outcomes.
7. Discuss key issues regarding cultural, linguistic, and learning differences among students its relevancy to assessment processes.
8. Demonstrate a fundamental knowledge of descriptive statistics, reliability, validity and norm-referenced testing as it applies to assessment procedures and processes for students with disabilities.
9. Analysis of curriculum-based, informal, and formal methods of academic assessment.
10. Evaluation of instruments and procedures utilized in behavior assessment.
11. Demonstrate an understanding of key issues within assessment of intelligence and adaptive behavior including commonly utilized instruments and methods of identification procedures.
12. Identify key issues within early childhood and transition assessments.
13. Demonstrate ability to conduct informal and formal beginning level assessments.
14. Within a case study format, apply assessment results to the development of individualized student programming and evaluate direct correlation of assessment and intervention strategies.

C. LECTURE OR DISCUSSION TOPICS

- Assessment in Social and Educational Contexts; Assessment and Decision Making in Schools, Laws, Ethical Codes and Professional Standards that Impact Assessment, Making Instructional, Eligibility Decisions & Decisions about Participation in Accountability Programs & Collaborative Team Decision Making
- What Test Scores Mean, Technical Requirements, How Evaluate a Test, Using Test Adaptations & Accommodations, Teacher-Made Tests of Achievement, Assessing Behavior Through Observation
- Monitoring Student Progress Toward Instructional Goals, Managing Classroom Assessment, Response to Intervention (RTI) and Multi-Tiered System of Supports (MTSS) & Data-based Decision Making
- Cultural & Linguistic Considerations
- Using Measures of Intelligence, Assessment of Academic Achievement with Multiple-Skill Devices, Diagnostic Reading Measures, Mathematics Measures, Measures of Written Language & Measures of Social and Emotional Behavior
- Early Childhood Assessment, Assessment for Transition Education and Planning & Assistive Technology
- Scholarly Writing: Articles Analysis & Synthesis & Test Analysis

D. REQUIRED OR RECOMMENDED READINGS

Salvia, J., Ysseldyke, J. E., & Witmer, S. (2017). *Assessment in Special and Inclusive Education* (13th ed.). Cengage.

Herrera, S. G., Cabral, R. M., & Murry, K. G. (2020). *Assessment of Culturally and Linguistically Diverse Students*. (3rd ed.). Pearson.

Breaux, K. C. & Lichtenberger, E. O. (2016). *Essentials of KTEA-3 & WIAT-III Assessment*. Wiley.

Other materials: Other materials and relevant articles will be posted on Blackboard.