

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**

This course includes 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; and 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 various contemporary models of assessment and their impact on student identification and programming.
2. Analyze laws and ethical standards governing the administration and interpretation of tests used in assessment of students with disabilities.
3. Discuss the rights and responsibilities of students, parents, teachers, and other professionals in the assessment process.
4. Demonstrate a fundamental knowledge of basic terminology, descriptive statistics, reliability, validity and norm-referenced testing applied to assessment procedures for students with disabilities.
5. Discuss methods of measuring and monitoring student progress within the RtI framework.
6. Describe key issues regarding cultural, linguistic, and learning differences among students and its relevancy to assessment processes.
7. Analyze various methods and instruments of cognitive, academic, and behavior assessment and methods of identification procedures.
8. Identify key issues related to assessment in early childhood and transition planning.
9. Within a case study, evaluate assessment information and make data-based decisions in designing appropriate educational interventions.
10. Examine current research in special education and identify assessment recommendations for practice.

**C. LECTURE OR DISCUSSION TOPICS**

- Introduction to Assessment; Laws, Ethics, & Issues
- Descriptive Statistics, Reliability, & Validity
- Curriculum-Based Assessments, Other Informal Measures, and RtI
- Assessment of Language Proficiency; Dyslexia
- Academic Assessment, Assessment of Behavior, Cognitive and Adaptive Behavior
- Assessment in Early Childhood, Assessment in Transition, Assessment of Acculturation
- Interpreting Assessment for Educational Intervention, Data-Based Decision Making
- Cultural & Linguistic Considerations
- Analysis of Current Literature and Scholarly Writing

**D. REQUIRED OR RECOMMENDED READINGS**

Overton, T. & Jordan, A. (2024) *Inclusive assessment: An applied approach* (9th ed.). Pearson.  
Herrera, S. G., Cabral, R. M., & Murry, K. G. (2020). *Assessment of culturally and linguistically diverse students* (3rd ed.). Pearson.