

Texas A&M University- San Antonio
Department of Educator and Leadership Preparation
EDSE 4346 Assessment of Exceptional Students

A. MAJOR COURSE DESCRIPTION/REQUIREMENT

Formal and informal assessment procedures applicable to identification and instructional planning for exceptional individuals. The theory and content of instruments used to identify, analyze, and evaluate the strengths and learning needs of exceptional individuals are emphasized.

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 and 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. Demonstrate knowledge and 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. 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

- Overview of Assessment
- Methods of Assessment and Testing Considerations
- Statistical Concepts in Assessment
- Scoring Terminology in Assessment
- Multidisciplinary Teams, RtI, and Pre-Referral Strategies
- Parental Participation in Assessment
- Evaluation Standards Under IDEA
- Assessment of Academic Achievement
- Assessment of Intelligence and Behavior
- Assessment of Perceptual Abilities and Speech/Language
- Early Childhood Assessment and Other Areas of Assessment
- Disability Determination
- Comprehensive Report and IEP

D. REQUIRED OR RECOMMENDED READINGS

Students will study course content provided through articles, an e-books and Blackboard postings.

Pierangelo, R., & Giuliani, G. A. (2023). *Assessment in Special Education: A Practical Approach* (6th ed.). Pearson.