

**Chaminade University of Honolulu**  
**ED 462R/662R: Assessment of Exceptional Children**  
**Summer, 2000**

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Credit Hours: 3 credits

Class Hours: 4:30-7:30

Sites: Chaminade Campus: Tuesdays - Honolulu  
Henry Hall 223  
VCC Center: Mondays - Hilo and Kona  
Tuesdays - **Kauai/Maui** and Hana

**A. Course Description:**

Assessment in special education is mandated by Public Law 101-476, Individuals with Disabilities Education Act of 1997. This law calls for an increase in the use of unbiased and accurate assessment methods other than tests, which assist in the identification of students who may require special education services. It is also important to assist ~~educators in the~~ understanding of their social responsibility in the assessment process. It is important to avoid students from being misdiagnosed and remain in special education setting for long periods of time. It is our hope that with these strategies, knowledge and understanding of assessment methods it will assist you in becoming more sensitive and fair to student growth within the curriculum.

**B. Objectives:**

Students will:

1. Understand the process of assessment and its relationship to the Individuals with disabilities Education Act (IDEA).
2. Demonstrate knowledge of basic psychometric properties of standardized tests and how to evaluate the merits of particular tests and assessment techniques.
3. Develop informal, teacher-made and portfolio assessment instruments

4. Administer and interpret a variety of educational, social and developmental standardized tests used for evaluation of special education students.
5. Determine relevant assessment tools for assessing student needs.
6. Identify steps to interpret data to refine, modify, adjust or adapt curriculum to meet the needs of students.
7. Gain skills in writing clear and meaningful educational objectives based on results of standardized and informal assessments.
8. Identify on-going assessment evaluation.

**C. Required Course Text:**

Overton, T. (2000). *Assessment in Special Education: An Applied Approach* (3<sup>d</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

**D. Course Schedule:**

<u>Week</u>	<u>Topics</u>	<u>Assi ments</u>
1	Introduction Assessment Overview	Review Syllabus Read Chapter 1 Do exercises (Part 1, pp.27-28)
2	Reliability and Validity Descriptive statistics Norm-Referenced Assessment	Read chapters 3,4 & 5 Do exercises (partl & 3, pp. 145-147) Do exercises (pp. 109& 111) Do exercises (Parts l& 2,pp.173-174) Topic #1 paper due: How is assessment linked to instruction?
3	Educational Achievement Tests Intelligence & Adaptive Behavior Assessment of Behavior	Read chapters 6,7,9 & 10 Do exercises (Parts 1 & 2, pp. 227-228) Do exercises (Part 1, p.404) Do exercises (Parts 1 & 3, pp.346-348)
4.	Laws and Issues Interpreting Assessment Decision-Making	Read chapters 2, 13 & 14 Do exercises (Part 1, pp. 72-73) Do exercises (Part 1 & 2, p. 485-486) Read Case Studies (pp.489-520) Topic #2 paper due: Cultural bias and testing

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|-----|-----------------------|---|
| 5   | Informal Assessments  | Read chapter 8<br>Do exercises (Parts 1 & 2, pp. 308-310)   |
| 6.  | Informal Assessments  | Topic #3 paper due:<br>What factors would you prioritize in<br>decision making for eligibility?                   |
| 7.  | Functional Assessment | Class participation   |
| 8.  | Presentations         | Individual Case Study<br>Topic #4 paper due:<br>What are the pros and cons of informal and<br>standardized tests? |
| 9.  | Presentations         | Individual Case Study   |
| 10. | Presentation/Wrap up  | Topic #5 paper due:<br>Address the pros and cons of the clinical<br>evaluation for behavioral assessment.         |

## **E. Course Requirements:**

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|-----------------|--|-------------|
| I.              | Attendance:  | 300 points  |
|                 | On-time attendance is essential to achieving the objectives of the course. Therefore, 30% of the total points possible are earned for on-time attendance. Each class session is worth 30 points (or 10 points an hour for partial attendance). |             |
| 2.              | Chapter exercises (10 X 30 points per chapter)   | 300 points  |
| 3.              | Individual Project: Student Case Study   | 150 points  |
| 4.              | Topic papers worth 50 points each for 400 level  | 250 points  |
| Graduate Level: |  |             |
| 4.              | Topic papers worth 30 points each for 600 level  | 150 points  |
| 5.              | Research paper<br>600 level has an additional requirement of an academic/scholarly paper on a topic relevant to assessment to be agreed upon by the faculty and student. This paper will be worth 100 points.                                  |             |
|                 | Total possible points for all  | 1000 points |

## F. Assignments

### Individual Project: Student Case Study

This project is designed to help you apply the assessment process from pre-referral to the Individual Education Program (IEP). This project will require that you:

1. identify a student to assess,
2. gather background and referral information,
3. administer a test of educational achievement, write a report based on assessment results (see pp.477-478 for an outline of the report and chapter 14 for case study examples),
4. list 6 short-term educational objectives to guide classroom instruction (see pp. 483-484, especially Tables 13.2) and
5. share your finding with your colleagues in a brief presentation to occur in weeks 8-10.
6. Total Project points: 150      Scoring rubric
  - a. Written report (90 points)
    - Identifying data 5
    - **Background/referral information** 20
    - Test results 10
    - Test interpretation 25
    - Summary and recommendations 30
  - b. Educational Objectives (40 points)
    - Behaviorally stated 20
    - Materials 10
    - Evaluation 10
  - c. Presentation (20 points)
- Topic Papers\*\*
 

There are 5 topic papers that are required throughout the course. These papers should be 2-3 pages in length and should include at least one reference citation outside of the text. Your personal insights on each topic are encouraged. Each paper will be worth 50 points for the 400 level and 30 points for the 600 level students.
- Research paper\*\*
 

600 level has an additional requirement of an academic/scholarly paper on a topic relevant to assessment to be agreed upon by the faculty and student. This paper will be worth 100 points.

Topic and research papers will be graded according to the following:

Content (what do you have to say?)	50%
Organization (how well do you say it?)	20%
Style (is your writing consistent and unique?)	10%
Format (is the referencing and layout of your paper APA format?)	10%
Grammar	10%

#### **G. Course Grading Criteria:**

All ABCSE students must obtain a grade of "B" or better in their course work to have course credit for DOE licensing. In addition, master's students must receive a grade of "B" or better to have course work apply to their degree program.

910 – 1000	=	A
909 – 820	=	B
819 – 730	=	C
729-640	=	D

#### **H. Dates for Course: Please** pay special attention to this section so there is no confusion!

Oahu/Kauai/Maui/Hana: Tuesday night class

June 27		Aug 1	Oahu Kalani VCC
July 3 *	Oahu Kalani VCC Center	Aug 8	Oahu Kalani VCC
July 11	Oahu Kalani VCC Center	Aug 15	
July 18		Aug 22	
July 25	Oahu Kalani VCC	Aug 29	

\*Change in date due to holiday

Hilo/Kona: Monday night class

June 26		Aug 1	Change in date
July 3		Aug 8	Change in date
July 11	Change in day due to speaker	Aug 14	
July 17		Aug 21	
July 25	Change in date	Aug 28	