

**Northern Marianas College**  
**CURRICULUM ACTION REQUEST**

**Effective Semester / Session:** Spring 2013

**Type of Action:**

- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

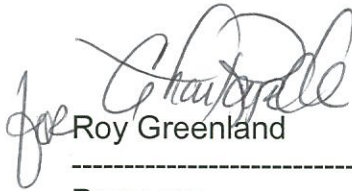
**Course Alpha and Number:** ED 456

**Course Title:** Special Education Diagnosis and Assessment

**Reason for initiating, revising, or canceling:**

New course creation.

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Roy Greenland

Proposer

12/4/12

Date

  
Charlotte Cepeda

Department Chair

12/4/12

Date

  
Barbara Merfalen

Dean of Academic Programs and Services

3.22.13

Date

# Northern Marianas College

## Course Guide

Course: ED 456 Special Education Diagnosis and Assessment

### 1. Department

School of Education

### 2. Purpose

This course presents an overview of the assessment process in today's educational environment, reflecting the current emphasis on inclusion and accountability in education for all children. Special education teachers in particular must not only employ problem-solving strategies, intervention strategies, and informal screening and assessment of students, they must also be prepared to administer and/or interpret formal assessment instruments for special education students. They will also play a key role in the initial identification and assessment of this unique population within in the schools. ED 456 will give the teacher-in-training the necessary background in assessment, interpretation and limitations of formal and assessments, laws and policies regarding referral and placement, and implementation of assessment results.

### 3. Description

#### A. Required/Recommended Textbook(s) and Related Materials

Required:

Overton, Terry. *Assessing Learners with Special Needs: An Applied Approach*. 7th ed. Upper Saddle River, NJ: Pearson Education, 2012.

Readability level:

#### B. Contact Hours

1. **Lecture:** 3 hours per week / 45 hours per semester
2. **Lab:** None
3. **Other:** None

#### C. Credits

1. **Number:** 3
2. **Type:** Regular degree credits

#### D. Catalogue Course Description

This course presents an overview of the assessment process in today's educational environment, reflecting the current emphasis on inclusion and accountability in education for all children. It will prepare special education teachers to augment problem-solving strategies, intervention strategies, and informal screening and assessment of

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students, with the ability to administer and/or interpret certain formal assessment instruments. ED 456 will give the teacher-in-training the necessary background in assessment, interpretation and limitations of formal and informal assessments, laws and policies regarding referral and placement, and implementation of assessment results.

Note: Taking this course will not qualify the teacher-in-training to administer all formal evaluations, some of which require advanced degrees and/or specialized training beyond the BS experience.

Prerequisites: Teacher Candidacy, ED 450, and ED 401. English

Placement Level: EN 202. Math Placement Level: MA 132.

(Offered Spring)

### **E. Degree or Certificate Requirements Met by Course**

This is a required course for all education majors with a concentration in Special Education.

### **F. Course Activities and Design**

This course may incorporate any or all of the following: short lecture, discussions, videos, online activities, group activities, student projects, presentations, written assignments, field experience, reflection papers, and activities for use in the classroom.

### **4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)**

Prerequisite(s): Teacher Candidacy, ED 450, and ED 401.

English Placement Level: EN 202

Math Placement Level: MA 132

### **5. Estimated Cost of Course; Instructional Resources Needed**

Cost to the Student: Tuition for a 3-credit course and any applicable fees.

Cost to the College: Instructor's salary.

Instructional resources needed for this course include Internet, and Curriculum Resource Center (CRC) resource materials.

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### 6. Method of Evaluation

Student grades will be based on the regular letter grade system as described below:

- A: Excellent – grade points: 4.0;
- B: Above average – grade points: 3.0;
- C: Average – grade points: 2.0;
- D: Below average – grade points: 1.0;
- F: Failure – grade points: 0.0.

NMC's and SOE's grading and attendance policies will be followed.

### 7. Course Outline

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

- 1.0 Why Assess?
  - 1.1 History and necessity
  - 1.2 Models and designs
  - 1.3 Cultural considerations
  - 1.4 Research and issues
  
- 2.0 Legal and Ethical Considerations
  - 2.1 Public Law 94-192
  - 2.2 Assessment, evaluation, needs, and eligibility
  - 2.3 The Individualized Education Program (IEP) Team
  - 2.4 The IEP
  - 2.5 Transition
  - 2.6 Discipline
  - 2.7 Least Restrictive Environment (LRE)
  - 2.8 Due process, ethics, and standards
  
- 3.0 Statistics
  - 3.1 Why measure?
  - 3.2 What do the numbers mean?
  - 3.3 Tendency, average, dispersion, standard deviation, mean differences, and skewed distributions
  - 3.4 Scores
  
- 4.0 Validity and Reliability
  - 4.1 Correlations
  - 4.2 Methods of measuring

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- 4.3 Standard error of measurement
- 4.4 Estimated true scores
- 4.5 Test validity
- 4.6 Reliability versus validity
  
- 5.0 Norm-Referenced Assessment
  - 5.1 How tests are construed
  - 5.2 Basic test administration
  - 5.3 Types of scores
  - 5.4 Group testing
  
- 6.0 Curriculum-Based Assessment and Other Informal Measures
  - 6.1 Curriculum-based measurement
  - 6.2 Criterion-referenced assessment
  - 6.3 Task and error analysis
  - 6.4 Teacher-made tests
  - 6.5 Other methods
  - 6.6 Problems of norm-referenced assessment
  
- 7.0 Response to Intervention and Progress Monitoring
  - 7.1 Response to Intervention (RTI)
  - 7.2 Implementation of RTI and progress monitoring
  - 7.3 The role of RTI and SPED comprehensive evaluations
  
- 8.0 Academic Assessments
  - 8.1 Achievement tests
  - 8.2 Diagnostic testing
  - 8.3 Assessing other language areas
  - 8.4 Selecting diagnostic instruments
  
- 9.0 Assessment of Behavior
  - 9.1 Interventions
  - 9.2 IDEA (Individuals with Disabilities Education Act) requirements
  - 9.3 Functional behavioral assessments
  - 9.4 Manifestation determination
  - 9.5 Other technique for assessing behavior
  - 9.6 Projective assessment techniques
  - 9.7 Computerized assessment of attention disorders
  - 9.8 Determining emotional impairment

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- 10.0 Measures of Intelligence and Adaptive Behavior
  - 10.1 Measuring intelligence
  - 10.2 The meaning of intelligence testing
  - 10.3 Alternative views of intellectual assessment
  - 10.4 Review and use of intelligence tests
  - 10.5 Assessing adaptive behavior
  - 10.6 Review of adaptive behavior scales
  
- 11.0 Special Considerations of Assessment in Early Childhood
  - 11.1 Legal guidelines
  - 11.2 Infants, toddlers, and young children
  - 11.3 Evaluation and assessment procedures
  - 11.4 Methods
  - 11.5 Techniques and trends
  - 11.6 Phonemic awareness
  - 11.7 Assessment of children referred for Autism Spectrum Disorder (ASD)
  - 11.8 Assistive technology
  
- 12.0 Considerations of Transition
  - 12.1 Transition and postsecondary considerations
  - 12.2 Assessment of transition needs
  - 12.3 Assessing functional academics
  - 12.4 Transition planning
  
- 13.0 Interpretation of Assessment Results
  - 13.1 Test interpretation
  - 13.2 Interpretation for educational decisions
  - 13.3 Interpretation is an art
  - 13.4 Writing test results
  - 13.5 Writing educational objectives
  - 13.6 Reevaluations

### 8. Instructional Goals

This course will introduce students to:

- 1.0 Basic terminology used in assessment;
  
- 2.0 Legal provisions and ethical principles regarding the assessment, referral, and placement of individuals;

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- 3.0 Early identification of young children who may be at risk and use of assessment information in making decisions of eligibility, program and placement, including considerations for those from culturally and/or linguistically diverse backgrounds;
- 4.0 Use and limitations of assessment instruments, including the gathering of relevant background information and the interpretation of information from formal and informal assessments;
- 5.0 National and Commonwealth accommodations and modifications;
- 6.0 Development and/or modification of individual assessment strategies, to include considerations when assessing students with specific learning disabilities, those in early childhood education, as well as students with behavioral problems or emotional issues;
- 7.0 Methods of assessing reliable responses of individuals who lack typical communication and performance abilities;
- 8.0 The administration of nonbiased formal and informal assessments, and reporting the results to all stakeholders using effective communication skills, making a conscientious effort to practice within one's skills limits and to obtain assistance as needed;
- 9.0 Screening, pre-referral, referral, and classification procedures; and
- 10.0 Implementation of procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptional learning needs.

### 9. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1.0 Define and use the basic terminology of assessment;
- 2.0 Describe the legal provisions and ethical principles regarding the assessment of individuals and interpret the laws and policies regarding referral and placement procedures;
- 3.0 Explain early identification of young children who may be at risk;

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- 4.0 Use assessment information in making decisions of eligibility, program and placement, including considerations for those from culturally and/or linguistically diverse backgrounds and those who lack typical communication and performance abilities;
- 5.0 Interpret information from formal and informal assessments;
- 6.0 Describe the use and limitations of assessment instruments, including the gathering of relevant background information;
- 7.0 Define and describe National and Commonwealth accommodations and modifications connected to assessments;
- 8.0 Develop or modify individual assessment strategies, to include considerations when assessing students with specific learning disabilities, those in early childhood education, as well as students with behavioral problems or emotional issues;
- 9.0 Administer a nonbiased formal or informal assessment, and prepare a report of the results for all stakeholders using effective communication skills and demonstrating the ability to practice within one's skills limits and obtain assistance as needed;
- 10.0 Describe screening, pre-referral, referral, and classification procedures; and
- 11.0 Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptional learning needs.

### **10. Assessment Measures**

Assessment of student learning may include, but not be limited to, the following:

- 1.0 Forum participation and discussion;
- 2.0 Student presentations and activities; and
- 3.0 Midterm and final examinations.