



## Graduate Course Syllabus

### **SPED 580: Special Education Assessment**

Center: Online

#### **Course Prerequisites**

SPED 520

#### **Course Description**

Students will gain an awareness of procedures involved in the evaluation of students to determine eligibility for special education services. Students will be introduced to a variety of assessment tools and gain an understanding of what the tests measure and how they are used in the identification of specific disability categories. The course includes theoretical and legal foundations, the characteristics of learners with and without disabilities across cognitive, social, emotional, and sensory areas. Students will recognize the impact of family and cultural backgrounds on classroom and test performance. Students will become familiar with the administration, scoring, interpretation, and reporting of selected diagnostic testing used in special education evaluations.

#### **Course Outcomes**

- Become familiar with the legal and ethical responsibilities in the area of special education assessment
- Examine a variety of formal assessment tools used to identify students with disabilities
- Understand the procedures for the administration, interpretation and reporting of student evaluations
- Administer and practice using a standardized assessment of academic achievement in a mock case study
- Conduct and prepare a written report of a mock classroom observation
- Understand how a variety of assessment data is used in the special education eligibility process

#### **Required Materials**

Using your learning resources is critical to your success in this course. Please purchase directly through SNHU's online bookstore, [MBS Direct](#), rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the Help Desk, your advisor, and the instructor can provide you with support if you have problems.

*Assessment in Special Education: A Practical Approach*

Pierangelo, R. A., & Giuliani, G. A.

Pearson

4<sup>th</sup> Edition

2012

9780132613262

### Instructor Availability and Response Time

Your class interaction with your instructor and your classmates will take place in Blackboard on a regular, ongoing basis. Your instructor will be active in Blackboard at least five days a week, and you will normally communicate with your instructor in the open Blackboard discussion forum so that your questions and the instructor's answers benefit the entire class. You should send emails directly to your instructor only when you need to discuss something of a personal or sensitive nature, and in those cases your instructor will generally provide a response within 24 hours.

### Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	11	25	275
Journal	4	40	160
Short Paper	1	80	80
Field Experience	1	40	40
Critical Task			
Milestone One	1	80	80
Milestone Two	1	80	80
Final Submission	1	325	325
		<b>Total Course Points:</b>	1,040

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

## University Grading System: Graduate

<i>Total Points: 1,040</i>				
Grade	Numerical Equivalent	Points	Points Equivalent	
			<i>Lower</i>	<i>Upper</i>
A	93-100	4.00	967	1040
A-	90-92	3.67	936	966
B+	87-89	3.33	905	935
B	83-86	3.00	863	904
B-	80-82	2.67	832	862
C+	77-79	2.33	801	831
C	73-76	2.00	759	800
F	0-72	0.00	0	758
I	Incomplete			
IF	Incomplete/Failure*			
W	Withdrawn			

\*Please refer to the [policy page](#) for information on the incomplete grade process.

### Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Course Information area in the Assignment Guidelines and Rubrics folder.

### Chalk and Wire

Specific assignments in this course are to be submitted to Chalk and Wire, the University's ePortfolio system. These items will be used as files for the Professional ePortfolio when completing the degree program. For additional information and instructions for accessing, starting a portfolio, and submitting an assignment to Chalk and Wire, please visit the [School of Education Portal](#) and click on "CW for Students" on the left-hand side of the page. With questions regarding Chalk and Wire, please contact the SNHU Instructional Support Helpdesk, available on mySNHU.

NOTE: All final projects must be submitted to the Chalk & Wire system. Students who do not submit their final project to Chalk & Wire will receive a grade of 0.

### Weekly Assignment Schedule

The Learning Modules area in Blackboard contains one module folder for each week of the course. All reading and assignment information can be found in the folders. All assignments are due by 11:59 p.m. Eastern Time on the last day of the module week.

In addition to the textbook readings that are listed, there may be additional required resources within each module in Blackboard.

Module	Topics and Assignments
1	History of Special Education and Response to Intervention <i>Assessment in Special Education: A Practical Approach</i> , Chapters 1 and 6 1-1 Discussion: IDEA's Changes 1-2 Discussion: Special Education Process 1-3 Review: Final Project Guidelines 1-4 Field Experience: Reflection: Begin Work
2	The Special Education Process <i>Assessment in Special Education: A Practical Approach</i> , Chapters 7, 8 and 18 2-1 Discussion: Purpose of a Multidisciplinary Team 2-2 Journal: Categories of Eligibility Under IDEA
3	Understanding the Elements of Creating a Comprehensive Evaluation Report <i>Assessment in Special Education: A Practical Approach</i> , Chapters 16 and 17 3-1 Discussion: Components of a Comprehensive Evaluation 3-2 Short Paper: Accommodations and their Use 3-3 Field Experience: Reflection: Continue Work
4	Reliability and Validity in Assessment Practices <i>Assessment in Special Education: A Practical Approach</i> , Chapters 3, 4, and 5 4-1 Discussion: Reliability and Validity in Assessments 4-2 Critical Task Milestone One: Case Study Overview
5	Assessment of Intelligences <i>Assessment in Special Education: A Practical Approach</i> , Chapter 10 5-1 Discussion: Intelligence Testing and Standard Battery Subtests 5-2 Journal: Multiple Intelligences 5-3 Field Experience: Reflection: Continue Work
6	Assessment of Academic Achievement Tests <i>Assessment in Special Education: A Practical Approach</i> , Chapters 2 and 9 6-1 Discussion: Academic Achievement Tests 6-2 Critical Task: Continue Work
7	Assessment of Behavior <i>Assessment in Special Education: A Practical Approach</i> , Chapter 11 7-1 Discussion: Types of Behavioral Assessments 7-2 Critical Task Milestone Two: Test Results Reporting and Analysis
8	Assessments of Culturally and Linguistically Diverse and Early Childhood Student Populations <i>Assessment in Special Education: A Practical Approach</i> , Chapters 13 and 15 8-1 Discussion: Cultural and Linguistic Concerns and Needs 8-2 Journal: Speech and Language 8-3 Field Experience: Reflection: Continue Work

9	Formal vs. Informal Assessment Procedures <i>Assessment in Special Education: A Practical Approach</i> , review Chapters 2 and 13 9-1 Discussion: Formal and Informal Assessment Methods 9-2 Journal: Assessments 9-3 Critical Task: Continue Work 9-4 Field Experience: Reflection Chalk and Wire Submission 9-4 Field Experience: Reflection Submission
10	Assessment Tools Utilized for Math Assessment <i>Assessment in Special Education: A Practical Approach</i> , review Chapters 2 and 9 10-1 Discussion: Evaluation of Math Abilities 10-2 Discussion: Reflection 10-3 Critical Task: Comprehensive Evaluation Report Chalk and Wire Submission 10-3 Critical Task: Comprehensive Evaluation Report Submission

### **Critical Task: Comprehensive Evaluation Report**

The critical task for this course is the creation of a Comprehensive Evaluation Report. As a special education teacher you will be required to be proficient in assessment procedures and protocol. A multidisciplinary team will convene to discuss the student and pertinent student data. The school psychologist often will be the person responsible for completing the official Comprehensive Evaluation Report. However, the special educator plays a very important role, making it essential that you understand each element of this document. As a special education teacher, you will be expected to synthesize, assess, and communicate the findings of this report to parents and multidisciplinary team members to ensure appropriate identification and classification of the need for student services and identified disability. Your understanding of this report is essential in creating a collaborative working relationship with parent and team members. The critical task represents an authentic demonstration competency, because it requires you to fully define and operationalize a comprehensive evaluation report for a student who has been affected by a specific learning disability under the IDEA definition for this area of diagnosis and need.

The project is divided into two milestones, which will be submitted at various points throughout the course to scaffold learning and ensure quality final submissions. These milestones will be submitted in Modules Four and Seven. The final product will be submitted in Module Ten.

### **Attendance Policy**

Online students are required to post to the Blackboard discussion board during the first week of class. If a student does not submit a posting to the discussion board during the first week of class, the student is automatically withdrawn from the course for non-participation. Review the [full attendance policy](#).

### **Late Assignments Policy**

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

## **SNHU College of Online and Continuing Education Guide to Student Success**

Review the [guide to student success](#).

### **Diversity and Disability Statement**

The College of Online and Continuing Education (COCE) at SNHU values diversity and inclusion. SNHU strives to create inclusive and welcoming academic environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion, please notify the Disability Resource Center (DRC) as soon as possible. We will work with you and your instructor to address needs and concerns.

We encourage all students with known or suspected physical, medical, sensory, psychiatric, and/or learning disabilities to register with the Disability Resource Center (DRC) in order to assess learning needs and take advantage of available academic accommodations and support services. We look forward to hearing from you. Our contact information is below.

Disability Resource Center (DRC)

(877) 591-4723 (select option 4)

(877) 520-8916 (fax)

[drc@snhu.edu](mailto:drc@snhu.edu)

We welcome COCE students, faculty, and staff to consult with the Disability Resource Center (DRC) on disability-related questions or concerns.

### **Academic Honesty Policy**

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic honesty policy](#).

### **Copyright Policy**

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

### **SNHU College of Online and Continuing Education Withdrawal Policy**

Review the [full withdrawal policy](#).

### **Southern New Hampshire University Policies**

More information about SNHU policies can be found on the [policy page](#).