



## 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, and 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
- Conduct and prepare a written report of a classroom observation, as required for the special education eligibility process
- 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 and Inclusive Education*

J. Salvia, J. E. Ysseldyke, & S. Bolt

Wadsworth, Cengage Learning

12<sup>th</sup> edition

2013

ISBN: 978-1-111-83341-1

### Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place in Blackboard on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions forum in Blackboard so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours.

### Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussion	6	35	210
Short Paper	5	50	250
Critical Task			
Milestones	2	100	200
Critical Task Submission	1	340	340
		<b>Total Course Points:</b>	1,000

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: 1000</i>				
Grade	Numerical Equivalent	Points	Points Equivalent	
			<i>Lower</i>	<i>Upper</i>
A	93-100	4.00	930	1000
A-	90-92	3.67	900	929
B+	87-89	3.33	870	899
B	83-86	3.00	830	869
B-	80-82	2.67	800	829
C+	77-79	2.33	770	799
C	73-76	2.00	730	769
F	0-72	0.00	0	729
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.

## 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. Assignments and discussion board posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

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	Importance of Special Education Assessment <i>Assessment in Special and Inclusive Education</i> , Chapter 2 1-1 Discussion: Getting Started 1-2 Short Paper: Parental Involvement in the Assessment Process 1-3 Critical Task Review
2	Legal and Ethical Considerations of Assessment Practices <i>Assessment in Special and Inclusive Education</i> , Chapter 3 2-1 Discussion: Legal and Ethical Considerations 2-2 Milestone One: Legal, Regulatory, and Ethical Concerns Regarding Special Education Assessments
3	Cognition Assessments <i>Assessment in Special and Inclusive Education</i> , Chapter 15 3-1 Discussion: Interpreting Assessment Results 3-2 Short Paper: Common Intelligence Assessments
4	Multiple-Skills Academic Achievement Assessments <i>Assessment in Special and Inclusive Education</i> , Chapter 11 4-1 Short Paper: Academic Achievement Assessments
5	Individual-Skills Academic Achievement Assessments <i>Assessment in Special and Inclusive Education</i> , Chapters 12, 13, and 14 5-1 Short Paper: Individual-Skill Academic Achievement Assessments
6	Assessment Workshop 6-1 Discussion: Interpreting Assessment Options
7	Social and Emotional Assessments <i>Assessment in Special and Inclusive Education</i> , Chapter 17 7-1 Short Paper: Social-Emotional Assessments 7-2 Milestone Two: Introduction and Administration Procedures and Practices
8	Language and Perceptual Motor Assessment <i>Assessment in Special and Inclusive Education</i> , Chapters 14 and 16 8-1 Discussion: Cultural Diversity in Language Assessment

9	Special Education Assessment and Evaluation Report <i>Assessment in Special and Inclusive Education</i> , Chapter 4 9-1 Critical Task Submission: Special Education Assessment and Evaluation Report
10	Using Assessment Data to Determine Disability Categories and Formulate IEP Goals <i>Assessment in Special and Inclusive Education</i> , Chapter 27 10-1 Discussion: Areas of Special Interest in Special Education

### **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)

(866) 305-9430

(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](#).

**Assessment Calibration and Student Work Samples**

For the purpose of continuous improvement of our educational training, Southern New Hampshire University's College of Online and Continuing Education may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you have any questions or concerns, contact your advisor. If you would like to withdraw permission for use of your work, please contact the assessment calibration administrator at [assessmentcalibration@snhu.edu](mailto:assessmentcalibration@snhu.edu). See [this document](#) for more information.