

Course Code	Sned2061
Course Title	Assessment of Children with Special Needs
Module Name	Educational Assessment and Programming
Module No	06
ECTS Credits(CP)	5

Course Description

Principles of assessment applied to identification of students with various types of disabilities and those of gifted and talented students, diagnosis of their learning needs, learning styles, and evaluation of their progress and program effectiveness as a whole will be the concerns of the course.

Course Objectives:

- Understand ways of identifying students with special needs
- Know about identification of learning needs and styles of students with special needs
- Understand the purpose and significance of assessment in education of students with special needs

Schedule of Lecture Topics and Readings

Week	Course Contents	Reading/assignments	Methods and activities
1st	1. Introduction 1.1. Definition of Basic Concepts <ul style="list-style-type: none"> • Identification • Assessment • Evaluation • Testing 	Lidz,C. S.(1987) Overton, T. (1992)	Lecture, discussion
	1.2 Purpose of Assessment and Identification	Overton, T. (1992) Salvia, J. & J.E. Ysseldyke (2004)	Discussion and question and answering
	1.3. Identifying children for Assessment	Overton, T. (1992) Sattiler, J.M. (2002)	Group discussion, gaped lecture
2nd	2.Methods of Gathering Information 2.1. Reviewing school Records 2.2. Looking Students Work 2.3. Pre referral Procedures 2.3. Observation 2.4.1. Common Observation 2.5. Interviews 2.6. Testing 2.7. Ecological Assessment 8. Role of professionals in assessment	Salvia, J. & J.E. Ysseldke (2004) Sattiler, J.M. (2002)	Lecture, student presentation
3rd	4. Parents Roles in the Assessment Process 4.1.Before the Evaluation 4.2. After the Evaluation	Sattiler, J.M. (2002) Salvia, J. & J.E. Ysseldyke (2004)	Role play and group discussion with lecture

	5. Primary Areas of Assessment 5.1. Intelligence 5.2. Language 5.3. Perceptual Abilities 5.4. Academic achievement 5.5. Behaviour, Emotional and Social Development	Lidz, C. S. (1987) Overton, T. (1992)	Lecture, question and answering
4 th	5. Assessing Students who are Culturally and Linguistically Diverse 5.1. Assessing Culturally Deprived Students 5.2. Assessing Linguistically Diverse Students 6. Putting It All Together: Interpreting Results 6.1. How is All the Information Put Together and Utilized? 6.2. Independent Educational Evaluation (IEE) 6.3. Individualized Educational Program (IEP)	Lidz, C. S. (1987) Overton, T. (1992) Sattler, J.M. (2002) Salvia, J. & J.E. Ysseldyke (2004)	Lecture, group discussion and presentation

Methods and Activities

Classroom lessons will be mainly lecture and discussion based. Students will be given reading assignments and will be asked to reflect on their understandings. At the start of every lesson, students will be requested to give a brief highlight of what they have learned in the previous lesson. They will be given different stimulus materials (handouts), divided into jigsaw groups, asked to present their reading part, raise questions during group presentations and conduct peer assessment. At the end of each unit, they will be requested to write a brief reflection of what they have learned in the unit. In this way continuous assessment of their understanding will be held.

Assessment

In addition to employing continuous assessment through observation, oral questioning, etc. during lesson presentations, the following schemes of assessment will be used as needed to determine final grades

Tutorial component

Quiz one.....10%
Quiz two.....10%
Quiz three.....10%
Individual assignment.....30%
Group assignment.....40%

Lecture Component

Mid exam one.....30%
Mid exam two.....30%
Final exam.....60%

References

- Salvia, J.M & J.E. Ysseldyke (2004). *Assessment in special and inclusive education* (9th ed.). Boston: Houghton Mifflin Company.
- Sattler, J.M (2002). *Assessment of children: Behavioral and clinical applications* (4th ed.). San Diego: Jerome M. Sattler, Publisher, Inc.
- Conoley, J. C. (1992). *Eleventh Mental Measurement Year book* Lincoln: University of Nebraska.
- Learning*. New York: Guilford.
- Lidz, C. S. (1987). *Dynamic Assessment: An Interaction Approach to Evaluating* MacGraw Hill.
- Overton, T (1992). *Assessment in Special Education: An Applied Approach*. New