## SNE 409 ASSESSMENT AND EVALUATION

### Capsule Statement

The course is intended to provide an introduction to principles and practices in the growing field of educational assessment and evaluation of children with special needs. It deals with the theory of testing and measurement as applied to individual needs, provision of services, curriculum adaptation and the instructional-learning process. The participants will become able to construct tests and apply different analysis procedures. Statistical procedures for interpreting test results are explained at appropriate level. Major emphasis throughout the course will be on practical applications of assessment and evaluation procedures for improvement of classroom instruction. Ample practice is provided in construction of various types of tests both for formative and summative evaluation.

### Learning Outcomes;

After the completion of this course the students will be able to;

1. Understand the principles and practices in the growing field of special education assessment and evaluation
2. Learn the procedure of testing and measurement as applied to curriculum and the teaching-learning process.
3. Develop and adapt different types of tests according to diverse needs
4. Apply Statistical procedures for interpreting test results

### Content

**Unit 01: Introduction to Assessment**

1.1 Definition of Assessment

1.2 Historical Developments in Assessment

1.3 Clinical to Social Approach

1.4 Assessment & Decision Making

**Unit 02: Domains of Assessment**

2.1 Medical Domain

2.2 Physiological Domain

2.3 Psychological Domain

2.4 Educational Domain

2.5 Social Domain

**Unit 03: Basic Contexts of Educational Assessment**

3.1 Purposes of Assessment

3.2 Stages of Assessment

3.3 Basic Considerations in Assessment

3.4 Classroom Assessment

3.5 Assessment of Instructions

**Unit 04: Strategies of Assessment**

4.1 Informal Assessment

4.2 Formal Assessment

4.3 Types of Tests

4.4 Test & Testing Procedures

4.5 Standardized Commercially Available Test

**Unit 05: Individualized Educational Plan**

5.1 Basic Considerations for IEP

5.2 Steps of an IEP

5.3 Implementation of IEP

**Unit 06: Test Development**

6.1 Test Objectives

6.2 Table of Specifications

6.3 Validity & Reliability

6.4 Construction of Test Items

6.5 Test Administration & Scoring

6.6 Interpreting Test Results

**Unit 07: Descriptive Statistics**

7.1 Raw Score & Derived Score

7.2 Levels of Measurement

7.3 Central Tendency

7.4 Dispersion

7.5 Correlation

7.6 Data Analysis

**Unit 08: Test Evaluation**

8.1 Test Validity & Reliability

8.2 Test Norms

8.3 Norm Referenced Tests

8.4 Criterion Reference Tests

8.5 Evaluation & Decision Making

8.6 Evaluation Models

8.7 Selection of Appropriate Model

#### Recommended Books

1. Albert Oosterhof (1999), Developing and Using Classroom Assessments, Merrill, New Jersey, Columbus, Ohio.
2. Robert R.L. Linn and Norman E Gronlund, (1995) Measurement and Assessment in Teaching, Merrill, New Jersey
3. Tom Kobiszyn and Gary Borich, (1996) Educational Measurement and Testing, Harper Collins College Publisher, New York.
4. Ysseldyke James E. (1990). Algozzine Bob. Introduction to Special Education ( 2nd Ed). Boston: Houghton Mifflin Company