

**INSTITUTE OF SPECIAL EDUCATION**  
**University of the Punjab, Lahore**

**BS Special Education**

**Assessment Practices for Intellectual and Developmental Disabilities**

**Course Code: SEBS-265**

**Fifth Semester**  
**(3 Credit Hours)**

**Pre-requisite course requirements/Skills**

<b>Course Code</b>	<b>Course Title</b>
SEBS- 130	Introduction to Intellectual and Developmental Disability

**Learning Outcomes**

After the completion this course the learners will be able to:

1. Understand the importance of assessment and evaluation for proper education/rehabilitation of the special child
2. Identify various areas of child's ability to be assessed for his/her proper education/rehabilitation
3. List the wide range of formal as well as informal strategies of assessment and evaluation
4. Select an appropriate assessment and evaluation strategy based on his/her professional knowledge
5. Administer, score and interpret the assessment data
6. Use assessment information for the development of IEP (individualized education plan)
7. Update his/her professional knowledge by using modern means of acquiring knowledge

**Contents**

**Unit-1: Foundations of Measurement and Evaluation**

- 1.1 The Historical Developments
- 1.2 From Clinical to Social Approach
- 1.3 Assessment and Decision-Making

- 1.4 Individualized Education Plan
- 1.5 Pre-Referral Assessment
- 1.6 Referral Assessment
- 1.7 Post Referral Assessment
- 1.8 Assessment and the IEP

**Unit-2: Domains of Assessment and Evaluation**

- 1.1 Medical Domain
- 1.2 Physiological Domain
- 1.3 Psychological Domain
- 1.4 Educational Domain
- 1.5 Social Domain

**Unit-3: Strategies of Assessment and Evaluation**

- 6.1 Informal and Formal Strategies of Assessment
- 6.2 Types of Tests with Regards to objectives and Form
- 6.3 Tests and Testing Procedures
- 6.4 Standardized Commercially Available Tests
- 6.5 Observation, Task Analysis and Portfolio Assessment

**Unit-4: Test Development**

- 1.1 Tests Objectives
- 1.2 Table of Specifications
- 1.3 Validity and Reliability
- 1.4 Construction of Test Items
- 1.5 Test Administration and Scoring
- 1.6 Interpreting Test Results

**Unit-5: Descriptive Statistics**

- 1.1 Raw Score and Derived Score
- 1.2 Levels of Measurements
- 1.3 Measures of Central Tendency
- 1.4 Measures of Dispersion
- 1.5 Correlation
- 1.6 Use of Computers In Test Analysis

**Unit-6: Test Evaluation**

- 1.1 Test Validity
- 1.2 Test Reliability

1.3 Test Norms

1.4 Reference Manual

**Unit-7: Interpretation and Reporting Test Results**

7.1 Norm-Referenced Tests

7.2 Criterion Referenced Test

**Unit-8: Educational Evaluation**

1.1 Evaluation and Decision Making

1.2 Evaluation Models

1.3 Selection of Appropriate Model

**Teaching-learning Strategies**

*Lecturing, text book reading, group discussion, question answer sessions.*

**Assignment- Types and Number with Calendar**

*Classroom presentation, quiz, oral and written test, classroom projects.*

*2before mid-term and 2 after mid-term paper will be given.*

**Assessment and Examinations:**

Sr. No.	Elements		Details
4.	Midterm Assessment		Written test at the mid-point of the semester.
5.	Formative Assessment		It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
6.	Final Assessment		Written test at the end of the semester.

**Suggested Readings**

Algozzine B. (2006). *Effective assessment for students with special need*. California: Corwin Press.

Alhanaroro, J.A. (2002). *The teacher guide to assessment*.

Freeman, R., & Lewis, R. (1998). *Planning and implementation assessment*. London: Kogan Page.

Gargiulo, R.M. (2006). *Special education in contemporary society: An introduction to exceptionality*. Austria: Thomson.

Smith, D.D. (1998). *Introduction to special education*. Boston: Allyn & Bacon.

Farrell, M. (2008). *Educating special children*. Newyork: Routledge.

Wilmshurst, L. (2010). *The complete guide to special education* (2<sup>nd</sup> ed.). San Francisco: Jossey-Bass.

Sahu, B.K. (2002). *Education of exceptionalities children*. Ludhiana: Kalyani Publisher.