

# **INSTITUTE OF SPECIAL EDUCATION**

**University of the Punjab, Lahore**

## **BS Special Education**

### **Differentiated Practices in Assessment**

**Course Code: SEBS-245**

#### **Fourth Semester**

**(3 Credit Hours)**

### **Learning Outcomes**

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

1. Introduce the basic concepts of assessment and evaluation
2. Planning procedures of assessment and evaluation
3. Aware the learners about different objective tests, their implementations and interpretations

### **Contents**

#### **Unit-1: Introduction**

- 1.1 Concept of Assessment
- 1.2 Purposes of Assessments
- 1.3 Types of Assessment
- 1.4 Curriculum Based Assessment
  - 1.4.1 Basic Academic skills
  - 1.4.2 Content Area Assessments

#### **Unit-2: The Assessment Process**

- 2.1 Stages of Assessment
- 2.2 Levels of Assessment
- 2.3 Role of Multidisciplinary
- 2.4 Assessment and the IEP Process

#### **Unit-3: Assessment in Inclusive Classrooms**

- 3.1 Formative Versus Summative Assessment
- 3.2 Considerations in Assessment

3.3 Selecting the Right Assessment Strategy

3.4 Standards Based Assessment

**Unit-4: Informal Assessment Tools**

4.1 Authentic Assessment

4.2 Performance Assessment

4.3 Observation

4.4 Interview

4.5 Teacher Designed Protocols

4.6 Portfolio Assessment

**Unit-5: Formal Assessment Tools**

5.1 Standardized Achievement Tests

5.2 Psychological Tests

5.3 Environmental Inventory Process

**Unit-6: Adapting Assessment for Exceptional Students**

6.1 Adaptations before the Test

6.2 Adaptations in Test Construction

6.3 Adaptations Involving Test Administration

6.4 Alternative Test-Making Procedures

6.5 Changes in Grading Practice and Report Cards

**Teaching-learning Strategies**

*Discussions, Demonstration Method, Activity Method, Inquiry Method.*

**Assignment- Types and Number with calendar**

*Class Presentations, Written Assignment, Development of Item Analysis Chart.*

*01 assignment before mid-term exam and 02 assignment after mid-term exam*

## Assessment and Examinations

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

## Suggested Readings

Pierangelo, R., & Guliani, G. (2008). *Understanding assessment in the special education process*. California: Corwin Press.

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

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

Friends, M., Bursuck, W., & Hutchinson, N. (1998). *Including exceptional students: A practical guide for classroom teachers*. Ontario: Allyn and Bacon

. Westwood, P. (2007). *Commonsense methods for children with special educational needs* (5<sup>th</sup> .ed.). London: Routledge

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

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