

PDA Assessment and Evaluation

Objectives

- Identify the purposes of assessment (e.g., screening, eligibility, diagnosis, identification of relevant instructional content, and effectiveness of instruction).
- Review the historical events of assessments for special education students.
- Define key assessment terminology.
- Identify key federal and state laws that guide evaluation practices for students with disabilities.
- Describe the role of multi-disciplinary teams in conducting a comprehensive educational evaluation and the importance of understanding nondiscriminatory assessment practices.
- Describe parent participation in terms of consent, input, and procedural safeguards.
- Identify and describe the function of evaluation when determining eligibility for special education services, including the role of independent evaluations.
- Identify and describe required components of the IEP document.
- Identify the procedures and components required for reevaluation of a student with a disability.
- Identify and describe the document which reflects state and local policies in the evaluation, eligibility and placement of students with disabilities.
- Describe the importance of professional standards when administering tests (i.e. confidentiality, adherence to test protocols, etc.).
- Identify the factors that (e.g., curriculum alignment, cultural bias) influence disproportionate representation of students from diverse cultural, linguistic, and socioeconomic backgrounds in programs for students with disabilities.
- Identify the implications for assessment and the instructional strategies for teaching culturally diverse students.
- Review national, state, and local data related to disproportionate representation of minorities identified as having a disability.
- Analyze purposes, strengths, and limitations of standardized assessments.
- Analyze purposes, strengths, and limitations of informal assessments.
- Identify characteristics and purposes of assessments used for eligibility.
- Identify measurement concepts, characteristics, and uses of norm-referenced, criterion-referenced and performance-based assessments for students with disabilities.
- Interpret, analyze, and apply the results of norm-referenced, criterion-referenced, and performance-based assessments for students with disabilities.
- Identify the roles and characteristics of the Florida Comprehensive Assessment Test (item specifications, test formats, grade levels, scoring and reporting, and use of results).
- Analyze the accountability and assessment requirements of No Child Left Behind.
- Describe the F.A.I.R. (Florida Assessments for Instruction in Reading) and the Florida K-12 Reading Plan.
- Identify effective strategies or techniques to strengthen the connection between assessment and instruction.

- Identify and analyze reliable and valid progress monitoring methods for assessing individual student progress (e.g.; curriculum-based assessments, fluency checks, rubrics, story retelling, informal reading inventories, portfolios).
- Describe Alternate Assessment (definition, purpose, federal and state laws).
- Identify the characteristics of the Florida Alternate Assessment and the levels of complexity of the Sunshine State Standards Access Points for students who need an alternate assessment.
- Identify alternate assessments and procedures (e.g., observations, performance-based assessments, interviews, and portfolios).