Course title: EDSE 627: Psychoeducational Assessment
Instructor: Kristen A. Neall, MS NCSP.
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Phone: For emergencies: cell: 571-330-1035  home: 703-583-1669
Office hours: by appointment and before class – please notify instructor in advance
Meeting Day/Time: Thursdays
January 24 – May 8: 7:20-10:00

Place: Fairfax High School - room N105
Credit: 3.0

Course Description
This course is to provide students with knowledge and experiential learning activities related to psychoeducational assessment of students with mild disabilities. Content covered includes statistical and psychometric concepts in assessment. Norm-referenced, criterion-referenced, and curriculum-based measurement, as well as Informal testing will be addressed. Opportunities are provided for experience in administering, scoring, and interpreting academic and behavior assessment instruments commonly used in special education. Report writing and use of data obtained from assessments in the development of Individualized Educational Plans will be addressed. Prerequisites: Enrollment in teaching licensure or in a graduate degree program in education.

Student Outcomes
Upon completion of this course, students will be able to:
• Provide the definition of assessment and the purposes and assumptions regarding assessment of exceptional children.
• Describe relevant litigation and legislation pertinent to assessment.
• Describe the characteristics of norm-referenced, criterion-referenced, curriculum-based and informal teacher-made tests, their similarities and differences, and their respective roles in the assessment process.
• Demonstrate knowledge of basic measurement concepts and evaluate the psychometric properties of individual tests.
• Select, administer, and score of a variety of educational tests.
• Interpret test results; generate appropriate educational goals and objectives based upon these results, and report test results in a professional written format.
• Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.

Relationship of Courses to Program Goals and Professional Organizations
This course is part of the George Mason University, Graduate School of Education, Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of
Emotional Disturbance and Learning Disabilities, and Mental Retardation. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for assessment.

CEC standards that will be addressed in this class include of the disability-specific standards for ED/LD, MR, (Standard 8: Assessment). The CEC Standards are listed on the following web site: [http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html](http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html)

**Standard 8 - Assessment**

**Knowledge:**
- Basic terminology used in assessment.
- Legal provisions and ethical principles regarding assessment of individuals.
- Screening, pre-referral, referral, and classification procedures.
- Use and limitations of assessment instruments.
- National, state or provincial, and local accommodations and modifications.

**Skills:**
- Gather relevant background information.
- Administer nonbiased formal and informal assessments.
- Use technology to conduct assessments.
- Develop or modify individualized assessment strategies.
- Interpret information from formal and informal assessments.
- Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
- Report assessment results to all stakeholders using effective communication skills.
- Evaluate instruction and monitor progress of individuals with exceptional learning needs.
- Develop or modify individualized assessment strategies.
- Create and maintain records.

**Nature of Course Delivery**

Learning activities include the following:
1. Class lecture and discussion.
2. Application activities using assessment instruments
3. Small group activities, assignments and presentations
4. Videotape and other media presentations

**Relevant readings will be assigned**

**Representative Required Text:**

**NOTE:** This syllabus may change according to class needs.
Evaluation

1. Class Participation and in-class and on-line activities, if needed
2. Classroom Observation
3. Professional Report
4. Assessment Practices Description/Reflections
5. Curriculum-Based Measurement Project

Points will be deducted for work submitted late equal to one point for every 10 points the assignment is worth. Assignments will not be accepted more than a week late. Students may be given the opportunity to resubmit assignments; however, full credit will not be given. Drafts of written work can be submitted for review but must be presented to the instructor minimally a week in advance of the due date.

- The instructor is solely responsible for assigning grades. Student non-compliance with stated academic, honor, attendance, or participation expectations will result in a ‘0’ for the associated evaluation. Because class participation is a factor in grading, the instructor may use absence, tardiness, or early departure as de facto evidence of non-participation.

- Grades of "A" in this course are earned by students who do exemplary, distinguished work and who exceed expectations. The A/A- student participates actively and thoughtfully in class; completes all required reading assignments and related assignments in a timely and professional way; shows coherence and thoroughness in work products; completes well-organized, well-written work samples; and consistently demonstrates the ability to make connections between theory and practice.

Grading scale

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
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<tr>
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<td>70-73</td>
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<tr>
<td>F</td>
<td>&lt;70%</td>
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Assignment Descriptions (rubrics for assignments will be offered before a project is due)

In-class group review, discussions, presentations/role-play from case studies, etc.: Work based on lectures and class readings for the Overton chapters, other readings, and class discussions will occur in each class. (21 pts).

Self-Assessment Quizzes: For each chapter assigned, complete the self-assessment quizzes on the companion website at www.prenhall.com/overton. Student’s must achieve a 70% to earn full credit for the assignment. Students should email themselves the quizzes and bring a hard copy in for the instructor on the due date. Ten quizzes are required. Students can earn up to 16.5 points for completing all 11 quizzes. (15pts).

Local Assessment Practices: Description and Reflections:
Write a paper describing school-based and district-wide special education assessment practices for your local school district. It should be a minimum of 4 pages professionally written, typed, double-spaced. You may include interviews with other professionals regarding their understanding of local assessment practices, your
own reflections, official documents describing the school system's/special education department's approach to assessment issues, etc. This is meant as a reflective and information gathering process, and to provide students with an opportunity to critique these practices relative to the information they've learned in this course. (15 points)

**Behavioral Observation:**
Conduct a behavioral observation of a student in a classroom, using provided observational instruments. Select a classroom in which a teacher has concerns about his or her student(s). Students will have choice in the design and use of the observation techniques/instruments. Ensure you have permission to conduct this observation in advance. A letter to the principal is available on Blackboard. No identifying information of the student will be collected. (10 points)

**Test Review:**
Check out an achievement test (other than WJIII) or use one available in your school. Bring to class on the specified date. Time in class will be provided to begin the review. Student will review content, statistics, and utility. A detailed scoring rubric will be provided (10 points).

**Curriculum-Based Measurement Project:**
Students will create, implement and share a curriculum-based assessment procedure for a student or a group of students. The project will include a rationale/need for the skill improvement/mastery, plan for educational intervention and monitoring progress, implementation chart/graph, and results/ Reflections on the project. A detailed grading rubric will be provided. (25 points)

**Case Study/Professional Report:**
To be completed in class. Administer the Woodcock Johnson-III Psychoeducational Battery. Score the test, interpret assessment data and write a professional report. Write appropriate IEP components. A detailed grading rubric will be provided and discussed in class. (15 points)

**Class Participation**
Students are expected to attend class and participate with all assignments, group activities, presentations and class discussions. The success of any course in this field stems largely from the scholarly and collegial culture created by our attendance and commitment to the class. Points will be subtracted for work turned in after the due date. While we realize that we all have busy lives and various personal and professional commitments outside of this course, you have made a commitment to be present in the meetings for this course and to complete the requirements therein.

- Students may miss one class without penalty to their grade. FOR ALL CLASSES MISSED: you are still responsible to turn in any assignments ON TIME and will be responsible for all material in class.
- Each class absence thereafter will result in a 1.5 point deduction from your final grade. A ½ point will be deducted for each hour or portion thereof the student is absent from class after 30 minutes.

**IF YOU KNOW YOU WILL HAVE TROUBLE MAKING IT TO CLASS DUE TO SCHEDULING CONFLICTS, TAKE THIS COURSE ANOTHER TIME.** If an emergency occurs for you during this semester, please refer to the official GMU incomplete/withdrawal policies.
**GSE Syllabus Statements of Expectations**

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See [http://www.gse.gmu.edu](http://www.gse.gmu.edu) for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See [http://mail.gmu.edu](http://mail.gmu.edu) and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

Approved March 2004

**Instructor Expectations**

- Use **APA guidelines** for all course assignments. This website links to APA format guidelines. [http://www.psywww.com/resource/apacrib.htm](http://www.psywww.com/resource/apacrib.htm)

- Use **person-first language** in our class discussions and written assignments to help you learn to use it in your professional lives. Please refer to “Guidelines for Non-Handicapping Language in APA Journals” [http://www.apastyle.org/disabilities.html](http://www.apastyle.org/disabilities.html)

- Please subscribe to the **GMU/GSE Special Education list serve** to receive important program updates and announcements. You can subscribe (join) or unsubscribe (sign-off) the listserv via e-mail:
  1. Address an e-mail message to listserv@listserv.gmu.edu
  2. Put the following in the body of the message: subscribe SPECIAL-EDUCATION-PROGRAM-L yourfirstname yourlastname
  3. A confirmation message will be sent to your e-mail address asking you to confirm your subscription request. You must reply to this message with ok in the body of the message. Leave the subject unchanged.

- Your **GMU email address** is the email address that will be used for communication in this course. Please make sure your GMU email is activated and checked regularly for communications from the instructor as well as university announcements. It is possible to forward your GMU email to another account.

- **GMU’s Blackboard** will be used to post important information for this course. You will also use it to extend your learning through exposure to resources beyond the text and participate in group discussions. Your GMU email address will be entered in the Blackboard system. Please
verify with the instructor the username and email address that was entered for the Blackboard for this course. The following is how you will access the Blackboard-GSE Login Page:
  o Enter the URL http://blackboard.gmu.edu into your browser location field.
  o Click on the Login button.
  o Enter your Username & Password assigned to you, unless you already have an account

- All assignments should reflect graduate-level spelling, syntax, and grammar. If you experience difficulties with the writing process you may need to access the GMU Writing Center during this course to improve your skills (http://writingcenter.gmu.edu/). APA guidelines (5th edition) apply for all written (word-processed) assignments. All work produced outside of class must be typed.

- Electronic submissions of work are acceptable by the time class starts on the due date. Please use your last name and the name of the assignment to name your document if sending it electronically.

- Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time and (d) complete all assignments by due dates provided.

- Common sense and instructor discretion will be the governing forces in dealing with any circumstances that may arise that are not explicitly addressed in this syllabus.

ELECTRONIC PORTFOLIO

For student evaluation, program evaluation, and accreditation purposes, students will be required to submit a signature assignment from each of their Special Education courses to Taskstream, an electronic portfolio system. In addition, students completing Midpoint and Final Portfolio courses will use Taskstream to create a full portfolio of their work based on assignments completed throughout their program. For this reason, students will need to retain electronic copies of all course products to document their progress through the GSE Special Education program. In addition to the signature assignment, products from this class can become part of your individual program portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.

The signature assignment required for this course must be submitted electronically to Mason’s NCATE management system, TaskStream: (https://www.taskstream.com). Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to begin submitting signature assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at http://gse.gmu.edu/programs/sped/. Failure to submit the assignment to TaskStream may result in reporting the course grade as Incomplete (IN).

Advising contact information:
Please make sure that you are being advised on a regular basis as to your status and progress through your
program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at jtemple1@gmu.edu or 703-993-2387. Please be prepared with your G number when you contact her.

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<tr>
<th>Date</th>
<th>Concepts</th>
<th>Assignments Due</th>
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| Week 1 Jan. 24 | Introductions/Syllabus Review  
Assessment overview;  
Legal and ethical issues; Eligibility  
( Local Assessment Practice Paper Reviewed) | Chapters 1 & 2                   |
| Week 2 Jan. 31 | Curriculum Based Measurement  
(CBM project introduced) | Burns & Hintz articles (BB)  
Chapter 5  
Quizzes 1 & 2  
Quiz 5      |
| Week 3 Feb. 7 | Special Considerations in assessment  
• English Language Learners | Blackboard Assignments            |
| No class   | Special Considerations in Assessment  
• Early Childhood and Transition | Chapter 10  
Quiz 10  
Blackboard Assignment |
| Week 4 Feb. 14 | Descriptive Statistics  
Reliability & Validity | Chapters 3 & 4  
Quizzes 3 & 4  
Local Assessment Paper due |
| No class   | Assessment of Behavior  
(Behavior Observation introduced) | Chapter 6  
Quiz 6                             |
| Week 7 March 6 | Introduction to Norm Referenced Assessments | Chapter 7  
Quiz 7                             |
| Week 8 March 20 | Academic assessment  
Achievement test to review | Chapters 8  
Quizzes 8  
Behavior Observation Due |
| Week 9 March 27 | Interpreting Assessment | Chapter 11  
Quiz 11                             |
| Week 10 April 3 | Woodcock Johnson Tests of Achievement | WJ Manual Chapter 4?  
Administration & Scoring  
Test review Due |
| Week 11 April 10 | Woodcock Johnson Tests of Achievement | Scoring                            |
| Week 12 April 17 | Measures of Intelligence and Adaptive Behavior | Chapter 9  
Quiz 9  
WJ report due |
<p>| Week 13 April 24 | CBM Presentations – Group 1 | CBM Projects due                  |</p>
<table>
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<th>Week 14</th>
<th>CBM Presentations – Group 2</th>
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