Course title: EDSE 627: Psychoeducational Assessment
Instructors: Dr. Kathleen Aux
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Meeting Day/Time: January 6 through March 16, Tuesdays, 4:30 to 8:30
Place: Independent Hill, Administration Building, Room 244
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.

Virginia Licensure Competencies to be addressed:
Regulation 8 VAC 20-21-10 et seq., #3:

An understanding and application of the foundation of assessment and evaluation related to best special education practice including:

a. Ethical issues and responsibilities in the assessment of individuals with disabilities;
b. Procedures for screening, pre-referral, referral and eligibility determinations;
c. Factors that may influence assessment findings such as cultural, behavioral, and learning diversity;
d. Administration, scoring, and interpretation of commonly used individual and group instruments including norm-referenced, criterion-referenced, and curriculum-based measures as well as task analysis, observation, portfolio, and environmental assessments; and
e. Synthesis and interpretation of assessment findings for eligibility, program planning, and program evaluation decisions.

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)

CEC standards that will be addressed in this class include of the disability-specific standards for ED/LD, MR, (Standard 8: Assessment) some of the following core standards:

**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:

Supplemental readings: as assigned throughout the course, some available electronically Required: Examiner Training Workbook Woodcock-Johnson III Tests of Achievement, Riverside Publishing Company, and WJ III protocols (2 sets), available in class, approx. $10.00
Optional: Bracey, Gerald, A Short Guide to Standardized Testing, available in class, $2.50

NOTE:
This syllabus may change according to class needs.
If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with instructor or need special arrangements, please call and/or make an appointment with instructor as soon as possible.

Evaluation
   1. Class Participation and In-class activities
   2. Group test evaluation paper, protocols and presentation.
Points will be deducted for work submitted late. Two points will be deducted for each week and assignment overdue. Students may be given the opportunity to resubmit assignments. However, full credit will not be given.

*It is recommended that students retain copies of all course products to document their progress through the GSE ED/LD program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.*

**Grading criteria**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95 – 100</td>
<td>A</td>
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<tr>
<td>90 – 94</td>
<td>A-</td>
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<td>85 – 89</td>
<td>B</td>
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<tr>
<td>80 – 84</td>
<td>B-</td>
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<tr>
<td>70 – 79</td>
<td>C</td>
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<tr>
<td>&lt; 70</td>
<td>F</td>
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**Detailed Assignment Descriptions** (rubrics for some assignments will be offered several weeks 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. Students are expected to complete the “Activity” problem sets (answers provided in text) for each chapter prior to the class when that chapter will be discussed, in preparation for group work and overall understanding/in-class questions. In class assignments will be assigned to cover areas not addressed in projects. See Attendance Policy. (20 points)

**Group Project: Test Administration, Write-Up and Presentation:** Students will work in groups to share test administration, manual evaluation and other relevant information in written format as well as a presentation to the class. Choose a test from the Test List. This assignment is designed to allow for: (a) scholarly and professional analysis of the instrument, (b) efficiency in sharing test instruments from the library before students are to complete their Case Study/Professional Report, (c) experience with administering, scoring and interpreting test instruments, and (d) practice with understanding and presenting assessment instruments and the salient features to other professionals (as is important with collaborative work with other professionals and stakeholders). (15 points)

**Local Assessment Practices: Description and Reflections:** Write a paper describing school-based and district-wide assessment practices for your local school district. Students have latitude in how they approach this piece. It should be a minimum of 4 pages, 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. (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. (15 points)

**Case Study/Professional Written Report:**
Administer the *Woodcock Johnson-III Psychoeducational Battery* (select your own student).
Score the test, interpret assessment data and write a report. Write IEP components. A detailed
grading rubric will be provided and discussed in class. The examinee must be of school age (up
to 18 years) for this project but not a current special education student. (25 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.

- Student 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. Therefore, choose someone as a ‘buddy’ whom you can depend on to take
notes/pick up materials for you if you are absent/etc. Notify that person that you will miss
class in time for them to be of assistance.
- Each class absence thereafter (2\text{nd}, 3\text{rd}, etc.) will result in a 5 point deduction from your final
grade. Same coverage for class work and assignments is expected. Arrival or departure of
45 minutes or more will result in ½ class attendance deductions. Maximum points deducted
for class absences is 20.

**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.
## Course Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
<th>Concepts</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Jan. 6</td>
<td></td>
<td>Introductions/Syllabus Review; Assessment overview; Legal and ethical issues; Eligibility</td>
<td>*In class activity (As assigned)</td>
</tr>
<tr>
<td>Jan. 13</td>
<td>Overton: Chap. 3, 4</td>
<td>Descriptive Stats; Reliability and validity; Standard error (Local Assessment Practice Paper Reviewed)</td>
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<tr>
<td>Jan. 20</td>
<td>Chap. 5,6,7</td>
<td>Norm-referenced Assessments; Standardized Diagnostic Testing: WJ III, et al; (Group Project and Rubric for Assessment Instrument Critique Reviewed) (Pick up Training Workbook)</td>
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<tr>
<td>Jan. 27</td>
<td>Examiner Training Workbook</td>
<td>WJ III Training</td>
<td>* Local Assessment Practices Paper Due</td>
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<tr>
<td>Feb. 3</td>
<td></td>
<td>WJ III Training (Case Study/Report Rubric Reviewed) (Meet with group to finalize presentations)</td>
<td>*</td>
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<tr>
<td>Feb. 10</td>
<td>Chap. 10</td>
<td>Intelligence and Adaptive Behavior</td>
<td>Group Presentations</td>
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<tr>
<td>Feb. 17</td>
<td>Chap. 8</td>
<td>Informal Assessment Techniques (Curriculum-based Measure Project and Rubric Reviewed)</td>
<td>Group Presentations</td>
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<tr>
<td>Feb. 24</td>
<td>Chap. 9</td>
<td>Measures Assessment of Behavior (Behavior Observation Assignment Reviewed)</td>
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<tr>
<td>March 2</td>
<td>Chap. 12</td>
<td>Written Reports; Communicating results; Educational Interventions</td>
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<tr>
<td>March 9</td>
<td>Chap. 11</td>
<td>Special Considerations (early childhood, ESL learners, etc.); Current trends</td>
<td>* Behavioral Ob. Due Case Study/Report Due</td>
</tr>
<tr>
<td>March 16</td>
<td></td>
<td>Review of class objectives CBM Presentations</td>
<td>CBM Projects Due CBM Presentations</td>
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