

**George Mason University  
Graduate School of Education**

**EDSE 627: Psycho-Educational Assessment: Section 608  
3 Credit Hours**

**Spring 2004**

Place: Fairfax High School Rm A-8

Time: Wednesdays – 4:30 – 8:30 PM  
January 14 – March 17

Instructor: Martha Chamberlin  
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Office Hours: By appointment – please don't hesitate to call or email with questions or thoughts.

Weather info: according to FCPS announcements.

**REQUIRED TEXT**

Overton, T. (2003). *Assessing learners with special needs: An applied approach* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

**COURSE DESCRIPTION**

Provides students with knowledge and experiential learning activities related to psychoeducational assessment of students with mild disabilities. Includes statistical and psychometric concepts in assessment. Addresses norm-referenced, criterion-referenced, and curriculum-based measurement, as well as informal testing. Provides experiences in administering, scoring, and interpreting academic and behavior assessment instruments commonly used in special education with an emphasis on writing reports and developing the Individualized Education Program using existing and emerging technologies. Considers use of assessment results for instructional and placement decisions.

**CONTENT STANDARD FOR BEGINNING SPECIAL EDUCATION TEACHERS**

(Council for Exceptional Children [http://www.cec.sped.org/ps/perf\\_based\\_stds/standards.html](http://www.cec.sped.org/ps/perf_based_stds/standards.html))

**Standard 8: Assessment**

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs (ELN) and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments.

Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

## OBJECTIVES/COMPETENCIES (CEC STANDARDS)

CC: Common Core

### 3. Assessment, Diagnosis, and Evaluation

Knowledge:

- K1 Basic terminology used in assessment.
- K2 Ethical concerns related to assessment.
- K3 Legal provisions, regulations, and guidelines regarding assessment of individuals.
- K4 Typical procedures used for screening, prereferral, referral, and classification.
- K5 Appropriate application and interpretation of scores, including grade score versus standard score, percentile ranks, age/grade equivalents, and stanines.
- K6 Appropriate use and limitations of each type of assessment instrument.
- K7 Incorporation of strategies that consider the influence of diversity on assessment, eligibility, programming, and placement of individuals with exceptional learning needs.
- K8 The relationship between assessment and placement decisions.
- K9 Methods for monitoring progress of individuals with exceptional learning needs.

Skills:

- S1 Collaborate with families and other professionals involved in the assessment of individuals with exceptional learning needs.
- S2 Create and maintain records.
- S3 Gather background information regarding academic, medical, and family history.
- S4 Use various types of assessment procedures appropriately.
- S5 Interpret information from formal and informal assessment instruments and procedures.
- S6 Report assessment results to individuals with exceptional learning needs, parents, administrators, and other professionals using appropriate communication skills.

- S7 Use performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modification in learning environments.
- S8 Develop individualized assessment strategies for instruction.
- S9 Use assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
- S10 Evaluate the results of instruction.
- S11 Evaluate supports needed for integration into various program placements.

If you are a student with special needs please speak with the instructor during the first week of class.

### **TEST LIBRARY GMU**

Tests can be checked out from Nancy Miller at the Special Education Program Office in Robinson B Room 441. Nancy's office hours are generally M-Th 10:00AM – 5:00 PM, Fridays are flexible. However, you are encouraged to call her prior to coming. (703-993-3145) Protocols are \$1.25 each.

### **COURSE REQUIREMENTS**

1. Consistent attendance is expected because: (1) colleagues rely on each other to make in-class activities valuable learning experiences; 2) the accuracy of test administration, scoring, and interpretation is essential and will be covered in class; and (3) in-class discussions address field-based, "real-life" questions.
2. ALL assignments must be typed. Work submitted should reflect graduate level expectations in terms of scope, depth, writing mechanics, appearance, and APA style.
3. My expectation is that assignments will be turned in when they are due. However, there are legitimate reasons for turning in assignments late (e.g., serious health or family issues). These will be considered but please let me know PRIOR to the due date.
4. Collaboration with other professionals is a part of our role as teachers in schools today. Likewise, collaboration is an integral part of our own learning as professionals. It is expected that you will collaborate with colleagues from this class, as well as colleagues at your work site, in preparing class assignments. This may include clarifying information presented in class, discussing ideas, thinking through student needs and implementation of strategies, rechecking scoring accuracy, revising and editing assignments, etc. However, it is expected that you will write your own assignments, accurately reference others' work as necessary and complete the midterm and final exams without assistance.

### **HONOR CODE**

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual

who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalog or Website at [www.gmu.edu](http://www.gmu.edu).

5. The following assignments may be submitted early for formative evaluation (suggestions for improvement): **Test Review**, Case Study II, Case Study III and CBM. To request formative evaluation you must submit the assignment via email by the Monday prior to the Wednesday due date. I will not grade the assignment but will pose questions that should guide you in making improvements. I will return the assignment to you via email on Tuesday evening. Both the original and the revised version of the assignment should be turned in on the given due date for summative evaluation.
6. The final exam will need to be put in the FCPS pony to me by Monday March 22<sup>nd</sup>.

**ACADEMIC REQUIREMENTS** : A criteria sheet will be provided for each assignment. Please turn in the criteria sheet with your assignment.

**Test Review:** Select a norm-referenced test currently used in your district. Please do not select the Woodcock-Johnson III or the Visual Motor Integration Test (Berry). Review test materials beginning with the Examiner's Manual. Write a 3-5 page review of the test including the topics outlined in the criteria sheet. Your school psychologist or educational diagnosticians in your building can give you suggestions as to tests that they frequently use in evaluations. If you have a question as to the appropriateness of the test, please ask.

**Three case studies:**

*Case Study I*

*Administer WJ-III to a colleague from class*

*Score*

*Case Study II ( Sherri)*

*Interpret provided assessment data which will include scored protocols, compuscore, and bands*

*Write a Report*

*Case Study III*

*Administer WJ-III (select your own student who may have some special needs but is not due for evaluations)*

*Score*

*Interpret assessment data and Write a Report*

**Curriculum Based Measurement Assignment:** Based on a student's particular need and an analysis of the curriculum, design a Curriculum Based Measurement tool. Implement instruction over the course of the semester and use the CBM to guide instruction. Collect and graph data regarding the student's progress and present your results to the class and in written form based on the criteria provided.

**Midterm and Final:** A midterm and final exam will be administered. Both will involve questions representing the various levels of Bloom’s Taxonomy. (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation). You may reference your text, the WJ III manual, the QRI, and notes. However, you may not consult with your colleagues in completing the tests.

**GRADING POLICIES:**

Grades will be calculated according to the following point values:

<b>Test Review</b>	50 points
<b>Case Studies</b> (I – 25 pts., II – 50 pts., III – 100 pts.)	175 points
<b>CBM</b>	100 points
<b>Midterm</b>	50 points
<b>Final</b>	100 points
<b>Participation</b>	25 points
<b>TOTAL</b>	<b>500 points</b>

**Grading Scale:**

Grade	A	A-	B+	B	C	F
Points	470-500	450-469	430-449	400-429	350-399	Below 350
%	94-100	90-93	86-89	80-85	70-79	Below 70

## TENTATIVE CLASS SCHEDULE

Date	Topics	Readings Due for Class	Assignments Due
Jan 14	Course Overview Curriculum Based Measurement	(Overton Ch 1) (Overton p. 299-303) (Interv. Central Ch 1-3)	
Jan 21	Quantitative Msrment Concepts	Overton Ch 3, 4	CBM Proposal
Jan 28	Legal and Ethical Issues Pre-Referral Interventions	Overton Ch 2	Test Review
Feb 4	CBM Check-in WJ III Admin. and Scoring Midterm handed out	Overton Ch 5, 6 WJ III Manual p. 1-68	
Feb 11	WJ III Interpretation Evaluation Reports	WJ III Manual p. 69-92 Overton Ch 12	Case Study I
Feb 18	Diagnostic & Informal Assmts: Reading Writing	Overton Ch 7, 8	Midterm due
Feb 25	Diagnostic & Informal Assmts: Math Writing Good Tests		Case Study II
Mar 3	Psychological Evaluations Social Emotional Assessments	Overton Ch 9, 10	
Mar 10	Eligibility Simulation IEP PLOP, Goals and Objectives	Interv. Central Ch 5	Case Study III
Mar 17	Reporting to Parents CBM Presentation		CBM Presentation and Assignment
			Final Exam due in the FCPS Pony by Mar 22

## REFERENCES

- Alper, S., Ryndak, D., & Schloss, C. (2001). *Alternate assessment of students with disabilities in inclusive settings*. Boston, MA: Allyn & Bacon.
- King-Sears, M. E. (1994). *Curriculum-Based Assessment in Special Education*. San Diego, CA: Singular.
- Mather, N., & Jaffe, L. E. (1992). *Woodcock-Johnson Psycho-Educational Battery-Revised: Recommendations & Reports*. Brandon, VT: Clinical Psychological Publishing.
- McLoughlin, J.A. & Lewis, R.B. (2001). *Assessing Students with Special Needs*. Upper Saddle River, NJ: Prentice-Hall, Inc.
- Spinelli, C. G. (2002). *Classroom assessment for students with special needs in inclusive settings*. Upper Saddle River, NJ: Merrill Prentice-Hall, Inc.
- Taylor, R. L. (1997). *Assessment of exceptional students* (4th ed.). Boston, MA: Allyn & Bacon.
- Wodrich, D. L. (1997). *Children's Psychological Testing: A guide for nonpsychologists* (3rd ed.). Baltimore, MD: Brookes.
- Wright, J. *Curriculum-based measurement: A manual for teachers*. [www.interventioncentral.org](http://www.interventioncentral.org).