

**George Mason University
Graduate School of Education
Program: Special Education**

Course Title: EDSE 627: Psycho-Educational Assessment

Professor: Lori A. Jackman, Ed. D.

Office Hours: Before class and by appointment

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Credit Hours: 3 **Course Time:** 4:30 – 8:30 P.M. **Location:** Independent Hill, Bldg 100, Rm 32
Course Days: Thursdays, September 15 – December 15, 2005

Course Description: Offers 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.

Course Objectives: 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 Course 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 learning environments and social interactions. 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

The CEC standard, Standard 8 will be addressed in this class.

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 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. Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates include:

Knowledge:

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

Skills

- Collaborate with families and other professionals involved in the assessment of individuals with exceptional learning needs.
- Create and maintain records.
- Gather background information regarding academic, medical, and family history.
- Use various types of assessment procedures appropriately.
- Interpret information from formal and informal assessment instruments and procedures.
- Report assessment results to individuals with exceptional learning needs, parents, administrators, and other professionals using appropriate communication skills.
- Use performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modification in learning environments.
- Develop individualized assessment strategies for instruction.
- 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.
- Evaluate the results of instruction.
- Evaluate supports needed for integration into various program placements.

Nature of Course Delivery: Learning activities include the following:

- Class lectures, power point handouts, discussions, activities & active participation
- Study and independent research
- Videos & other relevant media presentations
- Application of relevant hardware and software
- Application activities including in class evaluation of tests
- Small group activities, assignments, and presentations

Required Textbooks:

Overton, T. (2006). *Assessing learners with special needs: An applied approach (5th ed.)*. Upper Saddle, NJ: Pearson Prentice Hall.

Wright, J. (n.d.) *Curriculum-based measurement: A manual for teachers*. Retrieved September 14, 2005 from <http://www.jimwrightonline.com/pdfdocs/cbaManual.pdf>

It is highly recommended that students bring the Overton textbook to class each week as the instructor may make specific reference to it during class.

Other reading relevant to special education research applications will be assigned by the instructor as indicated by the needs and interests of the class.

Classroom Accommodations for Students with Disabilities: If you need course adaptations or accommodations because of a documented disability or if you have emergency medical information to share with the instructor or need special arrangements, please call or make an appointment with the instructor as soon as possible.

Student Professional Responsibilities:

Professional Disposition Criteria: Students are expected to exhibit professional behavior and dispositions including the following. Available at <http://gse.gmu.edu/facultystaffres/profdisp.htm>

Communication

- Clear oral communication
- Clear written communication
- Clear presentation skills

Collaboration

- Respect for the opinion and dignity of others
- Ability to collaborate with others
- Effective interpersonal skills

Professionalism

- Commitment to children and their families
- Sound judgment
- Integrity and honesty
- Acceptance of constructive criticism
- Positive attitude
- Ability to meet deadlines
- Appropriate assertiveness
- Ability to handle stress

Course Companion Websites & Resources:

Test Library GMU: Assessment and evaluation measures can be checked out at <http://www.kihd.gmu.edu/ttac/> For more information, please contact Ethel Hopkins, Keller Librarian. She can be reached at 703.993.3670 or ehopkin1@gmu.edu.

Pearson Merrill Prentice Hall Companion Website: http://wps.prenhall.com/chet_overton_assessing_4
This link is the website for the textbook, *Assessing learners with special needs: An applied approach 4th edition*. From this link, you can access the self-assessment quizzes for assigned chapters (see **Evaluation and Course Requirements** for details). It is anticipated the URL for the 5th addition will be available in early October. Until notified by the instructor, use this URL to access the on line quizzes. Additionally this website provides learning objectives, chapter outlines, application exercises, additional web sites, and resources.

George Mason University Email: <https://mserver3.gmu.edu/>
From this link, follow the directions for activating an email account. Every student is required to establish a GMU email account. Course email correspondence and other important university emails will be sent to GMU email accounts. Once an email account has been established, it is possible to forward email sent to the GMU account to another email account.

George Mason Blackboard: <http://blackboard.gmu.edu> From this link, follow the directions to get into this semester's research class. On this 627: Assessment course site, you will find grading rubrics, sample activities & papers, APA resources, syllabus, etc. You will be responsible for printing the power point lecture notes from this site to use during class for note taking. If you have troubles, be sure to ask a fellow class member for assistance. Through out the semester, lecture notes and materials will be added to the site.

George Mason Patriot Web: <https://patriotweb.gmu.edu/> A self-service website for students, faculty, and staff of George Mason University. There is a wealth of useful links, information, and online forms on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

George Mason University Honor Code: <http://www.gmu.edu/facstaff/handbook/aD.html>
This URL defines student and faculty conduct to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community. The honor code deals specifically with cheating and attempted cheating, plagiarism, lying, and stealing.

Students with Disabilities: www.gmu.edu/student/drc Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DCR) and inform the instructor, in writing, at the beginning of the semester. See the website or call 703.993.2474 to access the DRC.

Responsible Use of Computing: <http://mail.gmu.edu> Students must agree to abide by the university policy for Responsible Use of Computing. From the link above, click on Responsible Use of Computing link found at the bottom of the screen.

Course Requirements, Performance-Based Assessment, and Evaluation Criteria

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.

ALL assignments must be typed. Work submitted should reflect graduate level expectations in terms of scope, depth, writing mechanics, appearance, and APA style.

The following assignments may be submitted early for formative evaluation (i.e. 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 Thursday due date. The assignment will not be graded but rather the instructor will pose questions that should guide you in making improvements. Assignments will be returned via email I will return the assignment to you via email. When submitting the assignment for summative evaluation, both the original and the revised version of the assignment should be turned in on the given due date.

Note: On all subjective graded assignments, use your assigned four digit code number in place of your name. Please only use this code number for subjective graded assignments. On all objective assignments (e.g. on line quizzes), use your name.

Graded Assignments:

Homework: One element of this course is self-assessment quizzes. The quizzes are provided online at http://wps.prenhall.com/chet_overton_assessing_4. Prior to class the following activities should be completed. Students should log on to the website and select the chapter they will be studying, (a) review and if possible print the objectives/outline, (b) read/study the respective chapter in the textbook, (c) take the self-assessment quiz and (d) score the quiz electronically. If you achieve 80% or higher on the quiz, you have passed. Print and save your quiz results and send an email copy of the quiz to yourself for your records. If you have achieved less than 80% on the quiz, review your incorrect answers, study the textbook, and retake the quiz. You may retake the quiz as many times as you need till you achieve a passing score of 80%. Note: Grading is pass/fail only – therefore it is an objective graded assignment so please put your name and chapter number on the printed quiz results. **A hard copy of the self-assessment quizzes are due at the beginning of each class according to the schedule provided.** *To save paper, it is suggested students use the following procedure when printing on-line quiz results. Under the “print options”, select “preferences”, then, select “document options”. From this drop down menu -select the option to print 4 pages per sheet. Finally select “print” and your passing quiz options should print 4 pages per sheet of paper.* In order to earn credit for this activity, you must pass each quiz **prior** to class. Therefore, allow sufficient time to study and retake the quiz if you do not pass the first time.

In the rare instance you are not able to attend class, email your saved copy to the quiz to the instructor prior to class to earn credit. In the subject heading type “*Not Attending Class- Please print*”. Under normal circumstances, there are no allowances for late self-assessment quizzes. Timely and successful completing of the self-assessment quizzes should prepare students for active class participation.

Participation, Attendance, & In Class Activities: Students are expected to consistently attend class and actively participate in all assignments, group activities, and class discussions. Consistent attendance is expected because colleagues rely on each other to make in class activities valuable learning experiences, the accuracy of test administration, scoring, and interpretation is essential and will be covered in class, and in class discussions address field based real life questions. Active participation includes the asking of questions and the presentation of one's own understanding with regard to the readings and lectures as well as interactive discussion and participation in activities with other class members. This will require all students to complete the required readings, activities, and assignments for that specific class meeting. Additionally, during each class meeting there will be the opportunity to earn point(s) for successful completion of a graded in class activity. In the unlikely possibility of absence, these points will not be made up.

If the unlikely event of not being able to attend should occur, please arrange to obtain notes and handouts from another student. Please be sure to notify this individual(not the instructor) in sufficient time for them to be of assistance for you.

*** 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. This assignment has been designated, by the George Mason University Special Education faculty, as the performance based assessment artifact for this course. This designated assignment means the assignment must be submitted in two different formats on the due date. In addition to submitting a "paper" copy of the assignment to the course instructor, an electronic version of the assignment (artifact) must be submitted electronically to True Outcomes. True Outcomes is a web based program that provides two major purposes. First, it provides a platform for students to build their electronic portfolios (EDSE 791 & EDSE 792) as the university transitions to electronic portfolios. Second, Special Education faculty will evaluate students' electronic submissions of work in relation to National Council for Accreditation of Teacher Education (NCATE) performance based outcomes. The NCATE outcomes incorporate the Council for Exceptional Children (CEC) standards for special education teachers. Once an artifact is posted to the designated True Outcome site, faculty will use a 4 point rubric to jury individual electronic submissions. Although your juried score on the electronic version is not directly tied to your course grade, your timely submission of the assignment to True Outcomes may affect your grade. Students will electronically submit their assignment to True Outcomes on the same day the assignment is due to the instructor. The designated assignment will be considered complete and submitted on time when it is (a) received by the instructor per their directions and (b) electronically submitted on the designated True Outcomes website.

***Test Review:** Select a norm-referenced test currently used in your district. Please do not select the Woodcock-Johnson III, the Visual Motor Integration Test (Berry) or the Brigance Diagnostic Inventory. Review test materials beginning with the Examiner's Manual. Write a review of the test including the topics outlined in the criteria sheet (approximately 5 pages). Chapter 7 in Overton discusses several of the tests you might consider. Your school psychologist or educational diagnosticians (Speech/Language or Special Ed Teachers) in your schools 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 the instructor.

Test Review Presentation: Students will prepare a brief presentation on the test they have selected to review. In the case more than one student has independently selected the same test, they will work cooperatively to present the assessment measure.

***Case Studies:** *Case Study 1* includes administer WJ-III to a colleague from class and scoring the protocol. *Case Study 2* interpret provided assessment data which will include scored protocols, compuscore, and bands and write a report based on the provided assessment data. *Case Study 3* included administer WJ-III to a student, scoring the protocols, interpreting assessment data and writing a report.

*** Midterm and Final Exam:** A midterm and final exam will be administered which 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 exam. Both the midterm and final will be provided to you in class and can be completed at home electronically or by hand. The final exam is due electronically no later than December 14th.

* Indicates these assignments are probable entries for the student portfolio

Evaluation and Grading:

Student 4 Digit Code: _____

Individual Student Grade Sheet

	<i>Attend & Partake</i>	<i>Quizzes</i>	<i>Case Study 1</i>	<i>Case Study 2</i>	<i>Case Study 3</i>	<i>Test Review</i>	<i>Test Review Present</i>	<i>CBM</i>	<i>Mid Exam</i>	<i>Final Exam</i>	<i>Total Points</i>
<i>Earn</i>											
<i>Points</i>	10	10	4	7	12	10	5	18	10	15	100

It is strongly recommended that students retain copies of all graded course products to document their progress through out the GSE ED/LD program in an electronic format. Products from this class will 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. Graded assignments marked with an * are highly probable entries for a portfolio.

Grading: The course letter grade will be determined by a point system in which the following thresholds will be used:

- A** = **95-100 points**
- A-** = **90 - 94 points**
- B+** = **86 - 89 points**
- B** = **80 - 85 points**
- C** = **70 - 79 points**
- F** = **< than 70 points**

Class	Date	Big Topics	Readings/Activities/Assignments Due
1.	9/15/05	<ul style="list-style-type: none"> • Introductions • Course Overview • Curriculum Base Measurement 	<ul style="list-style-type: none"> • Overton 1 • Overton 148-159 • Wright 1 & 2 • <i>Student Information Cards</i> • <i>Student 4 Digit Code Selection</i> • Active GMU email account • Tour class Blackboard site • Send instructor email for the GMU email account to be added to the class address book • Using URL resource provided for Wright's CBM manual for teachers, Print the document
2.	9/22/05	<ul style="list-style-type: none"> • Descriptive Statistics • Reliability and Validity • Quantitative Measurement Concepts • CBM Check In 	<ul style="list-style-type: none"> • Overton 3 & 4 • Wright 3 • <i>CBM Check In</i> • <i>Select Test for Review</i> • Self Assessment -Overton 1 • Self Assessment -Overton 3 • Self Assessment -Overton 4 •
3.	9/29/05	<ul style="list-style-type: none"> • Final Portfolio- Class 1 	<ul style="list-style-type: none"> •
4.	10/6/05	<ul style="list-style-type: none"> • Legal and Ethical Issues • Use of Pre Referral Interventions • IDEA and Assessment • Eligibility Process 	<ul style="list-style-type: none"> • Overton 2 • Self Assessment – Overton 2 • Test Review
5.	10/13/05	<ul style="list-style-type: none"> • CBM Check In • Common Steps in Administrating Norm References Tests • Woodcock- Johnson III -Administration and Scoring • Selecting a Test of Achievement • Test Review Presentations 	<ul style="list-style-type: none"> • Overton 7 & 8 • <i>CBM Check In</i> • <i>Test Review Presentation – Group 1</i> • Self Assessment – Overton 7 • Self Assessment – Overton 8
6.	10/20/05	<ul style="list-style-type: none"> • Interpreting Finding for Educational Planning • Woodcock- Johnson III – Interpretation • Writing Test Results • Evaluation Reports • Test Review Presentations • Mid Term Provided 	<ul style="list-style-type: none"> • Overton 11 • Woodcock Johnson III 69-92 • <i>Test Review Presentation – Group 2</i> • Self Assessment – Overton 11 • Case Study 1
7.	10/27/05	<ul style="list-style-type: none"> • Diagnostics & Informal Assessments • Task Analysis • Performance Based Assessment • Reading and Writing 	<ul style="list-style-type: none"> • Overton 5 • Mid Tern Due • Self Assessment – Overton 5
8.	11/03/05	<ul style="list-style-type: none"> • Final Portfolio -Class 2 	

9.	11/10/05	<ul style="list-style-type: none"> • Diagnostics & Informal Assessments • Math • Constructing Good Tests 	<ul style="list-style-type: none"> • Case Study 2
10	11/17/05	<ul style="list-style-type: none"> • Psychological Evaluations • Intellectual Assessments • Projective Assessment Techniques • Assessing Attention Disorders • Social Emotional Assessments 	<ul style="list-style-type: none"> • Overton 6 & 9 • Self Assessment – Overton 6 • Self Assessment – Overton 9
11	11/24/05	<ul style="list-style-type: none"> • Thanksgiving - No Class 	<ul style="list-style-type: none"> •
12	12/2/05	<ul style="list-style-type: none"> • Eligibility Simulation • IEP Goals and Objectives 	<ul style="list-style-type: none"> • Wright 5 • Case Study 3 • CBM Assignment
13	12/9/05	<ul style="list-style-type: none"> • Sharing Findings with Parents • CBM Briefs 	<ul style="list-style-type: none"> • CBM Briefs • Final Exam
14	12/15/05	<ul style="list-style-type: none"> • Final Portfolio – Class 3 	<ul style="list-style-type: none"> •