

**George Mason University
Graduate School of Education**

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

Spring 2006

Place:	Hunt Valley ES
Time:	Wednesday – 4:30 – 9:30 PM Jan 4, 18, 25, Feb 1, 8, 15, March 1, 8, 15
Instructor:	Martha Chamberlin EdS FCPS Dunn Loring Special Ed Office
Phone:	W 703-204-3960 H 703-742-9533
Email:	Martha.Chamberlin@fcps.edu
Blackboard:	http://blackboard.gmu.edu
Office Hours:	By appointment – please don't hesitate to call or email with questions or thoughts.
Weather info:	Cancellation of class is dependent on FCPS school operation

REQUIRED TEXT

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

Wright, J. *Curriculum-based measurement: A manual for teachers*. Available for downloading. www.interventioncentral.org.

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, D.C.: American Psychological Association.

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.

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 Learning Disabilities, Emotional Disturbance and Mental Retardation. This program complies with the standards of teacher licensure established by the Council for Exceptional Children, the major special education professional organization.

CONTENT STANDARD FOR BEGINNING SPECIAL EDUCATION TEACHERS (Council for Exceptional Children http://www.cec.sped.org/ps/perf_based_std/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.

STUDENT RESPONSIBILITIES

- Students are expected to exhibit professional behavior and dispositions including the following. See gse.gmu.edu for more information.

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

- Students must follow the guidelines of the University Honor Code. See 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> 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 course. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

TEST LIBRARY GMU

Tests can be checked out at <http://www.kihd.gmu.edu/ttac/>

For more information: Ethel Hopkins, Kellar Librarian. 703-993-3670 ehopkin1@gmu.edu

CLASS WEBSITE

Please be sure to check the website weekly for announcements. You will be responsible for printing the powerpoint lecture notes from the site to use during class for note-taking. If you have troubles, be sure to ask a colleague for a copy. I will not provide handouts that are available on the site. As we proceed through the semester I may make changes to the lecture notes and materials on the site. I would suggest that you not print them out until the Monday before class. This way you will get the latest version and it gives me the flexibility to make changes based on the progress of the class.

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.

5. The following assignments may be submitted early for formative evaluation (suggestions for improvement): Test Review, Case Study II, and CBM. To request formative evaluation you must submit the assignment via email by the Saturday 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 by Sunday 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 Tuesday March 21st. I will return it to you via FCPS Pony as well. Be sure to keep a copy.

ACADEMIC REQUIREMENTS A criteria sheet has been handed to you with this syllabus and is provided on Blackboard for each assignment. **Please turn in the criteria sheet with your assignment.**

Curriculum Based Measurement Assignment: Based on a student's particular need, informal assessments, 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 CBM assignment is particularly suited to your portfolio collection.

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.

Two case studies:

Case Study I

Administer WJ-III to a colleague from class or other adult

Score

Case Study II (Sherri)

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

Write a report

Final Exam: A 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 colleagues in completing the exam. The final will be provided to you in class and can be completed at home. The final exam is due in the FCPS Pony by March 21st.

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 POLICIES:

Grades will be calculated according to the following point values:

Test Review	50 points
Case Study I	50 points
Case Study II	100 points
CBM	100 points
Final	150 points
Participation	50 points
TOTAL	500 points

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 Associated with Class Topics	Assignments
Jan 4 (BREAK)	Course Overview Curriculum Based Measurement IEP Goals/Objectives	Overton Ch 1, 5 Wright, Ch 1-3, 5	(Begin Work on CBM)
Jan 18	Diagnostic & Informal Assessments Reading/Writing		
Jan 25	Diagnostic & Informal Assessments: Math Writing Good Classroom Tests SOL Activity		
Feb 1	Quantitative Measurement Concepts	Overton Ch 3, 4, 7, 8	(Begin work on Test Review)
Feb 8	WJ III Administration & Scoring	WJ III Manual p. 1- 68	Test Review Due (Begin work on Case Study I)
Feb 15 (BREAK)	WJ III Interpretation Evaluation Reports	Overton Ch 11 WJ III Manual p. 69- 92	Case Study I Due (Begin work on Case Study II)
March 1	Legal/Ethical Issues Eligibility Process Response to Intervention (RTI)	Overton Ch 2	
March 8	Psychological Evaluations Social Emotional Assessments Behavior Assessments	Overton Ch 6, 9	Case Study II Due
March 15	Eligibility Simulation Reporting to Parents		CBM Due Final Exam due in FCPS Pony by March 21

Details are subject to change at instructor's discretion and will be communicated to class.

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. (2005). *Assessing students with special needs*. (6th ed). 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.