

George Mason University
Graduate School of Education
Fall 2010

Course Title: EDSE 627.601 Psychoeducational Assessment

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Meeting Day/Time: Thursdays

Place: Online

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 Education Plans will be addressed. Prerequisites: Enrollment in teaching licensure or in a graduate degree program in education.

Objectives/Competencies

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 to Program Goals and Professional Organization (CEC), and Virginia Department of Education Licensure Regulations

This course is part of the George Mason University, College of Education and Human Development, FAST TRAIN Programs. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for language development and emerging literacy for individuals with emotional disturbances and learning disabilities.

Virginia Licensure Competencies

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_stdts/common_core_4-21-01.html

CEC standards that will be addressed in this class include specific standards for ED/LD, MR, (Standard 8: Assessment) and 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. Online presentation of materials, discussion, participation, and Internet use
2. Relevant media presentations
3. Written literature and research reviews
4. Application involving evaluation and use of relevant assessment instruments
5. Assignments and presentations
6. Written research papers and projects

Relevant readings will be assigned

Required text

Representative Required Text:

Overton, Terry. (2006). Assessing Learners with Special Needs: An Applied Approach (5th Ed.) Upper Saddle River, New Jersey: Pearson Education.

Supplemental readings: as assigned throughout the course, some available electronically

Publications from <http://www.ed.gov/about/pubs.jsp>

Websites to explore

<http://www.ideapractices.org>

www.TeachingLD.org

www.Interdys.org

www.cldinternational.org

www.ed.gov/index.jsp (click on educational resources)

<http://www.ldonline.org/index.html> and follow links for good info.

<http://www.projectpro.com/ICR/Research/Summary.htm>

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 the instructor or need special arrangements, **please contact the instructor as soon as possible.**

Evaluation

1. Participation in Discussion Board activities/discussions 15 points
2. Test evaluation paper, protocols. 20 points
3. Weekly Chapter Assignments. 25 points
4. Local Assessment Practices Description/Reflections. 20 points
5. Curriculum-Based Measurement. 20 points

Note: All assignments should be submitted online and are due on the dates indicated. In fairness to students who make the effort to submit papers on time, points will be deducted for work submitted after the due date. Two points will be deducted for each week an assignment is 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 GMU FAST TRAIN program. Products from this class can become part of your individual professional portfolio used in your portfolio classes to document your satisfactory progress through the GMU program and the CEC performance based standards.

Grading Criteria

100	= A+	80-84	= B
94-99	= A	70-79	= C
90-93	= A-	<70	= F (no D grade)
85-89	= B+		

Assignments

Detailed Assignment Descriptions (*rubrics for assignments will be offered several weeks before a project is due*)

Discussion Board.: Online discussions and class readings for the Overton chapters, other readings, quizzes, and class debate will occur in each online class. Students must make an initial response to Discussion Board and then respond to at least three of their classmates. Students are expected read chapters assigned prior to the class when chapters

will be discussed, in preparation for overall understanding/online questions. Individual discussion is expected to be supported by chapter material or research. (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 using APA format. 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 learn in this course. A rubric will be provided. (20 points)

Test Administration, Write-Up:

Students will explore test administration, manual evaluation and other relevant information in written format. Choose a test from the Test List. This assignment is designed to allow for: (a) scholarly and professional analysis of the instrument, (b) experience with administering, scoring and interpreting test instruments, and (c) 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). A rubric will be provided. (20 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. (20 points)

Weekly Chapter Assignments:

Students will read weekly assigned chapters from the textbook, [Assessing Learners with Special Needs, An Applied Approach, Terry Overton](#), and complete related activities. (25 points)

Class Participation

Students are expected to complete all assignments and class discussions. The success of any course in this field stems largely from the scholarly and collegial culture created by our 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 participate in this online course and to complete the requirements therein.

IF YOU KNOW YOU WILL HAVE TROUBLE COMPLETING CLASS REQUIREMENTS 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.

Appendix E

Professional Disposition Criteria

The Virginia Department of Education promotes maintaining standards of professional competence and requires applicants for licensure to possess good moral character. Therefore, the Graduate School of Education (GSE) expects its students to exhibit the following:

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

Procedure for Identifying Students Who Need Help

Expectations for communication, collaboration, and professionalism are clearly stated on the GSE web site and are distributed to students.

1. If an instructor observes that a student is having difficulty with any of the behavioral indicators, the instructor completes a Professional Disposition Criteria concern form and meets with the student to discuss concerns and actions to be taken. GSE staff or other professionals may communicate concerns to program coordinators for action.
2. The instructor sends this completed form to the program coordinator. The coordinator opens a file and sends a copy to the student's advisor.

3. The coordinator states the concern at the next program meeting, and the concern is included in the minutes.
4. This one concern may be of large enough magnitude to warrant an immediate action. The Associate Dean for Student and Academic Affairs will be notified in writing with a copy of the concern form for placement in the student's official file. Or, if there is more than one concern form completed for a student, a pattern may be evident. The coordinator discusses the student at the next program meeting. The program faculty recommend to the advisor to meet the student to discuss concerns and recommendations to improve.
5. The advisor meets with the student and plans a course of action (e.g., referral to units in GMU such as the Writing Center, Health and Counseling Services, or Disability Support Services).
6. The student later presents evidence to the advisor of efforts to improve.
7. The advisor shares evidence of the student's progress at the next program faculty meeting and a statement is included in the minutes.
8. If a student with one or more forms on file applies for a teaching internship, the advisor considers whether the corrective action taken warrants approval for internship.
9. If the advisor cannot approve the internship, the application will be discussed by the program faculty and appropriate recommendations come from the faculty as a whole. If the decision is to deny the request for teaching internship, the program coordinator sends a letter with documentation to the Associate Dean for Student and Academic Affairs.

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

Students are expected to exhibit professional behavior and dispositions. See above or <http://www.gse.gmu.edu> for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code: *Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.* (Mason catalog) 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 semester. See <http://ods.gmu.edu/> or call 703-993-2474 to access the ODS.

Attendance Policy: FAST TRAIN students are expected to attend *all* class periods of courses for which they register. In class participation is important not only to the individual student, but to the class as whole. Class participation is a factor in grading; instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus (Mason Catalog).

GMU E-mail: Web Policy: Mason uses electronic mail (www.gmu.edu/email) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog).

Course Withdrawal with Dean Approval: For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion. (Mason catalog). Students must contact an academic advisor in FAST TRAIN to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

Incomplete (IN): This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F. (Mason catalog); Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the FAST TRAIN office.

For ESL syllabi only:

The Professional Development Portfolio

The Professional Development Portfolio is a collection of carefully selected materials and targeted reflections that provide a record of teaching experiences and growth. It documents a teacher candidate's knowledge, skills, and ability to teach. A performance-based document, the portfolio synthesizes learning from the teacher candidate's coursework and school-based experiences and includes multiple sources of data that should be gathered and developed in the teaching-learning process.

All FAST TRAIN licensure courses have a required Performance Based Assessment (PBA). The required PBA for this course is “_____.” This assignment must be posted to Task Stream, where it will be reviewed and graded.

Additionally, student are required to submit both a mid-point portfolio reflective paper after completing three licensure courses and a final reflective after completing the final licensure

courses. Both the mid-point and final portfolio will be posted to Task Stream for scoring. Future registrations will be affected if this requirement is not met by the due dates indicated in the guidelines. Please see the FAST TRAIN website:
http://fasttrain.gmu.edu/assets/docs/fast_train/PortfolioGuidelines.pdf for more information.

Every student registered for any EDSE course as of the Fall 2007 semester is required to submit signature assignments to TaskStream (regardless of whether a course is an elective, a one time course or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the required submission, the IN will convert to an F nine weeks into the following semester.*

Topical Outline

WEEK	TOPICS	Text Reading & Assignment Due
Week 1 9-02	Registration, fees, purchase texts, introductions, Syllabus review/course requirements Chapter 1 PowerPoint	Complete paperwork, purchase text, <u>Assessing Learners With Special Needs</u> text, Chapter 1 Introduction to Assessment Activity 1.2; Discussion Board Local Assessment Practices Assigned
Week 2 9-9	Law, Ethics and Issues	Chapter 2 Laws, Ethics, and Issues Activity Discussion Board
Week 3 9-16	Descriptive Statistics	Chapter 3 Descriptive Statistics *Local Assessment Practices due Activity; Discussion Board
Week 4 9-23	Reliability and Validity	Chapter 4 Reliability and Validity Activity Discussion Board
Week 5 9-30	Curriculum-Based Assessment	Chapter 5 Curriculum-Based Assessment and Other Informal Measures Curriculum-Based Measurement Project assigned Activity; Discussion Board
Week 6 10-7	Assessment of Behavior	Chapter 6 Assessment of Behavior Activity Discussion Board
Week 7 10-14	Norm-Referenced Assessment	Chapter 7 An Introduction to Norm-Referenced

		Assessment Activity; Discussion Board
Week 8 10-21	Academic Assessment	Chapter 8 Academic Assessment Test Administration assigned Activity; Discussion Board Curriculum –Based Measurement Project Due
Week 9 10-28	Measures of Intelligence and Adaptive Behavior	Chapter 9 Measures of Intelligence and Adaptive Behavior Activity Discussion Board Test Adm Assigned
Week10 11-4	Assessment in Early Childhood	Chapter 10 Special Considerations of Assessment in Early Childhood and Transition Activity; Discussion Board
Week 11 11-11	Interpreting Assessment	Interpretation of Assessment for Educational Intervention Activity; Discussion Board Test Administration due
Week 12 11-18	Interpretation of Assessment (cont'd)	Discussion Board Activity Test Adm due
Week13 11-25	IEP Development Using Assessment Information to generate appropriate goals and objectives	Activity Recommendations, Team Meeting, IEP Information / Discussion- Discussion Board
Week 15 12-2	Assessment in an Inclusive Setting Student Progress Monitoring within a Response to Intervention framework	View PowerPoint/ Discussion Discussion Board
Week 16 12-9	Reflection Anticipation/Reaction Guide Analysis	Wrap-up Discussion Board