

**George Mason University**  
**Graduate School of Education**  
**Special Education**  
**Summer 2010**

**Course title:** EDSE 627: Psychoeducational Assessment  
**Instructor:** Kristen A. Neall, MS NCSP.  
**E-mail:** kneall@gmu.edu  
**Phone :** For emergencies: cell: 571-330-1035 home: 703-583-1669  
**Office hours:** by appointment and before class – please notify instructor in advance  
**Meeting Day/Time:** Thursdays 4:15-8:45  
June 3, 2010 – July 29, 2010

**Place: Independent Hill Bldg 100 Rm 32**  
**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.

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

### 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 on Blackboard**

#### **Representative Required Text:**

Taylor, Ronald. (2009). Assessment of exceptional students. Educational and Psychological Procedures. Upper Saddle River, New Jersey: Pearson Education.

**NOTE:** This syllabus may change according to class needs.

### **Evaluation – may include**

1. Class Participation and in-class and on-line activities
2. Classroom Observation
3. Professional Report
4. Assessment Practices Description/Reflections
5. Curriculum-Based Measurement Project
6. Test Review

***Points will be deducted for work submitted late equal to one point for every 10 points the assignment is worth. Assignments will not be accepted more than a week late. Students may be given the opportunity to resubmit assignments turned in on time. Drafts of written work can be submitted for review but must be presented to the instructor electronically, minimally a week in advance of the due date or in hard copy, minimally two weeks in advance of the due date.***

- The instructor is solely responsible for assigning grades. Student non-compliance with stated academic, honor, attendance, or participation expectations will result in a '0' for the associated evaluation. Because class participation is a factor in grading, the instructor may use absence, tardiness, or early departure as de facto evidence of non-participation.
- Grades of "A" in this course are earned by students who do exemplary, distinguished work and who exceed expectations. The A/A- student participates actively and thoughtfully in class; completes all required reading assignments and related assignments in a timely and professional way; shows coherence and thoroughness in work products; completes well-organized, well-written work samples; and consistently demonstrates the ability to make connections between theory and practice.

### **Grading scale**

A = 94-100%	A- = 90-93%	
B+ = 87-89%	B = 84-86%	B- = 80-83
C+ = 77-79%	C = 74-76%	C- = 70-73
F = <70%		

### *Assignment Descriptions*

***Attach rubric to assignment with submission***

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. (18 points for attendance 7 points for in class activities)

### Local Assessment Practices: Reflection of Assessment Practices:

Write a paper describing your understanding of the special education evaluation process from referral to IEP. Reflect on this process. What are its strengths and weaknesses? What do you believe to be critical areas of

change that need to be made with regard to this process in PWCS? (20 points)

### Behavioral Observation:

Conduct a behavioral observation of a student in a classroom, using provided observation instruments or one made on your own. 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. Ensure you have permission to conduct this observation *in advance*. A letter to the principal is available on Blackboard. No identifying information of the school or student will be collected. (20 points)

### Test Review:

You will be put in pairs or small groups for this activity. Your team/ group is responsible for researching the test and completing the review form. Time in class will be provided to begin the review. Student will review content, statistics, and utility. A detailed scoring rubric will be provided. (10 points)

### Curriculum-Based Measurement Project:

Using information provided by the instructor and the text, students will use a reflective process to create, and share a curriculum-based assessment procedure for a student. 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. This will be an ongoing process throughout the course. (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. 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.

- FOR ALL CLASSES MISSED: you are still responsible to turn in any assignments ON TIME and will be responsible for all material in class.
- Each class absence will result in a 2 point deduction from your participation points. Consistent late arrivals or early departures will result in point deductions from your participation points at the discretion of the instructor dependent on amount of instructional time lost.

**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.

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### **GSE Syllabus Statements of Expectations**

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

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

Students must follow the guidelines of the University Honor Code. See

[http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](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 [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

Approved March 2004

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### **Instructor Expectations**

- Use **APA guidelines** for all course assignments. This website links to APA format guidelines. <http://www.psywww.com/resource/apacrib.htm>
- Use **person-first language** in our class discussions and written assignments to help you learn to use it in your professional lives. Please refer to “Guidelines for Non-Handicapping Language in APA Journals” <http://www.apastyle.org/disabilities.html>
- Please subscribe to the **GMU/GSE Special Education list serve** to receive important program updates and announcements. You can subscribe (join) or unsubscribe (sign-off) the listserv via e-mail:
  1. Address an e-mail message to [listserv@listserv.gmu.edu](mailto:listserv@listserv.gmu.edu)
  2. Put the following in the body of the message:  
subscribe SPECIAL-EDUCATION-PROGRAM-L yourfirstname yourlastname
  3. A confirmation message will be sent to your e-mail address asking you to confirm your subscription request. You must reply to this message with ok in the body of the message. Leave the subject unchanged.
- Your **GMU email address** is the email address that will be used for communication in this course. Please make sure your GMU email is activated and checked regularly for communications from the instructor as well as university announcements. It is possible to forward your GMU email to another account.
- **GMU’s Blackboard** will be used to post important information for this course. You will also use it to extend your learning through exposure to resources beyond the text and participate in group discussions. Your GMU email address will be entered in the Blackboard system. Please verify with the instructor the username and email address that was entered for the Blackboard for this course. The following is how you will access the **Blackboard-GSE Login Page**:
  - Enter the URL for blackboard into your browser location field.
  - Click on the **Login** button.
  - Enter your **Username & Password** assigned to you, unless you already have an account
- All assignments should reflect graduate-level spelling, syntax, and grammar. If you experience difficulties with the writing process you may need to access the GMU Writing

Center during this course to improve your skills (<http://writingcenter.gmu.edu/>). APA guidelines (5<sup>th</sup> edition) apply for all written (word-processed) assignments. All work produced outside of class must be typed.

- Electronic submissions of work are acceptable by the time class **starts** on the due date. Please use your last name and the name of the assignment to name your document if sending it electronically. Date and time on the email will be used to verify submission.
- Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time and (d) complete all assignments by due dates provided.
- Common sense and instructor discretion will be the governing forces in dealing with any circumstances that may arise that are not explicitly addressed in this syllabus.

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### **ELECTRONIC PORTFOLIO**

For student evaluation, program evaluation, and accreditation purposes, students will be required to submit a signature assignment from each of their Special Education courses to Taskstream, an electronic portfolio system. In addition, students completing Midpoint and Final Portfolio courses will use Taskstream to create a full portfolio of their work based on assignments completed throughout their program. For this reason, students will need to retain electronic copies of all course products to document their progress through the GSE Special Education program. In addition to the signature assignment, products from this class can become part of your individual program portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.

The signature assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>). Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to begin submitting signature assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assignment to TaskStream may result in reporting the course grade as Incomplete (IN).

### **Advising contact information:**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at [jtemple1@gmu.edu](mailto:jtemple1@gmu.edu) or 703-993-2387. Please be prepared with your G number when you contact her.

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Date	Concepts	Assignments Due
<u>Week 1</u> June 3rd	<ul style="list-style-type: none"> <li>• Introductions/Syllabus Review</li> <li>• Assessment overview</li> <li>• Legal and ethical issues</li> <li>• Eligibility</li> <li>• <b>Reflection on Assessment Practice</b></li> </ul> <b>Paper Reviewed</b>	<ul style="list-style-type: none"> <li>• Chapter 1</li> </ul>
<u>Week 2</u> June 10th	<ul style="list-style-type: none"> <li>• The Assessment Process</li> <li>• Practical and Ethical Considerations</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters 2 &amp; 3</li> <li>• <b>DUE: Assessment Legislation worksheet</b></li> </ul>
<u>Week 3</u> June 17th	<ul style="list-style-type: none"> <li>• Observation and Functional Behavior Assessment</li> <li>• Assessment of Social / Emotional Status</li> <li>• <b>Behavior Observation introduced</b></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 4 &amp; 9</li> <li>• Read Guidelines for Non-Handicapping Language in APA Journals <a href="http://www.apastyle.org/manual/related/guideline-reporting-and-writing.pdf">http://www.apastyle.org/manual/related/guideline-reporting-and-writing.pdf</a></li> <li>•</li> </ul>
<u>Week 4</u> June 24th	<ul style="list-style-type: none"> <li>• Curriculum Based Measurement</li> <li>• Portfolio and other alternative assessment</li> <li>• <b>Guest Lecture</b></li> <li>• <b>CBM project introduced</b></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters 5 &amp; 6</li> <li>• Burns &amp; Hintz articles (BB)</li> <li>• <b>DUE: Observations of non-person first language</b></li> <li>• <b>DUE: Reflection on Assessment Practices</b></li> </ul>
<u>Week 5</u> July 1st	<ul style="list-style-type: none"> <li>• Assessment of Achievement</li> <li>• Assessment of Oral Language</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters 10 &amp; 11</li> <li>• <b>DUE: CBM Rationale operational definition and baseline data, CBM intervention design</b></li> </ul>
<u>Week 6</u> July 8th	<ul style="list-style-type: none"> <li>• Assessment of Reading</li> <li>• Assessment of Writing</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters 12 &amp; 14</li> <li>• <b>DUE:</b></li> </ul>
<u>Week 7</u> July 15th	<ul style="list-style-type: none"> <li>• Assessment of Math</li> <li>• Woodcock Johnson &amp; Other Achievement</li> <li>• Test Review</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 13</li> <li>• <b>DUE:</b> CBM progress monitoring data</li> </ul>
<u>Week 8</u> July 22nd	<ul style="list-style-type: none"> <li>• Assessment of Abilities</li> <li>• Assessment of Adaptive Behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 7 &amp; 8</li> <li>• DUE: Test Review</li> <li>• <b>DUE: Behavior Observation</b></li> </ul>
<u>Week 9</u> July 29th	<ul style="list-style-type: none"> <li>• Early Childhood Assessment</li> <li>• Career / Vocational / Transition Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters 15-16</li> <li>• DUE: Final CBM submission conclusion / reflection</li> </ul>

