



## Course Syllabus

SPED 5240.02/EDUC 4450.02

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COURSE NUMBER AND SECTION	INSTRUCTOR	E-MAIL ADDRESS
Psychoeducational Assessment I COURSE TITLE Webster Hall 204 SITE	Spring 2005 TERM	3 CREDIT HOURS

1. Course Description: (provide details of student focus, rationale, scope, and prerequisites)

This course offers an overview of formal and informal assessment procedures from an educational perspective. It develops a foundation of principles of assessment, including technical knowledge of terminology. It then examines constructs of intelligence, language, perceptual-motor abilities and achievement, focusing on how these constructs are assessed by both norm-referenced instruments and nontraditional methods. Students administer and interpret tests in order to more fully understand test constructs.

2. Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.

The student will:

- o Interpret models of assessment in relation to the assessment needs of the child
- o Address legal/ethical concerns in testing (CC3-K2-3, LD8-S2)
- o Address issues of culture fair testing of at-risk and minority children (CC3-K7)
- o Differentiate and select test data by purpose and type (CC-K5, S5)
- o Apply concepts of reliability and validity in evaluating tests (CC3.K1)
- o Evaluate tests in four domains (CC3-K4, K9, S7, S11)
- o Analyze the interaction between tests and student behaviors
- o Analyze and integrate test data
- o Interpret diagnostic reports from various sources

MoSTEP Standards addressed: 1.2, 1.3, 1.8 Special Education professional

Competencies addressed: see above parentheses

School of Education Goals addressed in this course:

- The teacher/graduate will demonstrate constructed knowledge in content area
- The teacher/graduate will participate in a community of learners.
- The teacher/graduate will model effective teaching practices based on sound theory and practices resulting in an optimal learning environment

- The teacher/graduate will embrace diversity in a multicultural setting, teaching to individual needs
  - The teacher/graduate will reflect on his/her practice in order to become an agent of change, both in the classroom and the community
3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

### **Week 1**

Review of syllabus

Contact numbers and e-mail

Introduction to course: current concerns in assessment, legal and ethical issues, cultural bias

Reading assignment: Text p. 23-65

### **Week 2**

Descriptive statistics

Quiz 1 in class

Reading assignment: Text p. 68-104

### **Week 3**

Standardized scores, normative data, Buros Book of Mental Measurements

Quiz 2

Reading assignment: Text p.106-119

### **Week 4**

Reliability and validity

Quiz 3-take home

Reading assignment: Text p. 120-159

### **Week 5**

Intelligence testing: concepts of intelligence, historical background, behaviors sampled, culture fair testing, restrictions on usage, ethical standards.

Quiz 4 on week 3 and 4 data

Handout Bell Curve packets

Reading assignment: Text p 301-333

### **Week 6**

Analysis of Individual IQ tests, group tests, mental retardation and adaptive behavior tests (Wechsler, Stanford Binet, TONI)

Reading assignment: Text p. 350-359

### **Week 7**

Reading diagnostic reports

## Bell Curve Debate

### **Week 8**

Assessment of math and written language

In class review of tests-discussion, demonstration, class practice

Reading assignment: Text p. 461-475

### **SPRING BREAK**

### **Week 9**

Assessment of behavior and personality, modes of assessment, analysis of various instruments: DAP, TAT, Rorschach, MMPI-A, ISB, Reynolds, BASC, Achenbach, Connors

Assignments: 1) give a DAP, Connor's and a BASC, 2) given a set of data, write a letter to parents about your findings, due Week 12

Reading assignment: Text p. 524-573

### **Week 10**

Review of diagnostic systems, constructs and analysis, integration of test data, importance of behavioral observations.

Assignment: create a 10 question test on a chapter in the book or a related subject of interest--bring to class on Week 11--be ready to give the test to 10 other students, establish norms, discuss how you would determine content validity and reliability, establish a mean, mode and median score based on the data

Reading assignment: Text p. 603-615

### **Week 11**

Discussion of sensory/ acuity assessment; assessment of perceptual motor skills; historical background

Demonstration of Bender and Beery

Complete assignment from Week 10

Reading assignment: Text p. 236-260, 360-383

### **Week 12**

Discussion of oral language tests, demonstration

Letter assignment due

Reading assignment: Text Chapter 13

### **Week 13**

Assessment of Academic Skills and achievement tests; criteria vs. norm referenced tests; group vs. individual tests

Assignment: take home and score a WRAT

Assigned reading: Text p. 384-425

### **Week 14**

Individual achievement tests

## **Week 15**

Observational and portfolio assessment; assessment of information processing

Assigned reading: Text p. 236-260

## **Week 16**

Case study analysis and decision making

Jeopardy Game

Final due

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### 4. Resources:

Text(s): Assessment, 8<sup>th</sup> Edition, Salvia & Ysseldyke, Houghton Mifflin

Supplemental Readings: various handouts

### 5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

## **Evaluation Methods**

Week 1

Week 2 Quiz 1

Week 3 Quiz 2

Week 4 Take home Quiz 3

Week 5 Quiz 4

Week 6

Week 7 Bell Curve debate

Week 8

Week 9 Parent letter

Week 10

Week 11 Create a test

Week 12

Week 13 Score WRAT

Week 14

Week 15

Week 16 Final

6. Supplements (study guide, sample tests, project outlines may be attached.) Please list.

Students are required to administer and interpret tests using a child within a specified age range (typically 8-16). If a child is not available to the student, an adult may be used. Children without handicapping conditions are preferred, since the testing will be unofficial and cannot interfere with on-going or periodic special services evaluations. Parent permission is required; parents are informed that they will not receive any information from the testing. Students will find their own child/adult to test and will test off-campus.

7. FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:

- Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project/paper can be returned.

**NOTE; Papers will not be available for pick up from the School of Education Office.**

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.