

WEBSTER UNIVERSITY

COURSE SYLLABUS

SPED 5240.01
COURSE NUMBER AND SECTION

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Psychoeducational Assessment I
COURSE TITLE

TERM: FA I, II 2002

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SITE

1. **Course Description: (Student focus, rationale, scope, prerequisites)**

This course offers an overview of formal and informal assessment procedures from an educational perspective. It develops a strong foundation of principles of assessment and testing, 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. **Learner Outcomes: (Goals, objectives, course outcomes, etc.)**

The student will :

- interpret models of assessment in relation to the assessment needs of the individual child.
- address issues of culture fair testing of at-risk and minority children.
- differentiate test data by purpose and type.
- apply concepts of reliability and validity in evaluating tests.
- evaluate tests in four domains.
- analyze the interaction between tests and the behaviors of children.
- analyze and integrate test data.
- interpret diagnostic reports from various sources.

School of Education Goals addressed in this course:

- The teacher/graduate will demonstrate constructed knowledge in a content area.
- The teacher/graduate will participate in a community of learners, including students, colleagues, and parents.
- The teacher/graduate will model effective teaching practices based on sound theory and practice and 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 upon his/her own practice in order to become an agent of change, both in the classroom and in the community.

3. **Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, and exams:**

- WEEK 1:** Introduction to course structure: models of assessment, with emphasis on the cognitive model; issues in assessment; ethical issues, cultural bias in testing; multicultural aspects, legal precedents.
REQUIRED READING: Text, part 1, pp. 3-77
ASSIGNMENT: Case study analysis, informal
- WEEK 2:** Types of tests; descriptive statistics; explanation of competency packets.
REQUIRED READING: Text, chapter 4; Test Service Bulletin
ASSIGNMENT: pp. 103-104, Study Questions and Problems, informal
- WEEK 3:** Standard scores; normative data; use of Buros
REQUIRED READING: Text, chapters 5, 6; Test Service Bulletin
ASSIGNMENT: pp. 121, 137 Study Questions, not Problems, informal; Buros assignment, due week 10
- WEEK 4:** Reliability and validity
REQUIRED READING: Text, chapters 7, 8; Journal review of issues
ASSIGNMENT: Take home questions, due week 6.
- WEEK 5:** Intelligence testing; concepts of intelligence; behaviors sampled; culture-fair testing; restrictions on usage; begin analysis of individual IQ tests.
REQUIRED READING... Text, chapters 16-18; The Bell Curve Debate packet
- WEEK 6:** Analysis of individual intelligence tests, continued; Tests of adaptive behavior.
REQUIRED READING: Text, chapter 27; The Bell Curve Debate packet, continued
ASSIGNMENT: Administration and analysis of ABIC questions; analysis of IQ tests, due week 12; preparation for debate
- WEEK 7:** Our Bell Curve debate; acuity assessment: types of tests; reading diagnostic reports; ecological assessment
REQUIRED READING: Text, chapter 19; handout.
- WEEK 8:** Assessment of perceptual-motor skills: historical background; construct of perceptual-motor abilities; analysis of tests.
REQUIRED READING: Text, Chapter 25
ASSIGNMENT: Administration and analysis of perception test (special ed ; modified for reading)
- SPRING BREAK**
- WEEK 9:** Assessment of oral language; construct of oral language; issues in fair assessment; natural observation assessment; analysis of individual tests.
REQUIRED READING: Text, chapter 23
ASSIGNMENT: Administration and analysis of informal language analysis (all constituencies)

- WEEK 10:** Assessment of academic skills and achievement; criteria vs. norm referenced; group vs. individual; analysis of group tests.
REQUIRED READING: Text, chapter 12, 20
- WEEK 11:** Individual achievement tests: analysis of tests (attention given to reading tests will depend on the needs of the class).
REQUIRED READING: Monograph reviews of new tests; Chapter 21
ASSIGNMENT: Case study analysis
- WEEK 12:** Tests of mathematics and written language
REQUIRED READING: Text, chapters 22, 24
ASSIGNMENT: Administration and analysis of academic tests (special ed and early childhood special only)
- WEEK 13:** Assessment of behavior and personality: modes of assessing; analysis of instruments
REQUIRED READING: Text, chapter 26
- WEEK 14:** Diagnostic systems: construct and analysis; guest speaker
REQUIRED READING: Text, chapter 28
ASSIGNMENT: Administration and analysis of cognitive constructs (optional, all constituencies)
- WEEK 15:** Classroom assessment: portfolio and performance assessment
REQUIRED READING: Text, chapters 10, 13, 14
ASSIGNMENT: IEP formulation and summary (special ed only)
- WEEK 16:** Case study analysis and decision making; using the diagnostic information (Text, Part 5)

4. RESOURCES:

TEXT USED: Assessment (7th edition) Salvia and Ysseldyke, Houghton Mifflin

SUPPLEMENTAL READING:
Handouts

5. EVALUATIONS:

- Week 1: case study, informal, **due week 2 (all)**
Week 3: Buros assignment, **due week 10 (all)**
Week 4: Midterm questions, **due week 6 (all)**
Week 6: analysis of IQ tests, **due week 12**; administration and analysis of ABIC; The Bell Curve Debate **(all)**
Week 8: administration and analysis of perceptual motor tests, **due week 9 (sp ed, reading)**
Week 9: administration and analysis of language assessment, **due week 11 (all)**
Week 11: case study analysis **(all)**
Week 12: administration and analysis of academic tests, **due week 13 (sp ed, early childhood sped only)**
Week 14: Administration and analysis of cognitive constructs' assessment **(optional, all)**
Week 15: IEP and summary **(sp ed only)**

Prior to administration of tests, all preservice students must pass a competency test in administration. This entails giving a test while being observed.

6. FINAL PROJECT;

Final projects/papers will be returned to students in the following manner:
Projects/Papers will be returned during the last meeting period X
Students should provide a self-addressed envelope (appropriate size and postage) to the instructor so project/paper can be returned.
Other: (explain)

NOTE: Papers will not be available for pick up from the Education office.

This syllabus is subject to change at the discretion of the instructor. Therefore, regular attendance is required.

Special Education students are required to administer and interpret tests using a child within a specified age range (typically 8-13). A child without a handicapping condition is preferred, since the testing will be unofficial and cannot interfere with on-going or periodic special services' evaluation. Parent permission is required; parents are informed that they will not receive any information from the testing. Students will find their own test child and test off-campus. Materials are provided.