

SPED 5413.01 _____
COURSE NUMBER AND SECTION

Catherine Korobey 961-2660 X7653 _____
INSTRUCTOR
korobeca@webster.edu

Assessment, Evaluation and Diagnosis of Academic
Disorders _____
COURSE TITLE

Fall, 2002 _____
TERM

50 _____
SITE

3 _____
CREDIT HOURS

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

Students explore a variety of academic and psychoeducational assessment techniques that are relevant to the evaluation of children and youth with suspected academic disorders. Functional behavior assessment and analysis of academics, task analysis and ecobehavioral assessment will be examined in depth. Students are expected to work intensively. Interpretation of assessment findings is presented in a written evaluation report including a diagnostic formulation and recommendations for intervention. Students are expected to plan and conduct a functional assessment of cognitive and academic skills across the academic areas, integrated with formal assessment data.

2. Learning Outcomes:
(Goals, objectives, course outcomes, etc.)

The student will:

- make decisions concerning assessment and evaluation that demonstrate an understanding of statistics, definitions, models, entitlement procedures and issues in the field.
- develop assessment strategies that reflect an understanding of learning, curriculum and instructional processes.
- develop tools for assessment, including normed and curriculum-based methods, for specific curriculum areas.
- determine specific teaching recommendations that flow from diagnostic information.

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

WEEK 1: Definitions and models of assessment; theories and models of learning.

Readings: Chapters 1, 2

Assignment: Cases for analysis, web-enhanced

WEEK 2: Curriculum, Show Me Standards and the MAP; instructional models; making instructional decisions

Readings: handout; chapters 3,4

Assignment: Cases for analysis, web-enhanced

WEEK 3: Review of fundamentals of evaluation; documenting change; curriculum-based evaluation process

Readings: Chapter 5

WEEK 4: Developing and evaluating tools for functional assessment

Readings: Chapter 6

Assignment: Minicases, p 173

WEEK 5: Making decisions from assessment data

Readings: Chapter 7

Assignment: Cases for analysis, web-enhanced

WEEK 6: Tools and strategies to assess language arts

Readings: Chapters 8 - 11

Assignment: Cases for analysis, web-enhanced

WEEK 7: Tools and strategies to assess mathematics; research roundtable

Readings: Chapter 12

WEEK 8: Tools and strategies to assess social skills and learner behaviors

4. Resources: (list and indicate how they are to be used)

Text(s): Curriculum-based Evaluation (3rd ed), Howell and Nolet

Supplemental Readings:

Audio-visual/other:

5. Evaluation

Four major cases, web enhanced

Minicases

Research Roundtable

6. 3 Hour Courses: Students taking an 8 week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings;

Final Projects:

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. _____

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. _____