



Course Syllabus

<u>SPED 5240.01/EDUC 4450.01</u>	<u>Catherine Korobey</u>
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<u>COURSE NUMBER AND SECTION</u>	<u>INSTRUCTOR</u> <u>E-MAIL ADDRESS</u>
<u>Psychoeducational Assessment I</u>	<u>Fall 03</u> / <u>3</u>
<u>COURSE TITLE</u>	<u>TERM</u> <u>CREDIT HOURS</u>
<u>WEBG</u>	
<u>SITE</u>	

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

The student will :

- interpret models of assessment in relation to the assessment needs of the individual child
- address legal and ethical concerns of in testing (CC3-K2-3, LD8-S2)
- address issues of culture fair testing of at-risk and minority children. (CC3-K7)
- differentiate and select test data by purpose and type.(CC#-K5, S5)
- apply concepts of reliability and validity in evaluating tests. (CC3.K1)
- evaluate tests in four domains. (CC3-K4, K9, S7, S11)
- analyze the interaction between tests and the behaviors of children.
- analyze and integrate test data.
- interpret diagnostic reports from various sources.

MoSTEP Standards addressed: 1.2, 1.3, 1.8

Special Education professional competencies addressed: see parentheses above

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, out-of-class assignments 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. 3-65
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. 88 - 89, Study Questions, informal
- WEEK 3:** Standard scores; normative data; use of MMY
REQUIRED READING: Text, chapters 5, 6; Test Service Bulletin
ASSIGNMENT: pp. 104, 119 Study Questions, not Problems, informal; MMY 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 26; 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 11, 19; handout.
- WEEK 8:** Assessment of perceptual-motor skills: historical background; construct of perceptual-motor abilities; analysis of tests.
REQUIRED READING: Text, Chapter 24
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
ASSIGNMENT: Administration and analysis of academic tests (Special Ed only)
- WEEK 13:** Assessment of behavior and personality: modes of assessing; analysis of instruments
REQUIRED READING: Text, chapter 25
- WEEK 14:** Diagnostic systems: construct and analysis; guest speaker
REQUIRED READING: Text, chapter 27
ASSIGNMENT: Administration and analysis of cognitive constructs (optional, all constituencies)
- WEEK 15:** Classroom assessment: portfolio and performance assessment
REQUIRED READING: Text, chapters 13
ASSIGNMENT: IEP formulation and summary (special Ed only)
- WEEK 16:** Case study analysis and decision making; using the diagnostic information

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.

4. Resources:

Text(s):

Supplemental Readings: (list and indicate how these are to be used)

Audio-visual/other:

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

- Week 1: case study, informal, **due week 2 (all)**
- Week 3: MMY 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 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. Supplements (study guide, sample tests, project outlines may be attached.)
Please list.

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.

7. 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:

- a) Lab
- b) Curriculum Project
- c) Paper(s)
- d) AV Project
- e) Other

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

- Projects/Papers will be returned during the last meeting period.

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.