



Course Syllabus

EDUC 4450.01/SPED 5240.01__

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COURSE NUMBER AND SECTION

INSTRUCTOR

E-MAIL ADDRESS

Psychoeducational Assessment I

Fall 06_____ / _____

3

COURSE TITLE

TERM

CREDIT HOURS

WEBG_____

SITE

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.

Learner Objectives	SoEd Goals and Dispositions, MoSTEP Standards Addressed	CEC Standards
Appropriately use basic terminology of assessment, including specialized terminology	SoEd 1.1 MoSTEP 1.2	CC8K1, GC8K1
Address legal and ethical concerns of testing, including laws and policies regarding referral and placement procedures for individuals with disabilities	SoEd 4.4 Dispositions 2, 3 MoSTEP 3.3, 9.3	CC8K2, CG8K2
Examine models of assessment, including screening, pre-referral, referral, and classification procedures	SoEd 2.4, 4.4 MoSTEP 8.1	CC8K3
Determine the use and limitations of assessment instruments	SoEd 1.2, 2.4 MoSTEP 8.1, 9.2	CC8K4
Apply national, state and local testing accommodations and adaptations in selecting and administering assessment	SoEd 4.2 MoSTEP 3.2	CC8K5, GC8S3

instruments		
Develop processes for gathering relevant background information	SoEd 1.2, 2.4 MoSTEP 8.1,8.4, 10.4	CC8S1
Administer and interpret nonbiased formal and informal assessments, including ability, perception, motor, language, academics, and social behaviors of students, including students with disabilities	SoEd 2.4 MoSTEP 3.1,8.1	CC8S2, GC8S1
Understand the use of technology in conducting assessments	SoEd 2.3 MoSTEP 11.4	CC8S3
Individualize assessment strategies, including the use of exceptionality-specific assessment instruments	SoEd 2.4 MoSTEP 3.2	CC8S4, CC8S9, GC8S2
Interpret information from formal and informal assessments	SoEd 1.3, 2.4 MoSTEP 2.1	CC8S5
Use assessment information in making eligibility, program and placement decisions	SoEd 2.4, 4.4 MoSTEP 3.3	CC8S6
Apply an understanding of the implications of a culturally diverse and/or linguistically diverse background to assessment procedures and interpretations	SoEd 4.1, 4.2 MoSTEP 2.4, 7.2	CC8S6
Report assessment results to all stakeholders using effective communication	SoEd 3.2, 3.3 MoSTEP 7.1, 10.3	CC8S7
Create and maintain records of assessment data	SoEd 2.4 MoSTEP 8.4	CC8S10

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: Sam case study analysis, informal, DUE WEEK 3

WEEK 2: **Martin Luther King Holiday**

WEEK 3: Types of tests; descriptive statistics; explanation of competency packets.

REQUIRED READING: Text, chapter 4; Test Service Bulletin

ASSIGNMENT: pp. 86 - 87, Study Questions, informal

WEEK 4: Standard scores; normative data; use of MMY

REQUIRED READING: Text, chapters 5, 6; Test Service Bulletin
ASSIGNMENT: pp. 103, 117 Study Questions, not Problems, informal; MMY assignment, due week 10

WEEK 5: Reliability and validity

REQUIRED READING: Text, chapters 7, 8

ASSIGNMENT: Take home questions (midterm), due week 7.

WEEK 6: Intelligence testing; concepts of intelligence; behaviors sampled; culture-fair testing; restrictions on usage; begin analysis of individual IQ tests; explanation of administration of individual test under supervision.

REQUIRED READING: Text, chapters 16-18; The Bell Curve Debate Packet for Week 9

ASSIGNMENT: Preparation for individual administration (Special Ed), to be completed by Week 10.

WEEK 7: Complete analysis of WISC IV; adaptive behavior; adapting testing for students with special needs.

REQUIRED READING: chapters 27, 9, 10

ASSIGNMENT: Scoring and analysis of ABIC questions, due week 9

WEEK 8: Analysis of individual intelligence tests, continued; Tests of adaptive behavior.

REQUIRED READING: Text, chapter 26; The Bell Curve Debate packet, continued

ASSIGNMENT: analysis of IQ tests, due week 12; preparation for debate

Spring Break

WEEK 9: Bell Curve Debate; acuity assessment; assessment of perceptual-motor skills: historical background; construct of perceptual-motor abilities; analysis of tests.

REQUIRED READING: Text, Chapters 19, 20

ASSIGNMENT: Administration and analysis of perception test (Special Ed ; modified for Reading)

WEEK 10: Auditory acuity; assessment of oral language; construct of oral language; issues in fair assessment; natural observation assessment.

REQUIRED READING: Text, chapter 24

WEEK 11: Analysis of language tests; assessment of academic skills and achievement; criteria vs. norm referenced; group vs. individual; analysis of group tests.

REQUIRED READING: Text, chapter 21

ASSIGNMENT: Administration and analysis of informal language analysis (Special Ed; modified for Reading)

WEEK 12: Individual achievement tests: analysis of tests (attention given to reading tests will depend on the needs of the class).

REQUIRED READING: Chapter 22

WEEK 13: Tests of mathematics and written language

REQUIRED READING: Text, chapters 22, 23

ASSIGNMENT: Administration and analysis of academic tests
(Special Ed; modified for Reading)

WEEK 14: Assessment of behavior and personality: modes of assessing; analysis of instruments

REQUIRED READING: Text, chapter 11, 26

WEEK 15: Diagnostic systems: construct powerful questions; ecological assessment

REQUIRED READING: Text, chapters 27, 12

ASSIGNMENT: IEP formulation and summary (special Ed only)

WEEK 16: Case study analysis and decision making; using the diagnostic information

culture-fair testing; restrictions on usage; begin analysis of individual IQ tests.

REQUIRED READING... Text, chapters 16-18; The Bell Curve Debate Packet for Week 8

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): Assessment, 8th Edition, Salvia and Ysseldyke

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)

Course Assessment	Learner Objectives Addressed	Date Due
Case study (Sam)	<ul style="list-style-type: none">• Address legal and ethical concerns of testing, including laws and policies regarding referral and placement procedures for individuals with disabilities	Week 3 (all)
MMY Research Assignment	<ul style="list-style-type: none">• Appropriately use basic terminology of assessment, including specialized terminology• Determine the use	Due before the end of the course (all)

<p>Scoring and Analysis of ABIC</p>	<ul style="list-style-type: none"> • Determine the use and limitations of assessment instruments • Apply an understanding of the implications of a culturally diverse and/or linguistically diverse background to assessment procedures and interpretations 	<p>Due Week 9 (all)</p>
<p>Administration and analysis of Perceptual Testing</p>	<ul style="list-style-type: none"> • Determine the use and limitations of assessment instruments • Administer and interpret nonbiased formal and informal assessments, including ability, perception, motor, language, academics, and social behaviors of students, including students with disabilities • Individualize assessment strategies, including the use of exceptionality-specific assessment instruments • Interpret information from formal and informal assessments • Report assessment results to all stakeholders using effective communication 	<p>Due week 11 (Sp Ed; Reading: analysis only)</p>

<p>Bell Curve Debate</p>	<ul style="list-style-type: none"> • Determine the use and limitations of assessment instruments • Apply an understanding of the implications of a culturally diverse and/or linguistically diverse background to assessment procedures and interpretations • Address legal and ethical concerns of testing, including laws and policies regarding referral and placement procedures for individuals with disabilities • Administer and interpret nonbiased formal and informal assessments, including ability, perception, motor, language, academics, and social behaviors of students, including students with disabilities 	<p>Week 9 (all)</p>
<p>Administration of an individual test under supervision</p>	<ul style="list-style-type: none"> • Administer and interpret nonbiased formal and informal assessments, including ability, perception, motor, language, academics, and social behaviors of students, including students with disabilities 	<p>Due before Week 10 (Sp Ed only)</p>

<p>Administration and analysis of language test</p>	<ul style="list-style-type: none">• Determine the use and limitation of assessment instruments• Administer and interpret nonbiased formal and informal assessments, including ability, perception, motor, language, academics and social behavior of students, including students with disabilities• Individualize assessment strategies, including the use of exceptionality-specific assessment instruments• Apply an understanding of the implications of a culturally diverse and/or linguistically diverse background to assessment procedures and interpretations• Interpret information from formal and informal assessments• Report assessment results to all stakeholders using effective communication	<p>Due Week 11 (Special Ed; Reading: analysis only)</p>
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<p>Administration and analysis of academic testing (Key Assessment for Special Education)</p>	<ul style="list-style-type: none"> • Determine the use and limitation of assessment instruments • Administer and interpret nonbiased formal and informal assessments, including ability, perception, motor, language, academics and social behavior of students, including students with disabilities • Individualize assessment strategies, including the use of exceptionality-specific assessment instruments • Apply an understanding of the implications of a culturally diverse and/or linguistically diverse background to assessment procedures and interpretations • Interpret information from formal and informal assessments • Report assessment results to all stakeholders using effective communication 	<p>Due Week 13 (Special Ed; Reading: analysis only)</p>	
<p>IEP Present Level of Performance</p>	<ul style="list-style-type: none"> • Report assessment results to all stakeholders using effective communication • Create and maintain records of assessment data 	<p>Due Week 15 (Special Ed only)</p>	
<p>Case Summary</p>	<ul style="list-style-type: none"> • Report assessment results to all stakeholders using effective communication 	<p>Due Week 15 (Special Ed only)</p>	

<p>Case Study Analysis: Role-Playing Recommendations</p>	<ul style="list-style-type: none"> • Report assessment results to all stakeholders using effective communication • Examine models of assessment, including screening, pre-referral, referral, and classification procedures • Use assessment information in making eligibility, program and placement decisions 	<p>Week 16, in class</p>
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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. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

8. ACCESSIBILITY/ACCOMMODATIONS POLICY

If you have a disability, please see me as soon as possible to discuss your accommodation needs.

9. OTHER

Class participation is expected. Non-participation during class discussions and in small group activities will affect your participation grade. If you miss a class, you are responsible for contacting the instructor for a make-up assignment. No more than 2 make-up assignments will be available per student. Make-up assignments must be turned in within two weeks of the missed class.

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form; otherwise, an F will be issued.

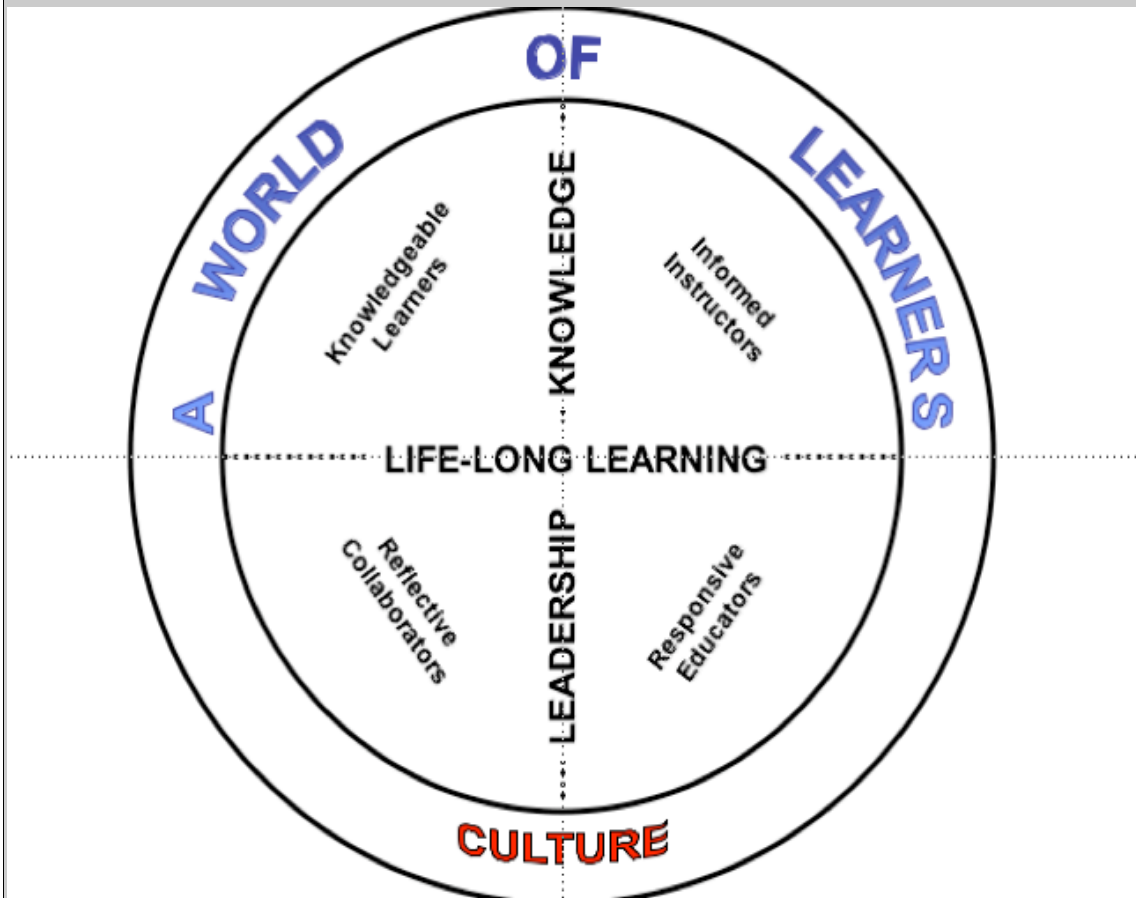
Assignments which are not handed in by the deadlines listed will be penalized for each class period they are late unless previous arrangements have been made with the instructor.

SCHOOL OF EDUCATION

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The mandala is a universal design that represents meaning. It appears in children’s early drawings in many cultures and seems a fitting symbol to represent the conceptual schema of the School of Education. The outer circle is the “world of learners” in cultural settings. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts.

SCHOOL OF EDUCATION GOALS

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
- 1.2 applies tools of inquiry to construct meaningful learning experiences;
- 1.3 identifies developmental factors in student learning; and
- 1.4 understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
- 2.2 understands and uses a range of instructional strategies;
- 2.3 uses a variety of communication modes, media, and technology to support student learning; and
- 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
- 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
- 3.3 seeks relationships with families and students to support student learning; and
- 3.4 initiates change that benefits students and their families.

4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

There are various definitions of dispositions. The dictionary suggests that dispositions are the combination of traits revealed by one's habitual ways of behaving or thinking. NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth." (Professional Standards, p. 53) Interpreting and assessing dispositions is often more intuitive than it is descriptive and measurable. Regardless of the difficulty of assessment, there is significant value in focusing attention on qualities that make an effective teacher.

Understands and Respects Self

- 1.1 Understands and respects that s (he) may be different from others
- 1.2 Embraces an openness to change (adaptability, flexibility)
- 1.3 Exhibits curiosity
- 1.4 Engages in reflection

2. Understands and Respects Others

- 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
- 2.2 Exhibits empathy
- 2.3 Commits to fairness and honesty
- 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities

- 3.1 Commits to professional behavior in university and school cultures
- 3.2 Practices informed decision-making in university and school cultures
- 3.3 Communicates and collaborates in university and school cultures
- 3.4 Accepts academic rigor (willingness to work/ high expectations)
- 3.5 Affects change with courage and confidence

Missouri Standards for Teacher Education Programs (MoSTEP)

MoSTEP Standards	Performance Indicators
<p>The pre-service teacher understands the central concepts, tools of inquiry and structure of the disciplines(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.</p>	<p>1.2 presents the subject matter in multiple ways 1.3 uses students' prior knowledge 1.4 engages students in the methods of inquiry used in the discipline 1.5 creates interdisciplinary learning</p>
<p>Standard 2. The pre-service teacher understands how student learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.</p>	<p>2.1 knows and identifies child/adolescent development 2.2 strengthens prior knowledge with new ideas 2.3 encourages student responsibility 2.4 knows theories of learning</p>
<p>Standard 3. The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>	<p>3.1 identifies prior experience, learning styles, strengths, and needs 3.2 designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs 3.3 knows when and how to access specialized services to meet students' needs 3.4 connects instruction to students' prior experiences and family, culture, and community</p>
<p>Standard 4. The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.</p>	<p>4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) 4.2 creates lessons and activities that recognize individual needsof diverse learners and variations in learning styles and performance. 4.3 evaluates plans relative to long and short-term goals and adjust them to meet student needs and to enhance learning</p>
<p>Standard 5. The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>	<p>5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs 5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities</p>

MoSTEP Standards	Performance Indicators
Standard 6. The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	6.1 knows motivation theories and behavior management strategies and techniques 6.2 manages time, space, transitions, and activities effectively 6.3 engages students in decision making
Standard 7. The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	7.1 models effective verbal/ non-verbal communication skills 7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences 7.3 supports and expands learner expression in speaking, writing, listening, and other media 7.4 uses a variety of media communication
Standard 8. The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	8.1 employs a variety of formal and informal assessment techniques (e.g. observations, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standard tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performance, and to modify instructional approaches and learning strategies 8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning 8.3 evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom instructions, questioning, and analysis of student work 8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues
Standard 9. The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.	9.1 applies a variety of self-assessment and problem-solving strategies reflecting on practice, their influences on students' growth and learning, and the complex interactions between them 9.2 uses resources available for professional development 9.3 practices professional ethical standards

MoSTEP Standards	Performance Indicators
Standard 10. The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support learning and well-being.	10.1 participates in collegial activities designed to make the entire school a productive learning environment 10.2 talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems 10.3 seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being 10.4 identifies and uses the appropriate school personnel and community resources to help students reach their full potential

MoSTEP Standards	Performance Indicators
<p>Standard 11. The pre-service teacher understands the theory and application of technology in educational settings and has technological skills to create meaningful learning opportunities for all students.</p>	<p>11.1 demonstrates continual growth in the uses and troubleshooting of current and emerging computer technologies to run software; to access, generate, and manipulate data; and to publish results.</p> <p>11.2 applies current research on teaching and learning with technology to plan and deliver developmentally appropriate learning opportunities that integrate a variety of software, applications, and learning tools (e.g., graphing calculators, languages translators, scientific probe-ware, musical composition software, electronic maps, etc.) to support the diverse needs of learners.</p> <p>11.3 identifies, locates, explores, and evaluates for accuracy and suitability, computer/technology resources including applications, tools, educational software, and associated documentations. Designs and utilizes technology-enhanced, learner-centered classroom strategies and activities (including teaming and/or small group collaboration) to address the diverse needs of students. Facilitates technology-enhanced learning experiences that develop students' higher-order thinking skills, creativity, and problem-solving skills; content standards; and student technology standards.</p> <p>11.4 uses technology resources in assessing student learning of subject matter using a variety of assessment techniques to collect and analyze data, to interpret results, and to communicate findings to improve instructional practice and maximize student learning (including the use of technology resources for learning, communication, and productivity).</p> <p>11.5 uses technology resources to engage in ongoing professional development and lifelong learning. Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning. Uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning and to conduct research and to solve problems.</p> <p>11.6 models and teaches legal and ethical practice related to technology, information, and software resources, as well as the safe and healthy use of technology resources. Applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities, including facilitating equitable access to technology.</p>

