COURSE DESCRIPTION:

“Surveys tests used to evaluate students' performances. Includes study of test construction criteria, methods for assessing students' progress and evaluation of teaching effectiveness.” The purpose of this course is to provide students with an introduction to assessment of a process of data collection for making informed educational decisions. An overview of psychoeducational tests – standardized, informed, curriculum, or classroom based will be incorporated. Also, psychological and neuropsychological tests will be included. A study of test construction criteria will be covered as well as basic concepts of measurement.

A. NJPST Standards:  Standards available at:

http://www.state.nj.us/njded/profdev/profstand/standards.pdf

Standard 5: Assessment:  Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

B. Council for Exceptional Children Standards (CEC):  Standards available at:

www.cec.sped.org/ps/perf_based_stds/standards.html

Standard 1: Foundations
Standard 2: Development and Characteristics of Learners
Standard 3: Individual Learning Differences
Standard 8: Assessment

C. NJCCC Standards

Standard 3: Language Arts Literacy
Standard 4: Mathematics
Standard 5: Science
Standard 6: Social Studies

D. COMMON CORE STATE STANDARDS

All teaching candidates must be familiar with the new Common Core State Standards (the Standards) for English Language Arts and Mathematics and demonstrate an understanding of the Standards with respect to the design and delivery of instruction for students with disabilities. Students should maintain a copy of the Standards on their computer. The Standards can be found at:  http://www.corestandards.org/
ESSENTIAL QUESTIONS:

1. How is assessment utilized in the diagnosis of children with learning disabilities?
2. What are the basic concepts of measurement?
3. What are the most common formal and informal assessment measures and are they good measures?
4. What are the limitations of the assessment instruments?

COURSE GOALS/OUTCOMES DERIVED FROM ESSENTIAL QUESTIONS:

Upon completion of this course students will:

- Possess an understanding of national, state, and local laws, policies, and procedures affecting those with specific disabilities.
- Understand the basic concepts of statistical measurement as well as reliability and validity.
- Demonstrate ability to select, administer, and interpret formal and informal assessment techniques and instruments to assess a student’s educational development (academic, cognitive, communicative, emotional, physical, prevocational/vocational, and social) focusing on the student’s current educational development.
- Begin to interpret information ascertained via the various assessments.

REQUIRED TEXT:


Recommended additional/supplemental readings - May be provided during the semester


SCHEDULE/OUTLINE:

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<th>Session/Date</th>
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<td>Introduction to Course Assessment: An Overview</td>
<td>Chapter: 1</td>
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<td>CC8K1, CC8K2, CC8K3, LD8K1, CC8K5</td>
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<td>2.</td>
<td>Legal and Ethical Considerations and Test Scores How To Use Them</td>
<td>Chapters: 2, 3</td>
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<td>3.</td>
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<td>4.</td>
<td>Test Adaptations and Accommodations</td>
<td>Chapter: 5</td>
<td>#1 – Statistics Worksheet</td>
<td>CC8S8, ED8S1, ED8K7, ED8S2, ED8S3, ED8S4, NJCCC 3,4,5,6</td>
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<td>5.</td>
<td>Behavioral Observations, Teacher-Made Tests, and Managing Classroom Assessment</td>
<td>6, 7, 8</td>
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<td>6.</td>
<td>How to Evaluate a Test Using Formal Measures Overview and Intelligence: WISC-IV</td>
<td>9, 14</td>
<td>#2 – Midterm Exam (Online) Posted 10/6/11 (8am); Due 10/9/11 by 11:55pm</td>
<td>LD8S1, ED8K7, ED8S2, ED8S3, ED8S4</td>
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<td>7.</td>
<td>Multiple Skill Devices Introduction to Assessment of Academic Achievement: WIAT-II and WJ-III</td>
<td>9, 10</td>
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<td>CC8K4, LD8S1, CC8S2, CC8S5, CC8S6, ED8S1, ED8K7, ED8S2, ED8S3, ED8S4</td>
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<td>8.</td>
<td>Assessment of Reading and Mathematics: WIAT-III, WJ-III, WRMT, Diagnostic Reading Scales, TERA-3, GORT-4, Key Math, TEMA-2</td>
<td>11, 12</td>
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<td>CC8K4, LD8S1, CC8S2, CC8S5, CC8S6, ED8S1, ED8K7, ED8S2, ED8S3, ED8S4, ED8S8, ED8S9</td>
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<td>9.</td>
<td>Assessment of Sensory Acuity and Perceptual and Perceptual-Motor Skills Assessment of Oral and Written Language: GFTA-2, TOWL-IV, PPVT-IV, EVT-II, WJ-III, WIAT-IV, DAS-2, DTLA-4</td>
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<td>10.</td>
<td>Assessment of Infants, Toddlers, &amp; Preschoolers: ERSI, BSID-II, Technology</td>
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<td>Assessment of Social and Emotional Behavior and Assessment of Adaptive Functioning: ASEBA, BASC-2, Vineland-2</td>
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<td>#3 - Reflective Summary</td>
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<td>12.</td>
<td>Neuropsychological Assessment: Attention, Concentration, Memory, and Executive Functioning: TOVA, NEPSY, Rey Complex Figure, WCST, DKEFS</td>
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<td>CC8K CC8S2, CC8S5, CC8S64, LD8S1, ED8K9, ED8S1, ED8K7, ED8S2, ED8S3, ED8S4, ED8S10, NJCCC 3,4,5,6</td>
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<td>CC8K4, LD8S1, CC8S2, CC8S5, CC8S6, LD8S1, ED8K7, ED8S2, ED8S3, ED8S4, NJCCC 11</td>
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<td>14.</td>
<td>Accountability, Future of Assessment, Communicating Assessment Information</td>
<td>Chapters: 22, 23</td>
<td>CC8S2, CC8S5, CC8S6, ED8S1, ED8K7, ED8S2, ED8S3, ED8S4, ED8S11, ED8S12, NJCCC 11</td>
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<td>15.</td>
<td>Review of Course, Summary</td>
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<td>SEMESTER ENDS 12/21/11</td>
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**ASSIGNMENTS:**

1. Exercise – Statistics – 10% of Grade (Worksheet)
2. Midterm Exam – 25% of Grade (Multiple Choice)
3. Reflective Summary: Written Critique of a Published Test - 30% of Grade

You will critique a psychoeducational assessment instrument of your choice (with prior permission) based upon relevant research and review of technical reports. Report should be 2-3 pages, double-spaced. Describe the test, comment on the reliability, validity, and critique using your text and outside source. Also, based on information you have learned in class, please offer your own opinions of strengths
and weaknesses of test. You are to review a minimum of one published article or review (e.g., Buros Mental Measurement Yearbooks, Tests in Print, Journal of Educational Measurement), along with the examination of testing and technical manual of the task and will reflect/critique the instrument in both a written report as well as a class presentation.

4. Case Exercise – 10% of Grade; 1-2 page summary and proposed recommendations based on test data.

You will be presented with the age, gender, culture, assessment instrument used and standardization information about the test, and the child’s score on the instrument. You will need to determine how the child performed scored to their same-age peers, discuss what the instrument was measuring, what other information you would need in order to determine performance in that domain, and make recommendations about what further information you would like and need. Further, you will be asked to review the norming sample for cultural considerations. (Diversity Rubric Applies - Waypoint)

5. Final Exam – 25% of Grade (Multiple Choice)

**FINAL GRADING:**

Grades: 95 and above = A; 90-94 = A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; Below 73=F

I - Incomplete - this designation is not a substitute for a letter grade. It merely describes a student's temporary status in a course. It is to be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. Students have a responsibility to notify the instructor of circumstances preventing them from completing the requirements on time. Students will have up to the third week of the next full semester (excluding summer sessions) to complete the requirements. If the requirements have not been met within the prescribed period, the I automatically will become an F. The F is a letter grade and will count in the student's CGPA. (FDU. 2002, p. 14)

If you have any concerns over a grade you earned on any paper or classroom assignment please set up an individual appointment with the professor within ONE week after receiving your grade.

**ATTENDANCE:**

1. Students are required to attend class, arrive on time and participate in all courses for which they are enrolled. Class attendance and participation are essential to academic progress. Individual instructors may include class participation in the determination of the final grade. Each instructor will announce his or her grading policies at the beginning of the semester in each course, making clear the weight to be given to participation in grade determination. (FDU, 2002, p.13)

2. The School of Education's Policy Committee met and established the following policy for attendance:
   1. Attendance is required in all our classes
   2. 3 absences, grade drops by a half a grade
3. 4 absences, grade drops by one full grade
4. 5 absences, the student fails or withdraws from the class

**ACADEMIC INTEGRITY:**

Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chair, or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor.

Additional information regarding the FDU Academic Integrity Policy can be found at: http://www.fdu.edu/academic/1012bulletin/005-049.pdf

**STATEMENT OF DISABILITIES:**

- The University attempts to meet the needs of all students with special needs. The Office of the Dean of Students coordinates, through appropriate campus offices, services that would provide reasonable accommodations for students with special needs.

- *If you have a documented disability and would like to discuss academic accommodations, you must inform the professor by the end of the second class.*

**INSTRUCTOR-SPECIFIC POLICIES:**

This syllabus is subject to change as the need arises. Students will be given ample notice of any changes in assignments and due dates.

**REFERENCES:**
