

**COLLEGE OF EDUCATION
DEPARTMENTAL COURSE SYLLABUS**

**Department of Special Education
EEX 6222: Advanced Psycho educational Assessment of Exceptional Students**

The following are the required elements of a departmental syllabus in the College of Education. **This syllabus should be representative of EVERY section of the course offered in the department.**

The College of Education CAREs

The College of Education is dedicated to the ideals of **C**ollaboration, **A**cademic **E**xcellence, **R**esearch, and **E**thics/Diversity. These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow. For more information on the Conceptual Framework, visit:

www.coedu.usf.edu/main/qualityassurance/ncate_visit_info_materials.html

1. **Course Prefix and Number:** EEX 6222
2. **Course Title:** Advanced Psycho-educational Assessment of Exceptional Students
3. **Regular Instructors:** Dr. Karen Colucci
Dr. Phyllis Jones
4. **Course Prerequisites:** Graduate Standing. Graduate Standing; introductory courses in exceptional student education and educational assessment.
5. **Course Description:** Review of the psychoeducational, curriculum based, and performance based approaches to assessing students with exceptional needs, as well as the process and procedures for screening, identifying, evaluating, diagnosing, and re-evaluating students placed in programs for exceptional children. The course includes assessment strategies for students K – 12 as well as students who range in functioning levels and abilities.
6. **Course Goals:** This course is designed to prepare masters-level special education teachers who are skilled and competent diagnosticians who have a critical understanding of the assessment process and are able to perform the following:
 - A. Participate in and monitor the appropriateness of the screening, assessment, and intervention planning for special needs students
 - B. Conduct psychoeducational assessments of students who are in the process of being identified as having an exceptionality
 - C. Conduct useful and relevant classroom assessments that enable teachers to plan for and evaluate the effectiveness of their instruction/instructional program

- D. Communicate effectively to parents, students, colleagues/other professionals about assessment data and individual student's performance during an evaluation.
- E. Behave in a professional, culturally sensitive and ethical manner when administering, using, interpreting, and applying assessment data.

7. Course Objectives &/or Content Outline:

- A. Overview of assessment: The nature and types of decisions that are made about students based upon assessment data
 - 1. Pre-referral decisions - procedures and requirements – questions addressed include: – How are students initially identified as in need of extra help? Are there strategies that the teacher may use to prevent the development of additional problems?
 - 2. Entitlement decisions - procedures and requirements – questions addressed include: – Is the student eligible for services? Does the student meet the requirements to receive services?
 - 3. Post-entitlement decisions – questions addressed include: – How should the student be taught? What will be effective with this student? What are the students' needs?
 - 4. Accountability/outcome decisions – questions include: Is the student making progress? Is the program effective?
- B. Legal and ethical considerations:
 - 1. IDEA
 - 2. Section 504
 - 3. ADA
 - 4. Court cases: *Hansen v. Hobson*, *Diana v. State Board of Education*, *Covarrubias v. San Diego Unified School District*, *Larry P. v. Riles*
 - 5. Ethical concerns:
 - a. Being responsible for one's professional work and its consequences
 - b. Recognizing one's professional boundaries and limitations
 - c. Maintaining confidentiality
 - d. Adhering to professional standards in testing and with protected tests
 - 6. Test accommodations
- C. Technical adequacy of formal measures
 - 1. reliability
 - 2. validity
 - 3. standardization procedures/norms
 - 4. standardization sample
 - 5. scores – their meaning and interpretation of scores
- D. Assessment using formal measures
 - 1. Ability assessment
 - a. types of intelligence/ability tests (group/individual)
 - b. who conducts intelligence tests
 - c. appropriate use of intelligence tests
 - d. specific measures
 - 1) WISC III

- 2) Stanford-Binet
 - 3) Slosson
 - 4) Detroit Tests of Learning Aptitude - 3
 - 5) Leiter-R
 - 6) Peabody Picture Vocabulary Test - III
2. Dilemmas of practice
- a. psychometric quality of measure
 - b. nature of the intelligence construct – what is intelligence and how should it be measured?
 - c. Group vs. individual assessment
 - d. Culturally fair assessment
- E. Assessing achievement using formal measures of multiple skills
- 1. Examples of available measures
 - a. CAT (California)
 - b. Iowa Tests of Basic Skills
 - c. Florida Comprehensive Assessment Test (FCAT)/Stanford 9
 - d. Basic Achievement Skills of Individual Screener (BASIS)
 - e. Kaufman Tests of Educational Achievement (KTEA)
 - f. Peabody Individual Achievement Test (KTEA)
 - g. Wide Range Achievement Test (WRAT 3)
 - h. Wechsler Individual Achievement Test (WIAT)
 - 2. Problems of practice – match with curriculum
- F. Assessing reading
- 1. oral reading/rate and fluency
 - 2. comprehension skills and strategies
 - 3. word attack skills/work recognition
 - 4. frequently used measures
 - a. Gray Oral Reading
 - b. Gates-McKillop-Horowitz Reading Diagnostic
 - c. Woodcock Reading Mastery
 - d. Test of Reading Comprehension – TORC
 - 5. Problems of practice:
 - a. curriculum match
 - b. availability/selection of appropriate tests
 - c. technical adequacy of tests
- G. Assessing math
- 1. Behaviors sampled by diagnostic tests: skill vs. application and understanding of operations
 - 2. Frequently used measures
 - a. Key-Math
 - b. Test of Mathematical Abilities (TOMA 2)
 - 3. Problems of practice
 - a. Curriculum match
 - b. Technical adequacy of tests
 - c. Scope of measures
- H. Oral and written language

1. Understanding language: linguistic aspects, metalinguistic aspects, expressive and receptive language
2. Approaches to assessment of language
 - a. observation
 - 1) spontaneous
 - 2) elicited
 - b. tests of expressive and receptive language
 - 1) tests of articulation (Goldman-Fristoe Test of Articulation)
 - 2) Comprehensive Receptive and Expressive Vocabulary Test
 - 3) Test of Adolescent Language
 - 4) Test of Language Development (TOLD)
 - c. tests of written language
 - 1) Test of Written Language (TOWL)
 - 2) Test of Written Spelling (TWS)
 - d. Problems with practice
 - 1) match with standardization sample
 - 2) adapting materials
 - 3) ensuring the elicited language is a reflection of spontaneous language
 - 4) evaluation of writing is global and subjective

I. Assessment of behavior

1. Adaptive behavior – defined
 - a. Instruments
 - 1) Vineland
 - 2) AAMD (multiple versions)
 - b. Problems of practice
2. Problem behavior checklists
 - a. Instruments
 - 1) Child Behavior Checklist
 - 2) Behavior Evaluation Scale
 - 3) Behavior Rating Scale
 - 4) Walker-McConnell Scale of Social Competence
 - 5) Barclay's Screening for Attention Deficits
 - 6) Autism Screening Instrument

J. Sensory and perceptual motor assessment

1. Why assess perceptual motor and sensory skills
2. Instruments used
 - a. Bender Visual Motor Gestalt Test
 - b. Developmental Test of Visual-Motor Integration
3. Problems of practice
 - a. Validity of construct
 - b. Technical adequacy of instruments

K. Informal classroom assessment

1. Observations
 - a. Duration
 - b. Latency

- c. Frequency
 - d. Amplitude
 - e. Antecedent-Behavior-Consequence (ABC)
 - f. Sampling & interval recording
 - 2. Teacher-made tests of achievement
 - 3. Performance and portfolio assessment
- L. Assessing instructional ecologies using technology
- 1. Ecobehavioral Assessment Systems
 - 2. TIES-II
- M. Families as partners in the assessment process
- 1. Gathering data from families (how and what)
 - 2. Involving families in the process
 - 3. Sharing information with families
- N. Integrating assessment data – Decision making process
- 1. Persons involved – families and professionals
 - 2. Addressing important issues – functioning as a collaborative team
 - a. Does the child need extra help?
 - b. What type of help (instructional approach) is likely to help and why?
 - c. Who should be involved?
 - d. What outcomes can be reasonably expected?
 - e. How should the assessment data be shared? What should be written and what should be said?

8. Evaluation of Student Outcomes:

[Note to instructor—Each instructor will determine and insert the appropriate strategies to assess student achievement in this course (e.g., see possible examples below). See Program Key Assessment and Rubric for this course.]

The following assessment strategies may be used to evaluate student achievement of course goals and objectives:

- A thorough evaluation and critique of a standardized test
- An individually administered assessment of a student with academic and behavioral difficulties (educational and observational techniques are to be used)
- An authentic assessment of a student's work, preferably part of a student's portfolio
- Two tests on the readings and class discussions
- In addition to the above, there will be a number of group activities and case analyses conducted during class with an expectation that students keep a journal and react to the class activities. Students will be graded on their participation and contributions to the group activities and to their journal entries.

*For students who have extensive experience with testing and evaluation, these assignments may be substituted with an action research project that will be designed by the student in collaboration with the professor.

Key Assessment: *Psycho-educational Report*

The *Psycho-educational Report* is a Program Key Assessment for Department of Special Education MA Program. This assessment is aligned with the USF College of

Education Conceptual Framework Outcomes and the National Board Professional Teaching Standards – Exceptional Needs. The Department of Special Education has identified a series of Program Key Assessments throughout the program of study that will be assessed by faculty to determine if the MA student is progressing toward competency in the standards listed above. Students must demonstrate competency by performing satisfactorily on all standards associated with each Program Key Assessment. Satisfactory performance constitutes a score of 3 or above on each of the components in the Program Key Assessment Rubric. If the MA student does not achieve competency on the first attempt, the Program Key Assessment must be re-submitted until competency is achieved. At the discretion of the department, the grade on subsequent attempts might not be used in the computation of the final grade for the course. Competency on the Program Key Assessment must be achieved by the date designated in the course syllabus.

9. **Grading System:**

Grades will be determined based on the following scale:

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 65% - 69%

F = below 65%

Assignment of plus or minus grades may be implemented per university guidelines.

No grade below "C" will be accepted toward a graduate degree. This includes C-grades.

Grading Criteria:

- | | |
|---|-----------|
| • Active class participation | 10 points |
| • Test Evaluation Reports | 30 points |
| • Psychological educational case critiques, test interpretation | 30 points |
| • Final examination | 30 points |

Grades:

A 90 points or better

B 80 points

C 70 points

D 60 points

Critical understanding of test materials reflected by test reports, case study critiques, and the final examination result. Student must earn a minimum of 90 points, participate in class discussions and demonstrate personal initiative such as procuring reading materials and become an active learner rather than a passive learner. (A)

Knowledge of test materials reflected by test reports, case study critiques, and the final examination result. Student must earn a minimum of 80 points, participate in class discussions and demonstrate personal initiative as an active learner. (B)

Meet minimum requirements and earn a minimum of 70 points. (C)

Meet minimum requirements and earn a minimum of 60 points. (D)

10. Recommended Texts and/or Readings:

Sattler, J. M. (2001). *Assessment of children*. San Diego, CA: Jerome M. Sattler Publisher Inc.

Candidates are expected to read and cite pertinent literature from suggested references in support of their critiques. Also candidates are expected to consult the course reference list, and the references listed in the text including the following:

Feriden, W.E., & Jacobson, S. Educational Interpretation of the Weschsler Intelligence Scale for Children.

Educational Interpretation of the Stanford-Binet Intelligence Scale Form LM and Illinois Test of Psycholinguistic Abilities.

Salvia, J. & Ysseldyke, J. E. (2004) *Assessment in special and inclusive education* (9th ed.). Boston: Houghton Mifflin.

11. Attendance and Other Class Policies, if applicable:

Students are expected to attend all scheduled classes (no cut policy).

Expectations for Course Participation: Your involvement in the class sessions will add to your learning and the learning of those around you. Each student is expected to attend class sessions, complete in-class activities/assignments according to the evaluation criteria, and participate in class discussions and activities in a professional courteous manner.

12. ADA Statement:

Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany this request.

13. USF Policy on Religious Observances:

Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.

14. Web Portal Information:

Why are the NetID and USF mail account important to students? Every newly enrolled USF student receives an official USF e-mail account that ends with "mail.acomp.usf.edu." Every official USF correspondence to students will be sent to that account. Students should go to the Academic Computing website (<http://www.acomp.usf.edu>) and select the link "Activating a Student E-mail Account" for detailed information. Information about the USF Web Portal can be found at: <http://www.acomp.usf.edu/portal.html>

15. **Academic Dishonesty:**

Academic dishonesty (i.e., cheating) is defined as any behavior that results in the misrepresentation of your skills, knowledge, or work as they relate to the course. This includes using other student's ideas and/or help when completing an individual assignment, as well as plagiarism.

Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, web sites, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large, or the form, structure, or style of a secondary source must be attributed to its author by means of the appropriate citation procedure. Only widely known facts and first-hand thoughts and observations original to the student do not require citations. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own segments or the total of another person's work.

Punishments for academic dishonesty will depend on the seriousness of the offense and may include assignment of an "F" or a numerical value of zero on the subject paper, lab report, etc., an "F" or an "FF" grade (the latter indicating academic dishonesty) in the course, suspension, or expulsion from the University. A student who receives an "FF" grade may not use the university's Grade Forgiveness Policy if the course is subsequently repeated. An "FF" grade assigned to indicate academic dishonesty is reflected only on internal records and prevents the student from repeating the course using the Grade Forgiveness Policy. If a student who has been accused of academic dishonesty drops the course, the student's registration in the course will be reinstated until the issue is resolved. Notice that a student has been dismissed for reasons of academic dishonesty may be reflected on the student's transcript with the formal notation: Dismissed for Academic Dishonesty.

Detection of Plagiarism: The University of South Florida has an account with an automated plagiarism detection service, which allows instructors to submit student assignments to be checked for plagiarism. As the instructor of this course, I reserve the right to (1) request that assignments be submitted to me as electronic files and (2) electronically submit assignments to *SafeAssignment.com*, or (3) ask students to submit their assignments to *SafeAssignment.com* through *myUSF*. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. Through this service, the instructor receives a report showing exactly how a student's paper was plagiarized. For more information about *SafeAssignment* and plagiarism, go to <http://www.c21te.usf.edu> and click on Plagiarism Resources. For information about plagiarism in the USF undergraduate catalogue, go to: <http://www.uqs.usf.edu/catalogs/0304/adadap.htm#plagiarism>.

16. Academic Disruption:

Disruption of academic process is defined as the act or words of a student in a classroom or teaching environment which in the reasonable estimation of a faculty member: (a) directs attention from the academic matters at hand, such as noisy distractions; persistent, disrespectful or abusive interruptions of lecture, exam or academic discussions, or (b) presents a danger to the health, safety or well being of the faculty member or students.

Punishments for disruption of academic process will depend on the seriousness of the disruption and will range from a private verbal reprimand to dismissal from class with a final grade of "W," if the student is passing the course, shown on the student record. If the student is not passing, a grade of "F" will be shown on the student record. Particularly serious instances of disruption of the academic process may result in suspension or permanent expulsion from the University.

DEPARTMENTAL COURSE SYLLABUS

Attachment I
MATRIX

Course Objectives and Topics	Evidence of Achievement	Competencies and Guidelines National Board of Professional Teaching Standards – Exceptional Needs [NBPTS] and USF College of Education Conceptual Framework Outcomes [COE]
<p>1. Overview of assessment: The nature and types of decisions that are made about students based upon assessment data</p> <p>1.1. Pre-referral decisions – procedures and requirements – questions addressed- What strategies might help so that the student can be successful?</p> <p>1.2. Entitlement decisions – procedures and requirements for BD, LD, MR, Gifted – Is the student eligible for students?</p> <p>1.3. Post-entitlement decisions – questions addressed (Evaluations in the classroom, curriculum-based, criterion-referenced)</p> <p>1.4 Accountability/outcome decisions-Is the student making progress? Is the program/intervention effective?</p>	<p>Performance on test</p> <p>Journal reflections</p> <p>Class participation</p> <p>Individual assessments</p>	<p>NBPTS: 1, 9</p> <p>COE: 2, 6</p>
<p>2. Legal and ethical considerations: Assurances and due process rights</p> <p>2.1.IDEA</p> <p>2.2.Section 504</p> <p>2.3.ADA</p> <p>2.4.Court cases: <i>Hansen v. Hobson</i>, <i>Diana v. State Board of Education</i>, <i>Covarrubias v. San Diego Unified School District</i>, <i>Larry P. v. Riles</i></p>	<p>Individual assessments of students</p> <p>Authentic evaluations</p> <p>Test</p>	<p>NBPTS: 4, 9, 14</p> <p>COE: 5, 6</p>

<p>2.5. Being responsible for one's professional work and its consequences 2.6. Recognizing one's professional boundaries and limitations 2.7. Maintaining confidentiality 2.8. Adhering to professional standards in testing and with protected tests</p>		
<p>3. Technical adequacy of formal measures 3.1. reliability 3.2. validity 3.3. standardization procedures/norms 3.4. standardization sample 3.5. scores – their meaning and interpretation of scores 3.6. Terminology 3.7. Non-biased assessment procedures/impact of diversity on assessment data and interpretation 3.8. Appropriate accommodations/modifications</p>	<p>Evaluation of formal test Test</p>	<p>NBPTS: 1, 2, 4 COE: 3, 5, 6</p>
<p>4. Assessment using formal measures 4.1. Ability assessment 4.1.1. types of intelligence/ability tests (group/individual) 4.1.2. who conducts intelligence tests 4.1.3. appropriate use of intelligence tests 4.2. Specific measures 4.2.1. WISC III 4.2.2. Stanford-Binet 4.2.3. Slosson 4.2.4. Detroit Tests of Learning Aptitude – 3 4.2.5. Leiter-R</p>		<p>NBPTS: 1, 2, 4 COE: 3, 5, 6</p>

<p>4.2.6. Peabody Picture Vocabulary Test - III 4.3. Dilemmas of practice 4.3.1. psychometric quality of measure 4.3.2. nature of the intelligence construct – 4.3.3. what is intelligence and how should it be measured? 4.3.4. Group vs. individual assessment 4.3.5. Culturally fair assessment</p>		
<p>5. Assessing achievement using formal measures of multiple skills 5.1. Examples of available measures 5.1.1. CAT (California) 5.1.2. Iowa Tests of Basic Skills 5.1.3. Florida Comprehensive Assessment Test (FCAT)/Stanford 9 5.1.4. Basic Achievement Skills of Individual Screener (BASIS) 5.1.5. Kaufman Tests of Educational Achievement (KTEA) 5.1.6. Peabody Individual Achievement Test (KTEA) 5.1.7. Wide Range Achievement Test (WRAT 3) 5.1.8. Wechsler Individual Achievement Test (WIAT) 5.2. Problems of practice – match with curriculum</p>		<p>NBPTS: 1, 2, 4, 9 COE: 3, 5, 6</p>
<p>6. Assessing reading 6.1. oral reading/rate and fluency 6.2. comprehension skills and strategies 6.3. word attack skills/work recognition 6.4. frequently used measures 6.4.1. Gray Oral Reading</p>	<p>Test Evaluation of a formal instrument Participation in class</p>	<p>NBPTS: 1, 2, 5, 9, 10 COE: 2, 6</p>

<p>6.4.2.Gates-McKillop-Horowitz Reading Diagnostic 6.4.3.Woodcock Reading Mastery 6.4.4.Test of Reading Comprehension – TORC 6.5.Problems of practice: 6.5.1.curriculum match 6.5.2.availability/selection of appropriate tests 6.5.3.technical adequacy of tests</p>		
<p>7. Assessing math 7.1.Behaviors sampled by diagnostic tests: skill vs. application and understanding of operations 7.2.Frequently used measures 7.2.1.Key-Math 7.2.2.Test of Mathematical Abilities (TOMA 2) 7.3.Problems of practice 7.3.1.Curriculum match 7.3.2.Technical adequacy of tests 7.3.3.Scope of measures</p>	<p>Test Evaluation of a formal instrument Participation in class</p>	<p>NBPTS: 1, 2, 5, 9, 10 COE: 2, 5, 6</p>
<p>8.1Oral and written language 8.1.Understanding language: linguistic aspects, metalinguistic aspects, expressive and receptive language 8.2.Approaches to assessment of language 8.2.1.Observation 8.2.2.Spontaneous 8.2.3.Elicited 8.2.4.Tests of expressive and receptive language 8.2.5.Tests of articulation (Goldman-Fristoe Test of Articulation) 8.2.6.Comprehensive Receptive and</p>	<p>Test Evaluation of a formal instrument Participation in class</p>	<p>NBPTS: 1, 2, 5, 9, 10 COE: 2, 5, 6</p>

<p>Expressive Vocabulary Test 8.2.7. Test of Adolescent Language 8.2.8. Test of Language Development (TOLD) 8.3. tests of written language 8.3.1. Test of Written Language (TOWL) 8.3.2. Test of Written Spelling (TWS) 8.4. Problems with practice 8.4.1. Match with standardization sample 8.4.2. Adapting materials 8.4.3. Ensuring the elicited language is a reflection of spontaneous language 8.4.4. Evaluation of writing is global and subjective</p>		
<p>9. Assessment of behavior 9.1. Adaptive behavior – defined 9.2. Instruments 9.2.1. Vineland 9.2.2. AAMD (multiple versions) 9.3. Problems of practice 9.4. Problem behavior checklists 9.5. Instruments 9.5.1. Child Behavior Checklist (computer scoring procedures) 9.5.2. Behavior Evaluation Scale 9.5.3. Behavior Rating Scale 9.5.4. Walker-McConnell Scale of Social Competence 9.5.5. Barclay's Screening for Attention Deficits 9.5.6. Autism Screening Instrument</p>	<p>Assessment of a student Journal reflections Performance on a test</p>	<p>NBPTS: 1, 2, 5, 8, 9, 10 COE: 2, 5, 6</p>
<p>10. Sensory and perceptual motor assessment 10.1. Why assess perceptual motor and sensory skills</p>	<p>Test performance Journal Class participation</p>	<p>NBPTS: 1, 2, 5, 8, 9, 10 COE: 2, 5, 6</p>

10.2.Instruments used 10.2.1.Bender Visual Motor Gestalt Test 10.2.2.Developmental Test of Visual-Motor Integration 10.3.Problems of practice 10.4.1.Validity of construct 10.4.2.Technical adequacy of instruments		
11.Informal classroom assessment 11.1.Observations 11.2.1.Duration 11.2.2.Latency 11.2.3.Frequency 11.2.4.Amplitude 11.2.5.Antecedent-Behavior-Consequence (ABC) 11.2.6.Sampling & interval recording 11.2.7 Analysis of records 11.3.Teacher-made tests of achievement 11.4.Performance and portfolio assessment	Assessment of an individual student Class participation Authentic assessment of a student's work	NBPTS: 1, 2, 4, 9, 10 COE: 2, 5, 6
12.Assessing instructional ecologies using technology 12.1.Ecobehavioral Assessment Systems 12.2.TIES-II	Project using eco-behavioral assessments on computer	NBPTS: 2, 9, 10 COE: 2, 3
13. Families as partners in the assessment process 13.1 Gathering data from families(how and what) 13.2 Involving families in the process 13.3 Sharing information with families	In class role plays Reflections in journals Assessment of a student	NBPTS: 3, 4, 12 COE: 1, 5
14.Integrating assessment data – Decision making process 14.1.Persons involved – collaborating with	Individual assessment of a student Class participation	NBPTS: 1, 2, 3, 4, 9, 10, 11 COE: 1, 2, 4, 5, 6

<p>families and professionals 14.2.Addressing important issues – functioning as a collaborative team 14.2.1.Does the child need extra help? 14.2.2.What type of help (instructional approach) is likely to help and why? 14.2.3.Who should be involved? 14.2.4.What outcomes can be reasonably expected? 14.2.5.How should the assessment data be shared? What should be written and what should be said?</p>		
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