

SPE 5503 Psycho-educational Diagnostics

Summer Session II

July 2, 2007 - August 3, 2007 (3 S.H.)

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Class Meets: Monday - Friday: 10:00 a.m. - 11:45 a.m., 104 Retan Center

I. Required Text

Cohen, L.G. & Spenciner, L.J. (2007) *Assessment of Children and Youth with Special Needs*, 3rd ed., Pearson/Allyn and Bacon.

II. Course Description

The study and directed application of the assessment process. Various approaches to diagnostic and corrective teaching of children with developmental disabilities will be explored, including alternative approaches (performance based assessment, authentic assessment, portfolios, and other non-standardized approaches) as well as standardized approaches.

III. Student Outcomes

Upon completion of the course:

1. The student will be sensitive to the needs and due process of the culturally diverse and/or linguistically diverse concerning assessment/placement procedures.
2. The student will be aware of the reciprocal relationship between the demands of the child's environment (school, family, community) and the child's ability and experiences.

3. The student will be not only aware of the legal guidelines of assessment but also the ethical considerations such as confidentiality.
4. The formal procedures and terminology of assessment will be in the student's knowledge base. Such procedures include screening, pre-referral, and classification.
5. The student will be able to carefully interpret assessment findings, which will permit the student to make individualized program suggestions.
6. Students will be able to evaluate the worth of assessment techniques, including formal tests and informal techniques such as curriculum based assessment.
7. The student will be aware of the relationship between the purpose of assessment and the type of assessment techniques used.
8. The student will be able to use assessment devices accurately, including appropriate administration, scoring and interpretation of results.
9. The student will be able to communicate assessment findings to various types of consumers.
10. The student will be able to develop assessment plans for instructional outcomes, plus be aware of how to develop actual assessment devices.
11. The students will be aware of how to assess their own instructional effectiveness and, if needed, respond to the results by modifying their instruction.
12. The student will be able to select an assessment procedure that takes into consideration the unique characteristics or needs of a student (e.g., gender and cultural equity).
13. The student will be aware of the factors that permit a child to perform to the optimum during assessment (e.g., rapport established, the "ideal" environment, etc.)

14. The student will be aware of the need for collaboration (with family and other professionals) to establish a complete assessment of a student's individual learning needs.

IV. Course Requirements

A. Administer a standardized test to two children. Prepare a written report containing the following: (written report due July 27)

1. Name, author, date of publication	1 point
2. Purpose of test, including age range	1 point
3. Technical Information	
a. Norms	
b. Validity (range)	
c. Reliability (range)	3 points
4. Quality of manual (at least 3 specific observations)	3 points
5. Mental Measurements Yearbook, Test Critiques, or the www site of the Eric Clearinghouse on Assessment will provide a critical review.	2 points
6. Your own opinion as to its worth	2 points
7. Evaluate the cultural fairness - norms, physical & content	6 points
8. Present results on protocol sheet. Compare children as to quantative and qualitative differences.	4 points
9. Interpretation of results (strengths and weaknesses) including recommendations for instruction and possible follow-up.	3 points
10. Present your evaluation of the test to the class - via Powerpoint	
a. Physical presentation of device	
b. Critique of it - strengths and weaknesses	
c. Cultural fairness assessment	
d. Recommendations for change	5 points
Due – last day July 31	Total = 30 points

B. Reverse Case Study - TEAM Decision (CSE/MDE)

Each Team (maximum of 5) will be given a final evaluation of a child's needs. The team must document, with factitious data from assessment devices, the decision given to them.

Sources can be your book plus outside readings.

The team should role play an actual team meeting. The team should also turn in a written report showing multiple sources (informal, standardized tests, etc.) for the conclusion.

At least one alternative conclusion should be mentioned, and why it was rejected. 35 Points

C. Tests: Objective and Subjective

Midsession: July 18, 2007 35 points

V. Course Calendar:

July 2	Overview	
July 3	Foundations of Assessment	Chp 1
July 5	Assessment Approaches & Considerations	Chp 2
July 6	Reliability	Chp 3
July 9	Validity	
July 10	Standardized Testing	Chp 4
July 11	Criterion Referenced Devices/Measurement/SEM	
July 12	Measurement Applied	
July 13	Observations	Chp 5
July 16	Performance-Based	Chp 6
July 17	Achievement Assessment	Chp 8
July 18	MIDSESSION	

July 19	Reading	Chp 9
July 20	Written Language	Chp 10
July 23	Oral Language	Chp 11
July 24	Mathematics	Chp 12
July 25	Cognitive Development	Chp 13
July 26	WISC Demonstration	
July 27	Adaptive Behavior	Chp 14
July 30	Behavior in the Classroom	Chp 15
July 31	Family Involvement	Chp 17
Aug 1	Team Presentations	
Aug 2	Team Presentations	
Aug 3	Team Presentations	

VI. Grading Scale:

A	=	93 - 100	C	=	74 - 76.9
A-	=	90 - 92.9	C-	=	70 - 73.9
B+	=	87 - 89.9	D+	=	67 - 69.9
B	=	84 - 86.9	D	=	64 - 66.9
B-	=	80 - 83.9	D-	=	60 - 63.9
C+	=	77 - 79.9	F	=	Below 60

VII. Late Assignments:

.1 point will be subtracted, per calendar day, for all late assignments.

ADA: If any student needs modification of materials and/or teaching procedures due to a disability, please notify the instructor.

Professionalism: It is assumed any contact with the public on behalf of class assignments will occur with confidentiality and professionalism. Plagiarism will result in the failing of this course.