COURSE SYLLABUS
Southeast Missouri State University

Department of Elementary, Early & Special Education  Course No. EX 601
Title of Course: Educational Assessment Technique  Revision- Spring 2012

I. Catalog Course Description and Credit Hours of Course:
   Provides teachers with the knowledge and skills to understand the strengths and weaknesses of different assessment methods, to base their instruction on ongoing assessment, to employ a variety of formal and informal assessment techniques, to create tools for evaluation, to use assessment strategies, to evaluate the effect of class activities on both the individual and the class as a whole, and to maintain useful records of student work and performances. (3 credit hours)

II. Prerequisite (s): Undergraduate degree

III. Purposes or Objectives of the Course:
The student will demonstrate a knowledge base and skills necessary to:

   A. calculate descriptive statistics and interpret commonly used standard scores for describing an individual’s test performance related to the normative population.
   B. describe general procedures for administration, scoring, and interpretation of individually administered tests, as well as, checklists and rating scales.
   C. demonstrate the ability to communicate assessment results to parents in understandable and respectful language.
   D. select the appropriate testing instruments for a particular purpose using the concepts of reliability, validity, and usability.
   E. identify the advantages and disadvantages of various assessment methods of the measurements of student achievement.
   F. use computer assisted scoring programs for calculation of descriptive statistics used in educational measurement.
   G. describe the controversy associated with the effects of culture, ethnicity, and socioeconomic variables on standardized test performance.
   H. describe the major legal and ethical issues in state and district-wide testing;
   I. recognize theoretical constructions, assessment procedures, and basic information of all students within a multicultural society, and transition to a practical application from planning and writing prescriptive strategies for instruction in the classroom; and write an Evaluation Report or Reading Intervention Report consolidating results from various assessment methods with recommendations for prescriptive instruction.
   J. identify assessment aspects of the National Board Standards for Early Childhood Education; International Reading Association; Council for Exceptional Children; INTASC, or other applicable areas.
IV. Student Learning Outcomes
The student will demonstrate a knowledge base and skills necessary to:
A. calculate descriptive statistics and interpret commonly used standard scores for describing an individual’s test performance related to the normative population.
B. demonstrate general procedures for administration, scoring, and interpretation of individually administered tests, as well as, checklists and rating scales.
C. describe the controversy associated with the effects of culture, ethnicity, and socioeconomic variables on standardized test performance.

V. Expectations of Students:
Students will be expected to complete the following course requirements:
A. complete all assigned readings. The student must ask questions if s/he needs the material clarified.
B. participate in class discussions and activities.
C. check the course website at least twice a week for announcements and postings.

VI. Course Content
A. Basic Consideration in Assessment 3
   1. Assumptions underlying assessment
   2. Kinds of assessment information
   3. Formal vs. informal assessment
   4. Group vs. individual assessment
   5. Guidelines for test administration
B. Basic Concepts of Measurement 10
   1. Descriptive statistics
   2. Quantification of test performance
   3. Norms
   4. Reliability
   5. Validity
   6. Adapting tests to accommodate students with disabilities
C. Assessment in Classrooms 8
   1. Assessing behavior through observation
   2. Assessing instructional ecology
   3. Teacher-made tests of achievement
   4. Performance and portfolio assessment
D. Assessment of Intelligence 2
   1. Individual tests and group tests
   2. Wechsler Intelligence Scales
   3. Stanford-Binet IV
   4. Slosson Intelligence Test
   5. Non-verbal and “culture fair” measures
E. Assessment of Development 2
1. Denver Developmental Materials
2. DIAL-3: Developmental Indicators for the Assessment of Learning
3. Ages & Stages Questionnaire
4. Brigance Assessments

F. Assessment of Achievement
1. Peabody Individual Achievement Test-Revised
2. Wechsler Individual Achievement Test
3. Kaufman Test of Educational Achievement
4. Woodcock-Johnson Psychoeducational Assessment Battery-Revised
5. Brigance Diagnostic Inventories
6. Wide Range Achievement Test
7. Computer scoring and interpretation programs
8. Headstart National Reporting System

G. Assessment of Problem Behavior
1. Behavior Evaluation Scale – 2
2. Behavior Disorder Identification Scale
3. Burks’ Behavior Rating Scales
4. Behavior: Functional Assessment

H. Assessment of Adaptive Behavior
1. AAMR Adaptive Behavior Scale – School: 2nd edition
2. Adaptive Behavior Rating Scale – Revised
3. Vineland Adaptive Behavior Scale – Classroom Edition

I. Special Purpose Tests
1. Woodcock Reading Test
2. Berry Test of Visual-Motor Integration – Revised
3. Key Math – Revised
4. Slosson Reading Recognition Test

J. Overview of the Appraisal Process Model
1. Prereferral
2. Alternative intervention strategies
3. Screening and referral
4. Procedural safeguards
5. Collecting appraisal information
6. Multidisciplinary diagnostic staffing reports

K. Writing Reports and Diagnostic Summary Report
1. Professional writing style
2. Consolidating assessment information and diagnosis
3. Extracting instructional relevant information from assessment data

L. Implementation of Prescriptive Instruction
1. Parent/teacher conferences
2. Translation of recommendations into classroom practice

VI. Required Textbooks:

45 Hrs

VIII. Basis for Student Evaluation:

**COMPONENT EVALUATION CHART EX 601**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points %</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>20%</td>
<td>Periodically</td>
</tr>
<tr>
<td>Participation</td>
<td>15%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Assignments</td>
<td>20%</td>
<td>Periodically</td>
</tr>
<tr>
<td>Forum Discussions</td>
<td>20%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Presentations</td>
<td>10%</td>
<td>Last 3 weeks of semester</td>
</tr>
<tr>
<td>Final Written Evaluative Report</td>
<td>15%</td>
<td>Finals Week</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

A. **Forum Assignments**: Respond to weekly questions/issues/dilemmas/simulations and problem-solving activities posted on the course website throughout the semester. Forum activities are designed to provide a platform for discussion. Consequently, all forum assignments require students to reply to at least one other student's entry. To fully complete forum assignments, you will need to upload your response; read at least one other student's response; and reply to at least one other student's forum entry.

B. **Participation**: Students will earn participation and/or activity points associated with each week of class. If there is not full participation for the week (completion of assignments for week) these points are not earned.

C. **Exams**: Students will demonstrate achievement by their performance on examinations at the conclusion of each major segment of the course and on quizzes over assigned reading material that may/may not be covered in class assignments and discussion.