

NIAGARA UNIVERSITY
Department of Education
Summer 1999

EDU 665 - Psychoeducational Assessment

Instructor: Kristine Augustyniak, Ph.D.

Contact through department secretary, Mary Ann Brown 286-8550, or in case of urgency page directly: 620-0723.

Text: Salvia, J. & Ysseldyke, J. (1998). Assessment (7th edition). Boston: Houghton Mifflin.

Course Description

Fundamentals of tests and measurement, including alternate assessment processes, will be explored. Examination and/or supervised practice of tests for intelligence, academic achievement, visual and auditory processing, personality characteristics, and general learning styles will be the major focus of this lab/seminar course.

Course Objectives

Students will:

- Demonstrate an understanding of and discuss current topics and issues related to psychoeducational assessment of school-age children via standardized instruments and authentic assessment practices.
- Demonstrate an understanding of theses of intelligence, achievement, language, and visual-motor assessments.
- Demonstrate an awareness of and a sensitivity for cultural and individual difference in the evaluation process.
- Administer, score and interpret individual achievement batteries.
- Gain experience in translating assessment data into individualized educational plans/interventions.

Course Requirements

1. Each session, students are required to turn in a salient discussion question based on assigned readings. The discussion questions will be integrated into class discussion/lecture. **All students should come to class prepared to contribute thoughtfully to the discussion.**
2. There will be two multiple choice exams based on assigned readings and lectures.
3. Students will participate in small group teams to interpret psychoeducational assessment, historical, and observational data and develop individualized educational plans. These case studies will be presented in class.

Grades will be based on:

Discussion questions and class participation:	25%	
Exams:		50%
Case Study (IEP) presentation	25%	

**Students can earn up to 15% extra credit by completing a research paper comparing advantages/disadvantages of various methods of educational assessment. Topics must include, but are not limited to; traditional norm-referenced instruments, curriculum-based assessments and portfolios.

Outline of Course Content

Monday 7-26	Overview of Assessment	Ch. 1 - 3
Tuesday 7-27	Basic Measurement	Ch. 4 - 6
Wednesday 7-28	Reliability and Validity	Ch. 7 & 8
Thursday 7-29	Academic Assessments	Ch 20 - 22 & pg. 688-694
Friday 7-30	Assessment of Oral/Wr. Language EXAM 1	Ch. 23 & 24
Monday 8-2	Intelligence Testing	Ch.16 & 17
Tuesday 8-3	Adaptations and Entitlements	Ch. 9 & 15
	<ul style="list-style-type: none"> • Begin group work on developing Individualized Educational Plan for presentation. Students may want to plan to schedule time with their group after class 8-3 and before/after class 8-4. 	
Wednesday 8-4	Behavioral Observations / Assessment	Ch. 10
Thursday 8-5	Presentations / discussion review of concepts	
Friday 8-6	Presentations / discussion EXAM 2	

Note: This is a tentative schedule which is subject to change.

Methods of Instruction

Classes will consist of a variety of teaching strategies designed to engage a diverse learners. Large group discussion, small group activities, simulations, role plays, case analysis and lecture will be used throughout the course. Guest speakers will be invited to share their expertise with the class. Students are responsible for all assigned readings and for active participation in class activities. Students will demonstrate and apply their knowledge via presentations, exams and alternate projects.

June 16, 1999

Dear Student,

As you know, the summer schedule for EDU 665 - Psychoeducational Assessment is limited to a ten day period. While the shortened summer schedule offers much appeal, this will surely prove to be an intensive session.

In keeping with graduate level standards for this course, you will be required to master a body of theoretical constructs and technical skills. To assist in your preparation, I have enclosed an copy of the syllabus outlining the course content and requirements. I recommend that you complete the assigned reading in advance so that you can devote adequate time to synthesizing the information presented in class. Please note that the first week of the course requires your understanding of basic legislative and statistical concepts. If you have limited exposure to basic statistics or if this has proved to be challenging for you in the past, you may want to devote additional time to these areas. Awareness of your learning style and advanced preparation will ensure that you have a successful experience!

I wish you a relaxing break and look forward to meeting you in July!

Sincerely,

Kristine Augustyniak, Ph.D.
Adjunct Professor