

**CEDAR CREST COLLEGE  
ALLENTOWN, PENNSYLVANIA**

**COURSE TITLE**

**Pycho-educational Testing for Teachers**

Course Number: SPE 333

Semester Hours: Three

Prerequisites:

Limitations on Enrollment: 20

Required:

Catalog Description: In this course, students will develop an understanding of the assessment process. Various approaches to assessment will be explored including: norm-referenced standardized tests; curriculum-based assessment and measurement, criterion referenced assessments, performance-based, authentic, and portfolio assessment; observations, interviews, and conferences.

Classroom Protocol: Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behavior that might disrupt instruction and/or compromise students' access to their Cedar Crest College education

Furthermore: Students are expected to have prompt and regular classroom attendance in accordance with the policy stated on the syllabus.

Honor Philosophy: The Cedar Crest College Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

N. B.: In order to ensure full class participation, any student with a disabling condition requiring special accommodations (e.g., tape recorders, special adaptive equipment, special note-taking or test-taking procedures) will be strongly encouraged to contact the professor or instructor at the beginning of the course. For the student's convenience, both the professor's/instructor's office hours and telephone number will be listed on the syllabus. Please note that various services on campus, including The Advising Center.

Academic integrity and ethics remain steadfast, withstanding technological change. CCC academic standards, therefore, apply to all academic work including, but not limited to,

handwritten or computer-generated documents, video or audio recordings, and telecommunications. The entire Honor Philosophy and description of the community standards for academic conduct can be found in the Customs Book.

Attendance Policy: This course is discussion and group process oriented. In order to gain the full breadth of this course, it is imperative students attend all classes. Students earn points by completing in-class and out of class assignments. Attendance and participation is mandatory in order to accomplish the requirements of the course. Assignments are due on scheduled dates. Absences of greater than clock-hours will significantly impact a student's grade. Excused and unexcused absences will result in the loss of points. Absences do not alter the date in which assignments are due.

Final Exam: Your obligations for this course include attendance at the final exam, on the day and time scheduled by the Registrar's Office. You should not make travel arrangements until the final exam schedule is published; if you must make plans early, you should schedule your travel after the last final exam day.

#### I. Course Objectives:

Students will achieve growth toward becoming informed, dynamic professionals, as evidenced by demonstration of proficiencies in knowledge, comprehension, value development, and skill application. This course will provide students with the skills and values needed for interpreting psycho-educational evaluation and begin the process of data collection for the purpose of IEP development and program planning.

Upon completion of this course, the student will be able to demonstrate:

1. Knowledge of the impact of federal legislation on assessment procedures.
2. A basic understanding of the assessment process.
3. A basic understanding of statistical techniques used in test construction and interpretation.
4. The ability to identify the strengths and weaknesses of formal measures used to assess individuals with special needs.
5. An understanding of the effects of race, class, culture, gender, and disability on the assessment process.
6. Use of alternative approaches to assessment.
7. An ability to communicate results of assessment procedures.

II. Course Requirements: The course requirements are designed to assess student mastery of material, including knowledge, comprehension, application, analysis, synthesis, and evaluation. Content of course will be offer via class assignment, outside readings, in-class assignments, discussions, videos, simulated role-play, case studies and final exam.

1. Completion of the analysis of two commercially published tests utilizing the analysis format within the supplemental handouts. The analysis of the test will be presented in required format and to the class.
2. In-class performance-based assignment, which include several problems and mini-case studies. Students will be required to respond to them.

3. The student will develop a 5-page scholarly paper (maximum length) with at least 3 resource references utilizing APA format. Suggested topics:

- the use of observations in assessment
- assessing the physical, learning or social environment;
- performance-based assessment;
- curriculum-based assessment;
- culture-fair testing;
- informal tests.

4. Develop a letter for parents describing a test that will be used. Provide a brief summary/purpose of the proposed test and a brief general interpretation of the results.

5. Complete all 8 multiple-choice tests

Test 1 Chpt. 1 & 2	____/ 14
Test 2 Chpt 3 & 4	____/ 26
Test 3 Chpt 5 & 6	____/ 19
Test 4 Chpt 7 & 8	____/ 12
Test 5 Chpt 9 & 10	____/ 10
Test 6 Chpt 11 & 12	____/ 14

### III. Methods of Evaluation

Multiple choice assessments	95 pts.
Test Analysis (2) @20 each	40 pts.
Case Study (2) @20 each	40 pts.
Scholarly Paper	40 pts.
Letter to Parents	20 pts.
 Total	 235 pts.

### Required Texts:

- Cohen L. G. & Spenciner L. J. (2007). *Assessment of children and youth with special needs* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice-Hall.
- Hartman, D. (2007). *Psycho-educational testing for teachers*. Cedar Crest College (additional handouts)

### CLASS PROTOCOL

#### I. Following the Calendar

1. Not handing in assignments when due will result in a loss of points.

#### II. Meetings

1. This class has 6 meetings – weekend course

#### III. Grading

A	94%-100%
A-	90%-93%

B+	86%-89%
B	82%-85%
B-	80%-81%
C+	76%-79%
C	72%-75%
C-	70%-71%
D+	66%-69%
D	62%-65%
F	below

TOTAL \_\_\_\_\_ (100%)

*All assignments will be completed upon end of course instruction.*

Instructor: Deborah Hartman

Contacting the Instructor: (c) 484-951-3245, email: [dwhartma@cedarcrest.edu](mailto:dwhartma@cedarcrest.edu)