

**SPED 5330: ELIGIBILITY ASSESSMENT FOR
STUDENTS WITH MILD/MODERATE DISABILITIES (1 CREDIT)**
Course Syllabus

Location:

This course is a district taught course and will occur within your respective districts. While you sign up for it spring semester, some of you may have begun the series of training classes earlier in the fall or will begin them the following fall semester.

Course Purpose:

The purpose of this course is to provide a working knowledge for teachers to administer, interpret, and utilize basic assessment tools for eligibility under IDEIA '04. Upon completion of the course, participants will be certified to administer and interpret the required assessments.

Course Objectives:

1. Students will be able to demonstrate a basic knowledge of psychometrics.
2. Students will be able to demonstrate accurate test administration skills.
3. Students will be able to use CompuScore to obtain derived scores from the WJIII.
4. Students will be able to describe the scope, organization, and appropriate use of the WJIII.
5. Students will be able to interpret a client's performance on the WJIII in a written report. Interpretation will include a description of the student's performance and the implications of the results on further testing and/or placement.

Course Requirements:

1. Administer and score 3 WJIII, Part II Academic Achievement protocol/tests (1 complete + 2 subtest clusters in 2 different areas). At least one individual outside of the school setting (family member etc.) and individuals may be from within a school setting as long as it is not an initial evaluation and not an individual within one year of re-evaluation.
2. The three test protocols must be evaluated and given a passing score by one of the course presenters.
3. The course participant should be observed administering 1 or 2 subtests by a course presenter or other designee.
4. Students/participants must attend all sessions (4 (½) days - 12:30 to

4:00pm) and will be given substitutes to cover their classes.

5. Required reading assignments from the test manual and articles relating to additional assessment helps will be included in a post- test.
6. Students/participants will be required to run the protocol test scores through both CompuScore and the estimator disk (as appropriate) and submit the print-outs with the test protocols for evaluation.

Observation Checkpoints:

1. Find appropriate starting point
2. Find basal level (if appropriate)
3. Give all appropriate items
4. Record items correctly
5. Give appropriate feedback including general encouragement
6. Find ceiling level (if appropriate)
7. Record raw scores
8. Find age and grade equivalents
9. Give general impression of student's level of performance
(e.g., "That's very high for a third grader who is said to be reading on the second grade level)

Written Report:

A one to two page written report on one of your subjects should include:

1. A general description of the content and use of the WJIII.
2. A description of the testing session
3. A description of the specific results obtained from each subtest and cluster administered
4. An overall summary of the subject's performance
5. A recommendation for further testing and/or educational placement.

The report should be written as though intended for the parents of the subject. This means it will need to be written in understandable terms.

CEC STANDARDS 2003	OBJECTIVES
CC8, K1, K3, K4,K5 GC8, K1	Students will understand: <ul style="list-style-type: none"> • basic terminology used in assessment • screening, pre referral, referral and classification procedures • use and limitations of assessment instruments • national, state and local accommodations and modifications
CC8, S1, S2,	Students will: <ul style="list-style-type: none"> • gather relevant background information • correctly and fluently administer all subtests of the WJ Achievement Batteries. This includes all tests in both the Standard and Supplemental Battery.
CC8, S3	Students will use CompuScore to obtain derived scores from the WJ.
CC8, S4-S7, S10 GC8, S3	Students will: <ul style="list-style-type: none"> • interpret a client's performance on the WJ in a written report using correct non-technical language. • use assessment information in making eligibility, program, and placement decisions. • report assessment results to all stakeholders using effective communication results. • create and maintain records • select, adapt, and modify assessment to accommodate the unique abilities and needs of individuals with disabilities.