

In the Name of Allah
The University of Tehran - College of Psychology and Educational Sciences
Fall ۹۸-۹۹

Course Assessment #۲ (M.A. level)

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Purpose

This class focuses on specific tests commonly used in special education. Other issues presented are systematic observation as a method of recording behaviors of students with special needs, preparation and administration of curriculum based assessment, and portfolios. In addition, diagnostic testing, and the interpretation of test results, in the larger context of assessment will be presented for the purpose of developing appropriate IEP.

Textbooks

Shokoohi-Yekta, M. & Parand, A. (۲۰۱۰). Educational and Psychological Tests. Tehran: Teimourzadeh.

Pierangelo, R. A. & Giuliani, G. A. (۲۰۱۷). Assessment in Special Education: A Practical Approach. Boston, MA: Pearson Education, Inc.

McLoughlin, J. A., & Lewis, R. B. (۲۰۰۸). *Assessing Students with Special Needs*. Upper Saddle River, New Jersey: Merrill.

Taylor, R. L. (۲۰۰۹). *Assessment of Exceptional Students: Educational and Psychological Procedures*. New York, NY: Allyn and Bacon.

Web sites

http://wps.prenhall.com/chet_mcloughlin_assess_۷/

http://wps.ablongman.com/ab_taylor_assessment_۸/

Requirements

1. **Attend all classes.**
2. **Participate in class discussions and activities.**
3. Answer multiple choice and true/false questions from the textbook sites and email them to the teaching assistant every week.
10 pts.
4. Review one Ph.D. dissertation submitted to the UT graduate school in the area of special education / educational psychology since 1980. Then, summarize the information given on the instruments used including the technical descriptions, and criticize the use of these tests to examine the hypotheses presented by the author. This project should be reported to the class in the form of a presentation.
10 pts.
5. Choose one test not already presented in class. You will then demonstrate administration of this test to introduce it to your classmates. Your presentation may include any activity that allows the class to best experience what the test has to offer. Have the class involved in hands on learning as much as possible. **Be creative.** Notify the instructor as soon as you have decided on a test for approval and to avoid repetition. Schedules for presentations must be arranged in advance with the teaching assistant. **You should also administer this test on a subject and submit a report to the instructor on the day of final exam.**
10 pts.
6. Complete a systematic observation assignment over the course of the semester. You should identify a transient behavior (not necessarily in a classroom setting) exhibited by a subject (child or adult of your choice). This behavior will be systematically observed and recorded utilizing a systematic observation technique. A written report is to be submitted to the course instructor for evaluation on the day of final exam.
20 pts.
7. Complete two short essay/multiple-choice examinations (based on assigned readings and class discussions/presentations).
140 pts. total

Note: Presentations in assignments #4 & #5 should be done in groups of two. However, the paper in #6 must be done individually.

Grading and presentations

- ١. Presentations will be graded on content, form, format, creativity, and depth. Professional presentations are expected.
- ٢. Do not use person’s real name in your report. Use first or initials, or other methods to maintain confidentiality of information.
- ٣. Your written report should be typed in a form suitable for inclusion in a student’s permanent record, and should have a professional appearance that would impress your professional colleagues!
- ٤. ٥ points deducted for every day presentations/reports are late.

Grading Point System

Total points will be divided by ١٠ to calculate grades on the ٠-٢٠ scale (e.g. ١٩٠:١٠=١٩).

Alphabetical Grading Equivalents:

- A= ١٨٦ to ٢٠٠ pts.
- B= ١٧١ to ١٨٥ pts.
- C= ١٥٦ to ١٧٠ pts.
- D= ١٤١ to ١٥٥ pts.

NOTE -The course outline and content is subject to change with advance notice of the instructor.

Reading Schedule

| | | | |
|------|----|---------------------------|-------|
| Mehr | ٣ | Introduction and Overview | |
| | ١٠ | Introduction and Overview | |
| | ١٧ | T-٧ | SP-١١ |
| | ٢٤ | M-٩ | SP-١٢ |
| | | T-٨ | SP-١٣ |
| Aban | ١ | T-٩ | SP-١٤ |
| | ٨ | M-١١ | SP-١٥ |
| | ١٥ | M-١٢ | |
| | ٢٢ | | |
| | ٢٩ | TEST #١ | |
| Azar | ٦ | M-١٣ | SP-١٦ |
| | ١٣ | M-١٤ | SP-١٧ |
| | ٢٠ | T-١١ | SP-١٨ |
| | ٢٧ | T-١٥ | SP-١٩ |
| Day | ٤ | M-١٥ | SP-٢٠ |
| | ١١ | M-١٦ & ١٧ | |
| | ١٨ | | |
| | ? | TEST #٢ | |