I. TITLE: Diagnostic Methods

II. COURSE DESCRIPTION AND PREREQUISITE(S):
Instruction which leads to demonstrated competence with instruments utilized in prescriptive programming. Field hours are required.
Prerequisite(s): none

III. COURSE OBJECTIVES:
Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Characteristics of Highly Effective Teaching and Learning [CHETL], and Assessment Literacy. Following each objective, and enclosed in parentheses, are numbers, which reference the Kentucky Teacher Standards for Preparation and Certification (KTS) and CHETL standards addressed by that objective. Upon successful completion of this class, students will demonstrate knowledge of the
A. purpose of assessment (KTS #5; CHETL #2);
B. ability to define various statistical terms and a working knowledge of statistical concepts related to assessment (KTS #5; CHETL #2);
C. advantages and disadvantages of formative, summative, and standardized assessments (KTS #2, 5; CHETL #4);
D. ability to select appropriate tests to be administered to children and give an appropriate rationale for the selection (KTS #2, 5, 8; CHETL #4);
E. ability to administer various formative, summative, and standardized screening instruments (KTS #5; CHETL #2);
F. ability to score and interpret test data accurately (KTS #1, 5; CHETL #2);
G. ability to write a summary report based on scores from a battery of tests (KTS #1, 5 8; CHETL #2);
H. ability to interpret group tests that are mandated in Kentucky and administered to all children (KTS #5, 8; CHETL #2);
I. federal and Kentucky regulations related to assessment and confidentiality of information (KTS #5; CHETL #1);
J. use of microcomputer approaches to scoring and interpretation of tests (KTS #5, 6, 8; CHETL #4);
K. ability to discuss factors, which have an impact on assessment including those, related to students of multicultural backgrounds (KTS #1, 5; CHETL #1);
L. ability to discuss techniques for establishing rapport. (KTS #5; CHETL #1);
M. ability to discuss basic concepts related to the collection, maintenance, and dissemination of pupil records (KTS #4, 5; CHETL #1);
N. evidence of a general awareness of the various trends in nondiscriminatory assessment (KTS #5; CHETL #1);
O. Principles related to the communication of assessment information to parents (KTS #5, 8; CHETL #2);
P. performance based assessment including Kentucky regulations pertaining to the inclusion of students with disabilities (KTS #5, 8; CHETL #1,4); and

Q. write professionally for the field of special education (KTS #1; CHETL #2).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on assessment results of formative, summative, and standardized assessment data to develop research-based recommendations that can improve student achievement.

The EPSB Themes of Diversity and Closing the Achievement Gap are explored in the course through lecture, discussion, various chapters within the text, and more specifically through analysis and precise interpretation of formative, summative, and standardized assessment data.

Learned societies from each discipline should be referenced by the preservice/inservice teacher. Kentucky documents, including SBI Initiatives (e.g., Kentucky Core Academic Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:
A. What is assessment?
B. Basics in statistics and test construction
C. Basics in test documentation
D. Formative Assessments
E. Summative Assessments
F. Standardized Assessments
G. Organization of the educational report
H. Learning skills evaluated
   I. Cognitive measures
J. Adaptability Tests
K. Achievement tests
L. Behavior assessments
M. Senate Bill I Initiatives

V. INSTRUCTIONAL ACTIVITIES:
A. Lecture, class participation, and discussion
B. Instruction on report writing
C. Instruction in ethical issues in regard to assessment
D. Instruction in establishing rapport
E. Test administration and interpretation with written reports and feedback
F. Discussion and instruction of formative and summative assessments
G. Discussion and instruction of standardized achievement assessments.
H. Discussion of Response to Intervention (RTI)
I. Discussion and instruction on classroom observations
J. Discussion and viewing of samples of Behavior Rating Scales
K. Discussion and viewing of samples of Adaptive Behavior Scales
L. Discussion and viewing of samples of Cognitive Assessment Scales
M. Discussion of feedback to parents in regard to assessment results
N. A midterm and final test will be given

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCE:
Fifteen (15) clinical hours are required in this course. Students will administer, score, and interpret a test battery with a child and develop a comprehensive evaluation.

VII. TEXT(S) AND RESOURCES:

A. Achievement and Specialty Tests  
B. Kentucky Department of Education  
C. Blackboard  
D. Waterfield Library at Murray State University  
E. RACERtrak, ERIC, and the Internet/My Lab School  
F. Self-selected books, articles, and activities  
G. MSU Computer Centers  
H. Professional Publications

VIII. EVALUATION AND GRADING PROCEDURES:
Grades will be awarded for performance on the following scale.

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<tr>
<th>Percentage</th>
<th>Grade</th>
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<tr>
<td>90-100%</td>
<td>A</td>
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<td>80-89%</td>
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<td>70-79%</td>
<td>C</td>
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<td>D</td>
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<tr>
<td>0-59%</td>
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Formative Assessments (CBM) 25 points each  
Formative Assessment Reports 50 points  
Academic Assessment Protocols 100 points each  
Case Studies 50 points each  
Quizzes 25 points each  
Research Project 300 points

IX. ATTENDANCE POLICY:
Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletin. Students are expected to be on time, attend all class meetings, and stay the entire class period. You will be expected to sign in for documentation of attendance. Any variation of this expectation must be cleared with the instructor prior to class, preferably by e-mail. **Missing more than three hours of class will result in a negative flag and a lowering of the final grade by a minimum of one letter grade.**

X. ACADEMIC HONESTY POLICY:
Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity. **Violations of Academic Honesty include:**
**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:
1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

**XI. NON-DISCRIMINATION POLICY STATEMENT:**
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

**XII. FLAG SYSTEM/ CONTINUOUS ASSESSMENT:**
Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a
determination as to whether a student should be denied admission OR if a professional
development plan will be designed for the student's progress towards program completion.
NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER
EDUCATION AND/OR STUDENT TEACHING.

Note: Changes may be made to this syllabus at the discretion of the instructor.