EEX 3221/6227
ASSESSMENT OF EXCEPTIONAL CHILDREN

COURSE SYLLABUS
Web Assisted
Revised

Delsue Frankson, M.Ed
(954)803-2722
E-mail: dfran008@fiu.edu

Cheryl White-Lindsey, Ed.S.
(954)257-7205
E-mail: cwhit008@fiu.edu

Revised Summer 2008 from: Luretha F. Lucky, Ed.D., ZEB 240A, (305) 348-2610, E-mail: luckyl@fiu.edu
This course is an introductory course in assessment principles and practices. It is designed for students who will use assessment information and data in teaching and related fields. Assessment instruments and techniques will be reviewed and discussed. The course is also designed to assist students in understanding the process of collecting, analyzing, and interpreting data from a variety of relevant sources to use for educational and instructional decisions for individuals with disabilities, those suspected of a disability or those who are English language learners. Areas to be included in the content of the course are basic assessment and measurement concepts, intelligence, achievement, language, diagnostic, and adaptive behavior testing. Emphasis is given to administration and interpretation of test results from instruments that have undergone extensive review and evaluation (Mental Measurements Yearbook, 2003 and Encyclopedia of Special Education, 3, 1987) and informal assessment measurements appropriate for children from culturally and linguistically diverse backgrounds. (Baca & Cervantes, 1998; Taylor, 1997; Taylor & Richards, 1991).

Rationale

Assessment is essential to effective teaching and instructional planning. In addition, educational assessment is performed for many reasons utilizing a variety of methods and techniques, both formal and informal. Consequently, teachers need to be able to select appropriate assessment instruments, methods, and procedures to evaluate their students (Overton, 2003).

Basic measurement and assessment concepts must be understood and applied to test administration and interpretation (McLoughlin & Lewis, 2001). To select the best instruments to use, teachers must be able to critically evaluate standardized assessment instruments. Also, teachers must be able to interpret, from an educational perspective, data form psychological reports and other informal types of reports (Salvia & Ysseldyke, 2001). Additionally, teachers must be able to administer score, and interpret data from standardized intellectual screening tests, language, achievement, diagnostic, and adaptive behavior tests. After administration of tests, teachers must be able to identify strengths and weaknesses that may be exhibited by exceptional students in order to formulate instructional strategies, write individualized educational plans and make instructional decisions.

Objectives

Upon completion of this course, students will be able to:

1. Define and discuss various types of assessment and the steps of the assessment process.
2. Correctly administer, score and interpret results from informal and formal tests.
3. Select appropriate instruments that are technically sound and appropriate to use with general education students, students with disabilities, and students from culturally and linguistically diverse backgrounds.

4. Interpret, from an instructional perspective, data from psychological reports and other formal and informal reports.

5. Explain basic measurement concepts and terminology from required readings, class discussions, and test administrations.

6. Administer, score, and interpret data from standardized intellectual, language, achievement, diagnostic, and adaptive behavior tests.

7. Apply informal and formal data for instructional planning and programming by writing case reports and recommendations for K-12 students.

8. Summarize Prereferral intervention strategies and sections of IDEA that apply to the assessment process.

9. Judge which test is more appropriate to use with students based on validity and reliability information.

10. Calculate, interpret, and apply standard error of measurements, standard deviations, estimated true scores, raw scores, standard scores, grade and age equivalents, percentile ranks, normal curve equivalents, stanines, z-scores, T-scores, developmental scores, chronological ages, basals, and ceiling levels, measures of central tendency and measures of dispersions.

11. Discuss the properties of normal and skewed distributions.

12. Identify best practices to follow in the assessment process and IEP development.

EVALUATION

Evaluation will be based on the proficiency and mastery level of the goals, objectives and tasks for the course. It will include both written and oral formats and will be based on in-class performance, Web assisted performances and other related work completed outside the classroom. Various methods of assessment will be used including test administration, scoring and interpretation of results (formal, informal and authentic), discussions of case studies and posting of discussions on the Web, participation in various discussions on the Web, developing case reports, quizzes, exams, and cooperative group presentations with summaries posted on the Web.

General information and guidelines for the course

- Be prepared to discuss and perform the activity on the date it is on the Schedule.
- Read assigned chapters and Test Kit Manuals.
- Complete the lectures and study guides (downloadable) to increase your understanding of the course content and to help you prepare for the quizzes and exams.
- Bring the Test Kit to class when it is being discussed and administered.
Quizzes cannot be made up; one make-up quiz will be given at the end of the course.
Participation points cannot be made up (points will vary depending on the activity).
All written work submitted for grading should be typed.
No covers on pages to be graded.
When there is a question about what the instructor said orally vs written guidelines, always follow what is written.
Course requirements are subject to modifications to improve content and delivery.
Assignments are due during the week it is listed on the schedule.* After the due date, you will lose a point a day. After one week past due date, no past due assignments will be accepted. Exception, emergencies or conditions (documentations required) over which you have no control.
Check out/in tests before or after class in ZEB 135.
Please NOTE that it is the responsibility of each individual student to maintain and secure checked assessment (kits). Failure to return assessment kit(s) will result in a charge on students’ account.

*You are encouraged to turn assignments in on time. Failure to do so will result in one point lost for each day the assignment is late. The following is a sample of documentation that should be submitted with your assignment: a doctor's statement; jury duty service; burial program; accident report or other appropriate documentation.

COURSE OUTLINE

1. Introduction to Assessment
   Issues and concerns
   Law and issues

2. Technical Prerequisites of Understanding Assessment
   Descriptive Statistics
   Reliability and Validity
   An Introduction to Norm-Referenced Assessment

3. Assessing Students
   Tests of Educational Achievement
   Standardized Diagnostic Testing
   Informal Assessment Techniques
   Assessment of Behavior
   Measures of Intelligence and Adaptive Behavior
   Other Diagnostic Instruments
   Early Childhood Assessment

4. Interpreting Assessment for Educational Intervention

5. Review and discuss case studies from the textbook

6. Write a case study using various types (informal, formal, authentic) of assessment
INSTRUCTIONAL METHODS

Various methods of instruction will be used including observation of test administration, scoring and interpretation of results (formal, informal and authentic), discussing and responding to case studies and reports, lectures, guided notes, Web assisted instruction, Internet and Library research activities, and cooperative group presentations.

WEB ASSISTED TEACHING AND LEARNING

This course will include a Web assisted component. Some assignments and discussions will be held on line. Additionally, lecture notes and study guides will be on line. You should read your textbook and use the lecture notes, summaries and elaborations of materials to support your textbook reading. Time spent in class will be follow-up discussions, group work with in class administration of norm and criterion referenced tests and authentic tests, role playing, simulations, quizzes and chapter exams. The course is divided into modules; please take time to read the modules and the entire syllabus. If you have any questions, feel free to ask them in class or post them on line and I will respond to them. Further, the syllabus includes the State Department of Education accomplished practices for the professional teacher and the required ESOL competencies.

LOCATION OF INFORMATION ON THE BLACKBOARD

You should use your university email address to log on to Blackboard. The address is https://lms.fiu.edu/webct/logonDisplay.dowebct. After you access the Web page, follow the instruction on the page to access the syllabus, discussion boards, announcements, chat rooms, and email icons. There are other icons that link to important resources for the course. You should explore these links to expand your understanding of the content in the course.

GROUPS

Cooperative groups will be formed in the classroom. Posting of group discussions must be done early enough in the week to give your classmates ample time to respond and discuss your postings.

QUIZZES

Your quizzes will cover the assigned reading in the Test Kit Manual. Dates for the quizzes are on the Course Schedule. Quizzes cannot be made up. One make-up quiz will be given at the end of the course.

EXAMS

Your exams will cover readings from the textbook, Test Kits and manuals, group presentation, lectures, discussions from the Web, outside readings and other information covered in class and on line. Dates for the exams are provided on the Course Schedule.

GRADING

Points will be earned for each task or activity completed. Performance criteria are established for each task. In most cases, rubrics are used to evaluate performance. You should review these rubrics before submitting your assignments. Letter grades are assigned based on the number of points earned in this course. (A, A-,B+,B, B-, etc. Refer to your student handbook for the explanation of each grade).
A grade of "IN" will be given to a student at the end of the semester if, after conference with and/or evaluation by the instructor, it is determined that extenuating circumstances prevented the student from completing the course. Appropriate documentation (i.e. a doctor's statement; jury duty service; burial program; or accident report) will be required.

The following % of total points for the course will result in the letter grades assigned:

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<td>65-66%</td>
<td>D</td>
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<tr>
<td>60-64%</td>
<td>D-</td>
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FLORIDA EDUCATOR ACCOMPLISHED PRACTICES
AND
ESOL PERFORMANCE STANDARDS AND INDICATORS

Florida Educator Accomplished Practices covered in this course:

Accomplished Practice #1: Assessment. The preprofessional teacher collects and uses data gathered from a variety sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students’ instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.

Accomplished Practice #8: Knowledge of subject Matter. The preprofessional teacher has a basic understanding of the subject field and is beginning to understand the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

ESOL Performance Standards and Indicators

Standard 4: Use knowledge of cultural characteristics of Florida's LEP population to enhance instruction.
Indicator 4: Identify cultural biases in commercialize test. {59}
Assessment: Evaluation of group presentation based on written criteria and Exam

Standard 19: Consider current trends and issues related to the testing of linguistic and culturally diverse students when using testing instruments and techniques.
Indicator 1: Identify cultural biases in commercial tests. {59}
Assessment: Written case study from the assessment of an elementary age child and Exam

Standard 20: Administer tests and interpret test results, applying basic measurement concepts.
Indicator 3: Adapt content-area tests to ESOL levels appropriate to LE
Assessment: Scored Student Response Booklet, Grading Rubric and Written Case Study
**Reminders:**

**Office of Disability Services for Students**
If you have a disability and need assistance, please notify me and also contact the Office of Disability Services for Students (University Park - GC 190; Ph. 348-3532) - ( North Campus - W-UC 139, Ph. 919-5305). Upon contact, the Office of Disability Services for Students will review your request and contact your professors or other appropriate personnel to make arrangements for appropriate modification and/or assistance.

**Academic Dishonesty**

Be assured and forewarned that cheating will not be tolerated in this course. All cases of suspected cheating will be referred to the University’s Committee on Academic Misconduct. This action is required by all instructors. Regarding the consequences of being found guilty of dishonest academic practice, the instructor shall make an academic judgment about the student's grade on that work and in that course and shall report such incidents to the Primary Administrative Officer.

**Refer to the Web Site** [http://www.fiu.edu/~edpsy/codeofdecorum.htm](http://www.fiu.edu/~edpsy/codeofdecorum.htm) for The Code of Professional Decorum for the Department of Educational and Psychological Studies.

required readings: Baca & Cervantes - Chapters 7 and 8 Assessment of Bilingual Children.

be prepared to discuss and perform tasks on the date assigned within the schedule/calendar

May 5

Textbook:
- Chapter 1 An Introduction to Assessment of Exceptional Children
- Chapter 7 An Introduction to Norm-Referenced Assessment
- Woodcock Johnson III (pp. 257-262, 279, 381-382)
- Read: Sue Smith Case, pp.410-418 in Ch 11

WebCt/Blackboard:
- Lecture notes (https://lms.fiu.edu/webct/logonDisplay.dowebct)
- Definitions – Download from Blackboard
- Study Questions available on Blackboard for all tests.

Test manual:
- Read/study Chapters 1 Overview and
- Chapter 2 Descriptions of the WJ III Achievement Tests and Clusters
- Read/study test training for examiners

Companion Website:
- Complete Chapter 1 Activities and Think Ahead
  http://www.prenhall.com/overton

Sign-up:
- for a Group Discussion of a Case Study from the Textbook
- for a Cooperative Group Presentation
- to check out Woodcock-Johnson (WJ III) Test Kit

General Information:
- You may post appropriate replies, reflective comments, constructive responses, contrasting or comparative reviews, critical analyses, and applicable interpretations on Blackboard postings by classmates for extra credit points.

May 12

Textbook:
- Chapter 2 Law and Issues
- Discuss: Sue Smith Case Study, pp. 410-418
Internet:
- Read the following references to expand your knowledge base about assessment, IDEA, and reauthorization of IDEA:
  http://www.ldonline.org/ld_indepth/assessment/assessment.html - This article discusses how children with a disability are assessed for the presence of a disability and procedures teachers can use to make improvements in their instructional program?
  http://nichcy.org/idea.htm - Information on this Website discusses the reauthorization of IDEA, “frequently asked questions” about IDEA, and implementation of this law.
  http://www.nea.org/esea/nclbdisabilitiesflex.html - Information on assessing students with disabilities and the NCLB Act (previously-The Elementary and Secondary Education Act (ESEA).
- Note: You may post a discussion on any issue of relevance to you from either reference above for extra credit. (optional)

Companion Website:
- Complete Chapter 2 Activities and Think Ahead
  http://www.prenhall.com/overton

May 19

Textbook:
- Chapter 3 Descriptive Statistics
- Chapter 7 Introduction to Norm-Referenced Assessment

Test manual:
- Chapter 3 General Administration and Scoring Procedures WJ III

Group: Case Travis
- Post on Blackboard Case Study Discussion about Travis (pp. 418-421 in textbook - Chapter 11 Interpreting Assessment for Educational Intervention)

Group: Case Sharon
- Post on Blackboard Case Study Discussion about Sharon (handout from the instructor)

Companion Website:
- Complete Chapter 3 and 11 Activities and Think Ahead
  http://www.prenhall.com/overton (optional)

May 26

Memorial Day Holiday (no class)

Independent Study – (mandatory assignments indicated by **)  

**Textbook:
- Chapter 4 Reliability and Validity

**Test manual:
- Chapter 4 Administering and Scoring the WJ III ACH Tests

Group: Case Burt
- Post on Blackboard: Case Study Discussion about Burt - (pp. 421-427 in textbook - Chapter 11 Interpreting Assessment for Educational Intervention)

Group: Case Steve
- Post on Blackboard: Case Study Discussion about Steve (Handout from the instructor)

**Companion Website:
- Complete Chapter 4 Activities and Think Ahead (graded assignment)
  http://www.prenhall.com/overton
June 2

**Test 1**
- Chapters 1 & 2

**Test manual:**
- Chapter 5 Scores and Interpretation WJ III Test Manual – Bring test kit to class

June 9

**Textbook:**
- Chapter 4 Reliability and Validity Continued

**Test Manual:**
- Chapter 5 Scores and Interpretation WJ III

**Practice:**
- Calculation of Chronological Age: [AGS Publishing - Chronological Age Calculator.htm](#)

**Group: Case Alicia**
- Post Case Study Discussion about *Alicia* (pp. 427-431 - Chapter 11 Interpreting Assessment for Educational Intervention)

**Group: Case Eric**
- Post Case Study Discussion about *Eric* (Handout from the instructor)

**Companion Website:**
- Complete Chapters 4 and 11 Activities and Think Ahead [http://www.prenhall.com/overton](http://www.prenhall.com/overton)

**Quiz 1 Definitions and terminology**

June 16

**Textbook:**
- Chapter 7 Introduction to Norm-Referenced Assessment

**Test Manual:**
- **Scoring and Review:** Woodcock-Johnson III and Scoring Rubric for Case Study/Assessment Report – *Efolio Artifact*

**Internet:**

**Group: Case Lupita**
- Post Case Study Discussion about *Lupita* (Handout from the instructor)

**Companion Website:**
- Complete Chapter 7 Activities and Think Ahead [http://www.prenhall.com/overton](http://www.prenhall.com/overton)

**Quiz 2 Calculation of CA, variance, standard deviation, SEMs, true scores, etc.**

June 23

**Due:** Case Study Report on child tested with WJ III and Efolio – See Module 3 on the Blackboard

**Review for Test 2**

**Quiz 3 Woodcock Johnson Test**

June 30

**Test 2**
- Chapters 3, 4, & 7 and WJ III Test
- Study Questions Available on Blackboard
July 7

Cooperative Group 1 Presentation
- Authentic, Performance & Portfolio Assessment including the Brigance Inventory of Early Development and discussion of Chapter 5: Curriculum-Based Assessment and Other Informal Measures (Textbook)
- Post Presentation on Discussion Board on Blackboard

Cooperative Group 2 Presentation
- Behavior -Rating Scales, Checklists, & Drawing Tests including Children’s Apperception Tests and discussion of Chapter 6: Assessment of Behavior [Functional Behavior (192-200; 21-218 in the textbook and the Children’s Apperception Test (pp. 214-215, 221 in the textbook)
- Post Presentation on Discussion Board on Blackboard

Test Manual:
- Woodcock Johnson Tests 13-22 (pp.257-262, 279, 381-382 in textbook)

July 14

Cooperative Group 3 Presentation
- Language Assessment including the Peabody Picture Vocabulary Test (pp. 295-207 in textbook) and discussion of Chapter 8: Academic Assessment
- Post Presentation on Discussion Board on Blackboard

Cooperative Group 4 Presentation
- Intelligence Testing including the Wechsler Intelligence Scale for Children (WISC) (pp. 319 -324, 336, 385) and discussion of Chapter 9: Measures of Intelligence and Adaptive Behavior
- Must Review WISC test kit in the Lab
- View I.Q. Myth (Video-VC 89, 51 min. FIU-NC) (optional)
- Post Presentation on Discussion Board on Blackboard

Cooperative Group 5 Presentation
- Adaptive Behavior including the Scales of Independent Behavior Test (pp. 255, 311, 337,-339, 343 - 351) and discussion of Chapter 9: Measures of Intelligence and Adaptive Behavior
- Post Presentation on Discussion Board on Black

Test Manual:
- KeyMath-Revised (281-286, 299-300) and Woodcock Reading Mastery (pp. 286-290, 300, 381)
- Woodcock Johnson Tests 13-22 (pp.257-262, 279, 381-382 in textbook)

July 21

Cooperative Group 6 Presentation
- Presentation in Early Childhood Education including the Learning Accomplished Profile, Diagnostic Test (pp.364-373) and discussion of Chapter 10: Special Considerations of Assessment in Early Childhood and Transition

Cooperative Group 7 Presentation
- Transition and Postsecondary Considerations (pp. 383-393) including the Transition Planning Inventory and discussion of Chapter 10: Special Considerations of Assessment in Early Childhood and Transition
VIDEO
- Assessment (norm-referenced, performance/portfolio & high stake tests)
- Review for Test 3

July 28
Test 3
- Chapters 5, 6, 8-10

Last Class

August 4
- Exam Week
- Pick up Projects

PLEASE NOTE: No covers or plastic sheets on reports/papers submitted for grading.

**Three keys to success in this course: read, study and participate in class activities.**

Study Guides available on Website under Course Content – Introduction as course support materials. Be familiar with vocabulary words at the beginning of each chapter.

Cooperative Group Activities
- Administer Woodcock Johnson III - checked out in class
- Presentation on a case study selected from textbook (Post case study summary on Blackboard on time) – See Module 2 on the Blackboard.
- Presentation on special assessment topic selected in class (post group summary on Blackboard on time) – See Module 4 on the Blackboard.

Individual Activity
- Test a child with the WJ III and use results to develop the Efolio artifact - See Module 3 on the Blackboard.
- Read and respond timely to posted summaries from classmates on Blackboard (optional)
- Read and respond to information on recommended Websites (optional)
- Complete Companion Website Quizzes (optional)
AT A GLANCE
EEX 3221 GRADING CHECKLIST

NAME________________________________

Check your points:

_______ Test administration, Scoring, Interpretation and Case Report - Woodcock
Johnson Achievement Test and others – E-folio = 4 points
_______ Cooperative Group Presentation on special topic and test = 5 points
_______ Case Study from textbook and posting discussion on the Web = 4 points
_______ Quizzes (3) = 30 Points
_______ Tests (3) = 100 points
_______ Extra credit opportunities - class participation, in-class activities, online
discussions, Companion Websites: Activities and Think Ahead for Chapters
1,2,3,4,7, and 11 for etc. (points will vary)

_______ TOTAL

Grading Scale:

Maximum Points = 143

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<td>136-143</td>
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<tr>
<td>A-</td>
<td>129-135</td>
<td>(90%)</td>
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<tr>
<td>B+</td>
<td>124-128</td>
<td>(87%)</td>
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<tr>
<td>B</td>
<td>122-123</td>
<td>(85%)</td>
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<tr>
<td>B-</td>
<td>114-121</td>
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<td>C+</td>
<td>110-113</td>
<td>(77%)</td>
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<tr>
<td>C</td>
<td>107-109</td>
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<tr>
<td>C-</td>
<td>100-106</td>
<td>(70%)</td>
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<tr>
<td>D+</td>
<td>96-99</td>
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<td>D</td>
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<td>(65%)</td>
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<tr>
<td>D-</td>
<td>86-92</td>
<td>(60%)</td>
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"I have come to the frightening conclusion that I am the decisive element in the classroom. My personal approach creates the climate. My daily mood makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized."

- Ginott
EEX 3221/6227 ASSESSMENT OF EXCEPTIONAL CHILDREN

Sign-up Sheet for Textbook Case Study – Module 2

- Sign up for a case study (see below) to discuss.
- This case study is from the textbook.
- Post the discussion on the Web.
- Share the case and responses in class.
- See the Course Calendar/Schedule for dates to present the case.
- Be sure to post your case study discussion on the Web under the case name to give your classmates sufficient time to respond, if they desire.
- I suggest 5 days minimum in advance of the date on the calendar.
- Work cooperatively with group members to accomplish this task.
- Write your date down in your planner/binder.
- Compile the responses to the case and submit to the instructor to receive your points.
- Attach the scoring rubric.

Note to student: If you desire to respond to the discussion of a case study posted by a group, you may do so up to the class time to post your discussion, responses or questions about the case (optional).

Case Travis: (pp. 418-421 in textbook)

_______________________________________________________
_______________________________________________________
Date for class sharing May 19

Case Sharon (handout from the instructor)

_______________________________________________________
_______________________________________________________
Date for class sharing May 19

Case Burt: (pp. 421-427 in textbook)

_______________________________________________________
_______________________________________________________
Date for class sharing June 2

Case Steve (Handout from the instructor)

_______________________________________________________
_______________________________________________________
Date for class sharing June 2

Case Alicia: (pp. 427-431 in textbook)

_______________________________________________________
_______________________________________________________
Date for class sharing June 9

Case Eric: (Handout from the instructor)

_______________________________________________________
_______________________________________________________
Date for class sharing June 9

Case Lupita: (Handout from the instructor)

_______________________________________________________
_______________________________________________________
Date for class sharing June 16
SIGN UP SHEET

DIRECTIONS: Be sure to sign up for a cooperative group presentation. You can only sign up on the available lines under each topic. Write the name of the topic you selected and the date in your Course Syllabus as a reminder to you. You should check out the test kit to allow time for adequate preparation for your group presentation. Note: Check Out/In Tests Before Or After Class.

Special Topics for Group Presentations:

**Group 1:** Informal Assessment Techniques [Chapter 5 and Brigance Inventory of Early Development – (Brigance) and middle and high school inventories]

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**Group 2:** Assessment of Behavior [Chapter 6 Assessment of Behavior and Children’s Apperception Test (CAT)]

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**Group 3:** Language Assessment in Students [Chapter 8 and the Peabody Picture Vocabulary Test – Revised (PPVT-R)]

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**Group 4:** Intelligence Testing, Acculturation and Biasness [Chapter 9 and Weschler Intelligence Scale for Children (WISC) and Stanford Intelligence Test]

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**Group 5:** Assessment of Adaptive/Maladaptive Behavior [Chapter 9 and Scales of Independent Behavior (SIB)]

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**Group 6:** Early Childhood Assessment [Chapter 10 and the Learning Accomplishments Profile (LAP)]

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**Group 7:** Transition and Postsecondary Considerations [Chapter 10 and the Transition Planning Inventory (TPI)]

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