

**Grand Valley State University**  
**PSY 622: Educational Assessment**  
**(Assessment I)**  
**Fall 2016**

Instructor:	Kristen Schrauben, Ph.D.	Course Time:	Th – 10:00 – 12:45
	Psychology Department	Course Location:	D2311 MAK
Office:	2135 Au Sable Hall		
Phone:	(616) 331-2336 (E-mail is the preferred way to reach me)		
E-mail:	<a href="mailto:schrakri@gvsu.edu">schrakri@gvsu.edu</a>		
Office Hours:	Tuesdays & Thursdays 1:00-2:00; or by appointment		

### **Course Summary**

Psychology 622 is a course introducing the theoretical and practical aspects of assessment, as this is an important component of school psychological practice. You will learn to select, administer, and interpret assessments for a wide range of concerns within a problem-solving model. It will include the use of a variety of tools and techniques for individual, group, and systems-level assessment, as well as the communication of assessment results orally and in written reports. This course will also familiarize you with using assessment data for instruction and intervention recommendations. Finally, this course will introduce you to standardized assessments in preparation for PSY 623.

### **Course Objectives**

Upon successful completion of this course you will be able to:

1. Describe and identify factors that impact student learning of academic skills.
2. Demonstrate knowledge of the major theories that underlie modern intelligence tests.
3. Understand and describe the underlying assumptions and key components of assessing student performance using a problem-solving approach.
4. Compare and contrast the use of traditional and functional assessment tools to determine student needs in problem identification, problem analysis, intervention development/implementation and evaluation.
5. Conduct both systematic and anecdotal instructional/behavioral observations to identify factors that may be impacting student performance.
6. Administer, score, and analyze a variety of assessment tools following standardized procedures.
7. Complete a diagnostic assessment and develop instructional recommendations for a student.
8. Demonstrate knowledge and skill of summarizing, interpreting, and reporting data, including communicating results to teachers and parents, orally and in written reports.
9. Demonstrate knowledge of and adherence to professional and ethical standards in relation to the selection, administration, and interpretation of assessment tools.

### Corresponding Program Goals:

This course will specifically address the following program goals:

1. Students will engage and practice in a legal, professional and ethical manner that demonstrates respect for student, family, and school diversity.
2. Students will demonstrate the knowledge and skills needed to collaborate and consult with school professionals, families, and other partners to improve current systems of service delivery to meet the educational and mental health needs of children and adolescents.
3. Students will demonstrate the knowledge and skills to conduct standardized assessments and use a variety of techniques to evaluate the cognitive, academic, and behavioral strengths and needs of students and the environmental contexts in which these competencies develop.
7. Students will demonstrate the knowledge and skills to support the implementation of evidence-based practices that improve student and school outcomes from a broad-based ecological-behavioral orientation.

### **Readings & Materials**

#### Required Texts & Materials:

Shapiro, E. S. (2011). *Academic Skills Problems, 4<sup>th</sup> Edition: Direct Assessment and Intervention*. New York: Guilford. [Note: Fully available online through library]

Shapiro, E. S. (2011). *Academic Skills Problems, 4<sup>th</sup> Edition: Workbook*. New York: Guilford.

Selected chapters from: *Best Practices in School Psychology VI*. Bethesda, MD: National Association of School Psychologists. [Note: Make sure you purchase or read the brand new 6<sup>th</sup> edition. The 4-volume set is \$299 for NASP members (\$399 for nonmembers) but you will use it for most of your graduate school classes.  
(<http://www.nasponline.org/publications/booksproducts/N1405.aspx>)]

Clipboard (any kind you like as long as it is not transparent)

Stopwatch (preferably a timer that can count up and count down, with no/soft beep, that has large “digits”). The instructor will have timers available for students to use in class and borrow for the semester if they would like to wait to purchase a stopwatch.

#### Additional Required Readings:

Additional chapters and articles will be made available on Blackboard.

### Other Resources You May Find Helpful:

- Brown-Chidsey, R., Steege, M. W. (2010). *Response to intervention: Principles and strategies for effective practice* (Second Edition). New York: Guilford.
- Chafouleas, S.M, Riley-Tillman, T.C., Sugai, G. (2007). *School-based behavior assessment and monitoring for informing instruction and intervention*. New York, NY: The Guilford Press.
- Hosp, M., Hosp, J., & Howell, K. (2007) *The ABCs of CBM: A Practical Guide to Curriculum-Based Measurement*. New York: Guilford
- Howell, K. W., & Nolet, V. (2000). *Curriculum-based evaluation: Teaching and decision making (3<sup>rd</sup> edition)*. Belmont, CA: Wadsworth/Thomson Learning.

### **Course Format**

The format of the class will include lecture, discussion, “lab” time, and individual meetings with me or the second year teaching assistant. Lecture will be used to introduce new topics, to present background information, and to highlight important points in the readings. Discussion will be used to discuss how this relates to practicum experiences and to debate current issues in the field. “Lab” time will provide opportunities to practice skills with peers and receive feedback from me. The teaching assistant and I will have individual meetings with you outside of the regular class time as a way to provide face-to-face personalized feedback and check-in throughout the semester.

### **Course Website**

Many course materials (e.g., syllabus, presentation slides, readings, assignment rubrics, and additional supplemental materials) will be made available through Blackboard, an online course management system. You can access the materials by going to the following website: <https://mybb.gvsu.edu/>, and providing your GVSU username and password. If you have problems accessing materials through this system, you can call the IT Help Desk at 855-435-7488 or E-mail [badmin@gvsu.edu](mailto:badmin@gvsu.edu) for assistance.

### **Policies and Procedures**

You are expected to abide by the GVSU student code (<http://www.gvsu.edu/studentcode/>) and the ethical principles of the National Association of School Psychologists (<http://www.nasponline.org/standards/ethics/ethical-conduct-professional-practices.aspx>). These principles serve as a guide to students’ behavior both on and off-campus. This includes (1) arriving on time, (2) leaving at the scheduled time and not before, (3) appropriately engaging during courses and practicum activities, and (4) respecting confidentiality. When in the schools, you represent the School Psychology program as well as the University and we expect your behavior to be professional, respectful, and responsible. Violations of the ethical and professional standards may result in a lowered grade and may be grounds for dismissal from the program.

## **Accommodations for Students with Disabilities**

If you need academic accommodations because of a learning, physical, or other disability, please contact Disability Support Resources (DSR) at 331-2490. Although students with disabilities are held to the same academic standards as all other students, accommodations will be provided for you, as appropriate. Furthermore, if you have a physical disability and think you will need assistance evacuating the classroom and/or building in an emergency situation, please contact me so I can develop a plan to assist you.

## **Academic Integrity and Plagiarism**

It is your responsibility as a student to maintain academic integrity and not give any appearance of a violation. You will do original work and will not take or receive the efforts of another person on any test or assignment, use unauthorized resources on quizzes or tests, plagiarize, or give/sell other students papers or assignments not authorized by me. You are responsible for making yourself aware of and for understanding the policies and procedures that pertain to academic integrity. To that end, be sure to familiarize yourself with the GVSU Student Code [Section 223.01] related to academic integrity. Furthermore, be sure to reference sources at all times. If you are uncertain about such an issue prior to submission of an assignment, project, or test, please see me so we can eliminate that uncertainty.

## **Canceled Classes**

If classes are canceled at the university, any lecture or activity missed due to cancellation will take place at the next class meeting.

## **Attendance**

You are expected to attend and participate in all classes. It is expected that you will be on time for the start of class and stay for the duration of class (i.e., not leave early). Please contact me in advance if you anticipate missing a class or have a legitimate reason for coming late or leaving early. As this class only meets once per week, missing a class will involve missing a *significant* amount of course content. If you miss a class for any reason, you are responsible for obtaining any information missed through a classmate and meeting with me to go over any questions you have.

Student absences due to religious holidays will be accommodated per the GVSU policies on inclusion. If a conflict exists between the course and a religious observance, students must request a religious accommodation from me within the first two weeks of the semester or as soon as possible so alternative arrangements can be made.

## **Technology Use**

You are strongly encouraged to use computers during class to take notes and complete in-class activities. However, the use of computers for personal reasons (e.g., checking E-mail or using Facebook) during class is *highly* inappropriate and disrespectful to other students and myself. I will use my discretion in reducing grades for those students who are using computers in a disrespectful manner when class is in session. Please silence cell-phones during class. You should not answer phones in class unless you have primary caretaking responsibilities for another person.

## **Testing Children/Students: Consent & Confidentiality**

When you collect individual data on students for the purposes of this course, parents must sign a written consent form prior to your work with the student. Permission must be obtained before you begin working with the student. Consent forms must be attached to associated assignments (case study & any standardized assessments) in order for them to be graded. To protect the identity of any children and their settings, please keep any reports and discussions about cases confidential. In written and oral reports, **always use pseudonyms** (fictitious names, not initials) for the student, parent, teacher, school, and appropriately disguise any other demographic information so that clients cannot be identified.

## **Assignments & Late Work**

The work to be done for this class includes completing the assigned readings, participating in class discussion, presentations, writing papers/reflections, and completing standardized assessments. All written assignments should be turned in via Blackboard by the start of class on the due date unless otherwise noted. Professional writing is an important part of your training as a psychologist and your writing will be evaluated in all assignments. Professional writing is clear, well-organized, uses sentence and paragraph structure to convey content, avoids passive voice, and is free from typographical error, misspellings, and grammatical errors. Further, professional writing balances critical reflection with strengths of the material or information. All work for the course MUST be completed in 12-point Times New Roman font with 1-inch page margins (note that often times the default is 1.25-inch margins and must be changed). Papers should use APA style when citing sources within text as well as in preparing the reference list. Refer to the publication manual for specific guidelines: American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.) Washington, D.C.: Author.

Late work is strongly discouraged. Due to the intensive nature of this semester, I recommend that you avoid late work as much as possible. Assignments turned in after the deadline will be penalized by 25% of the original point value. After three days, assignments will not be graded and be assigned a "0." However, if you provide at least one week's notice and have a valid reason, I can provide extensions for some assignments to allow for late submissions without penalties.

## **Grading**

Grades will be based on your knowledge and understanding of the issues as evidenced by the quality of your ideas, written work, and contributions to class discussions. Review the “Assignment Descriptions” document for more information about these assignments. Final grades will be based on the total points as indicated below:

<u>Assignment</u>	<u>Point Value</u>
Class Participation	10
DIBELS Instructor Check-Out	5
Reflections	30
Progress Monitoring Tool Presentation	10
Classroom Reading Consultation	15
Case Study (Report & Presentation)	30
WISC Instructor Check-Out	5
WISC Peer Protocol	10
Total Points:	115

<u>Grading Scale</u>	
94 & above	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
60-66	D
59 & below	F

## Course Schedule

Schedule is subject to change at my discretion. Additional readings may be announced and posted on Blackboard. Assignment deadlines will remain the same unless otherwise indicated.

<b>(Week) Date</b>	<b>Seminar Topics/ Reading Assignments</b>	<b>Assignment Due</b>
(1) 9/1	<u>Topics:</u> <ul style="list-style-type: none"> <li>• Introduction to Course</li> <li>• Introduction to MTSS/ Problem-solving Model</li> <li>• Basic Assessment Ethics</li> <li>• DIBELS Next Administration</li> </ul> <u>Readings:</u> <ul style="list-style-type: none"> <li>• Shapiro pp. 1-23, 31-57</li> <li>• Salvia, Ysseldyke, &amp; Bolt Chapter 24 (pdf on Blackboard)</li> <li>• BP Data-Based &amp; Collaborative Decision Making Chapter 2</li> </ul>	
(2) 9/8	<u>Topics:</u> <ul style="list-style-type: none"> <li>• DIBELS Next Administration</li> </ul> <u>Readings:</u> <ul style="list-style-type: none"> <li>• DIBELS Next Administration Manual pp. 1-9, 14-22, 40-97, 112-117 (pdf on Blackboard)</li> </ul>	Reflection 1
(3) 9/15	<u>Topics:</u> <ul style="list-style-type: none"> <li>• Variables that Affect Learning</li> <li>• Functional/Task Assessment</li> <li>• RIOT/ICEL</li> </ul> <u>Readings:</u> <ul style="list-style-type: none"> <li>• Shapiro Chapter 3</li> <li>• Shapiro Workbook pp. 7-22, 35-56</li> <li>• BP Data-Based &amp; Collaborative Decision Making Chapters 5, 10, 20</li> <li>• Daly et al., 1997 (pdf on Blackboard)</li> </ul>	DIBELS Instructor Check-Out (if not done sooner)
(4) 9/22	<u>Topics:</u> <ul style="list-style-type: none"> <li>• RIOT/ICEL</li> <li>• Intro to Progress Monitoring &amp; Goal Setting</li> <li>• Graphing</li> </ul> <u>Readings:</u> <ul style="list-style-type: none"> <li>• Shapiro Workbook pp. 147-188</li> <li>• BP Student-Level Services Chapter 4</li> <li>• BP Foundations Chapter 26</li> </ul>	

(5) 9/29	<b>Topics:</b> <ul style="list-style-type: none"> <li>• Early Reading</li> </ul> <b>Readings:</b> <ul style="list-style-type: none"> <li>• Shapiro pp. 133-148, 212-236, 254-272</li> <li>• Shapiro Chapter 5</li> <li>• BP Data-Based &amp; Collaborative Decision Making Chapter 11</li> </ul>	Reflection 2  Progress Monitoring Tool Presentation (depending on your assigned date)
(6) 10/6	<b>Topics:</b> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <b>Readings:</b> <ul style="list-style-type: none"> <li>• Shapiro Workbook pp. 59-78</li> </ul> <i>Note: Light reading week so try to get ahead on stuff</i>	Progress Monitoring Tool Presentation (depending on your assigned date)
(7) 10/13	<b>Topics:</b> <ul style="list-style-type: none"> <li>• Math</li> </ul> <b>Readings:</b> <ul style="list-style-type: none"> <li>• Shapiro pp. 148-158, 237-244, 272-281</li> <li>• Shapiro Workbook pp. 79-96</li> <li>• BP Data-Based &amp; Collaborative Decision Making Chapters 14 &amp; 15</li> </ul>	Reflection 3  Progress Monitoring Tool Presentation (depending on your assigned date)
(8) 10/20	<b>Topics:</b> <ul style="list-style-type: none"> <li>• Writing &amp; Spelling</li> </ul> <b>Readings:</b> <ul style="list-style-type: none"> <li>• Shapiro pp. 158-166, 244-252, 281-288</li> <li>• Shapiro Workbook pp. 97-116</li> <li>• BP Data-Based &amp; Collaborative Decision Making Chapters 12 &amp; 13</li> </ul>	Progress Monitoring Tool Presentation (depending on your assigned date)
(9) 10/27	<b>Topics:</b> <ul style="list-style-type: none"> <li>• Introduction to Standardized Tests</li> <li>• Historical &amp; theoretical perspectives on Intellectual Assessment</li> <li>• Introduction to the WISC-V</li> </ul> <b>Readings:</b> <ul style="list-style-type: none"> <li>• Flanagan &amp; Harrison (2012)- Chapter 1 (pdf on Blackboard)</li> <li>• Flanagan &amp; Harrison (2012)- Chapter 2 (pdf on Blackboard)</li> <li>• Kranzler &amp; Floyd (2013)- Chapter 1 (pdf on Blackboard)</li> <li>• BP Foundations Chapter 22</li> </ul>	Reflection 4  Try to schedule meeting about case study for this week (see Case Study guidelines)
(10) 11/1	NOTE: WE WILL MEET ON TUESDAY DURING YOUR INTRO SEMINAR  <b>Topics:</b> <ul style="list-style-type: none"> <li>• WISC Administration &amp; Scoring</li> </ul> <b>Readings:</b> <ul style="list-style-type: none"> <li>• WISC-V manual pp. 21-54, 77-188</li> </ul>	



(10) 11/3	NO FACE-TO-FACE CLASS (MASP CONFERENCE)	
(11) 11/10	<b>Topics:</b> <ul style="list-style-type: none"> <li>WISC Administration &amp; Scoring</li> </ul> <b>Readings:</b> <ul style="list-style-type: none"> <li>Review WISC-V manual pp. 21-54, 77-188</li> </ul>	Classroom Reading Consultation  Bring WISC questions to class!
(12) 11/17	<b>Topics:</b> <ul style="list-style-type: none"> <li>WISC Administration &amp; Scoring (wrap-up)</li> <li>WISC Check-outs</li> <li>Intro to WISC Interpretation</li> </ul> <b>Readings:</b> <ul style="list-style-type: none"> <li>Review WISC-V manual pp. 21-54, 77-188</li> </ul>	Reflection 5  WISC Instructor Check-Out
(13) 11/24	NO CLASS (THANKSGIVING RECESS)	
(14) 12/1	<b>Topics:</b> <ul style="list-style-type: none"> <li>Systems-level &amp; Needs Assessment</li> <li>High Stakes Testing</li> </ul> <b>Readings:</b> <ul style="list-style-type: none"> <li>Shapiro Chapter 8</li> <li>BP Foundations Chapters 24 &amp; 25</li> <li>Salvia, Ysseldyke, &amp; Bolt Chapter 29 (pdf on Blackboard)</li> </ul>	
(15) 12/8	<b>Topics:</b> <ul style="list-style-type: none"> <li>Review/Revisit Topics</li> <li>Linking Assessment to Intervention</li> </ul>	WISC Peer Protocol  Case Study Report
(Exam Week)	Case Study Presentations (in small groups)  Individual Meetings for WISC Feedback (scheduled individually throughout exam week)	Case Study Presentation  Reflection 6  WISC Feedback Meeting