

Grand Valley State University
PSY 622: Educational Assessment
(Assessment I)
Fall 2017

Instructor: Kristen Schrauben, Ph.D. Course Time: Th – 10:00 – 12:45
Psychology Department Course Location: 101 LHH
Office: 2135 Au Sable Hall
Phone: (616) 331-2336 (E-mail is the preferred way to reach me)
E-mail: schrakri@gvsu.edu
Office Hours: Tuesdays 10:00am-1:30pm; I also reserve Tuesdays/Thursdays afternoons (till 2:15) only for grad students & can also meet other days/times 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, 4th Edition: Direct Assessment and Intervention*. New York: Guilford. [Note: Fully available online through library]
- Shapiro, E. S. (2011). *Academic Skills Problems, 4th Edition: Workbook*. New York: Guilford.
- Selected chapters from: *Best Practices in School Psychology (4-volume set)*. Bethesda, MD: National Association of School Psychologists. The set is expensive but you will use it for most of your graduate school classes. <https://www.nasponline.org/books-and-products/products/books/titles/best-practices-in-school-psychology-4-volume-print-set>
- 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 a few timers available for students to use in class and borrow as needed.
- Small dry erase board (any kind you like about 8.5 x 11 inches in size)
- Additional chapters and articles will be made available on Blackboard.

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 bbadmin@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

The materials presented in this class are copyright protected and may not be used without the express prior consent of the instructor. Intentional misuse of the intellectual property of another may subject the user to penalties up to and including dismissal. 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 in all assignments. If you are uncertain about such an issue prior to submission of an assignment, project, or test, please see me as soon as possible so we can eliminate any uncertainty. There is

no harm in asking if you are not sure if you are plagiarizing. There is harm in plagiarizing and then telling me afterwards that you did not know you did anything wrong.

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* (6th 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 attached “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	35
Progress Monitoring Tool Presentation	15
Classroom Reading Consultation	15
Case Study (Report & Presentation)	30
WISC Instructor Check-Out	5
WISC Peer Protocol	10
Total Points:	125

<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. Additional readings may be announced and posted on Blackboard.

(Week) Date	Seminar Topics/ Reading Assignments	Assignment Due
(1) 8/31	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Introduction to Course • Introduction to MTSS/ Problem-solving Model • Basic Assessment Ethics • DIBELS Next Administration <p>Readings:</p> <ul style="list-style-type: none"> • Shapiro pp. 1-23, 31-57 • Salvia, Ysseldyke, & Bolt Chapter 24 (pdf on Blackboard) • BP Data-Based & Collaborative Decision Making Chapter 2 	
(2) 9/7	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • DIBELS Next Administration <p>Readings:</p> <ul style="list-style-type: none"> • DIBELS Next Administration Manual pp. 1-9, 14-22, 40-97, 112-117 (pdf on Blackboard) 	Reflection 1
(3) 9/14	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Variables that Affect Learning • Functional/Task Assessment • RIOT/ICEL <p>Readings:</p> <ul style="list-style-type: none"> • Shapiro Chapter 3 • Shapiro Workbook pp. 7-22, 35-56 • BP Data-Based & Collaborative Decision Making Chapters 5, 10, 20 • Daly et al., 1997 (pdf on Blackboard) 	DIBELS Instructor Check-Out (if not done sooner)
(4) 9/21	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • RIOT/ICEL • Progress Monitoring & Goal Setting • Graphing <p>Readings:</p> <ul style="list-style-type: none"> • Shapiro Workbook pp. 147-188 • BP Student-Level Services Chapter 4 • BP Foundations Chapter 26 	

(5) 9/28	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Early Reading <p>Readings:</p> <ul style="list-style-type: none"> • Shapiro pp. 133-148, 212-236, 254-272 • Shapiro Chapter 5 • BP Data-Based & Collaborative Decision Making Chapter 11 	<p>Reflection 2</p> <p>Progress Monitoring Tool Presentation (depending on your assigned date)</p>
(6) 10/5	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Reading <p>Readings:</p> <ul style="list-style-type: none"> • Shapiro Workbook pp. 59-78 <p><i>Note: Light reading week so try to get ahead on stuff</i></p>	<p>Progress Monitoring Tool Presentation (depending on your assigned date)</p>
(7) 10/12	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Math <p>Readings:</p> <ul style="list-style-type: none"> • Shapiro pp. 148-158, 237-244, 272-281 • Shapiro Workbook pp. 79-96 • BP Data-Based & Collaborative Decision Making Chapters 14 & 15 	<p>Reflection 3</p> <p>Progress Monitoring Tool Presentation (depending on your assigned date)</p>
(8) 10/19	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Writing & Spelling <p>Readings:</p> <ul style="list-style-type: none"> • Shapiro pp. 158-166, 244-252, 281-288 • Shapiro Workbook pp. 97-116 • BP Data-Based & Collaborative Decision Making Chapters 12 & 13 	<p>Reflection 4</p> <p>Progress Monitoring Tool Presentation (depending on your assigned date)</p>
(9) 10/26	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Introduction to Standardized Tests • Historical & theoretical perspectives on Intellectual Assessment • Introduction to the WISC-V <p>Readings:</p> <ul style="list-style-type: none"> • Flanagan & Harrison (2012)- Chapter 1 (pdf on Blackboard) • Flanagan & Harrison (2012)- Chapter 2 (pdf on Blackboard) • Kranzler & Floyd (2013)- Chapter 1 (pdf on Blackboard) • BP Foundations Chapter 22 	<p>Try to schedule meeting 1 about case study for this week (see Case Study guidelines)</p>
(10) 11/2	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • WISC Administration & Scoring <p>Readings:</p> <ul style="list-style-type: none"> • WISC-V manual pp. 21-54, 77-188 	<p>Reflection 5</p>

(11) 11/7	<p><u>NOTE: WE WILL MEET ON TUESDAY THIS WEEK</u></p> <p><u>Topics:</u></p> <ul style="list-style-type: none"> • WISC Administration & Scoring <p>Readings:</p> <ul style="list-style-type: none"> • Review WISC-V manual pp. 21-54, 77-188 	<p>Classroom Reading Consultation</p> <p>Bring WISC questions to class!</p>
(11) 11/9	NO FACE-TO-FACE CLASS (MASP CONFERENCE)	
(12) 11/16	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • WISC Administration & Scoring (wrap-up) • Brief intro to WISC Interpretation <p>Readings:</p> <ul style="list-style-type: none"> • Review WISC-V manual pp. 21-54, 77-188 	Reflection 6
(13) 11/23	NO CLASS (THANKSGIVING RECESS)	
(14) 11/30	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Systems-level & Needs Assessment • High Stakes Testing <p>Readings:</p> <ul style="list-style-type: none"> • Shapiro Chapter 8 • BP Foundations Chapters 24 & 25 • Salvia, Ysseldyke, & Bolt Chapter 29 (pdf on Blackboard) 	WISC Instructor Check-Out (Try to have it done by this week <u>if not sooner</u>)
(15) 12/7	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Review/Revisit Topics • Linking Assessment to Intervention 	<p>WISC Peer Protocol</p> <p>Case Study Report</p>
(Exam Week)	<p>Case Study Presentations (in small groups)</p> <p>Individual Meetings for WISC Feedback (scheduled individually throughout exam week)</p>	<p>Case Study Presentation</p> <p>Reflection 7</p> <p>WISC Feedback Meeting</p>

PSY 622: Educational Assessment (Assessment I) Fall 2017
Assignment Descriptions

10 pts **Class Participation**

I consider your participation in class discussions an integral and valuable part of the course. I expect you to attend classes and to come prepared to share your ideas in constructive ways in both small group and large group discussions and activities. Please notify me in advance if you will not be able to attend class. The success of the class depends on the thoughtful participation and engagement of both you and I.

5 pts **DIBELS Instructor Check-Out**

In order to ensure that you are prepared to administer the DIBELS Next Assessments in a local school district, you will be required to administer a few of the assessments to me. You must schedule an individual meeting (approximately 15-20 minutes) with the teaching assistant or I. These meetings can be scheduled during office hours or at other times during the week. Passing this “check-out” will be required before you are given permission to administer DIBELS Next or other CBM assessments in the schools.

35 pts **Reflections** (7 reflections; 5 points each)

At seven points in the semester you will be required to reflect on an issue or your skill development. Note that you do NOT have to address every question in your reflection; the questions are meant to provide suggestions about what you might discuss (but please do not limit yourself to these or feel that you have to answer all of them). Although some of these reflections seem informal (e.g., you can use “I”), I do use these assignments to evaluate your writing (language/grammar) to help you improve. Feedback from reflections should be used to improve future writing.

1. Introductory Reflection: Reflect on your current knowledge and practice with assessment and Multi-Tiered Systems of Support (MTSS). Note that students will not be graded on the amount of their experience or knowledge, as this could vary greatly between students. Use the following questions to guide your reflection (approx. 2 pages double-spaced):
 - What is your experience in K-12 schools? What types of settings have you worked in (e.g., urban, rural, public, private)? What types of populations have you worked with (e.g., ages, grades, races/ethnicities)?
 - What do you already know about assessment and MTSS?
 - Have you ever worked in schools that were using MTSS (or Response to Intervention)? If so, what was your level of involvement?
 - What is your experience with assessment? What types of assessments are you familiar with currently?

2. DIBELS Next Administration Reflection: Early in the semester you will assist a local school with administration of their fall benchmark testing. This may be at your assigned practicum or at a separate setting. More information about opportunities for this assignment will be provided in class. You should plan to spend at least 3 hours assisting with benchmarking although you are welcome and encouraged to volunteer for more. Please bring your own stopwatch, clipboard, and pencils. Following your experience in the school, you should write reflection about this experience. Use the following questions to guide your reflection (approx. 2 pages double-spaced):
 - Provide information about your experience (school, grade levels, measures used).
 - How difficult was it for you to learn and administer the DIBELS Next measures?
 - How much time was each student removed from class for DIBELS?
 - Describe how the experience was organized. How organized and smooth was the overall process at the school in which you administered the DIBELS Next measures? Could organization have been improved? How?
 - How much variation (in general) was evident in the skills of students with whom you worked?
 - Were teachers involved in administering DIBELS Next from what you could tell? What implications might this have?

3. Diversity Reflection: Understand and respecting the diversity of the children, families, and schools we serve is essential. Remember to consider diversity *broadly* rather than focusing on just ethnic/racial diversity. Think about how diversity may be particularly important to consider in the assessment process. Use the following questions to guide your reflection (approx. 2 pages double-spaced):
 - What characteristics and cultural understandings do you have in common with your school population? What differences exist?
 - What cross-cultural knowledge, skills, and competencies do educators and psychologists need in order to be successful in your classroom or school?
 - How might cultural factors affect your practice as a school psychologist, specifically in regards to assessment?
 - What aspects of diversity are important to consider when selecting and administering assessments?

4. Observation Reflection: Conduct one structured (BOSS) and one naturalistic/narrative observation of children in your practicum setting. These observations may be conducted with the same child or different children. Your reflection should include a write-up of each of the observations (more instruction and samples will be provided in class) as you might provide in a school-based report and a reflection. Use the following questions to guide your reflection (1-2 pages double-spaced plus the write-up/graphs for each observation):
 - What did you find easy and challenging about conducting the observations?
 - Do you think the student knew he/she was being observed? Why or why not?
 - What might you do differently next time in your observation?
 - How do you think a teacher and/or parent might react to your observation results?

5. Oral Presentation Skills Reflection: View the video of your individual progress monitoring presentation. Presenting information to others in this way will be required throughout your graduate training and also will be part of your role as a school psychologist when you present to school staff or parents. Reflect on your ability to create and deliver an oral presentation. Use the following questions to guide your reflection (approx. 2 pages double-spaced):
 - What makes your powerpoint slides visually appealing and easy to follow? What could you change to improve your powerpoint slides?
 - How would you evaluate your oral delivery of the information? What are your strengths when orally presenting and what can you improve?
 - How would you adjust this presentation if you needed to share it with teachers? For school administrators?

6. WISC Assessment Reflection: Consider your progress in administering standardized intellectual assessments. Review the NASP domains related to assessment. Reflect on your growth thus far. Use the following questions to guide your reflection (approx. 2 pages double-spaced):
 - What has been the easiest part about learning the WISC so far?
 - What has been the most challenging part about learning the WISC so far?
 - What parts of administration do you think you need to improve on?
 - How will giving a WISC to a real child next semester differ from your practice WISC this semester? What additional challenges will it pose?
 - What advice would you give to students learning the WISC in the future?

7. Case Study Reflection: The completion of the case study assignment is a large part of this semester's course. Think about everything you learned in class to help you complete this assignment and all the skills you practiced by completing the various parts in practicum. Use the following questions to guide your reflection on this assignment (approx. 2 pages double-spaced):
 - What did you learn this semester that helped you conceptualize this case study? What did you learn this semester that helped you complete each of the various parts of the case study assignment?
 - What were the easier parts and what were the more difficult/challenging parts of the assignment for you?
 - What would you do differently next time you completed a similar case? Is there anything else you would add to your assessment?

10 pts **Progress Monitoring Tool Presentation**

You will review a progress monitoring tool not taught by me that may be used to assess students in basic skill areas. You will prepare a handout for your classmates and an 8-10 minute oral presentation. A sign-up sheet with progress monitoring tools will be provided in class. Due dates will vary based on the assigned presentation day. Additional information about this assignment including a grading rubric is available on Blackboard. These presentation will be videotaped so that you can watch yourself present afterwards and reflect on your oral presentation skills (see Reflection 5).

15 pts Classroom Reading Consultation

You will learn how to analyze classroom data to inform instruction/intervention by completing a reading consultation project. For this assignment, you will review and analyze the DIBELS data for a single classroom at practicum and consult with the teacher to provide reading instruction and intervention recommendations. This project will likely continue into the winter semester as a group consultation/intervention project. Additional information about this assignment including a grading rubric is available on Blackboard.

30 pts Case Study

An important skill in the practice of school psychology is the ability to integrate information from a variety of sources to develop a clear understanding of a student's learning and development. In this case study, you will conduct a curriculum-based evaluation with a single student from your practicum setting. You will be responsible for selecting an appropriate student in consultation with a teacher, obtaining parent consent, conducting a teacher interview, reviewing the student's file, completing a classroom observation, and administering curriculum-based measurements (CBMs). Prior to the file review, observations, or CBM administration, it is essential that you **obtain parent/guardian consent** (try to get this by 10/5 to stay on track). Through the teacher interview and file review, you will identify one area of concern about the student's academic functioning. In consultation with me (meet with me no later than 10/27), you will select a CBM tool to use to monitor the student's progress for a minimum of four weeks. You will then summarize your findings in a report and a presentation. Note that you can complete many sections of the report in advance of the due date as you complete each portion of the case study assignment. Additional information about this assignment including a grading rubric is available on Blackboard.

5 pts WISC Instructor Check-Out

In order to ensure that you are making adequate progress towards learning the WISC-V, you will be required to administer a few of the subtests to me. You must schedule an individual meeting (approximately 20 minutes) with the teaching assistant or me. These meetings can be scheduled during office hours or at other times during the week. This check-out is designed to provide you early feedback on your administration in preparation for the winter semester assignments. As you will be sharing test kits, please **plan ahead** so ensure that each of your classmates has ample time to practice prior to their check-out.

10 pts WISC Peer Protocol

You will practice an administration of the WISC-V with a second year student. The second year student should pretend to be an 8-year old for this administration. You will turn in a completed protocol, including a completed score Summary page, to me. Make sure you use pseudonyms on the protocol. As this administration is NOT videotaped, you can take your time, practice getting comfortable with the directions, and focus on accurate scoring and an error-free protocol. This initial administration provide you early feedback on your administration in preparation for the winter semester assignments. As you will be sharing test kits, please **plan ahead** so ensure that each of your classmates has ample time to complete the assignment prior to the due date. Additional information about this assignment including a grading rubric is available on Blackboard.