

Grand Valley State University

PSY 621: Assessment I

Fall 2025

Instructor:	Kristen Schrauben, Ph.D. Psychology Department	Course Time:	Thurs 8:30–11:20 AM
Office:	2135 Au Sable Hall	Course Location:	1115 ASH
Phone:	(616) 331-2336		
E-mail:	schrakri@gvsu.edu (Preferred way to reach me)		
Office Hours:	Available Tues/Thurs 11:30-12:45 and 2:30-3:30 for drop-in OR set up other in-person or Zoom appointment		

Course Summary

This course covers foundational information on standardized psychological-educational measurement including normative data, reliability, and validity. Students are introduced to a conceptual framework for evaluating a range of academic concerns utilizing a problem-solving approach and variety of assessment methods. Students begin to develop skills in test administration, scoring, and interpretation.

Course Objectives

The following course objectives are from the syllabus of record and are therefore applicable for all sections of this course, regardless of the assigned instructor. Upon successful completion of this course you will be able to:

1. Evaluate assessment tools based on measurement concepts, including reliability and validity.
2. Analyze factors that impact student learning of academic skills using a problem-solving approach.
3. Apply systematic instructional observation skills to identify factors that may be impacting student performance.
4. Apply standardized administration and scoring procedures to screening assessments and progress monitoring assessments.
5. Collect diagnostic assessment data and develop instructional recommendations for a student.
6. Interpret and report basic assessment data to teachers and families orally and in written reports.
7. Use basic statistical concepts in the administration, scoring, and interpretation of test results.

Readings & Materials

- Shapiro, E. S., & Clemens, N. H. (2023). *Academic Skills Problems, 5th Edition: Direct Assessment and Intervention*. New York: Guilford.
- Shapiro, E. S., & Clemens, N. H. (2023). *Academic Skills Problems, 5th Edition: Workbook*. New York: Guilford.
- Selected chapters from: *Best Practices in School Psychology* [provided on Blackboard]

- Additional chapters and articles will be made available on Blackboard.
- 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”).

Course Format

The format of the class will include video & in-person lecture, discussion, hands-on activities, and individual meetings with me or the second-year teaching assistant. Lectures will be used to introduce new topics, to present background information, and to highlight important points in the readings. Some lectures will be in-class and some topics will require you to watch video lectures *prior* to class in order to prepare for in-class discussions and activities. Discussion will be used to discuss how this relates to practicum experiences and to debate current issues in the field.

Hands-on activities will provide opportunities to practice skills with peers and receive feedback from me. The teaching assistant and I may also have individual meetings with you outside of the regular class time as a way to provide personalized feedback and check-in throughout the semester. Masks are optional for all face-to-face class sessions

(<https://www.gvsu.edu/lakerstogether/face-covering-policy-27.htm>) unless the university states otherwise. Recognize that some members of the campus community will choose to continue to wear face masks, and they should be supported for doing so.

Support & Communication

I am committed to creating a learning environment where diverse perspectives are recognized and valued. As a class, we will approach discussions with respect and civility to build a culture based on open communication, mutual respect, and inclusion. Debate is expected and welcomed, but personal attacks will not be tolerated. I strive to create an open and welcoming classroom for all students and if I ever miss the mark, please don't hesitate to come talk to me. We are learning together.

I want to hear from you! If you email me and don't hear back within 36 hours, please send a follow-up email. I am here to support your learning, but I may not know how to best support you if you fail to communicate. For example, if you run into challenges balancing work or family obligations or have unforeseen personal difficulties that are impacting your ability to be successful, please reach out to me so we can work together to form a plan.

If I cannot personally provide the support you need, I may direct you to some of the valuable campus resources. I also encourage you to be proactive and utilize these supports on your own. Many students access resources as some point at GVSU. Resources include:

- Speech Lab: <https://www.gvsu.edu/speechlab/>
- Tutoring & Reading Center: <https://www.gvsu.edu/trc/>
- University Counseling Center: <https://www.gvsu.edu/counsel/>
- LGBT Resource Center: <https://www.gvsu.edu/lgbtrc/>
- Financial Hardship: <https://www.gvsu.edu/financialaid/financial-hardship-requests-226.htm>

Technology Requirements & Assistance

You will need a laptop or tablet with internet access to use during some face-to-face class sessions. However, the use of technology for personal reasons (e.g., checking e-mail or using social media) during class is inappropriate and disrespectful to other students and myself. Please silence and put away all cell-phones during class unless directed to use it for an activity. I will use my discretion in reducing grades for those students who are using computers or other technology in a disrespectful manner when class is in session.

In addition, you will need access to the following in order to complete remaining course requirements:

- High-speed internet access
- Computer with ability to watch videos & operating system that meets current Blackboard requirements; Google chrome is the recommended browser
- Microsoft Word & program to read pdf files

While tablets, smartphones and other mobile devices may allow for the completion of some coursework, they are not guaranteed to work in all areas. Please ensure you have a Windows or Mac based computer available to complete coursework. This computer must have programs to read PDF and Microsoft Word documents. Please submit any assignments as Microsoft Word files as I will not accept incompatible programs. As a GVSU student, you have access to Microsoft Office 365 for free (<https://www.gvsu.edu/it/downloading-office-365-from-microsoft-223.htm>).

To access Blackboard Ultra, go to <https://lms.gvsu.edu/ultra/> and enter your log in and password. Use of Blackboard Ultra is integral to this course. If you experience technical problems with Blackboard Ultra, contact the IT (it@gvsu.edu or 616-331-2101). The help website is <https://www.gvsu.edu/it/>.

Policies and Procedures

This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>. In addition, 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

Many students have visible or invisible disabilities and the university offers accommodations that allow them to be successful. If you have a documented disability or suspect you have an undocumented disability, please contact the Student Accessibility Resources office (215 The Blue Connection) by calling (331-2490) or emailing (access@gvsu.edu). If you need

accommodations, please provide me with your memo from Student Accessibility Resources. In addition, it is often helpful to discuss together the support you will need to be successful; these discussions will remain confidential. Furthermore, if you think you will need assistance evacuating the classroom and/or building in an emergency, please contact me so I can develop a plan to assist you.

Academic Integrity, Plagiarism, and Artificial Intelligence Tools

The materials presented in this class are copyright protected and may not be used without my prior consent. Intentional misuse of the intellectual property of another may subject the user to penalties up to and including dismissal. You are responsible for making yourself aware of and for understanding the policies and procedures that pertain to academic integrity including GVSU Student Code. It is your responsibility as a student to maintain academic integrity and not give any appearance of a violation.

GVSU is dedicated to advancing artificial intelligence (AI) technologies in a manner that is ethical, responsible, and aligned with our academic and community values. Generative AI tools, such as ChatGPT, can be extremely helpful when used thoughtfully and ethically. However, I also want to ensure you are learning the necessary course content and developing your critical thinking skills independent of these technologies. As a result, I have restrictions on the use of AI tools for our class as follows:

- **Acceptable AI Uses:**
 - Helping you study (e.g., explaining complex concepts in a simpler or different way to aid understanding)
 - Checking grammar or clarity in your own writing
 - Graphing scores for Classroom Reading Consultation Assignment
 - Creating handouts for presentations
- **Unacceptable AI Uses:**
 - Submitting AI-generated text as your own written work (i.e., copying full sentences); initial drafts of written assignments including reflections and case study should be your own original work
 - Completing exam/quizzes or in-class activities (unless directed to do so)
 - Replacing engagement with reading or lectures

Note: If unacceptable use of AI is suspected, a one-on-one conversation will be scheduled to discuss the issue. Further misuse of AI will be treated as academic misconduct.
- **Other AI Uses:** If you are unsure whether you can use AI for a purpose not outlined above, just ask! I will consider approving AI for other purposes *with prior permission*. You should discuss what you want to use and why you want to use it *before* use. Using AI for other purposes without prior approval will be considered unacceptable use.

You are capable of meeting expectations for this course. If you are concerned about how you are performing in the course, please come speak with me instead of considering academic misconduct. If you are uncertain about plagiarism or appropriate use of AI prior to submission of an assignment, project, or exam/quiz, come speak with me so I can assist you. There is no harm in asking if you are not sure if you are plagiarizing or if you can use AI. There *is* harm in

plagiarizing and then telling me afterwards that you did not know you did anything wrong. There is harm in using AI for an exam or assignment when it is unacceptable.

Canceled Classes

If classes are canceled at the university, I will contact you regarding plans for the course and any updates to the course schedule.

Attendance

If you cannot attend a class session for a university-defined “excused absence” (e.g., university sport, religious holiday, conference), please contact me *as soon as possible in advance* of the absence. In addition, you should connect with a classmate to obtain notes from the session. Refer to this [page](#) for the complete list of excused absences. I will also do my best to accommodate students with absences due to illness.

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. The consent form must be turned in for any associated assignment (i.e., case study) in order for it 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, and school.

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 as Microsoft Word documents 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. 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) unless otherwise noted.

Papers that utilize sources should use latest APA style when citing within text as well as in preparing the reference list.

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 me with at least one week’s notice and have a valid reason, I can provide extensions for most 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 separate “Assignment Descriptions” document and the additional information/rubrics on Blackboard for more information. Final grades will be based on the total points as indicated below:

<u>Assignment</u>	<u>Point Value</u>
Class Participation	10
Acadience Reading Instructor Check-Out	5
Reflections	30
Observation Practice	10
Assessment Tool Presentation	15
Classroom Reading Consultation	15
Case Study (Report & Presentation)	30
<u>Stat Chat Quiz</u>	<u>10</u>
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. An updated course schedule will be provided if changes are made.

(Week) Date	To Do BEFORE Class	Plan for DURING Class	To Do AFTER Class (in addition to preparing for following week)
(1) 8/28	<ul style="list-style-type: none"> • Watch syllabus and assignment overview videos • Read Ysseldyke et al. Chapters 1 & 7 (pdf posted) • Read Shapiro & Clemens pp. 18-24 • Watch posted video lectures • <i>Optional:</i> Review Acadience Reading Administration Manual pp. 1-7, 13-17, 39-54 (assigned for next week) 	<ul style="list-style-type: none"> • Introduction to Course • Introduction to MTSS • Acadience Reading Administration (FSF & LNF) 	<ul style="list-style-type: none"> • Write Reflection 1
(2) 9/4	<ul style="list-style-type: none"> • Turn in Reflection 1 • Read Acadience Reading Administration Manual pp. 1-7, 13-17, 39-98, 114-119 (pdf posted) • Watch posted Acadience video demos • Watch posted video lecture 	<ul style="list-style-type: none"> • Sign up for assessment tool presentations • Acadience Reading Administration (PSF, NWF, ORF w/ Retell) 	<ul style="list-style-type: none"> • Schedule & prep for Acadience check-out • Review assessment tool presentation information & start some initial research
(3) 9/11	<ul style="list-style-type: none"> • Read Shapiro & Clemens Chapter 3 • Review Shapiro & Clemens Workbook pp. 7-20, 21-40 • Read BP Data-Based & Collaborative Decision Making Chapter 5 (pdf posted) • Read Ysseldyke et al. pp. 49-58 (pdf posted) • Watch posted video lectures 	<ul style="list-style-type: none"> • Introduction to Problem-Solving Model • RIOT/ICEL • Stat Chat: Quantitative Concepts 	<ul style="list-style-type: none"> • Prep for Acadience check-out (if not already done) • Start Reflection 2 (any time after you complete Acadience Reading check-out) • Be working on assessment tool presentation • Review Case Study, Classroom Reading Consultation, and Observation Practice assignment information • Consult with practicum teacher and send home a case study consent form
(4) 9/18	<ul style="list-style-type: none"> • Read Daly et al., 1997 (pdf posted) • Read old BP Data-Based & Collaborative Decision Making Chapter 20 (pdf posted) • Read Ysseldyke, Chaparro, & VanDerHeyden pp. 58-77 (pdf posted) • Watch posted video lectures 	<ul style="list-style-type: none"> • Continue RIOT/ICEL • Functional/Task Assessment • Stat Chat: Score Meaning & Norms 	<ul style="list-style-type: none"> • Write Reflection 2 (any time after you complete Acadience Reading check-out) • Be working on assessment tool presentation • Begin practice observations

(Week) Date	To Do BEFORE Class	Plan for DURING Class	To Do AFTER Class (in addition to preparing for following week)
(5) 9/25	<ul style="list-style-type: none"> • Turn in assessment tool presentation/handout (if applicable) • Turn in Reflection 2 • Read Shapiro & Clemens pp. 144-179 • Read BP Vol 1 Chapter 7 (pdf posted) • Read BP Vol 2 Chapter 2 (pdf posted) • Read Ysseldyke et al. pp. 79-97 (pdf posted) • Watch posted video lectures 	<ul style="list-style-type: none"> • Reading Part 1 • Stat Chat: Reliability • Assessment Tool Presentations 	<ul style="list-style-type: none"> • Start Reflection 3 • Work on getting data for Classroom Reading Consultation • Start Case Study (after you get consent) • Conduct practice observations • Write Reflection 4 (any time after you get your presentation video)
(6) 10/2	<ul style="list-style-type: none"> • Turn in assessment tool presentation/handout (if applicable) • Review Shapiro & Clemens Workbook pp. 45-63 • Read/listen to news article/podcast (link posted on Blackboard) • Read BP Vol 2 Chapter 18 (pdf posted) • Read Ysseldyke et al. pp. 97-105 (pdf posted) • Watch posted video lectures 	<ul style="list-style-type: none"> • Reading Part 2 • Stat Chat: Validity • Assessment Tool Presentations 	<ul style="list-style-type: none"> • Write Reflection 3 • Write Reflection 4 (any time after you get your presentation video) • Work on parts of Case Study (after consent) • Conduct practice observations • Gather data for Classroom Reading Consultation
(7) 10/9	<ul style="list-style-type: none"> • Turn in assessment tool presentation/handout (if applicable) • Turn in Reflection 3 • Read Shapiro & Clemens pp. 179-192 • Review Shapiro & Clemens Workbook pp. 65-80 • Read BP Vol 1 Chapter 8 (pdf posted) • Read BP Vol 2 Chapter 3 (pdf posted) • Read Ysseldyke et al. Chapter 10 (pdf posted) • Watch posted video lectures 	<ul style="list-style-type: none"> • Math • Stat Chat: More Reliability & Validity • Assessment Tool Presentations 	<ul style="list-style-type: none"> • Write Reflection 4 (any time after you get your presentation video) • Finish Observation Practice assignment • Work on Case Study & schedule meeting once required parts are done • Gather data for Classroom Reading Consultation
(8) 10/16	<ul style="list-style-type: none"> • Turn in assessment tool presentation/handout (if applicable) • Turn in Observation Practice • Read Shapiro & Clemens pp. 192-202 • Review Shapiro & Clemens Workbook pp. 81-97 • Read BP Vol 2 Chapter 4 (pdf posted) • Watch posted video lectures 	<ul style="list-style-type: none"> • Writing & Spelling • Stat Chat: Screening • Assessment Tool Presentations 	<ul style="list-style-type: none"> • Write Reflection 4 (any time after you get your presentation video) • Work on Case Study & schedule meeting once required parts are done • Gather data for Classroom Reading Consultation • Check out & share WISC kits/manuals

(Week) Date	To Do BEFORE Class	Plan for DURING Class	To Do AFTER Class (in addition to preparing for following week)
(9) 10/23	<ul style="list-style-type: none"> • Turn in Practice Graph Activity (ungraded) • Turn in Stat Chat Quiz 	NO CLASS: MASP CONFERENCE	<ul style="list-style-type: none"> • Work on Classroom Reading Consultation • Work on Case Study
(10) 10/30	<ul style="list-style-type: none"> • Turn in assessment tool presentation/handout (if applicable) • Read old BP Data-Based & Collaborative Decision Making Chapter 10 (pdf posted) • Watch posted video lecture 	<ul style="list-style-type: none"> • Digging Deeper: CBE & Diagnostics • Assessment Tool Presentations 	<ul style="list-style-type: none"> • Write Reflection 4 (any time after you get your presentation video) • Work on Classroom Reading Consultation • Work on Case Study & schedule meeting once required parts are done
(11) 11/6	<ul style="list-style-type: none"> • Turn in assessment tool presentation/handout (if applicable) • Read Ysseldyke et al. Chapter 8 (pdf posted) • Read Shapiro & Clemens Chapter 7 	<ul style="list-style-type: none"> • Assessment Tool Presentations • Stat Chat: Progress Monitoring • Applied activities 	<ul style="list-style-type: none"> • Write Reflection 4 • Work on Classroom Reading Consultation • Schedule second case study meeting (meeting can be e-mail check-in)
(12) 11/13	<ul style="list-style-type: none"> • Turn in Reflection 4 • Readings to be determined 	<ul style="list-style-type: none"> • Application & Discussion • Stat Chat: Rating Scales 	<ul style="list-style-type: none"> • Write Reflection 5 • Finish Classroom Reading Consultation
(13) 11/20	<ul style="list-style-type: none"> • Turn in Reflection 5 • Turn in Classroom Reading Consultation • Readings to be determined 	<ul style="list-style-type: none"> • Application & Discussion 	
(14) 11/27		NO CLASS: THANKSGIVING	
(15) 12/4	<ul style="list-style-type: none"> • Read Kranzler & Floyd (2013)- Chapters 1 & 4 (pdf posted) • Read Ysseldyke et al. Chapter 17 (pdf posted) 	<ul style="list-style-type: none"> • Wrap-Up • Intro to Standardized IQ Testing 	<ul style="list-style-type: none"> • Write Reflection 6 • Finish Case Study Report • Prepare & practice Case Study Presentation
(Exams)	<ul style="list-style-type: none"> • Turn in Case Study Report (by 12/11 at 8:30am) • Turn in Reflection 6 (by 12/11 at 8:30am) • Case Study Presentations to be scheduled in small group meetings 		