

Grand Valley State University
PSY 622: Educational Assessment (Assessment I)
Fall 2023

Instructor: Abby Warmuskerken, Psy.S. Course Time: Thurs 8:30–11:20 AM
Office: 2135 Au Sable Hall (Kristen’s Office) Course Location: 1117 ASH
E-mail: warmuska@gvsu.edu
Office Hours: Available Thurs in between your classes or set up Zoom 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

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. Analyze factors that impact student learning of academic skills.
2. Critically evaluate the underlying assumptions and key components of assessing student performance using a problem-solving approach.
3. Compare and contrast the use of traditional and functional assessment devices/tools to determine student academic/behavioral needs in problem identification, problem analysis, intervention development/implementation and evaluation.
4. Conduct both systematic and anecdotal instructional/behavioral observations to identify factors that may be impacting student performance.
5. Administer, score, and analyze a variety of assessment devices/tools following standardized procedures.
6. Conduct a diagnostic assessment and develop instructional recommendations for a student.
7. Summarize, interpret, and report assessment data to teachers and parents, orally and in written reports.
8. Apply the legal and ethical standards and multicultural issues that must be considered in relation to the selection, administration, and interpretation of assessment devices/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

- 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* (previous 4-volume set). These previous edition chapters will be made available as pdfs 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, “lab” time, 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. “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 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, go to <https://mybb.gvsu.edu/> and enter your log in and password. Check the current [technical requirements](#) to use Blackboard and preferred browser information. Use of Blackboard is integral to this course. If you experience technical problems with Blackboard, 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 Disability Support Resources office (215 The Blue Connection) by calling (331-2490) or emailing (dsrgvsu@gvsu.edu). If you need accommodations, please provide me with your memo from Disability Support 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 and Plagiarism

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.

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 prior to submission of an assignment, project, or exam, come speak with me so I can assist you. 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, 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. Consent forms must be turned in for any 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 they 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 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 APA style (7th edition) 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 | 25 |
| Observation Practice | 10 |
| Assessment 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. 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) 8/31 | <ul style="list-style-type: none"> ● Watch syllabus and assignment overview videos ● Read Shapiro pp. 1-23, 31-57 ● Read Ysseldyke, Chaparro, & VanDerHeyden Chapters 1 & 7 (book for PSY 510) ● Watch posted video lectures ● Optional: Review Acadience Reading Administration Manual pp. 1-7, 13-17, 39-54 (assigned for next week) | Bring <ul style="list-style-type: none"> ● Clipboard, timer, pencils Topics: <ul style="list-style-type: none"> ● Introduction to Course ● Introduction to MTSS ● Acadience Reading Administration (LNF & FSF) | <ul style="list-style-type: none"> ● Schedule Acadience check-out ● Write Reflection 1 |
| (2) 9/7 | <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 on Blackboard) ● Watch posted Acadience video demos ● Watch posted video lecture | Sign up for assessment tool presentations Bring <ul style="list-style-type: none"> ● Clipboard, timer, pencils Topics: <ul style="list-style-type: none"> ● Acadience Reading Administration (PSF, NWF, ORF w/ Retell) | <ul style="list-style-type: none"> ● Prepare for Acadience check-out ● Review assessment tool presentation information & start some initial research |
| (3) 9/14 | <ul style="list-style-type: none"> ● Read Shapiro Chapter 3 ● Read Shapiro Workbook pp. 7-22, 35-56 ● Read <i>old</i> BP Data-Based & Collaborative Decision Making Chapters 2 & 5 (pdfs on Blackboard) ● Watch posted video lecture | Topics: <ul style="list-style-type: none"> ● Assessment Ethics ● Introduction to Problem-Solving Model ● RIOT/ICEL | <ul style="list-style-type: none"> ● Prepare 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 |

| | | | |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (4) 9/21 | <ul style="list-style-type: none"> • Read Daly et al., 1997 (pdf on Blackboard) • Read <i>old</i> BP Data-Based & Collaborative Decision Making Chapter 20 (pdf on Blackboard) • Watch posted video lecture | Bring <ul style="list-style-type: none"> • Laptop Topics: <ul style="list-style-type: none"> • Continue RIOT/ICEL • Functional/Task Assessment | <ul style="list-style-type: none"> • Prepare for Acadience check-out (if not already done) • Write Reflection 2 (any time after you complete Acadience Reading check-out) • Be working on assessment tool presentation • Consult with practicum teacher and send home a case study consent form • Review Case Study, Classroom Reading Consultation, and Observation Practice assignment information • Begin practice observations |
| (5) 9/28 | <ul style="list-style-type: none"> • Turn in assessment tool presentation/handout (if applicable) • Turn in Reflection 2 • Read Shapiro pp. 133-148, 212-236, 254-272 • Read Shapiro Chapter 5 • Read <i>old</i> BP Data-Based & Collaborative Decision Making Chapter 11 (pdf on Blackboard) • Watch posted video lecture | Topics: <ul style="list-style-type: none"> • Reading | <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 |
| (6) TUES 10/3 | <ul style="list-style-type: none"> • Turn in assessment tool presentation/handout (if applicable) • Read Shapiro Workbook pp. 59-78 • Read/listen to news article/podcast (link posted on Blackboard) • Watch posted video lecture | Topics: <ul style="list-style-type: none"> • Reading | <ul style="list-style-type: none"> • Write Reflection 3 • Work on parts of Case Study (after consent) • Conduct practice observations • Gather data for Classroom Reading Consultation |
| (7) 10/12 | <ul style="list-style-type: none"> • Turn in assessment tool presentation/handout (if applicable) • Turn in Reflection 3 • Read Shapiro pp. 148-158, 237-244, 272-281 • Read Shapiro Workbook pp. 79-96 • Read <i>old</i> BP Data-Based & Collaborative Decision Making Chapters 14 & 15 (pdfs on Blackboard) • Watch posted video lecture | Topics: <ul style="list-style-type: none"> • Math | <ul style="list-style-type: none"> • Finish Observation Practice assignment • Work on Case Study & schedule meeting once required parts are done • Gather data for Classroom Reading Consultation |

| | | | |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (8) 10/19 | <ul style="list-style-type: none"> ● Turn in assessment tool presentation/handout (if applicable) ● Turn in Observation Practice ● Read Shapiro pp. 158-166, 244-252, 281-288 ● Read Shapiro Workbook pp. 97-116 ● Read <i>old</i> BP Data-Based & Collaborative Decision Making Chapters 12 & 13 ● Watch posted video lecture | <p>Topics:</p> <ul style="list-style-type: none"> ● Writing & Spelling | <ul style="list-style-type: none"> ● Work on Case Study & schedule meeting once required parts are done ● Gather data for Classroom Reading Consultation ● Check out & share WISC kits/manuals |
| (9) 10/26 | <ul style="list-style-type: none"> ● Turn in assessment tool presentation/handout (if applicable) ● Read <i>old</i> BP Data-Based & Collaborative Decision Making Chapter 10 (pdf on Blackboard) ● Review NCII website on Diagnostic Data (linked on Blackboard) ● Watch youtube video (linked on Blackboard) ● Watch posted video lectures | <p>Bring</p> <ul style="list-style-type: none"> ● Laptop <p>Topics:</p> <ul style="list-style-type: none"> ● Digging Deeper: CBE & Diagnostics | <ul style="list-style-type: none"> ● Write Reflection 4 ● Work on Classroom Reading Consultation ● Work on Case Study ● Check out & share WISC kits/manuals |
| (10) 11/2 | <ul style="list-style-type: none"> ● Read Shapiro Workbook pp. 147-188 ● Read Kranzler & Floyd (2013)- Chapter 1 (pdf on Blackboard) ● Watch posted video lecture | <p>Bring</p> <ul style="list-style-type: none"> ● Laptop with Microsoft Excel <p>Topics (Kristen):</p> <ul style="list-style-type: none"> ● Graphing ● Introduction to Standardized Tests & IQ Testing | <ul style="list-style-type: none"> ● Work on Classroom Reading Consultation ● Work on Case Study & schedule meeting once required parts are done ● Check out & share WISC kits/manuals |
| (11) 11/9 | <ul style="list-style-type: none"> ● Read WISC-V manual pp. 21-54, 77-188 (Plan ahead as you must share; we have 6 complete kits and 2 extra manuals) ● Watch posted video lecture ● Watch demo videos on Blackboard prior to class | <p>Bring</p> <ul style="list-style-type: none"> ● WISC kits & manuals ● Clipboard, timer, pencils ● WISC Questions <p>Topics (Kristen):</p> <ul style="list-style-type: none"> ● WISC Administration & Scoring | <ul style="list-style-type: none"> ● Review WISC manuals & video demos as needed ● Schedule WISC with second year (for WISC peer protocol) ● Schedule second case study meeting (meeting can be e-mail check-in) ● Finish Classroom Reading Consultation |

| | | | |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (12) 11/16 | <ul style="list-style-type: none"> Review last week's readings/demos as needed Turn in Classroom Reading Consultation | Bring <ul style="list-style-type: none"> WISC kits & manuals Clipboard, timer, pencils WISC Questions Topics (Kristen): <ul style="list-style-type: none"> WISC Administration & Scoring | <ul style="list-style-type: none"> Start Reflection 4 Finish WISC Peer Protocol Sign up & prepare for WISC Instructor Check-out (with Kristen) |
| (13) 11/23 | No class (Thanksgiving) | | |
| (14) 11/30 | <ul style="list-style-type: none"> None | Bring <ul style="list-style-type: none"> WISC kits & manuals Clipboard, timer, pencils WISC Questions Topics (Kristen): <ul style="list-style-type: none"> WISC Administration & Scoring | <ul style="list-style-type: none"> Write Reflection 4 Finish WISC Peer Protocol Prepare for WISC Instructor Check-out with Kristen |
| (15) 12/7 | <ul style="list-style-type: none"> Turn in Reflection 4 Turn in WISC Peer Protocol | Topics: <ul style="list-style-type: none"> Brief intro to WISC Interpretation Wrap-Up | <ul style="list-style-type: none"> Write Reflection 5 Finish Case Study Report Prepare & practice Case Study Presentation |
| (Exams) | <ul style="list-style-type: none"> Turn in Case Study Report (12/14 8:30am) Turn in Reflection 5 (12/14 8:30am) Case Study Presentations to be scheduled in small groups (likely Tues/Thurs) Individual meetings for WISC Feedback to be scheduled (likely Tues/Thurs) | | |