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## Instructional Assessment in School Psychology (SPSY 67995/ SPSY 77995)

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Course Instructor: Richard J. Cowan, Ph.D., NCSP

Instructor's Contact Information: 407-I White Hall; E-mail: rcowan1@kent.edu; Phone: 330.672.4450

Required Texts: (Available at bookstore).

- Sattler, J. M. (2001). *Assessment of children: Cognitive applications* (4<sup>th</sup> ed). La Mesa, CA: Jerome M. Sattler Publishers, Inc.
- Shapiro, E. S. (2004). *Academic skills problems: Direct assessment and intervention* (3<sup>rd</sup> ed). New York: Guilford Press.
- Shapiro, E. S. (2004). *Academic skills problems workbook* (Revised ed.). New York: Guilford Press.
- Ysseldyke, J. & Christenson, S. (2002). *Functional assessment of academic behavior: Creating essential learning environments*. Longmont, CO: Sopris West.

Additional Required Readings:

- Ohio State Standards for Education (Grades K-12); Sattler (2001; Behavioral/Clinical), Chapter 8
- Additional readings will be made available through IRC (221 White Hall).

Course Objectives:

- To provide a context from which to understand the necessity of conducting academic assessments.
- Participants will learn specific strategies to conduct interviews with students, parents, teachers, and other adults regarding the academic performance of students.
- Participants will learn specific strategies to conduct a records review as part of a thorough assessment.
- Participants will learn to administer and score standardized academic assessment and visual-motor coordination measures.
- Participants will learn to administer and score curriculum-based measures of academic performance.
- Participants will learn to conduct instructional-environmental assessments of academic performance.
- To address concerns with individuals of diverse cultural and ethnic backgrounds.
- Participants will demonstrate the ability to identify assessment/referral questions and to develop an assessment plan to address those questions.
- Participants will demonstrate the ability to (a) integrate assessment information across multiple approaches, measures, sources, and contexts, and (b) produce high quality oral and written reports to clients that integrate the information, with specific emphasis on addressing the referral question(s).

Instructional Methods: Instruction will take place through illustrative lectures, discussions, small and large group activities, and student-lead discussions. Active participation is required of all students enrolled. I am not the sole source of information, nor am I all-knowing! Please think of me as a facilitator – not a unidirectional lecturer. In order to facilitate learning in this course, everyone will: READ (regular readings will be assigned, to serve as a foundation for discussion); WRITE (each student will complete writing and technology-based

assignments); TEACH (everyone will have a chance to facilitate learning, not only the instructor!); and DISCUSS (I believe learning occurs through sharing, assimilating and accommodating knowledge).

Policy on Grading: Student proficiency is graded by letter grades as follows: *A* indicates superior attainment, *B* indicates average attainment, *C* indicates below average attainment, and *D* indicates far below average attainment. Grades of *B* will be assigned to students who demonstrate mastery of the curriculum content but whose performance is not exemplary. Grades below *B* will be assigned when students do not demonstrate mastery. Each student's grade will be determined by his/her performance on the course requirements (Additional Information Below).

Policy on Plagiarism: Plagiarism is a serious ethical violation. Any attribution of another's work as one's own without appropriate credit is plagiarism. This applies whether information is obtained from print, presentation, electronic, and/or other sources. Plagiarism detected in this course will be handled in accordance with departmental and Kent State University-based policy regarding this serious ethical violation.

Students Experiencing Disabilities: University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note that you must verify your eligibility for accommodations through Student Disability Services (contact 330-672-3391 or visit [www.kent.edu/sds](http://www.kent.edu/sds) for more information on registration procedures).

Diversity Statement: All students are expected to demonstrate respect for individuals who are culturally diverse. This course attempts to address issues of diversity and individual differences through lectures, discussions, and assignments. Students are encouraged to raise questions or issues regarding diversity within class activities.

#### Course Requirements:

1. **Class Attendance and Participation.** Given the interactive nature of this course, attendance is critical. Each absence will result in a loss of points. Active participation includes, but is not limited to, actively listening to others, elaborating on in-class discussions, and participating in hands-on learning activities that occur in class. Let's work together to make this a great course!
2. **\*\*Norm-Referenced Test Administrations and Write-Ups.** Each student will administer at least one WJ-III-ACH and at least one WIAT-II (a minimum of two protocols; each protocol must involve a different child). This portion of your grade will be determined by the proper use of the standardized instrument, appropriate scoring of test protocols, clarity in reporting responses, following administration instructions, and completing a valid write-up (report section) for that test. **Must videotape WIAT-II.** (See rubric below).
3. **\*\*CBA in Reading, Math, and Written Expression.** For each of the children who participate in the norm-referenced test, you will need to complete CBA across three domains (i.e., reading, math, written expression), following the protocol prescribed during lecture. This assessment will occur during a second session with the child, following lecture on these materials. This portion of your grade will be determined by the proper use of the standardized protocol described during lecture, proper selection and use of related materials, clarity in reporting technique and responses, and completing a valid write-up (report section) for the three separate CBA domains. Be sure to hand in the following: A write up as it would appear in a report; A summary of procedures (separate from write-up); Copies of all probes; A paragraph describing what you would have done differently ("would have, could have, should have") (Please see rubrics below).

4. **Assessment Report.** Each student will be required to complete a comprehensive report interpreting and detailing the results of one set of norm-referenced (i.e., WJ-III or WIAT-II, + VMI) and non-normative (i.e., CBA) protocols. In order to complete a valid report, it will be necessary to complete a parent and child interview for each participant. You will be provided with examples and given extensive feedback. Expect that you will be editing and/or re-writing these reports. This does not mean you are a poor writer; rather, it indicates you are learning a new skill that will require time to master. I want to help you achieve maximum success and will do everything I can to help you master this type of writing (which is likely different from anything you have done in the past). If the first report is not satisfactory, you may need to do another.
5. **In-Class Presentation.** Each student will participate in a team-based presentation. Teams will sign up for the following pre-determined topics:  
  
Day One: The FAAB (11/30/05)  
Group 1: Ch 1 – The What, Why, When, and Where of FAAB  
Group 2: Ch 2 – How to Use FAAB  
Group 3: Ch 3 – Using FAAB Results to Plan Interventions  
  
Day Two: Supplemental Assessment Tools (12/07/05)  
Group 1: The Brigance Diagnostic Comprehensive Inventory of Basic Skills-Revised  
Group 2: Test of Written Language-Third Edition (TOWL-3)  
Group 3: Woodcock Johnson Reading Mastery Tests (WJ-III Supplement)
6. **Curriculum-Based Measurement Norming.** Each student will participate in a school-based CBM norming activity. CBM will include measures of reading, math, spelling, and/or written expression. The instructor will make regular announcements regarding upcoming opportunities. In addition, this is an activity that may be supported through Practicum I. This assignment includes a one page reaction paper.
7. **\*\*VMI.** Each student will complete at least one VMI protocol as related to one of the child participants. This portion of your grade will be determined by the proper use of the standardized instrument, appropriate scoring of test protocol, clarity in reporting responses, and following administration instructions. You need to complete a write-up and incorporate into the final report. **Must videotape this administration.**

\*\*Although some students will demonstrate mastery upon completing the minimum number of required standardized protocols (i.e., WJ-III, WIAT-II, CBA, VMI), because this portion of the student's grade is based on mastery some individual students may need to complete additional protocols in order to demonstrate mastery of this course requirement. This will be determined individually as the semester progresses and may result in an incomplete until the requirement is fulfilled. The same may hold true for the report writing assignment.

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**PLEASE NOTE:** You must have parent consent prior to beginning any assessment (form attached letter). In addition, when you talk to the parent you must tell them that because you are in training, the assessment results are likely to be invalid and you will not be able to tell them how their child performed on the assessment measures. This activity is purely a training exercise. Please see the instructor if you have any questions.

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### Assignment Points Breakdown:

Component:	Points:	Notes:
Class Attendance/Participation 14 days @ 5 points each	<b>70</b>	Each absence will result in a loss of 5 points, as will minimal participation (I do not anticipate a problem with this).
WJ-III Administration, Scoring, and Write-Up (See Rubric A)	<b>75</b>	If your child is unavailable for testing (due to illness or other situation), notify instructor immediately and make arrangements for late work. If the instructor is not notified in advance, late points (5/day) will be taken off the relevant assignment.
WIAT-II Administration, Scoring, and Write-Up (See Rubric A)	<b>75</b>	If your child is unavailable for testing (due to illness or other situation), notify instructor immediately and make arrangements for late work. If the instructor is not notified in advance, late points (5/day) will be taken off the relevant assignment.
CBA: Reading, Math, Written Expression (See Rubric B) 2 @ 50 points each	<b>100</b>	If your child is unavailable for testing (due to illness or other situation), notify instructor immediately and make arrangements for late work. If the instructor is not notified in advance, late points (5/day) will be taken off the relevant assignment.
Assessment Report (See Rubric C)	<b>50</b>	Late reports will not be accepted.
In-Class Presentation (See Appendix)	<b>50</b>	Make this both informative and INTERESTING!
CBM Norming Assignment	<b>50</b>	You may complete and hand in this assignment at any point during the semester; the sooner, the better. The absolute deadline is contained in the course timeline below.
VMI Administration and Scoring (See Rubric D)	<b>30</b>	Late protocols will not be accepted.
<b>TOTAL POINTS POSSIBLE</b>	<b>500</b>	<b><u>Points for Grading:</u></b> <b>451-500 = A</b> <b>401-450 = B</b> <b>350-400 = C</b>

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**Tentative Course Timeline**  
**(Subject to Change, As Deemed Appropriate and/or Necessary)**

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Date:

Topic: Introductions, Course Syllabus, Definition of Academic and Non-normative Assessment

Readings: Syllabus

Date:

Topic: Introduction and Purpose of Academic and Non-normative Assessment; Measurement Stats Review

Readings: Sattler (2001; Cognitive), Chapters 1, 2, 4, and 7

Date:

Topic: Norm-Referenced Academic Assessment (WJ-III)

Readings: WJ-III Examiner's Manual and Examiner Training Workbook  
Sattler (2001; Cognitive), Chapters 17, 18

Date:

Topic: Norm-Referenced Academic Assessment (WJ-III); Overview of Write-Up

Readings: WJ-III Examiner's Manual and Examiner Training Workbook  
Sattler (2001; Cognitive), Chapters 17, 18

Date:

Topic: Norm-Referenced Academic Assessment (WJ-III; WIAT-II)

Readings: WJ-III Examiner's Manual and Examiner Training Workbook  
WIAT-II Manual  
Sattler (2001; Cognitive), Chapters 17, 18

**DUE: WJ-III Protocol and Write-Up**

Date:

**Shannon will return protocols and answer questions and give general feedback.**

Topic: Norm-Referenced Academic Assessment (WIAT-II)

Readings: WIAT-II Manual  
Sattler (2001; Cognitive), Chapters 17, 18

Date:

Topic: Norm-Referenced Academic Assessment (WIAT-II)

Readings: WIAT-II Manual  
Sattler (2001; Cognitive), Chapters 17, 18

Date:

Topic: Overview of Non-normative Assessment (CBA and CBM)

Readings: Shapiro (2004; Text), chapters 1, 2, 4, and 7  
Shapiro (2004; Workbook), pp.55-113

**DUE: WIAT-II Protocol and Write-Up**

(Continued)



**Grading Rubric A: Criteria for WJ-III and WIAT-II**

Student's name:

Test Given:

Date protocol received:

Date protocol graded:

Points Possible:	Points Earned:	Description:
10		<ul style="list-style-type: none"> <li>• Correct use of the protocol (e.g., follows start and discontinue rules)</li> </ul>
10		<ul style="list-style-type: none"> <li>• Correct scoring of individual items/responses on subtests</li> </ul>
10		<ul style="list-style-type: none"> <li>• Correct conversion of raw scores to scaled scores</li> </ul>
10		<ul style="list-style-type: none"> <li>• Correct conversion of scaled scores to broad scores</li> </ul>
10		<ul style="list-style-type: none"> <li>• Overall thoroughness of the protocol, including observations</li> </ul>
10		<ul style="list-style-type: none"> <li>• Write-Up Follows Model</li> </ul>
<u>15</u>		<ul style="list-style-type: none"> <li>• Clarity of Write-Up</li> </ul>
75		<ul style="list-style-type: none"> <li>• TOTAL POINTS</li> </ul>

**Comments/Feedback:**

**Grading Rubric B: Criteria for CBA**

Student's name:

Protocol #: 1 2 Other \_\_\_\_\_

<b>10</b>		<ul style="list-style-type: none"><li>• Follows in-class protocol for CBA: Reading, including summary</li></ul>
<b>10</b>		<ul style="list-style-type: none"><li>• Follows in-class protocol for CBA: Math, including summary</li></ul>
<b>10</b>		<ul style="list-style-type: none"><li>• Follows in-class protocol for CBA: Written Expression, including summary</li></ul>
<b>10</b>		<ul style="list-style-type: none"><li>• Proper selection of curriculum probes (e.g., math level)</li></ul>
<b><u>10</u></b>		<ul style="list-style-type: none"><li>• Clarity and Accuracy of the Write-up</li></ul>
<b>50</b>		<ul style="list-style-type: none"><li>• TOTAL POINTS</li></ul>

**Comments/Feedback:**

## Grading Rubric C: Criteria for Reports

Student's name:

Points Possible	Points Earned:	Description:
5		<ul style="list-style-type: none"> <li>• Includes Developmental History</li> </ul>
5		<ul style="list-style-type: none"> <li>• Includes Mention of Vision and Hearing Screening</li> </ul>
5		<ul style="list-style-type: none"> <li>• Includes mock data from an in-class observation</li> </ul>
5		<ul style="list-style-type: none"> <li>• Contains specific reason for testing</li> </ul>
5		<ul style="list-style-type: none"> <li>• Correct identifying information (chronological age, etc.)</li> </ul>
5		<ul style="list-style-type: none"> <li>• Organization (i.e., readability, spelling, grammar, absence of jargon, utility, length, etc.)</li> </ul>
5		<ul style="list-style-type: none"> <li>• Clear, concise, and relevant documentation of observations regarding test performance</li> </ul>
5		<ul style="list-style-type: none"> <li>• Contains a statement regarding the overall validity of the test results</li> </ul>
5		<ul style="list-style-type: none"> <li>• Results clearly presented and interpreted</li> </ul>
<u>5</u>		<ul style="list-style-type: none"> <li>• Clear and appropriate weaving of information in summative form.</li> </ul>
<b>50</b>		<b>TOTAL POINTS FOR REPORT</b>

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(See Draft of Report for More Specific Guidelines)

<b>Grading Rubric D: Criteria for VMI</b>
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Student's name:	Date Received:
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<b>10</b>		<ul style="list-style-type: none"><li>• Properly uses the protocol</li></ul>
<b>10</b>		<ul style="list-style-type: none"><li>• Accurately administers the protocol</li></ul>
<b><u>10</u></b>		<ul style="list-style-type: none"><li>• Accurately scores the protocol</li></ul>
<b>30</b>		<ul style="list-style-type: none"><li>• TOTAL POINTS POSSIBLE</li></ul>

<b>Comments/Feedback:</b>
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**Appendix A: Consent Form for Assessment Battery**

(Use Kent State Letterhead)  
(Today's Date)

Dear (insert parent/guardian's name):

I am currently taking a course, "Assessment in School Psychology," taught by Dr. Richard Cowan, Assistant Professor of School Psychology at Kent State University. The class is composed of graduate students who are learning to become school psychologists. As a requirement of this class, we are expected to give a variety of individual academic achievement tests to a child. For me to meet this requirement, I would like your permission to give one or more achievement tests to your child. The total administration time of each test should take no more than two hours and will take place at a time that is most convenient for you and your child.

At the completion of this course, I should be able to select appropriate educational achievement assessment techniques, correctly administer and score the tests, and write clear and concise interpretative reports. However, at this time, I will just be learning to administer the test instruments, and the results I obtain may not be reliable or valid. As a result, it would be inappropriate to discuss the results I obtain with you.

Information obtained from your child's results will be kept strictly confidential and will be shared only with my course instructor. However, I am legally required to break this confidentiality if it is suspected that your child may be at risk for harm to self or others. I may also be required to notify proper authorities if there is reasonable suspicion of a child being neglected and/or abused.

If your child does participate, he or she will gain valuable experience in taking these tests. The achievement tests are usually interesting and challenging to most children. Allowing your child to participate will enable me to gain valuable practice and experience in giving these tests. If you have any questions or require additional information, please do not hesitate to contact Dr. Cowan directly at 330.672.4450.

Thank you for your consideration of this request.  
Sincerely,

(insert your name)  
*School Psychology Graduate Student,  
Kent State University*

Telephone Number: \_\_\_\_\_ Email: \_\_\_\_\_

\_\_\_\_\_ I **GIVE** my consent for \_\_\_\_\_ (*my child's name*) to be given an individual achievement assessment.

\_\_\_\_\_ I **DO NOT GIVE** consent to allow my child to participate in the administration of an individual achievement test.

Parent or Guardian's Signature: \_\_\_\_\_

Today's Date: \_\_\_\_\_

(Note: I will send a copy of this over the listserv)

## Appendix B: Information to Include in Group Presentation of Supplemental Assessment Tools

I. Test Title, Abbreviation, Publisher, & Test Date

For example: The Amazing Test of Mathematical Abilities (ATMA), Wonderful Publishing Company, 2000, developed by Ima Smartypants.

II. Description/Type of Instrument: Intelligence, Achievement, Behavior Rating Scale, etc., Appropriate/Inappropriate Uses of Instrument

For example: The Amazing Test of Mathematical Abilities (ATMA) is a norm-referenced, standardized measure of mathematical abilities. This instrument assesses mathematical skills ranging from pre-numeracy to advanced differential calculus.

III. Psychometric Information – include brief statements concerning validity, reliability, and normative sample information

For example: The ATMA was standardized on North American school children using 1991 census data to ensure adequate representation of all demographic groups. However, only typically developing children were used and sample characteristics fail to describe inclusion of any individuals with disabilities. Psychometrically, the ATMA has strong concurrent validity with several other mathematical achievement measures (e.g. KeyMath) and construct validity established through CHC theory. Reliability data reveals the ATMA is stable over a year's time with adequate test-retest and internal consistency.

IV. Age Ranges for Instrument

For example: 6-0 to 16-11 years old

V. Types of Scores Provided

For example: Standard Scores, Percentile Ranks, Scaled Scores, W Scores, Age/Grade Equivalents, RPI

VI. Subtests (include an entry for each subtest)

a. Name and describe each subtest

b. Administration hints or special instructions for each subtest

c. Scoring – special scoring instructions or other unique aspects of scoring process

VII. Advantages and Disadvantages of the Instrument.