

**Psychology 285: Assessment of Learning and Developmental Problems**  
Fall MW 10:00 – 11:50 a.m. Science II – 238

Dr. Hong Ni

Office Hours: Monday. 2-3, Wednesday: 2-4 Friday: 2-3

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**Required Course Materials and Texts:**

Armstrong, T. (2006) The Best Schools. Association for Supervision & Curriculum Development.

Brown-Chidsey, R, Steege, M. (2005). Response to Intervention: Principles and strategies for effective practice. Guilford Press.

Rhodes, R. L., Ochoa, S. H., & Ortiz, S. O. (2005) Assessing culturally and linguistically diverse students: A practical guide. Guilford.

Salvia, J. & Ysseldyke, J. E. (2007). Assessment in Special and Inclusive Education (10<sup>th</sup> Edition). Boston: Houghton Mifflin Company.

Sheridan, S. & Gutkin, T. (2000). The Ecology of School Psychology: Examining and changing our paradigm for the 21<sup>st</sup> century. School Psychology Review, 29, 485-501.

Thomas, A., & Grimes, J. (2008). Best practices in school psychology-V. Washington, DC: National Association of School Psychologists.

Wright, J. Intervention Central homepage. [www.interventioncentral.org](http://www.interventioncentral.org) – course materials for Curriculum Based Measurement

Students must have access to a computer and internet tools such as e-mail, Blackboard, and the Madden Library. Several articles and resources are accessible through internet services.

Additional readings may be assigned by the professor as needed. The professor has the right to make any necessary changes to this syllabus due to extenuating circumstances at her discretion.

**Course Prerequisites**

The student must be admitted to the School Psychology program, be in at least his/her second year of the program (i.e., completed 30 units). Students should have completed Psychology 284 and have a background in child development and human learning.

**Course Description**

Psychology 285 is a 4-unit course that will provide students with skills in administering, scoring, and interpreting measures of learning and school achievement. The course will cover both traditional and alternative assessment techniques, including curriculum-based measures. Students will be familiar with the administration and interpretation of test instruments to identify student strengths and weaknesses in study and academic skills. Emphasis will be placed on appropriately linking referral questions with assessment instruments and techniques that assist in education program planning. In addition, multicultural and diversity issues will be a thread throughout all aspects of the course.

## Course Goals and Objectives

### NASP Domains:

- 2.1 Data based decision-making and accountability.
- 2.3 Effective instruction and development of cognitive/academic skills.
- 2.5 Student diversity in development and learning.
- 2.9 Research and program evaluation.
- 2.10 School psychology practice
- 2.11 Information technology.

### Student Learning Objectives

- 1. Demonstrate sensitivity to cultural and individual differences in assessment selection and administration
- 2. Critically analyze technical adequacy of assessment instruments
- 3. Administer traditional and alternate assessment measures according to standardized procedures
- 4. Score measures accurately
- 5. Interpret assessment information and present in written reports

### Major Topics of Course

- 1. Legal and Ethical Considerations
- 2. Multicultural Considerations in the Assessment Process
- 3. Data-Based Decision Making
- 4. Concepts of Measurement
- 5. Adapting Tests to Accommodate Students
- 6. Nondiscriminatory Assessment and Testing Students with Limited English Proficiency
- 7. Evaluating Tests
- 8. Report Writing
- 9. Assessment of Academic Achievement and Multiple Skills Devices
- 10. Assessment of Reading
- 11. Language Assessment
- 12. Curriculum Based Assessment
- 13. Processing Deficits
- 14. Assessing Response-to-Intervention and Making Accountability Decisions

### Note to Students with Special Needs

California State University, Fresno, complies with the Americans with Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. The University recognizes its responsibility for creating an educational climate in which students with disabilities can thrive. If you need accommodations due to a documented disability, please contact the Services to Students with Disabilities Office in the University Center, room 5, at (559) 278-2811 or TTY (559) 278-3084. If you have any type of disability for which you require special

accommodations to promote your learning in this class, please contact me as soon as possible to discuss your needs.

### Professional Etiquette

Students are expected to conduct themselves in a responsible manner that reflects ethics, honor, and good citizenship. They are also expected to abide by the regulations of the University. It is the students' responsibility to maintain academic honesty and integrity, and to manifest their commitment to the mission of the University through their conduct and behavior. All students are expected to treat other students and the instructor in a professional and respectful manner. The opinions of all individuals in the course are considered valuable contributions.

### Course Policies:

Students are expected to come to class on time. Cell phones should be turned off before the beginning of class. Students are expected to not interrupt each other and/or talk while the professor is instructing. Although students may collaborate with each other, ALL assignments must be individually completed unless otherwise specified by the professor. Protocols may be reviewed and scored with another classmate but each student must turn in his/her own work. In addition, all assessments are completed individually.

### Course Ethics:

Confidentiality is a non-negotiable criterion of this course. CASP, NASP, and APA Ethical Guidelines will apply to all aspects of this course. Students must not share confidential information about assessments (e.g., names or identities of children, parents, teachers, community persons, etc.) with each other and/or anyone else outside of the course. Students also are expected to be confidential about issues and/or individual cases discussed in the classroom.

### Attendance:

Students are expected to attend all class sessions. Students are expected to prepare and participate in all class sessions. An absence is assessed each time a student is not in attendance during a regularly scheduled class period, whether or not it is an excused absence. In addition, students who leave class during the break will be marked absent, unless they have notified and been excused by the instructor. It will be the students' responsibility to obtain material missed from the class session from the other students in the class. The professor will not provide class notes.

### Disruptive Classroom Behavior(s):

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn; respect for the professionalism of the instructor; and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms that are supportive of the learning process, creating an

environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct that disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class”.

#### Academic Standards/Integrity

##### ***Honor Code:***

“Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engage in university work and related activities”.

You should:

1. understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism, and inappropriate behavior).
2. neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
3. Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

##### ***Cheating and Plagiarism:***

Students must adhere to academic standards for all coursework. This includes but is not limited to cheating, plagiarism, or any other forms of academic dishonesty.

“Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one’s own work”.

Any substantiated proof of cheating can result in penalties ranging from a zero or F on a particular assignment, through an F for the course, to expulsion from the University. Cheating includes acts such as cheating on exams, plagiarism, downloading complete text/papers from the Internet, and any other demonstration of a student not completing his or her own work on any assignments. Please review the Class Schedule (Legal Notices on Cheating and Plagiarism) and University catalog (Policies and Regulations) for further information regarding this matter.

#### Computers

“At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including modem and printer) with all the recommended software. The

minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and necessary communication links to the University’s information resources”.

**Course Requirements**

**Test Review Presentations (20 points each)**

Each student will be required to present two test reviews during the semester. The student presenter will share information about the instrument through a two-page written handout. The student will also demonstrate the instrument to the class.

**Quizzes (75 points):**

The quizzes will cover material covered in class discussions and readings. The quizzes are not cumulative. They will only cover the material since the last quiz. All quizzes will include objective items.

**RTI Interview Presentation (50 points each)**

Each student will conduct two interviews about RTI and present the information in the class. One interview is with a school teacher (general education or special education). The other is with a school or district administrator, such as principals, school psychologists, district special education director, etc. Students are responsible for generating their own interview questions.

**Final Project (200 points)**

The final project requires each student to integrate the knowledge learned during the semester to write a comprehensive report about a k-12 student’s (from your practicum school) academic skills and learning. The student will review files, conduct multiple assessments and/or interviews, interpret results, and present recommendations based on multiple sources of data.

**Individual Standardized Tests (25 points each):**

Each student will complete a series of tests and write a brief report about each test. Sample format of report will be provided in class. Five points will be deducted per day for each day a test is turned in late. Students should not be administering tests before they are covered in class.

<b><u>TEST</u></b>	<b><u>NUMBER</u></b>
Comprehensive Test of Phonological Processing (CTOPP)	2
Gray Oral Reading Tests – Fourth Edition (GORT-4)	1
Kauffman Tests of Educational Achievement	2
Woodcock-Johnson Tests of Achievement – Third Edition (WJ-III TA)	2

Examinees for Traditional Standardized Test Practice Exercises:

You must secure permission from all persons who are assessed. When evaluating children, you must secure the permission of the child's parent/guardian. Never administer a test procedure to a child unless you have a signed parental consent form.

**Protocols and re-evaluations will receive a score of ZERO if you do not have a signed parent/guardian consent form.** All information that you obtain from examinees is **CONFIDENTIAL**. Do not discuss the examinee or any part of the test results with persons outside of this class.

Course Materials and Procedures:

- a) Test protocols will be purchased from the Department of Psychology.
- b) Students will need to obtain a stopwatch either digital or with a second hand.
- c) Manuals and test kits will be checked out from the Psychology Department's Test Library. Students are responsible for these materials and a grade of incomplete will be given until all materials are returned at the end of the semester. Also, DO NOT allow anyone outside of the School Psychology Program and your on-site school supervisor to see test materials, including protocols. Specifically, parents of test pupils and other school officials (e.g., classroom teachers; principals) should not be allowed to see test materials.

Attendance and Participation:

Attendance and participation are expected at all class sessions. Any questions about your level of participation should be addressed to the professor.

<b>Grading:</b>	<b>Points</b>	
Chapter Presentations	40	90%+ A
3 Quizzes	75	80 – 89% B
Norm-referenced standardized tests	175	70 – 79% C
RTI interview presentation/report	100	60 – 69% D
Final project	200	< 59% F
Total	590	

Make-up quizzes will only be given with documented, excused absences (e.g., medical).

**Faculty Furlough Day**

Due to the drastic budget cuts to the entire California State University system this class will be impacted by faculty furloughs as negotiated by the California State University system and California Faculty Association. I must take nine furlough days during the Fall 2009 semester.

These dates are Aug.27, Sept. 4, Sept.25, Oct.13, Oct.23, Nov. 23, Nov.24, Nov.25, and Dec.11. You should be aware I WILL NOT BE AVAILBLE on furlough days. According to the furlough agreement, on these days, I cannot be on campus, reply e-mails, or answer telephone calls related to any of my campus responsibilities, including teaching or grading assignments. However, I am required by the agreement to provide you with alternate assignments to make up for the missing class sessions. In the case of this class, additional readings will be assigned for Nov.23, 2009.

		<b>CLASS SCHEDULE - 285</b>
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Topics of Discussion	
Session 1	Introductions/Syllabus & test review list
Session 2	<b>Assessment in context: assessment in an ecological model</b> <b>Salvia &amp; Ysseldyke-Ch.1</b> <b>Sheridan and Gutkin article, 2000</b>
Session 3	<b>Review of Legal and Ethical Considerations in Assessment</b> Salvia & Ysseldyke – Ch. 3 Rhodes, Ochoa & Ortiz-Ch.3 2008 Adequate Yearly Progress Report Information Guide <a href="http://www.cde.ca.gov/ta/ac/ay/ayp2008.asp">http://www.cde.ca.gov/ta/ac/ay/ayp2008.asp</a> (click on Information Guide) (Read: what is AYP, what is included in AYP reports, AYP criteria, CAPA 1% Cap, school accountability, LEA accountability)
Session4	<b>Basic concepts of assessment,</b> Salvia & Ysseldyke Ch. 4, 5, 6, 7, 8
Session 5	<b>Special Education Eligibility</b> CA Special Ed. Law Book, Saliva & Ysseldyke – Ch 29 <b>Be prepared to discuss about a situation/case that you were involved in about special ed. Eligibility including identification, referral, assessment and multidiscipline meetings.</b>
Session 6	Diagnostic reading assessment Salvia & Ysseldyke-Ch. 22 <b>Quiz 1 (25 pts)</b>
Session 7	Comprehensive test of phonological Processing (CTOPP)

Session 8 Diagnostic reading assessment cont. -curriculum based evaluation
Best practice: ch.22 and 23
AIMSWEB MAZE scoring manual (will be emailed to you)
<b>TERA and TORC presentation</b>
Session 9 Gray Oral reading tests-Fourth Edition (GORT-4)
Session 10 Norm-referenced Comprehensive academic achievement test cont.
Woodcock Johnson Tests of Achievement-Third Edition (WJ-II TA)
<b>First CTOPP due</b>
Session 11 Norm-referenced Comprehensive academic achievement test cont.
Kauffman Test of educational achievement
Session 12 Norm-referenced Comprehensive academic achievement test cont.
<b>PIAT, Brigance, and WRA presentations</b>
<b>Quiz 2 (25 pts)</b>
Session 13 CBM math (1): early numeracy
Best Practice Ch.26
AIMSWEB early numeracy scoring manual (will be emailed to you)
Interventioncentral.org
Session 14 CBM math (2): computation and application
Interventioncentral.org math computation scoring manual
<b>Second CTOPP due</b>
Session 15 Diagnostic Mathematics assessment
Salvia & Ysseldyke Ch.23
Session16 Diagnostic mathematics assessment: CBE
Additional reading assignments
<b>GORT due</b>
Session 17 Key math, <b>TEMA presentations</b>
Session 18 CBM writing
Additional reading will be assigned.
Session 19 Diagnostic assessment of Oral and Written Language

Salvia & Ysseldyke Ch. 24
<b>TOWL/TOLD and PPVT presentations</b>
<b>First WJ due</b>
Session 20 Diagnostic assessment of written language: CBE
Additional reading will be assigned.
Session 21 Nondiscriminatory assessment and assessment of students with limited English Proficiency
Rhodes, Ochoa & Ortiz Ch-4, 8, 9
Session 22 Nondiscriminatory assessment and assessment of students with limited English proficiency
Rhodes, Ochoa & Ortiz Ch-5, 12
Best Practice Ch. 40
<b>Second WJ due</b>
Session 23 Assessment of Processing Disorders
<b>TAPS, TVPS and Woodcock-Munoz presentations</b>
<b>Quiz 3 (25 points)</b>
Session 24 RTI and Tier 1
Brown-Chidsey and Steege Ch.1, 3, 4
Best practice Ch.5, 13
<b>First KTEA due</b>
Session 25 <b>Faculty Furlough Day</b>
Best practice Ch. 65, 135
Content will be discussed on 12/2.
Session 26 RTI-tier 2 &3
Brown-Chidsey and Steege Ch. 9, 10
Best practice Ch.8, 10, 14, 136
Session 27 Making instructional and accountability Decisions
Salvia & Ysseldyke – Ch. 30; 31
<b>Second KTEA due</b>

Session 28 Class discussion: assessment and development
Armstrong: Best schools
<b>Final project presentation (paper due at the time of presentation)</b>
Session 29 <i>Final project presentation (paper due at the time of presentation)</i>
Session 30 <b>Final project presentation (paper due at the time of presentation)</b>

Student Test Reviews (2 each) (20 points each)

- Test of Early Reading Achievement (TERA)
- Test of Reading Comprehension (TORC)
- Peabody Individual Achievement Test (PIAT)
- Wide Range Achievement Test (WRAT)
- Brigance
- Key Math
- Test of Early Mathematics Achievement (TEMA)
- Test of Written Language (TOWL) / Test of Oral Language Development (TOLD)
- Peabody Picture Vocabulary Test (PPVT)
- Test of Auditory Processing Skills (TAPS)
- Test of Visual Perceptual Skills (TVPS)
- Woodcock-Munoz-III

*Test Review*

2 page report including the following information as available and relevant.  
 Demonstration to class of the instrument.

WHAT

Include: Title of the Test, Author(s), Publisher, Date of Publication, Cost

WHY

Purpose of the test? For what groups is the test designed?

MEASUREMENT ADEQUACY

Description of standardization groups

Technical info: Reliability, Validity,

Manual (Administration and Technical) Included? User friendly?

Description of items, subtests, scales

GIVING THE TEST

Test materials: Child safety, Ease of use, Durability

Printing, format and arrangement of test items: easels, color, readability

Protocols: Room to write, Report forms, Ease of use

Directions for administration: Clarity and adequacy? Location (manual/protocol/both)

Directions to the examinee: Clarity and adequacy, Alternative directions

Time limits and bonuses?

Teaching items? Scored or unscored, Adequacy of instructions

SCORING

Scoring: Is scoring easy? objective? adequate samples of correct answers?

Is computer program necessary? Additional cost

Scores: Age, Grade, Percentiles, Standard scores (Z, T),

CITATION IN LITERATURE

References

Comparison to similar instruments

OVERALL RECOMMENDATION

User friendliness

Usefulness

### Test review presentation scoring rubric

\_\_\_\_\_ Purpose and use of the measure (5)

\_\_\_\_\_ Administration and type of scores (15)

\_\_\_\_\_ Normative information (5)

\_\_\_\_\_ Reliability (5)

\_\_\_\_\_ Validity (5)

\_\_\_\_\_ Pros and cons of measure/overall opinion (5)

### **ASSESSMENT SAMPLE REPORT**

Client Mary Doe came to the Counseling and School Psychology Clinic on April and 14, 2003. She was administered The *Woodcock-John Tests of Academic Achievement—Third Edition* (WJ-III), which is an individually administered standardized measure for assessing the academic achievement of children and adults. The test is designed to identify and compare the academic performance of an individual to a group of same-age peers. Composite scores can be obtained for reading, mathematics, and written language. The average score for each subtest and composite of the WJ-III is 100 while the average range is from 85 to 115.

The results of Mary's assessment are as follows:

Woodcock-John Tests of Academic Achievement – Third Edition (WJ-III)
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Composite	Standard Score	95% Confidence Interval	Percentile Rank
Reading	67	65-70	1
Mathematics	68	64-72	2
Written Language	64	58-70	1
Total Achievement	68	66-70	2

Subtest	Standard Score	Subtest	Standard Score
Letter-Word Identification	62	Applied Problems	72
Reading Fluency	69	Writing Samples	80
Calculation	74	Word Attack	72
Math Fluency	68	Picture Vocabulary	78
Spelling	60	Reading Vocabulary	82
Writing Fluency	82	Quantitative Concepts	68
Passage Comprehension	73	Academic Knowledge	78

These scores indicate that Mary's performance on Reading, Mathematics, and Written Language Composites all fell within below average arrange. Her Total Achievement Composite fell within the below average arrange and at 2<sup>nd</sup> percentile for individuals of her age, which means her score is at or better 2 percent of the students of her age. When compared with others at her age level, Mary's academic skills, her ability to apply those skills, and her fluency with academic tasks were all within the below average arrange. Her level of academic knowledge, reading comprehension, written expression, basic reading skills, math calculation skills, math reasoning, and written language all fell within the below average arrange.

Student Name

Date

**Final project rubric**

- \_\_\_ 1. Type of the final project (e.g., consultation, initial service, triennial evaluation, diagnostic assessment, etc) **(10)**
- \_\_\_ 2. Specific purposes of the project (evaluate the discrepancy and/or eligibility, identify the specific skill deficits, screening purpose, etc) **(10)**
- \_\_\_ 2. Background information **(20)**
  - \_\_\_ Input from the teacher (teacher interview) (input about background)
  - \_\_\_ Input from the parents (parent interview, or phone calls to parents)
  - \_\_\_ Information from file review
  - \_\_\_ Multiple sources of data
- \_\_\_ 4. Previous data about academic performance **(30)**
  - \_\_\_ previous state assessment
  - \_\_\_ previous district assessment
  - \_\_\_ previous standardized academic testing results
  - \_\_\_ other previous assessment results
- \_\_\_ 5. Your data collection **(40)**
  - \_\_\_ standardized norm referenced test (turn in protocol)(optional)
  - \_\_\_ CBM (turn in the original probe)
  - \_\_\_ CBE (turn in the original probe and your decisions on the flow chart)(optional)
  - \_\_\_ Observation (summarize your observation)
  - \_\_\_ Teacher interview (info about skills)
  - \_\_\_ Permanent product review
  - \_\_\_ Parent interview (e.g., parents' concerns about specific academic skill area)
  - \_\_\_ Multiple sources of data (present or not)
- \_\_\_ 6. Data interpretation **(40)**
  - \_\_\_ Correct scoring

- \_\_\_ Comparing target student's score to a standard (e.g., a national norm, specific grade level expectation, other type of norm)
- \_\_\_ Cross-reference of data (draw data from different sources to explain your interpretation)
- \_\_\_ Skill strengths and weakness
- \_\_\_ Meet the criteria for a disability? (for initial and re-evaluation cases only)
- \_\_\_ 7. Recommendation **(30)**
  - \_\_\_ Specific intervention recommendations
  - \_\_\_ Justification for each of the recommendations (e.g., what data are the recommendations based on? Why do you recommend targeting this skill deficit but not that skill deficit?)
- \_\_\_ 8. What would you do differently if you are on your own or if you do it again? **(20)**

You can indicate N/A on certain items but provide justification in the report.

Total points available: 200

Your score: \_\_\_\_\_