COURSE SYLLABUS
EDP 7563

DIVISION: Theoretical and Behavioral Foundations
PROGRAM AREA: Educational Psychology
COURSE: EDP 7563—Psychological Evaluation 3: Assessment of Academic Achievement
COURSE CREDIT: 3 Semester Hours
TERM/YEAR: Spring/Summer 2015
COURSE LOCATION: OAK 408
DAY/TIME: Wednesdays/4:30-7:50
INSTRUCTOR: Mary Brennan: marybbrennan@wayne.edu; 248-496-8848
Meghan Fairless (TA): fk3809@wayne.edu

OFFICE:
(Department secretary, Sheri Martini, can be reached at smartin@wayne.edu or 577-1614)

COURSE DESCRIPTION

Bulletin description: Students will administer, score, and interpret various academic achievement measures, integrate data and write instruction-driven reports, and communicate test results verbally.

COURSE OBJECTIVES

1. Administer, score, and interpret norm-referenced standardized assessments of academic achievement.

2. Administer, score and interpret other measurement tools and strategies like Curriculum Based Measurement (CBM).

3. Demonstrate understanding of effective assessment systems and understanding of academic assessment within an RTI framework.

4. Integrate data and write useful reports that clearly and purposefully communicate assessment results.

REQUIRED MATERIALS

Textbooks/Readings:
• AIMSweb curriculum-based measures administration and scoring manuals (www.aimsweb.com)
• EasyCBM.com
• Best Practices Chapters (Blackboard downloads)

Optional Readings

Assessment Materials

The testing kits and consumable materials for all assessments learned are obtained at the Educational Psychology Assessment Center (Education Building Room 330; phone: 313-577-0998). Materials may be picked up Mondays and Wednesdays between 1:00 and 4:00. Do not pick up any kits until instructed to do so.

ASSIGNMENTS

All students are required to complete the following assignments, which involve practice test administrations and case studies. Students will be required to administer, score, and provide a written explanation of test results. You will administer each assessment twice, on two different children. The children recruited for this class should range in grade level from second through eighth grade and your two children must be of different ages (i.e., second grade and fifth grade). Testing your own children is prohibited. Children are assessed individually. None of the instruments are intended for group assessment. For these two children, you will administer all the assessments (see Table 2) in order to complete two case reports at the end of the semester. The times given per measure below are highly variable, but are intended to serve as guidelines as you start to organize and plan for your evaluations between this class and your commitments in your other courses.

For each assessment, you will turn in two protocols for grading and one report focused on only the assessment and test results. This allows you an opportunity to focus on administering the assessment correctly and writing up the results in a succinct and meaningful manner. For this assignment, your accuracy in administration and accuracy in reporting the findings will be graded. For these reports you will not be asked to submit behavioral observations or a social history.
Each student is expected to maintain high ethical standards at ALL times. The School and Community Psychology program includes an intense focus and exposure to a variety of testing methods, which is designed to provide you with the necessary tools to begin your internship at the end of this second year of the program. These classes will provide you with rigorous training in the clinical skills necessary for school psychology practice. As such, the testing courses are laden with assignments, deadlines, stringent accountability, and high grading standards. These courses demand a great deal of work on your part and can be stressful. I encourage you to attend to your plan carefully and monitor your stress level. As an itinerant staff in most buildings, you will have to balance administrative needs, child needs, and workload pressures. Achieving this balance is an essential skill to being successful in the workplace. Please communicate early and often about any concerns you have about your progress in this course.

There is a downloadable cover sheet that you will need to include when submitting reports and protocols. This will be used by the TA to assist in scoring your reports. Protocols and reports must be submitted in a manila envelope with your name on the outside of it to prevent your materials from being lost in transit to and from the TA.

You will be administering the following:

<table>
<thead>
<tr>
<th>Practice Administrations</th>
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</thead>
<tbody>
<tr>
<td>All skills</td>
</tr>
<tr>
<td>Woodcock-Johnson Tests of Achievement IV; Wechsler Individual Achievement Test 3: KTEA-III</td>
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<tr>
<td>Reading</td>
</tr>
<tr>
<td>CTOPP-2, QPS, TOWRE-2, and GORT-5; AIMSweb Oral Reading Fluency Probes; AIMSweb Maze, Easy CBM</td>
</tr>
<tr>
<td>Math</td>
</tr>
<tr>
<td>AIMSweb Numerical Computation (MCOMP), Concepts and Applications (MCAP) probes; Number Knowledge/Early Numeracy; KeyMath-3</td>
</tr>
<tr>
<td>Written Language</td>
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<tr>
<td>TOWL-4; AIMSweb – CWS, TWW, WSC</td>
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**EXAMINATIONS**

In order to monitor student progress in mastery of the course content, there are three examinations during the semester over the major concepts and learning objectives learned through the course. The reading material will be briefly overviewed in class, as much of each class period will be devoted to practicing testing instruments, problem-solving, supervision, and integration of the material into your applied work. Thus, you are responsible for a thorough study of the assigned readings each week and reviewing your class notes. All exams will be in combinations of multiple choice, true-false, short answer, and essay formats. The exams will occur at the beginning of class and lecture will follow.

**PROFESSIONAL BEHAVIOR, PARTICIPATION, AND ATTENDANCE**
Consistent with NASP’s goals, and as outlined in the SCP program’s portfolio requirements document, you are expected to maintain good conduct in six areas of professional work behavior. You will be evaluated on these in this course, as well as throughout the program by department faculty. Because these skills (listed below) are critical to the development of successful psychology practitioners, problems in these areas will be noted in your portfolio reviews and typically requires intervention by the department faculty as a whole.

B. *Respect for human diversity* – with classmates, teachers, children, etc.
   2. *Communication skills*—with TA, instructor, and classmates, and practicum site.
   3. *Effective interpersonal relations*—with TA, instructor and classmates, etc.
   4. *Ethical responsibility*—including protecting confidentiality of students, parents and classmates.
   5. *Adaptability*—such as being responsive to critical feedback on assignments or behavior.
   6. *Initiative and dependability*—including meeting deadlines, being on time for class.

You are required to perform to the highest levels in each of these six areas throughout this class. This applies to both general classroom behavior and during classroom participation. All students are expected to participate verbally on a regular basis. This must be done in a courteous, respectful way. Attendance is expected.

**FINAL GRADE**

Your final grade will be calculated based on practice administrations, case studies, and examinations, according to the following breakdown:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percent of Final Grade</th>
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<tbody>
<tr>
<td>Practice Administrations and Protocol Scoring</td>
<td>25%</td>
</tr>
<tr>
<td>Case Reports (3)</td>
<td>30%</td>
</tr>
<tr>
<td>Exams (3)</td>
<td>45%</td>
</tr>
</tbody>
</table>

The following grading scale will be applied based on the total number of points accumulated by the semester end:

- A  95% +
- A-  90-94%
- B+  87-89%
- B   83-86%
- B-  80-82%
- C+  77-79%
- C   70-76%
COURSE POLICIES

1. Students are expected to: a) attend every class in order to perform successfully on exams, b) read the assigned reading prior to class in order to participate effectively in discussions and activities, and c) obtain notes from a fellow student and be responsible for the information for any class that is not attended.

2. Test protocols and your written reports are expected to be completed on time. Assignments are due at the beginning of class, which starts at 4:30 PM. The Teaching Assistant will be here to collect/return assignments at 4:30. Reports that are submitted late will be accepted, but will receive no higher than a C grading. If your assignment is late, it is your responsibility to get in contact with the TA and make arrangements to get the assignment to her at the TA’s convenience. No paper will be accepted after one week. If an emergency or special situation developed, it is the responsibility of the student to contact the instructor prior to the assignment due date in order to receive special consideration. Such emergencies or special situations are viewed as circumstances that are verifiable, unusual, and unavoidable. Informing the instructor of extenuating circumstances the same day that the assignment is due is not acceptable.

Students will administer, score and interpret several academic tests. PLEASE NOTE: It is the responsibility of the student to obtain volunteers that meet the age requirements to take the tests required for this course. You need to obtain subjects who are willing to take an examination without receiving the results. Because you will be testing all children, you must get parent permission. This is an academic exercise and you will make mistakes. At this point in your training, reporting the results is unethical. Nonetheless, while testing in this course is a simulation, it is treated with the highest care of professionalism.

3. All students will work cooperatively to share testing supplies. This class will not operate on a first come, first serve basis. Students will be divided into teams to share materials. You should partner based on your practicum placement. Materials must be rotated in a timely manner. Professional behavior and courtesy with sharing supplies will be reflected in your participation and professional behavior grade. Please report any inappropriate behavior to the instructor.

4. The final grade will be based on the examinations, assessments, and assignments (see above for details).
5. Incomplete grades are not routinely given and are limited to highly unusual circumstances, and are determined prior to the end of the semester.

ACADEMIC DISHONESTY

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin (http://bulletins.wayne.edu/ubk-output/index.html) and Graduate Catalog (http://www.bulletins.wayne.edu/gbk-output/index.html) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation, and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

STUDENT USE OF LAPTOP COMPUTERS IN CLASS

Students may, of course, use laptop computers in class. However, it is not acceptable to be doing anything on them except taking notes. Other activity on laptops is distracting to others, including the instructor, and is generally disrespectful to the educational process. Those who violate this will not be permitted to use a laptop in class.

STUDENT USE OF PHONES IN CLASS

Absolutely no texting or other phone use is allowed during class. Except under unusual circumstances, phones should be put away and not be on top of your desks. In the case of a true emergency, students are expected to step out of class in order to respond to it.

REFERENCING

When referencing others’ work, you must paraphrase unless you use quotation marks to indicate that it is a direct quote, and indicate the page number from which you obtained the statement(s). Be sure to never use others’ work and claim it as your own. Also, minimize the number of direct quotes. You must describe others’ work in your own words and then cite the authors accordingly. See additional handout on how to create references using APA style as well as the APA style publication manual.

WRITING SKILLS

Quality writing skills are necessary for any career, especially one in the educational profession. For those students who have under-developed writing skills, WSU has a writing center, which can be found at http://www.clas.wayne.edu/writing/. The mission and services offered at the
Writing Center can be found at on that website. There is also an online writing center (HOOT), which provides students the opportunity to converse with Writing Center staff online. See http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330 for information about HOOT. The site also has a list of additional resources.

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for graduate and undergraduate students at Wayne State University. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: http://www.clas.wayne.edu/writing/. To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330.

ENROLLMENT/WITHDRAWAL POLICY

Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 5th week of class will receive a grade of WP, WF, or WN.
- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. The last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

See the university webpage for full details: http://reg.wayne.edu/students/information.php

ATTENTION STUDENTS WITH DISABILITIES

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The
Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**RELIGIOUS OBSERVANCE POLICY**

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

**TENTATIVE CLASS SCHEDULE**

*Note:* Each week, the focus is on history, administration (including psychometrics), scoring, and interpretation of assessment tools listed. Integration of data and report writing instruction is infused throughout the course.

<table>
<thead>
<tr>
<th>Week # Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 5/13</td>
<td>Introduction to course; Overview of measures; Assessment within an RTI framework</td>
<td>Syllabus; Hosp, Hosp &amp; Howell (2007), Chs.1-2</td>
</tr>
<tr>
<td>2 5/20</td>
<td>WJ-IV</td>
<td>WJ-IV manual; Mather &amp; Wendling (2014)</td>
</tr>
<tr>
<td>3 5/27</td>
<td>WIAT-3</td>
<td>WIAT-3 manual; Lichtenberger &amp; Breaux (2010)</td>
</tr>
<tr>
<td>5 6/10</td>
<td>Exam 1 Introduction to assessment of the subskills of reading</td>
<td>Best Practices, Volume 2, ch.22 &amp; ch.23</td>
</tr>
<tr>
<td>6 6/17</td>
<td>Phonological Processing, Phonics—CTOPP-2, QPS</td>
<td>CTOPP-2 manual QPS on Blackboard</td>
</tr>
</tbody>
</table>

*CASE REPORT 1 DUE at the*
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Description</th>
</tr>
</thead>
</table>
| 7/6  | **Beginning of class** | Fluency and Comprehension—TOWRE & GORT-5 | TOWRE-2 Manual  
GORT-5 Manual |
| 7/7  | **Curriculum-Based Measures:** | AIMSweb, Easy CBM | AIMSweb reading measures—read manuals at each website  
EasyCBM.com |
| 7/9  | **Exam 2** | Introduction to assessment of the subskills of writing and math. | Best Practices, Volume 2, Ch.s 25, 27 & 28 (available to download off of BBoard) |
| 7/11 | **TOWL-4** | AIMSweb written expression—CWS, TWW, CWS | TOWL-4 Manual |
| 7/15 | **TOWL-4** | AIMSweb writing measures—administration and scoring manual | |
| 7/12 | **KeyMath-3** | | Key Math Manual |
| 7/13 | **AIMSWeb--Numerical Computation (MCOMP), Concepts and Applications (MCAP), and early numeracy measures** | | AIMSweb math measures—administration and scoring manuals  
Easy CBM (materials on website) |
| 7/14 | **Exam 3/Case Presentation** | *CASE REPORT 3 DUE @ the beginning of class* | |