SCHOOL AGE ASSESSMENT
PSYC 8540
University of Nebraska at Omaha, Spring 2020

Time & Location: Tuesdays and Thursdays, 2:30-3:45; ASH 347Y
       *Additional make-up dates due to NASP conference: F Mar. 6 and F Apr. 3 10:00-11:15 (location TBD)

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Course Readings:
- Shapiro, E. S. (2011). *Academic skills problems: Direct assessment and intervention.* New York: Guilford Press. **[REQUIRED]**
- Howell, K. W., & Nolet, V. (2000). *Curriculum-based evaluation: Teaching and decision making.* Stamford, CT: Wadsworth.**[REQUIRED]**
- Sattler, J. M. (2018). *Assessment of children: Cognitive foundations and applications* (6th ed.)*.* San Diego, CA: Jerome M. Sattler, Publisher, Inc. **[REQUIRED]**
- Other readings as assigned (most available electronically on Canvas)

Required Testing Materials:
- Test kits and protocols (available in the School Psychology Lab)
- Stopwatch or stopwatch app on a smartphone
- CD/DVD drive or other media player
- Sharpened pencils with and without erasers
- Calculator (for scoring)
- Video recording equipment and media (e.g., flash drive, DVDs)
- Two iPads with Q-Assess app (supplied by the School Psychology Program)

Course Description:
School Age Assessment provides instruction on the administration, scoring, standardization, and interpretation of individually administered tests of academic achievement and cognitive ability. Assessment techniques for children age seven and higher (roughly second grade through twelfth grade) are the focus of this class. Assessment conceptualization and implementation, data integration, interpretation, and report writing skills will be developed. In addition, the link between assessment and intervention will be emphasized, when appropriate, and students will be encouraged to develop intervention ideas based on assessments given. In other words, this course emphasizes a data-based problem solving approach to assessment and intervention.

Course Objectives:
Based on the UNO School Psychology Program's philosophy, students are trained according to NASP's domains of training and practice, plus an additional objective focusing on professional work characteristics. The bulleted items below indicate the course's learning objectives, which are closely tied to the program's training objectives.

Objective 1: Data-based Decision Making and Accountability
- Students will learn to use psychometrically sound assessment techniques by:
  - Administering a variety of tests under standardized conditions.
  - Demonstrating proficiency for scoring tests using normative data and standardized scoring procedures.
  - Interpreting and disseminating results of cognitive and academic tests by writing high quality evaluation reports.
  - Applying basic and intermediate statistics to clinical test practices.
  - Describing how assessment techniques inform intervention development.
- Students will use an empirically-based approach to all applied work, including using data collected in practice assessments to make intervention recommendations.

Objective 2: Consultation and Collaboration
- Students will discuss assessment data and make intervention recommendations during a simulated team meeting with parents and teachers.
- Students will collaborate with speech/language pathology graduate students on a simulated case study and jointly generate assessment and intervention recommendations, thereby learning about one another's profession and enhancing collaboration skills.

Objective 3: Interventions and Instructional Support to Develop Academic Skills
- Students will develop basic knowledge of core features of reading, mathematics, and written language instruction and intervention.
- Students will recommend empirically validated intervention techniques for academic skills based on assessment results.

Objective 5: School-wide Practices to Promote Learning
- Students will learn to use the RTI/MTSS model that is grounded in a problem solving approach as it relates to assessment and intervention.
- Students will learn and demonstrate skill in techniques for school-wide data collection (e.g., reading fluency benchmarking) and discuss how such data can be used at a systems level.

Objective 7: Home/School/Community Collaboration
- Students will write reports that communicate assessment data and intervention recommendations in a way that is accessible to caregivers and teachers.

Objective 8: Diversity in Development and Learning
- Students will consider diversity within the context of assessment by
  - Understanding and being sensitive to family/cultural issues.
  - Developing an appreciation and awareness for the uses and limitations that tests may have for persons from diverse ethnic, cultural, and socioeconomic backgrounds.
- Students will experience psychological and educational interactions with clients/students from diverse backgrounds through their practice assessment administrations.

Objective 9: Research and Program Evaluation
- Students will learn the underlying assumptions and theories of assessment through practice assessments and course readings/discussions.
- Students will read, critique, and apply scholarly work related to assessment.

Objective 10: Legal, Ethical, and Professional Practice
- Students will identify ethical and legal considerations related to the provision of assessment/intervention services in schools and will behave in accordance with professional, ethical, and legal guidelines.
- Students will use technology (i.e., computers, tablets) to administer tests, score protocols, and write assessment reports.
- Students will reflect on their course content and field experiences in class discussions and written work.

Objective 11: Professional Work Characteristics
- Students will behave professionally in class and act in accordance with all professional, legal, and ethical guidelines in applied learning activities (e.g., practice assessments).

Class Format:
Class time will consist of lecture, discussions, small group activities, and independent work time. Students are responsible for all reading assignments. Please come prepared to take good notes and read the assigned chapters and articles **before** coming to class! Class time will NOT be spent arranging tests and testing logistics.

Evaluation Procedures:
This course will employ multiple opportunities for students to demonstrate their knowledge. A total of 200 points is available:

Test Protocols (40% of grade; 80 points)
Direct assessment of school-age children is a major requirement of this course. The following tests must be given (at a *minimum)*:
- **CBM/CBE:** 2 reading, 2 math, and 2 writing assessments (survey level CBM probes plus at least one CBE specific level procedure; 4 points each)
- **WJ-IV ACH:** 1 protocol (standard battery; 10 points)
- **KTEA-3 or WIAT-III:** 1 protocol (comprehensive/standard battery; 10 points)
- **Key Math-3, TOWL-4, or WRMT-III:** 1 protocol (10 points)
- **WISC-V Paper/Pencil:** 2 protocols (10 primary subtests only unless secondary subtests are needed or desired; 10 points each)
- **WISC-V Q-interactive:** 1 administration (10 primary subtests) with brief written reflection (no point value; graded as complete/incomplete)
- **CTONI-2 or CTOPP-2:** 1 protocol (6 points)

Students are required to turn in a protocol (and ALL corresponding materials) for every test administered with the exception of the WISC-V Q-interactive. For the WISC-V Q-interactive, all test data must be uploaded to your personal Q-interactive online account. Missing material counts as a major error. The parent permission form must be submitted with each protocol or it will not be counted. Please do not use any real names on the protocols, online systems, or accompanying materials; use pseudonyms instead. Protocols will be carefully graded for accuracy. For any type of error (e.g., administration errors, scoring errors), you will receive your protocol back and will be asked

to correct the error and resubmit the protocol within 1 week from the date it was corrected and returned to you. Points will be deducted from your protocol score following correction of the error(s). **There is one exception to the correction rule listed above. At least ONE WISC-V Paper/Pencil, WIAT-III, KTEA-3, KeyMath-3, WRMT-III, or TOWL-4 protocol must be turned in that is COMPLETELY error free, meaning it has no errors in administration prior to scoring AND no errors in scoring that change ANY standard score PRIOR to you handing it in.** Corrections will not need to be made on the WISC-V Q-interactive administration.

Paper/pencil protocols must be legible and all student responses should be included on the protocol. **You must record all responses and queries.** Write down everything that is necessary for your protocol to be scored by someone other than you. It is highly recommended that you use a pencil when testing. Protocols with excessive cross-outs or illegible writing are very difficult to score and will be returned prior to grading for you to fix. Consider using white-out if you hand write or type your protocols if possible (e.g., on CBE forms). Remember that the tests and protocols are copyrighted; you may not make copies for any purpose. Test kits and protocols are available in the School Psychology Lab or will be distributed in class. Paper/pencil protocols are due to the course TA on **Feb. 25, Mar. 5, Mar. 17, Apr. 2, Apr. 14, and Apr. 21.** The completed WISC-V Q-interactive administration and brief written reflection is due **Apr. 30.** Protocols may be handed in earlier than these dates.

NOTE: A child may not be tested more than once with the same instrument, although it is possible to test the child with other tests. **You may submit as many protocols as you need to meet each of the protocol requirements, but you cannot pass the course without meeting this standard. You may also redo any protocol you choose with another child to improve your grade. If you do not meet the protocol requirements, you will receive a grade of "incomplete" until you provide the required error free protocol.**

Protocol Grading
Types of administration errors that would <u>invalidate</u> the resulting score include (but are not limited to):
- Incorrect timing on CBMs (e.g., timed maze for 2 minutes instead of 3)
- Incorrect timings on subtests involving timing
- Using starting, basal, or ceiling rules incorrectly such that more items should have been administered and were not
- Accidentally providing correct responses or giving feedback when not allowed
- Mistakes in giving directions
- Missing a component of the test
- Failure to query
- Scoring errors done during administration that resulted in not administering items that should have been given

These types of errors are MAJOR errors because they invalidate the test results and cannot be fixed after administration. Major errors will result in significant point loss.

Other errors that do not involve test administration may be fixed after administration. Such errors include (but are not limited to):
- Age calculations (but if an incorrect age calculation to begin with affected starting points, then that would be considered an administration error and would not be error free) ***Please do not use an online age calculator when calculating age for scoring purposes***
- Raw score calculation errors
- Incorrect use of tables

- Scoring errors
- Wrong scores reported

You will be asked to correct errors of these types. Once corrected, points will be deducted for the original errors. Point loss depends on the significance of the error. For example, a scoring error that does not change a resulting standard score (i.e., a "minor error") will lose fewer points than a scoring error that changes a standard score (i.e., a "major error"). Minor computation errors will lose fewer points than reporting incorrect standard scores because you read a table wrong. *Point loss will be at the discretion of the instructor. I will indicate if I consider your error to be "major" or "minor."*

Below are some examples of common errors and associated point loss:
- Failure to query (.5 point for each)
- Scoring error (.25 point for each)
- Scoring errors that change the standard score of the subtest (an additional .25 point per subtest, greater if the change is more significant)
- Subtest comparison errors (.25 each)
- Calculation errors, misreading tables, reporting wrong scores (.25 or greater, depending on significance of error)
- Basal/ceiling errors (.5 to 1 point for each error, depending on significance)
- Major administration errors (1 point or greater, depending on significance of error)

Ultimately, you need to be completely independent with scoring accuracy. As practitioners, it is unlikely you will have someone look over your protocols so closely and give you the opportunity to correct errors before you write a report. Once you report inaccurate scores, the consequences could be devastating. Therefore, in addition to the "perfect" protocol requirement, **if the majority (>50%) of the other protocols you submit have major errors, even if they can be corrected, you may be required to administer one or more additional tests to prove your skill with test administration and scoring. This decision will be made by the instructor.**

Assessment Reports (40% of grade; 80 points)

Students will write reports for all test administrations except the WISC-V Q-interactive. All reports must include client information, subtest and/or factor scores (when applicable), reason for referral, background information, strengths, observations, results, recommendations, and your signature. Do not include any actual names for the client, client's family members, school, place of employment, etc.—use pseudonyms instead (e.g., Jane Doe, ABC Elementary School). Reports must be typed and proofed for careless errors to ensure they look professional. There is a report writing rubric in the Program Handbook you may find helpful. Reports are due to the course instructor on **Apr. 9, Apr. 21, Apr. 28, and May 5** (but may be handed in earlier).

Assessment reports that will need to be written are:
- **Two Academic Assessment & Intervention Recommendation Reports** (2 students/2 reports. 1 report will be written with CBM/CBE (reading, writing, math) & WJ-IV results; the other report will be written with CBM/CBE (reading, writing, math) & KTEA-3 or WIAT-III results; 12 points for each report.)
- **Two Cognitive Assessment Reports** (2 students/2 reports. 1 report for each WISC-V Paper/Pencil protocol; 10 points for each report.)
- **One Specialized Test Report** (1 student/1 report. 1 report for the specialized test of your choosing, the CTONI-2 or CTOPP-2; 8 points.)
- **One Integrated Report** (1 student/1 report for cognitive testing and one academic area (i.e., reading, math, or writing) of your choosing. Report must contain results for CBM/CBE [one

subject], WJ-IV/WIAT-III/KTEA-3 [one subject], subject achievement test, & WISC-V data…can be one of the above students/tests but does not have to be; 20 points)

In addition, students will need to present their integrated assessment case in a simulated multidisciplinary team (MDT) meeting on **May 5**. Guidelines for the meetings will be discussed and distributed in class.

• **Simulated Multidisciplinary Team (MDT) Meeting** (8 points)

Assuming that every protocol you submit is error free or can be corrected when applicable, you will need to test a **minimum of three school-age students** with paper/pencil tests**.** However, you may need to test more than three if you turn in protocols with many errors or if you do not want to overload one student with a lot of testing. Test sessions may last two hours or more depending on how many tests you give. You may consider splitting your test sessions over multiple days. It is your responsibility to recruit students and obtain parent permission for testing. The TA is available to assist with student recruitment if you are having difficulty.

Example sequences of paper/pencil testing are as follows:

Example 1: Three students tested

Student 1**	Student 2	Student 3
CBM/CBE (reading, math, writing) WJ-IV ACH WISC-V Paper/Pencil Subject level achievement test (e.g., WRMT-III) *(three reports)*	CBM/CBE (reading, math, writing) KTEA-3 or WIAT-III *(1 report)*	WISC-V Paper/Pencil Specialized test (CTONI-2 or CTOPP-2) *(2 reports)*

**If you use one student to meet your academic and cognitive requirements in addition to your subject-level integrated assessment requirement, you will need to write three reports for this student: one report for the CBM/CBE + WJ-IV ACH, one report for the WISC-V, and the integrated report for one subject area plus cognitive.

Example 2: Four students tested

Student 1	Student 2	Student 3**	Student 4
CBM/CBE (reading, math, writing) WJ-IV ACH *(one report)*	CBM/CBE (reading, math, writing) KTEA-3 or WIAT-III *(one report)*	CBM/CBE (one subject only; e.g., math) KTEA-3 (one subject only; e.g., math) WISC-V Paper/Pencil Subject level achievement test (e.g., KeyMath-3) *(two reports)*	WISC-V Paper/Pencil Specialized test (CTONI-2 or CTOPP-2) *(two reports)*

**Here you are giving extra tests to student 3; however they are brief because they are only one subject area for the achievement testing. For this student, you would write two reports: one report for the WISC-V and the integrated report for one subject area plus cognitive.

The WISC-V Q-interactive administration should be completed after the WISC-V Paper/Pencil tests have been administered. Because Q-interactive is introduced late in the semester, the test may be given to a school-age student (who has not completed the paper/pencil version) or an adult. Regardless, you must obtain consent prior to administration. If you practice the test on an adult, please use a birthday that makes the person at least 16 years old. The purpose of the Q-interactive administration is solely to introduce you to electronic testing, and therefore the results will not be used for any interpretation or report writing.

Videos (10% of grade; 20 points)

Students will submit a video (DVD, .mpg, .wmv, .mov, .avi) of two different paper/pencil test administrations (listed below). The protocol must be submitted with the video. Written permission must be obtained from parents for video recording the testing session. Videos should be made when students feel they are competent to administer the test. Prior to submitting the video, the student must review the video and list any errors found. If you find more than 5 minor errors or 2 major errors, the video should not be submitted. Students will complete a self-evaluation for each video. A video grading rubric may be found in the Program Handbook. Videos should be handed in to the instructor on a DVD or flash drive or delivered via Box, Google Drive, or a *private* link on YouTube and are due on or before **Apr. 2 and Apr. 21**. With student permission, brief segments from videos may be shown in class to highlight interesting testing situations.

NOTE: Students should allow time for the TA to correct the video protocol prior to handing in the video and the corrected protocol to the course instructor. Contact the course TA via email or by stopping in the TA room during office hours to determine when the protocol will be corrected and returned.

The videos you will need to submit are:
- **WISC-V Paper/Pencil:** 1 recorded administration and self-evaluation of administration (10 points)
- **WJ-IV ACH, KTEA-3, or WIAT-III:** 1 recorded administration and self-evaluation of administration (10 points)

Interdisciplinary Professional Experience with Speech Language Pathology Graduate Students (10% of grade; 20 points)

Students will work with SLP graduate students in CDIS 8240, Language Disorders in School Age Children, to jointly analyze a simulated case, come up with an assessment plan, and determine intervention recommendations. The purpose of this project is twofold. First, the project will enhance your skills with case conceptualization by requiring you to analyze a referral and case history to develop an assessment plan in conjunction with others who might serve on an MDT. Second, the project allows you to get exposed to the tools and procedures used by SLPs, with whom school psychologists often closely collaborate.

We will have three joint class meetings for the project. The first, on **Apr. 9**, will be an introduction to the respective disciplines, an overview of the project requirements, and case work time. Prior to this day, students will be given cases to review, and should come prepared to discuss them on **Apr. 9**. The second joint class meeting will be on **Apr. 16**, and this will be time to work in groups on the assessment and intervention strategies the group will present and document in a written assignment. Finally, on **Apr. 23,** students will present their assessment and intervention strategies with their groups.

Participation in the Interdisciplinary Professional Experience and completion of related assignments is worth **20 points** towards your final grade. The specific assignments for the project are listed below, with further details to be provided in class. Assignments are group assignments; everyone in the group will receive the same grade on each assignment.
- **Case conceptualization, assessment plan, and intervention recommendations** due **Apr. 23** (10 points)
- **Assessment and intervention plan presentation Apr. 23** (10 points)

Assignment Checklist

Protocols

CBM/CBE

_____   CBM/CBE Protocol Reading (4 points)
_____   CBM/CBE Protocol Math (4 points)
_____   CBM/CBE Protocol Writing (4 points)
_____   CBM/CBE Protocol Reading (4 points)
_____   CBM/CBE Protocol Math (4 points)
_____   CBM/CBE Protocol Writing (4 points)

Achievement Tests

_____   WJ-IV ACH Protocol (10 points)
_____   KTEA-3 or WIAT-III Protocol (10 points)*
_____   Subject level achievement test protocol (KeyMath-3, TOWL-4, WRMT-III; 10 points)*

Cognitive Tests

_____   WISC-V Paper/pencil Protocol (10 points)*
_____   WISC-V Paper/pencil Protocol (10 points)*
_____   WISC-V Q-interactive administration uploaded online with brief written reflection
            (complete/incomplete)

Specialized Test

_____   CTONI-2 or CTOPP-2 Protocol (6 points)

*One protocol must be handed in completely error free to meet the protocol requirements. Others may be corrected after administration if warranted.

Reports

_____   CBM/CBE (reading, writing, math) + WJ-IV ACH (12 points)
_____   CBM/CBE (reading, writing, math) + KTEA-3 or WIAT-III (12 points)
_____   WISC-V (10 points)
_____   WISC-V (10 points)
_____   CTONI-2 or CTOPP-2 (8 points)
_____   Integrated report (cognitive + one academic area from three tests; 20 points)
_____   Simulated MDT (8 points)

Videos

_____   Video & self-reflection: WISC-V (10 points)
_____   Video & self-reflection: WJ-IV ACH, WIAT-III, or KTEA-3 (10 points)

Interdisciplinary Professional Experience

_____   Case conceptualization, assessment plan, and intervention recommendations (10 points)
_____   Assessment and intervention plan presentation (10 points)

Grading:

The following criterion-referenced grading scale will be used for determining your final grade. There are 200 points possible. To calculate your grade at any time, divide your total points by the total number of points available up to that date, and refer to the percentages/grades below:

Total points	Percentage	Grade	Total points	Percentage	Grade	Total points	Percentage	Grade
198-200	99-100%	A+	174-179	87-89%	B+	154-159	77-79%	C+
186-197	93-99%	A	166-173	83-86%	B	146-153	73-76%	C
180-185	90-92%	A-	160-165	80-82%	B-	140-145	70-72%	C-

Total points	Percentage	Grade	Total points	Percentage	Grade
134-139	67-69%	D+	Below 120	Below 60%	F
126-133	63-66%	D			
120-125	60-62%	D-			

Note: Final total points that include a decimal of .5 or higher will be rounded to the next highest whole number. School Psychology students must maintain at least a B average in all classes, with no grade below a C in order to remain in the program. See the Program Handbook and Graduate School policies for more information.

Course Policies:

- The general expectation is that students will be able to attend all class meetings and complete all assignments **on time**. Extensions on assignments will not be allowed unless there is a legitimate, reasonable excuse that is communicated directly to the instructor PRIOR to the due date. **Unexcused late assignments will result in a deduction of 5% of earned points per day the assignment is late** up to a maximum of 50% point deduction (remember…emailing assignments as an attachment is a viable option for handing in some assignments on time).

- Because my goal is mastery with protocols, students may redo any protocol with another child for full credit to improve a score. Students may redo any report on which less than 75% of possible points were earned. The revised report grade will be the average score between the original assignment and the revised assignment. For example, a score of 6 on an assignment worth 10 points is eligible for a redo. If the student earns 10 points on the redo, the final score recorded for the assignment will be 8. *If you choose to redo a report, you must notify the instructor. The revised report must be turned in no later than 1 week from the time the original is returned. The revision policy does not apply to reports due after Apr. 21.*

- Please DO NOT ask the instructor for his personal notes if you miss class, unless you arrange it ahead of time and have a valid reason why you cannot obtain notes from a classmate. Otherwise, it is your responsibility to obtain notes from a peer. If you have questions about those notes, once obtained, feel free to ask questions in person or via email.

- Please discontinue the use of cell phones and other portable electronic devices as soon as class begins. Phones should be TURNED OFF so as not to disturb the learning of others. In unusual circumstances when you need to have your phone available, please notify the instructor prior to class. In addition to turning off cell phones, please refrain from checking email, text messages, or social networking sites during class time. It is very distracting to the instructor and to the other students who are participating actively in the class. Sana et al. (2013) found that multitasking on a laptop poses a significant distraction to both users and fellow students and can be detrimental to comprehension of lecture content. Thus, laptops may be used for note taking only.
     Sana, F., Weston, T., & Cepeda, N. J. (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers & Education*, *62*, 24-31.

- General class information, announcements, and many readings will be posted online on Canvas. Any PowerPoints, assignment guidelines, and grades also will be posted on Canvas. You should check email and Canvas for announcements regularly.

- There is an expectation of professionalism for this course and all your other UNO courses. This means you should arrive to class on time, stay for the entire length of class, dress professionally for practicum

activities, and communicate verbally and in writing (including email) using professional language and style. Sloppy work reflects poorly on you and our program.

- Participation in class activities and discussions is encouraged and expected. Ask questions! In the event you disagree with ideas presented by others, please refrain from any negative comments. Class members not respecting others' right to learning will be asked to leave the classroom and need to speak to the instructor before returning.

- Academic dishonesty of any kind will not be tolerated and will be addressed in a manner consistent with the University's Academic Integrity Policy (see the School Psychology Program Manual or the UNO Student Affairs website). In accordance with this policy, consequences for engaging in behavior that goes against academic integrity will be handled on a case-by-case basis at the discretion of the instructor. Penalties may range from zero credit on the assignment, to reduced or failing course grade, to expulsion from the program. ANY instances of plagiarism or other misconduct will be reported to the Program Director and Department Chair, and a record of the event will be placed in the student's file. Furthermore, depending on the situation, there may be consequences imposed by the School Psychology Program in addition to those imposed at the course level. Students who do not agree with the penalty decided by the instructor may follow a sequence of appeals. If you are unsure of whether or not you are committing plagiarism, or want to refresh yourself, please check the tutorial at http://www.indiana.edu/~istd/. **Students should be aware that fabricating test administrations and data and/or unethically providing others with test items/answers outside of the course constitutes academic dishonesty and will be consequenced as such.**

- The profession of school psychology requires constant collaboration and teamwork with other professionals. As such, the school psychology program at UNO strives to create a climate of collaboration and support among faculty and students. Students are encouraged to ask questions of faculty and other students to gain input, seek clarification, and enhance understanding related to course content and other professional experiences. Specific questions or advice solicitation regarding assignment expectations, content, formatting, APA style, etc. should go directly to faculty, and not to other students or to social media sites. Students may *not* share class-related assignments, exams, projects, reports, etc. with other students or on social media without explicit permission from the course instructor. Doing so would detract from the student's ability to demonstrate his or her own understanding of course content and would limit the faculty's ability to obtain a valid evaluation of a student's knowledge and skills. Additionally, class content and requirements may change from year to year, making previous years' assignments irrelevant. Thus, it is the policy of the program that students refrain from sharing any physical or electronic copies of course materials and content (e.g., assignments, exams, projects, papers, reports) with other students or on social media. In instances where it is evident that materials have been shared, students will be consequenced in accordance with the university's academic dishonesty policy.

- I wish to facilitate the learning of all students in the class. Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact the ASC (Location: 104 H&K, Phone: 554-2872, TTY: 554-3799, Email: unoaccessibility@unomaha.edu) or go to the website: https://www.unomaha.edu/student-life/accessibility/. Use of accommodations in the classroom or in testing situations will remain confidential. Please contact Dr. McKevitt with any special requests or accommodations. Please address any other specific issues or needs related to your performance in class to Dr. McKevitt as soon as possible.

- The course policies can be summed up by the following expectations:
    - Be Responsible
    - Be Professional
    - Be Academic

If you abide by these expectations, you will be successful in this class.

Other Testing Considerations and Comments:

- There is a lot to learn in this course! The range of learning varies from rote motor skills for manipulating test materials, to higher order synthesis and analysis skills for interpreting test results. A firm grasp of basic measurement theory (reliability, validity, and elementary statistics) is assumed. This adds up to a lot of work. You are strongly encouraged to practice test administrations on one another to provide peer support. We will not have class time devoted to practice administrations; however, many students find it extremely helpful to conduct at least one practice administration before a "real" one to get used to the items and scoring procedures.

- You are responsible for finding your own students and for obtaining a signed permission/informed consent from each child's parent or guardian. A consent form will be provided and the signed consent must be attached to each submitted protocol. All participants must be volunteers. The child's assent to testing must be obtained prior to testing. Do not solicit from a school system, hospital, training institution, or any other organization without permission from the instructor.

- Parents must understand that the tests you are giving are **practice tests**, that results cannot be considered valid or reliable, and that **results will not be shared or used for any purpose** beyond instruction for this course. Parents must be told beforehand that the results (this means ANY results, however vague or specific) cannot be shared and that no identifying information be on any permanent product (e.g., report) resulting from the testing. You may emphasize in recruiting students that the session(s) will be interesting, challenging, and a learning experience; parents often appreciate the fact that the test will be a pleasant and positive experience for their child. Children generally appreciate the time with an adult and enjoy the novel tasks.

- You may make **no recommendations for psychological or educational treatment** to parents based on your assessments. If you have difficulty coping with an anxious parent, a student pressing you for advice, or any other concerns, please let the instructor know.

- Be cautious in testing children at a place where you work or children of close friends or relatives. Do not test your own children. An exchange system can be established with other class members to test their children or friends' children. Be cautious about testing other relatives (such as nieces, nephews) and always ensure parents know you cannot divulge any test results. If you think that will lead to an uncomfortable position, find someone else to test.

- The material that you obtain for your students is confidential and should be treated as such. Do not discuss your assessment or the student outside of class under any circumstances. All identifying information (except grade and birthday) should be removed or changed on reports and protocols you submit. Only the parent consent form should contain the child's actual name.

- Tests kits are very expensive and should be treated with care. For example, the WISC-V complete battery costs $1296.75 (without a bag!). Although the use of test kits is provided through the tuition and fees for this course, a damage fee will apply to test kits that receive more than "routine wear and

tear." Similarly, you will be required to pay for any missing items from the test kits. Prior to checking out the test kits, the TA will verify the completeness and overall condition of the kits. **Highlighting or marking the test manuals is not permitted,** but you may use sticky notes to identify pages**.** If you wish to highlight or mark the material, then you should purchase the test manual.

- You will need access to technology for this course. This technology includes video equipment, audio equipment (for certain tests), a stopwatch, online test scoring and administration programs, and iPads for test administration. See the TA for assistance in obtaining these materials for your test sessions. It is recommended you purchase a stopwatch or have a stopwatch app on a smartphone because that will come in handy in your future career!

- Great care must be taken when checking out and using iPads for test administration due to the significant expense associated with replacing these devices. Please do not alter any settings on the iPads or use the iPads for any personal purpose (e.g., social media, FaceTime, etc.). **You are responsible for the iPads when they are under your care. If they are lost, stolen, or damaged, you are responsible for the cost of repairing or replacing.** Please report any technology difficulties with the iPads to Dr. McKevitt immediately.

Daily Topics and Assignments:

Date:	Topics:	Readings/Assignment Due: [*Article is available on Canvas]
Jan. 14	Introduction and Overview of Class	None
Jan. 16	Assessment Purposes and Questions	Sattler, chs 1-2
Jan. 21	Standardized Test Administration Considerations	Sattler, ch 6
Jan. 23	Achievement Testing and Intervention: CBM/CBE Overview Accessing AIMSweb materials	Shapiro, chs 1 & 3 Howell & Nolet, chs 1 & 6; SKIM chs 2-5 Howell, K. W. & Hosp, J. L., (2014). Best practices in curriculum-based evaluation. In P. Harrison & A. Thomas (Eds.). *Best practices in school psychology: Data-based and collaborative decision making* (pp. 159-170). Bethesda, MD: NASP. (REVIEW to solidify concepts) *Shinn, M. R. (2008). Best practices in using curriculum-based measurement in a problem-solving model. In A. Thomas and J. Grimes (Eds.). *Best practices in school psychology V* (pp. 243-261). Bethesda, MD: NASP. *Pearson (2012a). AIMSweb introductory guide. Bloomington, MN: Author. *Pearson (2012b). AIMSweb technical manual. Bloomington, MN: Author (SKIM for your reference). NOTE: Shapiro chs 6-7 also should be read during the semester as you will find these chapters useful for intervention recommendations in your reports.

Jan. 28	Achievement Testing and Intervention: CBM/CBE Reading Decoding	Howell & Nolet, ch 9 Shapiro, ch 4, pp. 134-148 Hosp, M. K. & MacConnell, K. L. (2014). Best practices in curriculum-based evaluation in early reading In P. Harrison & A. Thomas (Eds.). *Best practices in school psychology: Data-based and collaborative decision making* (pp. 171-186). Bethesda, MD: NASP Joseph, L. M. (2014). Best practices on interventions for students with reading problems. In P. Harrison & A. Thomas (Eds.). *Best practices in school psychology: student level services* (pp. 97-113). Bethesda, MD: NASP. Daly, E. J., O'Connor, M. A., & Young, N. D. (2014). Best practices in oral reading fluency interventions. In P. Harrison & A. Thomas (Eds.). *Best practices in school psychology: student level services* (pp. 115-128). Bethesda, MD: NASP.
Jan. 30	Achievement Testing and Intervention: CBM/CBE Reading Comprehension	Shapiro, SKIM ch 5 Howell & Nolet, ch 8 *Howell, K. W. (2008). Best practices in curriculum-based evaluation and advanced reading. In A. Thomas and J. Grimes (Eds.). *Best practices in school psychology V* (pp. 397-418). Bethesda, MD: NASP.
Feb. 4	Achievement Testing and Intervention: CBM/CBE Math	Shapiro, ch 4, pp. 148-158 Howell & Nolet, ch 12 Clarke, B., Doabler, C. T., & Nelson, N. J. (2014). Best practices in mathematics assessment and intervention with elementary students. In P. Harrison & A. Thomas (Eds.). *Best practices in school psychology: Data-based and collaborative decision making* (pp. 219-232). Bethesda, MD: NASP. Zannou, Y., Ketterlin-Geller, l. R., & Shivraj, P. (2014). Best practices in mathematics instruction and assessment in secondary settings. In P. Harrison & A. Thomas (Eds.). *Best practices in school psychology: Data-based and collaborative decision making* (pp. 233-246). Bethesda, MD: NASP.
Feb. 6	Achievement Testing and Intervention: CBM/CBE Writing (Mechanics & Expression)	Shapiro, ch 4, pp. 158-166 Howell & Nolet, ch 11 Malecki, C. (2014). Best practices in written language assessment and intervention. In P. Harrison & A. Thomas (Eds.). *Best practices in school psychology: Data-based and collaborative decision making* (pp. 187-202). Bethesda, MD: NASP.
Feb. 11	Achievement Testing: WJ-IV ACH	*WJ-IV ACH Manual, chs 2-3
Feb. 13	Achievement Testing: KTEA, WIAT	*WIAT-III Manual, chs 1-3 *KTEA-3 Administration Manual, chs 1-2
Feb. 18 Feb. 20	**NASP Conference: NO CLASSES** (Make-up classes scheduled for Mar. 6 and Apr. 3)	

Feb. 25	Achievement Testing: TOWL, Key Math, WRMT, other subject tests	None **2 Protocols DUE**
Feb. 27	Dyslexia Assessment: CTOPP-2, TOWRE-2	*Fletcher, J.M., Lyon, G.R., Fuchs, L.S., & Barnes, M.A. (2019). *Learning disabilities: From identification to intervention* (2nd ed.). New York: Guilford Press. Chapter 6. *Proctor, C.M., Mather, N., Stephens-Pisecco, T.L., & Jaffe, L.E. (2017). Assessment of dyslexia. *Communique', 46,* 1, 20-23. *Nebraska School Psychologists Association (2019, April). *Dyslexia Guidance for Nebraska School Psychologists.* Available online at www.nspa.wildapricot.org . *International Dyslexia Association (2017). Dyslexia in the Classroom: What Every Teacher Needs to Know. https://dyslexiaida.org/wp-content/uploads/2015/01/DITC-Handbook.pdf *CTOPP-2 Manual, chs 1-2
Mar. 3	Achievement Testing: Scoring and interpretation practice	None
Mar. 5	Cognitive Testing: WISC-V overview	Sattler, ch 9 *WISC-V Technical and Interpretive Manual, ch. 1 *WISC-V Administration and Scoring Manual, ch 1 *WISC-V Administration and Scoring Manual ch 2 (pp. 21-54) **2 Protocols DUE**
Friday Mar. 6 10:00-11:15 (NASP make-up day)	Cognitive Testing: WISC-V subtests	Sattler, ch 10 (READ pp. 339-368, SKIM the rest of the chapter) *WISC-V Technical and Interpretive Manual, ch 2 (pp. 5-22)
Mar. 10	Cognitive Testing: WISC-V subtests (cont.) & interpretation	Sattler, ch 11 *WISC-V Administration and Scoring Manual ch 2 (pp. 55-76) *WISC-V Technical and Interpretive Manual, ch 6 *Watkins, M.W., Glutting, J.J., & Youngstrom, E.A. (2005). Issues in subtest profile analysis. In D. Flanagan & P. Harrison (Eds.). *Contemporary intellectual assessment* (pp. 251-268). New York: Guilford.
Mar. 12	Cognitive Testing: WISC-V interpretation (cont.)	Continue readings from above
Mar. 17	Cognitive Testing: Nonverbal Measures CTONI-2	*Braden, J. P., & Athanasiou, M. S. (2005). A comparative review of nonverbal measures of intelligence. In D. Flanagan & P. Harrison (Eds.), *Contemporary intellectual assessment* (pp. 557-577). New York: Guilford. *CTONI-2 manual, chs 1-3 **2 Protocols DUE**
Mar. 19	Cognitive Testing: Other Cognitive Tests	*Sattler, J.M. (2008). *Assessment of children: Cognitive foundations* (5th ed.). LaMesa, CA: Author. Ch 18: Assessment of Intelligence with Specialized Measures

Mar. 24 Mar. 26	**Spring Break: NO CLASSES**	
Mar. 31	Report Writing	Walrath, R., Willis, J. O., & Dumont, R. (2014). Best practices in writing assessment reports. In P. Harrison & A. Thomas (Eds.). *Best practices in school psychology: Data-based and collaborative decision making* (pp. 433-445). Bethesda, MD: NASP. *Lichtenstein, R. (2013a). Writing psychoeducational reports that matter: A consumer-responsive approach. *Communiqué, 42*(3). Bethesda, MD: NASP. *Lichtenstein, R. (2013b). Psychoeducational reports that matter: A consumer-responsive approach, Part 2. *Communiqué, 42*(4). Bethesda, MD: NASP. *Lichtenstein, R. (2013c). Psychoeducational reports that matter: A consumer-responsive approach, Part 3. *Communiqué, 42*(6). Bethesda, MD: NASP.
Apr. 2	Standardized Test Score Interpretation	*Salvia, J., Ysseldyke, J. E., & Bolt, S. (2007). *Assessment in special and inclusive education* (10th ed.). New York: Houghton-Mifflin. *Chapter 5* **2 Protocols DUE** **1 Video DUE**
Friday Apr. 3 10:00-11:15 (NASP make-up day)	WISC-V Q-interactive	*Clark, S.W., Gulin, S.L., Heller, M.B., & Vrana, S.R. (2017). Graduate training implications of the Q-interactive platform for administering Wechsler intelligence tests. *Training and Education in Professional Psychology, 11,* 148-155.
Apr. 7	Intelligence Theory Review	Sattler, ch 7 *Flanagan, D. P., Ortiz, S. O., Alfonso, V. C., & Dynda, A. M. (2008). Best practices in cognitive assessment. In A. Thomas and J. Grimes (Eds.). *Best practices in school psychology V* (pp. 633-660). Bethesda, MD: NASP.
Apr. 9	Interdisciplinary Professional Experience Meeting #1: Overview, work time *(Meet in RH 502)*	Read assigned case **1 Report DUE**
Apr. 14	Issues in Intelligence Testing; SLD Identification Controversies	Sattler, ch 8 *Ceci, S. J., & Williams, W. M. (1997). Schooling, intelligence, and income. *American Psychologist, 52,* 1051-1058. *Stanovich, K.E. (2005). The future of a mistake: Will discrepancy measurement continue to make the learning disabilities field a pseudoscience? *Learning Disability Quarterly, 28,* 103-106. *McGill, R. J., Dombrowski, S. C., & Canivez, G. L. (2018). Cognitive profile analysis in school psychology: History, issues, and continued concerns. Journal of School Psychology, 71, 108-121. *Fletcher, J.M. & Miciak, J. (2018). Comprehensive cognitive assessments are not necessary for the identification and

		treatment of learning disabilities. *Archives of Clinical Neuropsychology, 32,* 2-7.
		*Schneider, W.J. & Kaufman, A.S. (2018). Let's not do away with comprehensive cognitive assessments just yet. *Archives of Clinical Neuropsychology, 32,* 8-20. *Reschly, D. J., & Grimes, J. P. (2002). Best practices in intellectual assessment. In A. Thomas and J. Grimes (Eds.). *Best practices in school psychology IV* (pp. 1337-1350)*. Bethesda, MD: NASP. **2 Protocols DUE**
Apr. 16	Interdisciplinary Professional Experience Meeting #2: Work time *(Meet in RH 502)*	None
Apr. 21	Cultural Considerations in Assessment	Sattler, ch 5 *McDermott, P. A., Watkins, M. W., & Rhoad, A. M. (2014). Whose IQ is it?—Assessor bias variance in high-stakes psychological assessment. *Psychological Assessment, 26,* 207-214. *Ortiz, S. O., Piazza, N., Ochoa, S. H., & Dynda, A. M. (2018). Testing with culturally and linguistically diverse population: New directions in fairness and validity. In D. Flanagan & E. McDonough (Eds.), *Contemporary intellectual assessment* (4th ed.; pp. 684-712). New York: Guilford. *Suzuki, L. A., & Valencia, R. R. (1997). Race-ethnicity and measured intelligence: Educational implications. *American Psychologist, 52,* 1103-1114. **2 Protocols DUE** **2 Reports DUE** **1 Video DUE**
Apr. 23	Interdisciplinary Professional Experience Meeting #3: Case presentations *(Meet in RH 502)*	**Case Collaboration Project Assessment/Intervention Plan and Presentation DUE**
Apr. 28	Interviewing and Observation Strategies	*Andren, K. J. (2013). Conducting problem-solving interviews. In R. Brown-Chidsey & K. Andren (Eds.). *Assessment for intervention: A problem-solving approach* (pp. 144-156). New York: Guilford. *Clemens, N. H., Shapiro, E. S., & Seibert, A. L. (2013). Conducting systematic direct observations to define and assess school-related problems. In R. Brown-Chidsey & K. Andren (Eds.). *Assessment for intervention: A problem-solving approach* (pp. 157-179). New York: Guilford. **2 Reports DUE**

Apr. 30	Task Related Behaviors	Howell & Nolet, ch 14
		*Daly, E. J., Witt, J. C., Martens, B. K., & Dool, E. J. (1997). A model for conducting a functional analysis of academic performance problems. *School Psychology Review, 26,* 554-574.
		VanDerHeyden, A.M. (2014). Best practices in can't do/won't do assessment. In P. Harrison & A. Thomas (Eds.). *Best practices in school psychology: Data-based and collaborative decision making* (pp. 305-316). Bethesda, MD: NASP.
		*Morrone, A. S., & Pintrich, P. R. (2006). Achievement motivation. In G. Bear & K. Minke (Eds.). *Children's needs III: Development, prevention, and intervention* (pp. 431-442). Bethesda, MD: NASP.
		*Gettinger, M., & Ball, C. (2006). Study skills. In G. Bear & K. Minke (Eds.). *Children's needs III: Development, prevention, and intervention* (pp. 459-472). Bethesda, MD: NASP.
		WISC-V Q-interactive Administration and Brief Reflection DUE
May 5	Final exam scheduled time 2:30 Simulated MDT	**Integrated Report DUE**

Note. This syllabus is subject to mid-course revisions. The timing and implementation of changes will be negotiated as a class; however, the instructor reserves the right to make the final decision regarding any mid-course modifications.