



School Psychology 545 - Assessment I Spring 2023

Instructor: James Alsip, Ed.S., NCSP
Class day and time: Thursdays 5:00-8:00 PM
Class location: York Graduate Center, Room 115
Office hours: Phone or Zoom by appointment
Phone/Text: (541)760-1809
Email: jalsip@lclark.edu
Credits: 3 semester hours

Required text:

- Sattler, J.M. (2018). *Assessment of Children: Cognitive Foundations - 6th edition*. San Diego: Jerome M. Sattler, Publisher, Inc.

Course description:

This course is a part of a three-part assessment sequence that addresses the psycho-educational, social, emotional, and behavioral assessment of children and adolescents. In this course, the focus is on gaining competency with the skills and tools needed to collect, interpret, and present data using psycho-educational assessments involving cognitive and academic measures.

This course is designed to prepare students to (a) understand and learn the process of assessment, (b) critically evaluate various standardized measures of cognitive and achievement functioning, (c) employ an empirically-based method of analyzing information obtained during the assessment process and linking data to interventions, (d) communicate assessment findings orally and in writing in a clear and professional manner to a variety of audiences, and (e) appreciate the theoretical constructs and psychometric properties that underlie cognitive and achievement assessment instruments.

Students will use empirically supported procedures for collecting, analyzing, and presenting assessment data used in making educational and clinical decisions. All measures discussed in the course will be presented as *tools* that complement other facets of assessment. The course emphasizes both “how to” administer specific tests, as well as general principles and theoretical grounding to guide the use and application of these and other assessment tools throughout the individual’s professional career. Ethical administration and interpretation is emphasized, including understanding the theory and specific uses and limitations of intellectual assessment tools, standardization procedures, properties of the normative sample, data-based interpretation of results, and issues of special populations and human diversity.

The course format stresses the formative evaluation of students' progress towards a criterion of competence. Students are expected to master the administration, scoring, and basic interpretation of

specific cognitive and achievement measures to a high level of mastery. Additional training and experience will be necessary, however, to further develop and refine skills and to apply them to diverse individuals in a variety of settings. Students demonstrating initial competence following this course will be ready for further training in individual intellectual assessment in supervised practicum experiences, but not for unsupervised/independent practice.

Course goals and objectives:

1. Demonstrate initial competence in the standardized administration, scoring, interpretation, and reporting of the WJ-IV COG, WISC-V, and WJ-IV ACH.
2. Develop initial proficiency in report writing for cognitive and achievement testing.
3. Demonstrate knowledge of basic principles of Cross Battery Assessment for identification of a specific learning disability using a patterns of strengths and weaknesses (PSW) model.
4. Demonstrate basic knowledge of psychometrics and test development including an application of psychometric theory in practice.
5. Recognize measurement principles for selecting, using, and interpreting assessment tools.
6. Become familiar with ethical and legal standards and responsibilities in regard to test materials.
7. Exhibit interpersonal relationship skills including the ability to develop and maintain rapport with an examinee and communicate in a sensitive manner.
8. Develop an appreciation and awareness of the use and limitations of standardized assessment tools, particularly for students from diverse linguistic, cultural, and socioeconomic backgrounds.
9. Demonstrate knowledge of issues surrounding the intellectual assessment of children and adults from special populations, such as preschoolers, children/adults with disabilities, and children/adults for whom English is a second language.
10. Demonstrate the Professional Standards associated with the School Psychology program at Lewis & Clark College.

Course assignments:

This course includes four main components: test protocols, reports, test administration videos, and take-home exams. Each student must achieve mastery of the three major tests taught in this course: WJ-IV COG, WJ-IV ACH, and WISC-V.

1. Test protocols: Students will complete three administrations of both the WJ-IV COG and the WISC-V and two administrations of the WJ-IV ACH. Protocols will be administered one week prior to their due date. Additional details will be provided in class.
2. Reports: Students will complete one report for each of the three major tests taught in this course. Scores will be provided for each report.
3. Video: Students will be responsible for recording their final administration of the WJ-IV-COG, WJ-IV-ACH, and WISC-V. For videos, all expected subtests must be visible and audible. Any subtest not recorded in its entirety, not visible, or not audible must be completed again, without exception.

4. Take-home exams: It is very important that students keep up with the readings assigned in the chapters as these will facilitate understanding of testing issues and assist in report writing. The midterm and final are used to ensure that students are keeping up with the assigned chapter readings.

Course grading:

Test protocols	8 x 25 points = 200 points
Reports	3 x 50 points = 150 points
Videos	3 x 50 points = 150 points
Take-home exams	2 x 50 points = 100 points
Total	= 600 points

Scale:

[93-100% = A]	[90-92.9% = A-]	[87-89.9% = B+]	[83-86.9% = B]
[80-82.9% = B-]	[77-79.9% = C+]	[73-76.9% = C]	[70-72.9% = C-]
[<70% = F]			

Turning in any item late:

Students will incur deduction of 5 points per day. Protocols or videos submitted without an accompanying properly completed consent are considered late until the point when the consent is received by the instructor.

CPSY Departmental Attendance Policy:

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit). In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

Additional requirements/expectations:

- Each student must have a stopwatch (cannot beep) and a black, blue, and red ink pen. Students may want a clipboard.
- Each student is expected to find their subjects for testing. The first administration of each test will be with a classmate.
 - WJ-IV-COG (three administrations): Three subjects are needed. The second administration may be with either a child or an adult and the final administration must be a school-aged student between grades K and 12.
 - WJ-IV-ACH (two administrations): Two subjects are needed. The final administration must be with a school-aged student between grades K and 12.

- WISC-V (three administrations): Three subjects are needed. The second and third administrations must be with children ages 6-16.
- Students should not test family members. Scores CANNOT be shared with students, families, schools, or other concerned parties. All consent forms will say this and this policy must be adhered to.
- Students will be provided with test protocols and consent forms one week before the due date. Testing should not take place more than 1 week prior to the due date, because oftentimes there will be course content covered in the last class time before testing is due that is required to accurately complete the assessment. In other words, you will not be ready to give the tests more than 1 week before the due date. The protocols cannot be copied, faxed, or scanned. No requirements in this course, including reports, may be faxed or emailed. Reports must be in final form on the date due and uploaded to Moodle at the onset of the class period.
- All students are expected to act professionally in setting up testing appointments and conducting the test session. Careful consideration must be given to environmental conditions during testing.

Professional Conduct and Academic Integrity Policy:

All Lewis & Clark students are responsible for knowing the standards of professional conduct and academic integrity. Please refer to the Lewis & Clark graduate catalog for the Standards of Professional Conduct and Academic Integrity Policy.

Disability Services Statement:

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

Cell Phones and Laptops:

Please silence your phone and put it away. Please refrain from checking or sending texts/email during class time. If laptops or tablets are used in class, internet functions should be turned off. Laptops/tablets can be used for note-taking purposes only.

Food:

No food or drink (other than water in a closed container) is to be out while test kits are out during class time.

Test Kits:

It is your responsibility to follow the check-out schedule or make alternate arrangements so that you have the kit for the test we are discussing in class. The test kit check-in and check-out schedule is as follows:

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DATE	TIME	ACTION
01/12/23	2:30-4:45pm	Check out WJ-IV-COG
02/23/23	2:30-4:45pm	Return WJ-IV-COG Check out WJ-IV-ACH
03/16/23	2:30-4:45pm	Return WJ-IV-ACH Check out WISC-V
04/20/23	2:30-4:45pm	Return WISC-V

All test kit check-ins or check-outs, including the times described above, are to be set by completing the **School Psychology Test Kit Request Form** (link will be provided in Moodle). Using this form, you will make an appointment to pick up test kits between 2:30 and 4:45pm on the dates listed above. Please use the form for requests, but feel free to contact Rachel Greben for changes in schedule, etc. (gradloaner@lclark.edu; 503-768-6013). During test kit check-in appointments, the contents of each kit will be inventoried, using the list of components included in the test kit. **Each member of the group will be financially responsible for all missing components**, and all test kits must be returned in their entirety prior to receiving a grade for the course. Please plan sufficient time for your check-in and out appointments to complete the full check-in and check-out process.

This is a very rigorous course which requires a lot of outside work. All testing is done outside of class hours, and scoring and report writing are also done outside of class, although some scoring is done within the class period for initial protocols. Thus, the applied skills (practice) components of this course will require much additional time, and students must be aware of time management issues as they progress throughout the semester. Any concerns that arise regarding the inability to meet course and time demands should be discussed with the professor immediately when these arise. **Due to the nature of this course, it may be necessary on several occasions to go overtime. This is especially true on practice days that involve learning test administration and the scoring of protocols.**

Changes:

The instructor reserves the right to make appropriate changes in the syllabus and course schedule/sequence. It is the candidate's responsibility to keep updated on course information if he/she/they is absent.

Communication:

Email is the preferred method of communication. I will typically respond to inquiries within 24 hours on weekdays. Any changes to class times, candidate expectations, assignments, etc. will be communicated via the announcements section on Moodle and via email. Please make sure that you are subscribed to the announcements and receive them as appropriate.