

CPSY 538 Academic Theory & Assessment Fall, 2005

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Office Hours: By appointment

Text: (Required)

- 1. Smith, D.K., Essentials of Individual Achievement Assessment, John Wiley & Sons, Inc., New York, 2001.**
- 2. Mather, N., Wendling, B., & Woodcock, R., Essentials of WJ-III Tests of Achievement Assessment, John Wiley & Sons, Inc., New York, 2001.**
- 3. Articles purchased in first class**

Course Description:

This course is the first of two designed to give you instruction and practical experience in the measurement of individual differences. The purpose and focus of this portion of your program will be the academic evaluation: assessing the learner's achievement levels in the course of formal education, as well as providing a comprehensive conceptual and practical overview of the current state of the art of academic assessment.

During this course you will become familiar with formal and informal techniques for assessing academic skills spanning the age and developmental levels from early childhood education through adulthood. In addition, you will become familiar with contemporary theories of the structure of academic achievement and personal competencies, new assessment technology, and current scientific knowledge of the most popular measures of achievement used today. Particular emphasis will be placed on the practical experience of test selection, administration, and results interpretation. The pre-referral process, as well as the legal and ethical aspects of the school psychologist's job will also be explored. This course, and its partner, Cognitive Theory and Assessment (Spring, 2005), culminates in the development of a comprehensive psychoeducational report that will include the design recommendations and intervention plans sensitive to the needs of the diverse student populations and cultures within which you might expect to work as a school psychologist.

Course Objectives:

- To provide students with an overview of a wide variety of prominent theories of achievement and issues related to the utility of current academic assessment batteries for special populations (e.g., preschoolers, culturally and linguistically diverse, etc.).

- To provide students with the experience of assessing academic skills using tests that focus on specific areas and age levels from early childhood through adulthood.
- To provide students with an exposure to a variety of instruments in each area or age level.
- To provide students with the opportunity to explore and articulate ways of linking assessment and intervention through report writing, designing recommendations and through direct consultation

Course Requirements:

Each student will:

1. Administer and Score (3) WJ-III's [Standard Battery Only]
2. Administer and Score, with a class partner (2) additional tests from the following:
 - a. Kaufman Test of Educational Achievement
 - b. Peabody Individual Achievement Test-Revised
 - c. Wechsler Individual Achievement Test I or II
3. Administer and Score (1) Brigance Screener (selected portions)
4. Complete a written report on WJ-III (#2 & #3)
5. Write a summary paragraph with 5 recommendations on Brigance
6. Videotape 10 minutes of your administration of (1) subtest (your choice) from your second WJ-III administration or 10 minutes of the Brigance Screener
7. Complete Final (Due last night of class)

Grades:

WJ3 (#2) Write-up	=	30%
WJ3 (#3) Write-up	=	30%
Brigance Write-Up	=	15%
Take-Home Final	=	<u>25%</u>
	TOTAL	= 100%

Grade Distribution:

98-100	=	A+	
93-97	=	A	
90-92	=	A-	
87-89	=	B+	
83-86	=	B	
80-82	=	B-	...etc., etc., etc. ...