

CPSY 538 Academic Theory & Assessment Fall, 2006

Instructor: Colleen M. Hanson, Ed.D.
E-Mail: forskykids@yahoo.com

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. Sattler, J., Assessment of Children (4th ed.), Jerome M. Sattler, Publisher, Inc., San Diego, CA., 2001**
 - 4. Flanagan, D. & Kaufman, A., Essentials of WISC-IV Assessment, John Wiley & Sons, Inc, New Jersey, 2004.**
 - 5. Schrank, F. and all, Essentials of WJIII Cognitive Abilities Assessment, John Wiley & Sons, Inc, New Jersey, 2002.**
 - 6. 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 & Score (2) WJ-III's [Standard Battery:Cog & Ach]
2. Administer and Score (2) WISC-IV's
3. Administer and Score (1) WIAT's
4. Administer and Score, with a class partner (2) additional tests from the following:
 - a. Comprehensive Test of Non-Verbal Intelligence
 - b. Test of Nonverbal Intelligence-III
 - c. Universal Nonverbal Intelligence Test
 - d. Differential Abilities Scale
 - e. Stanford Binet-V
5. Administer and Score (1) Brigance Screener (selected portions)
6. Complete Final (Due last night of class)

Grades:

WJ3 (#1) Academic	=	10%
WJ3 (#2) Academic	=	10%
WJ3 (#1) Cognitive	=	10%
WJ3 (#2) Cognitive	=	10%
WISC-IV (#1) Cognitive	=	10%
WISC-IV (#2) Cognitive	=	10%
WIAT Academic	=	10%
Brigance Screen	=	10%
Take-Home Final	=	<u>20%</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. ...

COURSE SYLLABUS COVER SHEET

Lewis & Clark College
Graduate School of Education

Please attach completed cover sheet to course syllabus.

Course Name	Academic Assessment and Intervention
Course Number	538
Term	Fall, 2006
Department	Counseling Psychology
Faculty Name	Dr. Colleen M. Hanson

Catalogue Description Covers a broad range of approaches to assessing learning with traditional and alternative techniques. Participants become skilled in evaluating students with a variety of learning problems and in evaluating adaptive behavior and learning environments. Particular attention is given to working with learners of culturally and linguistically diverse populations. Focuses on the link between academic assessment and educational planning or intervention.

Fundamental Competencies Addressed in Course:

Fundamental Competencies	
Learning Environments Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	√
Content Knowledge Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems.	√
Teaching Approaches Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	√
Connection to Community Design educational activities that cultivate connections between learners and their communities and region.	√
Educational Resources Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	√
Assessment Assess, document, and advocate for the successful learning of all students and school stakeholders.	√
Research and Reflection Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	√
Leadership and Collaboration Lead and collaborate with others to plan, organize, and implement educational practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth.	√
Professional Life Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	√

Authorization Levels:

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an "R" in the appropriate box) and/or through a practicum experience (indicate with a "P" in the appropriate box).

Early Childhood Age 3-4 th Grade	R/P
Elementary 3 rd -8 th Grades in an Elementary School	<u>R/P</u>

Middle Level 5 th -10 th Grades in a Middle or Junior High School	<u>R/P</u>
High School 7 th -12 th Grades in Subject/Dept. Assign. in a Mid- or Sr.-High School	<u>R/P</u>

*R = Readings and In-class Discussions *P = Practicum

Student Performance:

Student performance criteria appear on page(s) 1-2 of this syllabus (student performance includes goals, evidence, and levels of performance).