

California State University, Northridge
Educational Psychology and Counseling
School Psychology Program

Individual and Group Assessment (EPC 601)
Summer, 2021

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Class Meetings: Tuesday 4:00 – 6:45

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The Michael D. Eisner College of Education Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

1. We value academic excellence in the acquisition of research-based professional knowledge and skills. We commit ourselves to, and expect our candidates to:
 - Acquire in-depth knowledge of subject matter (aligning with state and national curriculum standards when applicable);
 - Acquire professional and pedagogical knowledge;
 - Acquire pedagogical content knowledge;
 - Use professional standards and empirical research to develop and evaluate programs and guide practice;
 - Capitalize on advancements in technology to promote learning;
 - Communicate effectively using multiple modalities, including speaking/signing, writing, and digital media, in professional and community settings; and
 - Understand, apply, and engage in scholarship and research.

2. We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement. We commit ourselves to, and expect our candidates to:
 - Develop knowledge and skills that research and evidence have shown to positively impact schools and communities;
 - Acquire knowledge and skills in assessing those we serve, using various indicators including national, state, and institutional standards;
 - Acquire knowledge and skills in identifying and selecting assessment approaches and measures that are reliable, valid, and fair;
 - Develop skills in analyzing, synthesizing, and evaluating data for the purpose of informing practice;
 - Use evidence from multiple assessments to inform and improve practice that will promote learning and growth of all pupils; and
 - Engage in cycles of understanding, learning, application in the field, reflection, and revision of practice.
3. We value ethical practice and what it means to become ethical and caring professionals. We commit ourselves to, and expect our candidates to:
 - Engage in inquiry about what it means to be an ethical and caring professional;
 - Adhere to a code of ethics appropriate to professional practice and recognize its relationship to the realities of the contexts in which practice occurs;
 - Assume personal responsibility for developing, demonstrating, and refining the values, beliefs, and assumptions that guide professional practice; and
 - Demonstrate attitudes, dispositions, and behaviors of caring and ethical professionals in daily practice.
4. We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities. We commit ourselves to, and expect our candidates to:
 - Participate in intra- and interdisciplinary partnerships including the Michael D. Eisner College of Education and the university;
 - Participate in external partnerships with schools, community agencies, other universities, and local, state, and national agencies with common interests;
 - Collaborate with all stakeholders to support the learning and growth of faculty, staff, candidates, and those they serve; and
 - Identify and use professional and community resources.
5. We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners. We commit ourselves to, and expect our candidates to:
 - Foster a climate in which the meaning and implications of diversity are continuously defined, examined, and addressed;

- Move from acceptance of diversity, to appreciation of diversity, to becoming agents of change for social justice;
 - Respect and understand the conditions and contributions of communities and schools, and of families from all backgrounds;
 - Develop, use, and promote positive interpersonal skills in an open and inclusive process for making decisions and achieving consensus; and
 - Participate in and be accountable for shared decision making within the academic and service communities in a manner that contributes to supporting diversity.
6. We value creative, critical, and reflective thinking and practice. We commit ourselves to, and expect our candidates to:
- Engage in continuous and critical reflection;
 - Participate in ongoing professional development;
 - Accept feedback and consider implications for practice and program renewal;
 - Refine and apply professional competencies through collegial interaction, including for candidates a variety of clinical practice experiences; and
 - Solve problems, make decisions, facilitate change, and produce knowledge in new and creative ways.

Required Course Readings: Students are expected to do all of the assigned reading. Reading will be reviewed and discussed in class.

Sattler, J. M. (2018). *Assessment of Children, Cognitive Foundations and Applications*. Sixth Edition. San Diego, CA: Jerome M. Sattler, Publisher, Inc.

Course Description:

EPC 601 will include an examination of individual and group assessment. An introduction to the application of individual and group instruments in the evaluation of intellectual performance, academic achievement, and psychological processing will be emphasized. The course includes discussions on historical foundations, psychometric and technical issues, ethical standards, current practices and future trends in psycho-educational assessment, and social issues pertaining to group and individual assessment. A major portion of the course will be devoted to the administration, scoring, and interpretation of norm-referenced, standardized assessment instruments.

Student Learning Objectives:

1. To develop an understanding and knowledge of appropriate models of assessment and select appropriate psychometric limits on interpretation, in the context of student’s cultural, language, and socioeconomic backgrounds. (CCTC SPPE 1.0, 1.3)
2. To develop an understanding of selecting assessment procedures tests, record reviews, observations, and interviews as part of the process of early identification of learning problems (CCTC SPPE 1.0, 1.3)
3. To begin to learn test administration. (CCTC SPPE 1.0, 1.1)

4. To understand assessment within the problem solving model and a multi-tiered system of support that involves the Response to Intervention Model to monitor and evaluate intervention and service effectiveness. (NASP Domain 1; CCTC SPPE 1.0, 1.5; 1.6)

Course Requirements:

1. **Class attendance and participation:** Students are required to be on time for all lectures. **Students missing more than two classes will not receive credit for the course.** Please inform the instructor before class if you will be absent. Participation in class discussions is expected and required.
2. **Readings:** Students are expected to complete all of the assigned readings prior to the class meeting. Expect to participate in discussions pertaining to the assigned readings. In the event of minimal participation by all students, the professor reserves the right to administer “pop quizzes” as part of the overall grade evaluation for this course.
3. **Midterm**
4. **Report section write-ups**
5. **Test write-ups**
6. **Final**

Student Conduct:

Student conduct is viewed as a serious matter and it is assumed that all students will conduct themselves in a mature and respectful manner. Students are to conduct themselves as citizens of the campus community and in a manner congruent with university policies and regulations. Inappropriate conduct is subject to discipline via the EPC Student Affairs Committee and/or Title 5, California Code of Regulations. Academic honesty is expected of all students.

Grading for EPC 601:

Students missing more than two classes will not be given credit for the course. A grade of B- or lower will require re-taking the course for students in the School Psychology Program. Final grades will be based on the accrued point total.

1. Midterm	50 points total
2. Report Section write-ups:	10 points each (Total: 30 points)
3. Test write-ups:	10 points each (Total: 50 points)
4. Final	100 points
5. Attendance, Participation, and Conduct	25 points

Total Points - 255

Course Grades: The +/- grade option will be used in this course.

- A** 95 – 100% (242 - 255 points)
- A-** 90 – 94% (229 - 241 points)
- B+** 85 – 89% (216 - 228 points)
- B** 80 – 84% (204 - 215 points)

Class Schedule

Date	Topic	Reading Assignment
Week 1 6/1	<ul style="list-style-type: none"> - Overview of course. - Introduction to concepts of assessment. - Daniel Hoffman case. - RIOT model. Four Pillars of Assessment. (CCTC Std.5) - Considerations for assessment - Visit to the assessment library. 	Sattler 1 & 2 Reschly BP-V, Ch. 1 Reschly & Grimes BP-IV, Ch. 83
Week 2 6/8	<ul style="list-style-type: none"> - Specific Learning Disability (SLD). (SSPE 1.0, 1.3) - Future trends in the assessment of SLD. - Models of Assessment for SLD (i.e., Discrepancy, RTI, & PSW) (CCTC. Std. 4) - Issues pertaining to intelligence testing. - History of intelligence testing 	Sattler Ch. 3, 5, & 6
Week 3 6/15	<ul style="list-style-type: none"> - Larry P. - Test bias. - IDEA 2004. - Introduction to Achievement and Psychological Processing Assessment 	Sattler Ch. 4, 7, & 8 Powers, Hagans-Murillo, & Restori (2004) Handout(s)
Week 4 6/22	<ul style="list-style-type: none"> - Introduction to measurement, reliability & validity 	Sattler Ch. 19
Week 5 6/29	<ul style="list-style-type: none"> - MIDTERM - Introduction to VMI (SPPE 1.1) 	Handout(s)
Week 6 7/6	<ul style="list-style-type: none"> - Introduction to Bender-2 	Handout(s)
Week 7 7/13	<ul style="list-style-type: none"> - Introduction to TAPS-IV 	Handout(s)
Week 8 7/20	<ul style="list-style-type: none"> - Introduction to CTOPP-2 	Handout(s)
Week 9 7/27	<ul style="list-style-type: none"> - Introduction to WJ-IV Achievement 	Handout(s)

Week 10 8/3	- Continue with WJ-IV Achievement	Handout(s)
Week 11 8/10	- Course Review (<i>putting it all together</i>) - Preview of Final	Handout(s)
Week 12 8/17	FINAL	Handout(s)

EPC 601 INDIVIDUAL AND GROUP ASSESSMENT

SPPE	Introduced	Practiced	Assessed
1.0	Pg. 3, 4, 5	Pg. 5, 6	Pg. 5, 6
1.1	Pg. 3, 4, 5	Pg. 5, 6	
1.3	Pg. 4, 5		
1.5	Pg. 4		
1.6	Pg. 5		