

SPED 672 Syllabus

Advanced Assessments (3 units)
Mondays - 4:00 PM - 6:45 (Fully Online)

(Fall 2025)

Instructor Information

Instructor

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General Information

Course Description

SPED 672 is designed to examine the advanced skills educational therapists and other educators use when evaluating a student with learning differences pertaining to clinical procedures and educational diagnosis. Coursework will include: (a) choosing appropriate formal and informal assessments for individuals at various age levels; (b) interpreting test data for the purpose of making an educational diagnosis; (c) interpreting test data for the purpose of developing an intervention plan; (d) synthesizing contextual information; and (e) guiding the client and family through the assessment process.

Prerequisites: Admission to Educational Therapy programs with prerequisites SPED 400, SPED 406, SPED 501MM, SPED 503, and pre/corequisite SPED 673.

Course Objectives

- Systematically collect and evaluate referral information to determine the level and nature of needed assessment.
- Create an assessment plan using appropriate methodologies and instruments including their underlying assumptions and technical adequacies.
- Interpret assessment data from other professions.
- Administer and interpret appropriate formal and informal educational assessments from an educational therapy perspective.
- Systematically collect and interpret quantitative and qualitative information from formal and informal assessment of clients.
- Determine an educational plan based on collected data.
- Create rapport with the client throughout the assessment process.
- Create an alliance with the family throughout the assessment process.
- Critically analyze test data and behavioral issues as they relate to individual performance.
- Critically synthesize test data and behavioral issues as they relate to the development of specific interventions from an educational therapy perspective.
- Collaborate with the family, schoolteachers and administrators, allied professionals and other members of a multidisciplinary team on behalf of the client;
- Demonstrate effective oral and written communication skills to share the results of an assessment with the client and parents; and
- Apply ethical and legal standards to the assessment process.

Course Requirement and Schedule

Required Text:

Marshall, M. (2020). *Assessment in Educational Therapy*. Routledge.

Recommended Text:

Kaganoff, A.P. (2019). *Best Practices in Educational Therapy*. Routledge.

Assignments

DISCUSSION FORUMS (75 POINTS)

1. **Weekly Discussion (5 points each):** Each week, you are required to participate in the online discussion forum. This space is designed to foster reflection and critical engagement with the course material. Your post should directly address the assigned prompt, drawing on specific concepts, arguments, theories, practices, or findings from the week's readings. Responses should be concise and focused, with a minimum length of 100 words and a maximum length of 150 words. Please remember that your participation in class discussions enhances both your learning and that of your peers. (RSAA1, 2.A, 2B, 2C, 2D, 3B, 4B, 4D, 5B)

ACTIVITIES (25 POINTS)

1. **Activity 1 (5 points):** Develop an intake questionnaire to gather key background information, presenting concerns, history, strengths and goals. (Due: 9/7/25) (RSAA1, 2A, 2B)
2. **Activity 2 (5 points):** Create a structured behavioral observation checklist to assist you in recording data during your observation. (Due: 9/21/25) (RSAA5B)
3. **Activity 3 (5 points):** Use the checklist to conduct an observation and systematically record behaviors, frequency, and context. (Due 9/28/25) (RSAA5B)
4. **Activity 4 (5 points):** Interpret and synthesize data from the vignette to identify patterns and generate preliminary hypotheses. (Due 10/19/25) (RSAA2B, 4B, 4C, 5B)
5. **Activity 5 (5 points):** Develop a brief recommendation section and include two to three ET goals derived from the assessment results. Ensure each goal follows the goal structure discussed in class. (Due 10/26/25) (RSAA2B, 3B, 4B, 4C, 5B)

WRITTEN REPORT (60 POINTS)

1. **Part I: Reason for Referral and Background History (20 points):** In this section, students are expected to articulate a clear and concise reason for the referral, detailing the specific educational concerns or challenges being addressed. This involves gathering comprehensive background information, including academic history, developmental milestones, social-emotional functioning, family context, and any previous interventions or assessments. A strong emphasis is placed on understanding the student holistically, considering cultural, linguistic, and socio-economic factors that may influence learning and behavior. This part sets the foundation for a meaningful assessment process and helps to contextualize subsequent findings. (Due 9/21/25) (RSAA4B)(4B)
2. **Part II: Test Observations, Psychometric Data, Summary of Test Results (20 points):** This segment of the report involves meticulous documentation of test observations and psychometric data. Students are expected to select and utilize appropriate assessment tools, adhering to ethical standards and best practices. They must accurately record observations during testing, noting factors that might influence performance, such as motivation, attention, and behavior. A thorough summary of test results should be provided, including scores, interpretations, and normative comparisons. The goal is to present a comprehensive and transparent account of the assessment findings, ensuring they are understandable to a wide range of stakeholders. (Due 10/12/25) (RSAA2A, 2B)(RSAA2A, 2B, 3B)(RSAA2A, 2B, 3B)
3. **Part III: Interpretation of Results & Development of Treatment Plans (20 points):** The final part of the report requires students to interpret the assessment data, integrating all gathered information to form a coherent narrative about the student's strengths, challenges, and learning needs. This analysis should be guided by current research and theoretical frameworks in educational assessment. Based on this interpretation, students must then develop actionable treatment or intervention plans tailored to the individual's unique profile. These plans should include specific, educational therapy goals, recommended strategies, and a timeline for re-evaluation. The ability to provide practical and evidence-based solutions is crucial in this section, as it demonstrates the student's capacity to translate assessment data into meaningful educational outcomes. (Due 11/9/25) (RSAA2B, 2C, 2D)(RSAA2B, 2C, 2D, 4D, 5B,) (RSAA2B, 2C, 2D, 4D, 5B,)

Final Presentation (40 POINTS)

Create a PowerPoint suitable for a 10-minute presentation that explains why the assessment was conducted, what you found, and what you recommend. Include the following sections: (Due 11/23/25)

- **Background and Referral Context:** Include grade, relevant history, languages, prior supports, current classroom demands, and any health or attendance factors.
- **Description of the Tools and Process:** Identify the instruments with full names/editions and what they measure; dates, setting, language, timing/accommodations; notes on effort/validity and limitations
- **Summarize Behavioral Observations:** Consider engagement, attention/stamina, frustration tolerance, and work pace.
- **Strengths and Needs:** Include a T-chart that includes 2-3 key data points and classroom impact
- **Recommendations:** Identify specific, measurable educational therapy goals, focus skills, evidence-based strategies, frequency, classroom accommodations and executive-function supports, plus how you will monitor progress and when you will re-evaluate. (RSAA1, 2A, 2B, 2C, 2D, 3B, 4B, 4D, 5B,)

Late Assignments: Assignments are due as indicated in the course calendar, unless otherwise specified. Late submissions will not be accepted without prior approval, which will only be granted under extenuating circumstances.

Grading and Participation

Grading Criteria and Total Points

Letter Grade	Points Earned
A	190-200
A-	180-189
B+	174-179
B	170-173
B-	160-169
C+	154-159
C	150-153
C-	140-149
D	120-139
F	0-119

<u>Total Points</u>	
Written Report Pt I	20_____
Written Report Pt II	20_____
Written Report Pt III	20_____
Activity 1 - Intake Questionnaire	5_____
Activity 2 - Behavioral Checklist	5_____
Activity 3 - Implement Checklist	5_____
Activity 4 - Interpret Vignette	5_____
Activity 5 - Interpret Vignette	5_____
Final Presentation	40_____
Weekly Discussion Forum	75_____
Total Points	200 _____
Extra Credit (5-point max)	5_____

Academic Dishonesty/Student Conduct

Campus Community Values: “The University is committed to maintaining a safe and healthy living and learning environment. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community and contribute positively to student and university life.”

Academic Dishonesty: I take any form of academic dishonesty seriously and follow the policies cited in the CSUN catalog. For the purposes of this course, if you are caught cheating, fabricating, facilitating academic dishonesty, or plagiarizing in any form, you will receive zero points for that assignment and/or the entire course, and may be reported to the University for appropriate disciplinary action.

Academic Writing: This is a graduate course and student are expected to turn in papers and assignments of graduate quality. All work should represent your reflections upon, and integration of information covered in class in an organized way. It is expected that students will follow the requirements of American Psychological Association (APA) style rules in all written course assignments.

Academic Grievances and Grade Appeals: “Students may file an academic grievance on (non-grade) matters concerning an academic decision, action or judgement by a faculty member. A grade appeal may be filed when a student believes a grade is based on error, violation of University rule or policy, refusal by the instructor to report a grade, discrimination or other improper conduct toward the student.”

You can find the entire text of CSUN’s Policies and Procedures for Student Conduct at the following link: <http://catalog.csun.edu/policies/categories/student-conduct/>

Disability Resources and Education Services (DRES)

“If you have a disability and need accommodations, please register with the Disability Resources and Educational Services (DRES) office or the National Center on Deafness (NCOD). The DRES office is located in Bayramian Hall, room 110 and can be reached at (818)677-2684 or at <http://www.csun.edu/dres>

National Center of Deafness

NCOD is located on Betrand St. in Jeanne Chisholm Hall and can be reached at (818)677-2054 (Voice/TTY)

<http://www.csun.edu/ncod>

Veterans Resource Center

The VRC assists students as they transitioned from military service to academic success. VRC is in the University Student Union and can be reached at (818)677-4672 or vrc@csun.edu

<http://www.csun.edu/vrc>

Pride Center

The Pride Center supports lesbian, gay, bisexual, transgender, queer (LGBTQ) and questioning students, faculty and staff. They are in the University Student Union and can be reached at (818)677-4355 or pride@csun.edu

<http://www.csun.edu/pride>

The EOP DREAM Center

The EOP DREAM Center addresses the needs of undocumented students, members of mixed-status families, campus faculty and staff. They are in the University Student Union and can be reached at (818)677-7069 or dreamcenter@csun.edu

<http://www.csun.edu/ncod>

Course Calendar

Week		Topic	Action Items
1	8/25	Course Overview, Syllabus, & Selecting a Volunteer Topics: ○ Introduction to Course ○ Overview of Syllabus ○ Guidelines to Selecting a student	Reading: ● Chapter 1: Introduction and Assessment in the Context of Educational Therapy (Marshall) ● The Art of Assessment (Pearson) Assignment: ● Discussion
2	9/1	The Intake Process: Collecting Information Topics: ● Identifying the Presenting Problems ● Gathering Educational and Developmental History ● Considerations: Familial Context	Reading: ● Chapter 2: Ethics and Foundational Practices (Marshall) Assignment: ● Discussion ● Activity 1 - Due 9/7 (RSAA1, 2A, 2B)
3	9/8	Test Selection Topics: ● Appropriateness: ET Assessments ● Understanding Ethical Considerations ● Validity, Reliability, and Appropriateness	Reading: ● Chapter 4: Creating the Student Profile (Marshall) ● Review your tools Assignment: ● Discussion
4	9/15	Behavioral Observations Topics: ● Methods for Conducting and Recording Behavioral Observations ● Developing a Comprehensive Student Profile Based on Observations ● Identifying Factors Affecting Test Performance	Reading: ● Standardized Clinical Assessment for Practitioners (Pearson) ● Review your tools Assignment: ● Discussion ● PART 1 - Due 9/21 (RSAA4B) (RSAA4B) (RSAA5B)
5	9/22	Achievement Test and Interpretation Topics: ● Overview of Common Achievement Tests ● Techniques for Interpreting Achievement Test Scores ● Addressing Discrepancies between Achievement and Ability	Reading: ● Review your tools Assignment: ● Discussion ● Activity 3 - Due 9/28 (RSAA5B)
6	9/29	Auditory Processing and Language Development Topics:	Reading: ● Beyond the Scores: Examining the Context

Week		Topic	Action Items
		- Understanding Auditory Processing and Its Impact On Learning - Identifying Signs of Auditory Processing Disorders - Assessing Language Development and Related Challenges	and Purpose of Assessment - Review your tool Assignment: - Discussion
7	10/6	Interpretation of IQ Testing Topics: - Basics Of IQ Testing and Interpretation - Understanding The Implications of IQ Scores - Integrating IQ Test Results with Other Assessment Data	Reading: - Review your tool Assignment: - Discussion - PART 2 - Due 10/12 (RSAA2A, 2B)(RSAA 2A, 2B, 3B)(RSAA 2A, 2B, 3B)
8	10/13	Visual Processing, Fine Motor Skills, and Visuomotor Integration Topics: - Assessing Visual Processing and Integration Abilities - Evaluating Fine Motor Skills and Their Impact on Academic Performance	Reading: - Chapter 3: The Basics of Psychometric Explained (Marshall) - Review your tool Assignment: - Discussion - Activity 4 - Due 10/19 (RSAA2B, 4B, 4C, 5B)
9	10/20	Understanding Psychometric Data and Describing Results Topics: - Basics of Interpreting Psychometric Data - Analyzing Test Scores and Their Significance - Communicating Test Results Effectively	Reading: - Review your tool Assignment: - Discussion - Activity 5 - Due 10/27 (RSAA 2B, 3B, 4B, 4C, 5B)
10	10/27	Attention and Executive Functioning Topics: - Assessing Attentional Capacities and Executive Functions - Understanding the Impact of Attention on Learning and Behavior - Strategies For Supporting Students with Executive Functioning Difficulties	Reading: - Chapter 5: Writing a High-Quality Assessment Report (Marshall) - Review your tool Assignment: - Discussion
11	11/3	Interpretation of Results and Development of a Treatment Plan Topics: Integrating Assessment Data to Form Comprehensive Insights	Reading: - Review your tool Assignment: - Discussion - PART 3 - Due 11/9 (RSAA2B, 2C,

Week		Topic	Action Items
		- Developing Effective Treatment and Intervention Plans - Writing High-Quality and Actionable Assessment Reports	2D) (RSAA 2B, 2C, 2D, 4D, 5B,) (RSAA 2B, 2C, 2D, 4D, 5B,)
12	11/10	Learning and Memory Topics: - Exploring the Relationship Between Learning Processes and Memory - Identifying Memory-Related Challenges That Affect Learning - Techniques For Enhancing Memory and Learning Strategies	Reading: - No readings Assignment: - Discussion
13	11/17	The Feedback Session Topics: - Best practices for conducting feedback sessions with students and parents - Communicating assessment results clearly and empathetically - Planning follow-up actions and ongoing support	Reading: - No readings Assignment: - Discussion
14	11/24	Thanksgiving: Self-Care & Gratitude Topics: - No Work - Enjoy your break! - Prep for Your Presentation	Reading: - No Readings Assignment: - Discussion - Final Presentation PPT
15	12/1	The Final Presentation: Case Study (Group 1) Topics: Students will lead a 10-minute case study presentation, discussing the assessment process. They will detail each critical phase, from initial intake to the development of personalized educational plans and recommendations. (RSAA 1, 2A,2B, 2C, 2D, 3B, 4B, 4D, 5B,)	Reading: - No Readings Assignment: - Discussion
16	12/8	The Final Presentation: Case Study (Group 2) Topics: Students will lead a 10-minute case study presentation, discussing the assessment process. They will detail each critical phase, from initial intake to the development of personalized educational plans and recommendations. (RSAA 1, 2A,2B, 2C, 2D, 3B, 4B, 4D, 5B,)	Reading: - No Readings Assignment: - Discussion

Note: Course Calendar is tentative and subject to modification.

Linking Page:

Standard	Introduce	Practice	Assess
1		RSAA-pg 2	RSAA-pg 8
2A	RSAA -pg 3	RSAA -pg 3	RSAA -pg 3
2B	RSAA -pg 3	RSAA -pg 3	RSAA -pg 3
2C	RSAA -pg 3	RSAA-pg 3	RSAA -pg 3
2D	RSAA -pg 3	RSAA -pg 3	RSAA -pg 3
3B		RSAA -pg 2	RSAA -pg 3
4B		RSAA-pg 2	RSAA -pg 3
4D		RSAA-pg 2	RSAA -pg 3
5B	RSAA -pg 3	RSAA-pg 3	RSAA -pg 3