
**California State University,
Northridge**

**Michael D. Eisner College of Education
Department of Educational Psychology and Counseling**

**Course Syllabus
EPC 641: Bilingual Assessment**

Instructor:	José Carranza, M.S., J.D.
Class Meetings:	Thursdays 7:00P.M. – 9:45P.M.
Location:	ED 1123
Office Hours:	By Appointment

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.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
 - 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 value ethical practice and what it means to become ethical and caring professionals.
 - 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 value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
 - We value creative, critical, and reflective thinking and practice
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Course Description

Prerequisite: Admission into the School Psychology Program. Corequisite: EPC 659AB. This course provides an introduction to current roles and functions of school psychologists as guided by the history of the profession, law and ethics in the schools and in private practice, and current and future trends.

Course Student Learning Objectives Related to NASP and CCTC

School Psychology Program Goals and Student Learning Objectives

The National Association of School Psychology (NASP) 2020 Domains and the California Commission on Teacher Credentialing (CCTC) 2020 School Psychology Program Elements (SPPE) for training will be listed in alignment with university goals for graduate training. Please note that a more specific list of NASP and CCTCs requirements related to the domains and SPPEs will be included in specific class syllabi related to the course content. The following are CSUNs School Psychology Program's goals and SLOs related to the NASP 2020 Domains and CCTC 2020 SPPEs:

CSUN Graduate Program Goal 1. Foundation of the Profession, Legal, Ethical Practice, and Professional Practice (NASP Domain 10; CCTC SPPE 10): Provide a foundation of the profession of school psychology, including history and roles and functions, emphasize professional practice, including effective communication and interpersonal skills, emphasize the use of legal and ethical decision making when working with students, staff, and parents within a comprehensive model of delivery service, including a data based problem solving model, and emphasize respect for human diversity and commitment to social advocacy. Mentoring and supervision practice is expected to be a professional responsibility during the program and as part of ongoing professional development.

SLO1: Foundations of the Profession and Professional Practice: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge*** of the history and field of school psychology and exhibit characteristics of effective school psychologists, which include: good self-awareness of strength and weaknesses; satisfactory communication and interpersonal skills; persistence, creativity, flexibility, and good time management; understanding of technology; good ethical and legal judgement; understand a **comprehensive model of delivery service, including a data based problem solving model; emphasize respect for human diversity and commitment to social advocacy**; and have a professional responsibility to mentor and/or supervise others to support professional development. Candidates will use a comprehensive model of school psychological services and seek and provide mentoring to enhance their practice, as well as mentor and supervise others. (*NASP Domain 10: Legal, Ethical, and Professional Practice; CCTC SPPE 10*)

SLO 2: Legal and Ethical Practice: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBOs in specific classes and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge and practice of*** the legal and ethical implications of IDEA, Section 504, ethic codes, legal issues, and professional standards set by CCTC and NASP pertinent to the field of school psychology and use this information in exercising a problem solving model to legal and ethical decision making. (*Domain 10: Legal, Ethical, and Professional Practice; CCTC SPPE 10*)

SLO 3: Respect for Human Diversity and Equitable Practices for Diverse Student Populations (NASP Domain 8): School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBOs in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate Knowledge of human diversity, including individual differences, abilities, disabilities, religion, language, culture, cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other diverse characteristics within individuals and families; the effects they have on development, learning, adjustment, and overall outcomes; recognize bias and discrimination and use inclusive language; and Practice implementation of effective general and special education interventions and/or services in collaboration with others to promote social justice and social advocacy for all students, families, and schools; use this knowledge and practice to optimize learning, development and social-emotional adjustment to improve academic, mental and behavioral health outcomes for children, families, schools, and communities. (*NASP Domain 8; CCTC SPPE 8*)

Course Description

Prerequisite: Basic course designed to understand the assessment of culturally and linguistically diverse students, primarily the bilingual student. Primary emphasis is placed on bilingual assessment; criteria for instrument selection; strategies for individual diagnosis; understanding assessment results with bilingual students; selecting culturally and linguistically appropriate goals and recommendations in cognitive, socio-emotional and achievement.

OBJECTIVES RELATED TO NASP AND CCTC

Domain 1 (CCTC SPPE 1): Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 3 (CCTC SPPE 3): Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 8 (CCTC SPPE 8): Equitable Practices for Diverse Student Populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families,

schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 10 (CCTC SPPE 10): Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Instructional Philosophy

The School Psychology program at CSUN is designed based on a learning-centered, outcome-based educational principles but also focuses on mastery of specific discipline specific skills, such as assessment, counseling, consultation, and intervention. The school psychology faculty encourage cooperative groups where they mediate each other's learning based on content, experience, and role playing of skills, while gathering data of the process and ultimately student (client) outcomes.

Learning Methods for this Class Include

- Class lectures, presentations and discussions
 - Assigned readings in required text and other assigned materials
 - Small group discussions/skill/test practice in class
 - Independent research of subject materials in library/on internet/media.
 - Completion of assigned papers and signature assessment
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Signature Assignment

Each course in the program has a signature assignment that is consistent across sections and designed to ensure that all students demonstrate competency in core knowledge and skills. These are graded using a standardized scoring rubric and is used to measure student learning outcomes in the program and to provide faculty with information about the effectiveness of the curriculum.

The signature assignment for this course is: *A Bilingual Psycho-educational Assessment report.*

- This is a semester-long case study that will incorporate other assignments (background & proficiency and cognitive assessment write ups) that will lead to the completion of a legally defensible Bilingual Psycho-educational Assessment report with attention to culture, language, and all aspects of human diversity and use the information to develop culturally and linguistically goals and interventions working with multidisciplinary teams (NASP Domain 8; CCTC SPPE 8.1)
- Students will be required to work with their Practicum supervisors to identify and assess an English Language Learner (ELL) student (NASP Domain 1: CCTC SPPE 1.0; 1.1).
- Report requirements and related NASP Domains and CCTC SPPEs:
 - a. Answer the referral question (NASP Domain 1, 3, 4, & 8; CCTC SPPE 1, 3, 4, & 8) based on knowledge of individual differences and research related to diversity factors for children, and identify evidence based strategies to enhance services and address potential influences related to language and diversity (NASP Domain 8: CCTC SPPE 8.0).
 - b. Establish rationale for language assessment (developmental history, background information, record review, etc.) (NASP Domain 1, 3, & 8; CCTC SPPE 1, 3, 4, & 8)
 - c. Use various techniques, information (including appropriate psychometric limits on interpretation), and technology resources for data collection and to accurately interpret results of assessments, in the contexts of students' cultural, language, and SES backgrounds, for appropriate academic and behavioral interventions for all students (NASP and Domain 1; CCTC SPPE 1.2; SPPE 9.4).
 - d. Evaluate the effects of language acquisition and development on all aspects of student learning and establish English and native language proficiency (NASP Domain 1 & 8, CCTC SPPE 8.2)
 - e. Determine and select appropriate assessments to address areas of suspected disability, giving consideration to the cultural, language, and SES context of cognitive, processing, academic performance, and social functioning (NASP Domain 1; CCTC SPPE 1.3)
 - f. Ensure compliance of nondiscriminatory assessment mandates and provide services that reflect best practices in legal, ethical, and professional practice (state, federal, and ethics) (NASP Domain 10; CCTC SPPE 10.0, SPPE 10.1)
 - g. Rule out cultural and linguistic factors as the primary source of learning/behavioral difficulties (NASP Domain 1, 3, 4, & 8 CCTC SPPE 1, 3, 4, & 8)
 - h. Interpret behavioral and social/emotional data within the contexts of biological, cultural, and social influences, including complex trauma and stress, impacting behavior, socialization, social emotional learning, and mental health (Domain 1: CCTC SPPE 4.2).
 - i. Use assessment data to identify and develop effective culturally and linguistically appropriate academic, behavioral, and/or mental health interventions, services, and programs for all students, including dual language learners and establish need/not need for special education services (NASP Domain 1 & 8; CCTC SPPE 1.4)
 - j. Work with multidisciplinary teams to determine, design, and implement evidenced based culturally and linguistically appropriate recommendations, goals, interventions, and strategies to enhance cognitive, academic, social emotional wellness for all children. (NASP Domain 3, 4, & 8 CCTC SPPE 4.1, CCTC SPPE 9.4).

- k. Communicate children's learning, development, socialization and mental health based on cultural context and language (NASP Domain 7; CCTC SPPE 7.3).
- l. Function as a change agent to inform school wide interventions, advocate for fairness and equity, and promote positive academic outcomes, effective learning, social development, and mental health with culturally and linguistically diverse populations (NASP Domain 5; CCTC SPPE 5.2, SPPE 8.4).

See Appendix A.

Required Books

Rhodes, R.L., Ochoa, S. H., & Ortiz, S. O. (2005). *Assessing Culturally and Linguistically Diverse Students: A practical guide*. New York: Guilford Press.

Clinton B., A. (2014). *Assessing Bilingual Children in Context: An Integrated Approach*. Washington, DC: American Psychological Association.

Course Requirements

- 1) Class Attendance and participation online and in class is required.
- 2) Promptness is expected of all students
- 3) Active listening
- 4) Turn in assignments on time
- 5) Treat others with respect
- 6) Silence cellphones
- 7) Follow Zoom etiquette during virtual instruction (First 3 weeks)

Grading System

Course grade will be based on the following:

- 1) Attendance and Participation in class and on online discussions (10 points)
- 2) Class Assignments – (20 points each)
 - a. Background and language proficiency Write up
 - b. Cognitive assessment Write up
- 3) Midterm Exam (50 points)
- 4) Bilingual Psycho-Educational Assessment Report (110 points) – See Rubric - Appendix A
- 5) Final (50 points)

Grade Scale.

90-100%	= A	mastery of the relevant course standards.
80-89%	= B	above average proficiency of the relevant course standards.
70-79%	= C	satisfactory proficiency of the relevant course standards.
60-69%	= D	partial proficiency of the relevant course standards.
Below 60%	= F	little or no proficiency of the relevant course standards.

University Policy on GPA Requirements for Graduate Programs (from the University Catalogue)
 Students pursuing a Graduate Degree must maintain a minimum 3.0 (B) average in the formal program and the cumulative grade point average.

School psychology students need to pass with a B or better. Higher standards that take precedence over the University policy.

Policies and Resources

Attendance

Students manifest their responsibility in the regularity and punctuality of their attendance. Since this course includes significant seminar and experiential components, attendance at each class meeting is mandatory and is calculated as part of the grade. ***In cases of absence, any scheduled assignments are due to the professor at the beginning of class unless other arrangements have been made prior to that time.*** If you are absent from class, it is your responsibility to check online and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments. You are responsible for and may be tested on any and all lecture materials presented in class that are not covered in your readings.

Due Dates and Times

Due dates are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for serious medical necessity.

Requests for Incompletes

Incompletes will only be considered in accordance with university policy, which requires that 75% of course be completed prior to unforeseen grave circumstances at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the university's Incomplete Request Form (www.csun.edu/anr/forms/request_incomplete.pdf).

Religious Holidays

If you celebrate a religious holiday that falls on a scheduled class meeting, please notify the instructor during the *first two weeks of class* so that proper and equitable accommodations can be made. Students are responsible for selecting presentation days that do not conflict with one of their religious holidays.

Professionalism

As a course in a professional training program, students are expected to consistently demonstrate professional behavior. This includes but is not limited to:

- Being on time to class and with assignments.
- Respectful interactions with all students and faculty.
- Proactive engagement in the learning process.
- Being organized and prepared.
- Managing paperwork effectively.
- Managing technology effectively
- Managing personal information (own and others') appropriately.

Students who have difficulty in one or more of these areas may have their participation grade lowered and in severe cases may be referred to the department student affairs committee for further review.

Students with Disabilities

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify your course instructor within the *first two weeks of class*. Students interested in accommodations should contact the university's office for students with disabilities; only this office can recommend and arrange for accommodations (Disability Resources and Educational Services, 818/677-2684). No accommodations may be made without their approval. Any and all reasonable efforts will be made to accommodate your special needs.

Policy on Cheating and Plagiarism

Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from the program/university on a *first offense*. See the University Catalog for further information.

Recording of Lectures

Due to the sensitive nature of content discussed in the program, no classes may be recorded without explicit written permission from the instructor. Students granted recording as an accommodation from Disability Resources and Educational Services (DRES) must develop a separate written plan in coordination with the instructor and DRES for how student and client confidentiality will be handled with permitted in-class recordings. Instructors are required to inform the entire class if recording is permitted for an accommodation.

Resources:

CSUN's Computer Support

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

Request for Incomplete Grade

www.csun.edu/anr/forms/request_incomplete.pdf

Disabilities Resources and Educational Services

<http://www.csun.edu/dres/studentervices/index.php>

Writing Center

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

CSUN Student Conduct Policies

<http://www.csun.edu/studentaffairs/policies/conduct.htm>

Research and Library Assistance

<http://library.csun.edu/ResearchAssistance/AskUs>

EPC 641: Bilingual Assessment

Week

Date

Topic

1

Introduction to Bilingual Assessment

History and Systemic Issues/
Law and Ethics Focused on Services for Bilingual Students
Read: Ortiz, Chapter 3

- 2 Second Language Acquisition and Language and Proficiency Tests
Review WMLS-III, WJ IV Oral Lang, BVAT, CELDT/ELPAC, ITP
Read: Ortiz, Chapter 4
- 3 Bilingual Education and Instructional Factors;
Common Core and ELL students;
Difficulties Bilingual Students Encounter with Academic Tasks
Read: Ortiz, Chapter 5 and 7
- 4 Use of Translators and Interpreters
Read: Ortiz, Chapter 6
- 5 Practice administration of Language Proficiency with peers/interpreter – In class
Read: Chapter 9
- 6 Cognitive Tests for Bilingual Students
Bateria III/Bateria IV
Read: Chapter 10 and 11
Background and Language Proficiency (write-up)
Assignment DUE
- 7 Cognitive Tests for Bilingual Students - KABC-II
- 8 Cognitive Tests for Bilingual Students - WISC-V En Español/Nonverbal Tests/Unit-2
- 9 Cross Battery Assessment/Alternative Assessment **and CLIM**
Cognitive Assessment Assignment (write-up)
DUE
- 10 **MIDTERM**

11	Processing and Academic Tests/Interpreting Assessment data to develop culturally and linguistically Appropriate goals and interventions
12	Legally Defensible Bilingual Assessment Reports
13	Culturally and linguistically appropriate Goals, Accommodations, Modifications, and Interventions: Academic, Social Emotional, Adaptive, and Life Skills Development Bilingual Psycho-educational Report Due
14	5/12/22 FINAL

DRAFT Appendix A

EPC 641 Grading Criteria for Bilingual Psychological Reports (NASP 1, CCTC SPPE 1, 3, 4, 7, 8, 9, & 10)

Examiner: _____ Date: _____

Examinee: (First name, Last initial) _____ Age: _____

Rating Scale

5=Outstanding: Strong mastery of skills and thorough understanding and description of concepts

4=Mastered Basic Understanding but not fully competent in understanding or description:

Understanding of concepts/skills evident

3=Developing: Addressed, but with important gaps in understanding or description; in process of developing

2=Minimal level of understanding or description: Significant remediation needed; deficits in knowledge/skills

1=Not Addressed or Described: Did not address.

1. Referral question is clearly stated.

Poor		Average		Excellent
1	2	3	4	5

2. Background information provides a clear description of the child; includes family, health and developmental, and educational background; and includes important relevant information, such as health, biological, cultural, economic and language factors and implications for learning.

Poor		Average		Excellent
1	2	3	4	5

3. Observations: clear, relevant, descriptive and include aspects of MSE discussed in class, such as attention/concentration, mood affect, speech and language, problem solving etc, includes a brief ABC, makes statement of test result validity. Includes classroom observations describing instructional and curriculum factors related to the teaching of bilingual students.

Poor		Average		Excellent
1	2	3	4	5

4. Language (expressive and receptive in L1 and L2) and **Language Proficiency when assessing a bilingual student:** described language assessment, including CELDT/ELPAC scores, as well as language proficiency (based on WJ-Oral Lang, WMLS-III, or other language proficiency test) and describes BICS and CALP and how this will determine assessment battery (be sure to keep this in mind as you interpret information) and what language needs to be used in the assessment to yield the most valid and reliable information. Described who administered tests in L1 and L2 and their proficiency. If using an interpreter, describe process and interpreters L1 and L2 proficiency and whether she/he received training or not. Described language development in L1 and L2. Describes implications for assessment, instruction, and intervention.

Poor		Average		Excellent
1	2	3	4	5

5. Overall Intellectual/Cognitive Functioning: Language of test administration is clearly stated. Results are clearly explained and include reasonable interpretations based on data, language proficiency and observations; interpretation are based on language proficiency information, traced sources and describes the development of hypothesis as it refers to the student considering biological, culturale, ses, language, and other important factors related to diversity, not test results; used supporting observations (testing of limits); answered specific questions based by the referral question. Interpretation used SS, SD, Confidence interval, and used clear statistical reasoning (e.g., describing statistically significant differences – strengths and weaknesses). Provides cognitive functioning statement.

Poor		Average		Excellent
1	2	3	4	5

6. Crystallized Intelligence/Knowledge (Gc): Includes reasonable interpretations based on data, cultural, language proficiency, biological, and other diversity factors, and observations; includes various sources of information to support conclusion; discusses discrepancy among tests or subtest as significant strengths or weaknesses or validity concerns. When describing strengths and weaknesses describes implications for academic learning and social adjustment, when relevant.

Poor		Average		Excellent
1	2	3	4	5

7. Auditory processing (Ga) and Phonological Awareness: Results are clearly explained and include reasonable interpretations based on data, cultural, language proficiency, biological, and other diversity factors, and observations; includes various sources of information to support conclusion; discusses discrepancy among tests or subtest as significant strengths or weaknesses

or validity concerns; interpretation are based on traced sources and supports the development of hypothesis; includes; describes input/output process as it relates to information processing theory. When describing strengths and weaknesses describes implications for academic learning and social adjustment, when relevant.

Poor		Average		Excellent
1	2	3	4	5

8. Short-Term/Working Memory (Gsm): Results are clearly explained using information processing theory and includes reasonable interpretations based on data, **cultural, language proficiency, biological, and other diversity factors**, and observations; includes various sources of information to support conclusion; discusses discrepancy among tests or subtest as significant strengths or weaknesses or validity concerns; interpretation are based on traced sources and supports the development of hypothesis. When describing strengths and weaknesses describes implications for academic learning and social adjustment, when relevant.

Poor		Average		Excellent
1	2	3	4	5

9. Long Term Memory (Glr) and Attention: Results include reasonable interpretations based on data, **cultural, language proficiency, biological, and other diversity factors**, and observations; includes various sources of information to support conclusion; discusses discrepancy among tests or subtest as significant strengths or weaknesses or validity concerns; interpretation are based on traced sources and supports the development of hypothesis. When describing strengths and weaknesses describes implications for academic learning and social adjustment, when relevant.

Poor		Average		Excellent
1	2	3	4	5

10. Visual Perception/Spatial Processing/Visual Processing (Gv): Results are clearly explained and include reasonable interpretations based on data and observations; includes various sources of information to support conclusion; when appropriate, discusses discrepancy among tests or subtest as significant strengths or weaknesses or validity concerns; interpretation are based on traced sources and supports the development of hypothesis; describes executive functions as it relates to academic and social functioning. When describing strengths and weaknesses describes implications for academic learning and social adjustment, when relevant.

Poor		Average		Excellent
1	2	3	4	5

11. Abstraction/Reasoning/conceptualization/Simultaneous Processing/Fluid Reasoning (Gf): Results are clearly explained and include reasonable interpretations based on data, **cultural, language proficiency, biological, and other diversity factors**, and observations; includes various sources of information to support conclusion; when appropriate, discusses discrepancy among tests or subtest as significant strengths or weaknesses or validity concerns; interpretation are based on traced sources and supports the development of hypothesis; describes executive functions as it relates to academic and social functioning. When describing strengths and weaknesses describes implications for academic learning and social adjustment, when relevant.

Poor		Average		Excellent
1	2	3	4	5

12. Speed, Fluency, and Efficiency in Processing/Processing Speed (Gs): Results are clearly explained and include reasonable interpretations based on data, **cultural, language proficiency, biological, and other diversity factors**, and observations; includes various sources of information

to support conclusion; when appropriate, discusses discrepancy among tests or subtest as significant strengths or weaknesses or validity concerns; interpretation are based on traced sources and supports the development of hypothesis; describes executive functions as it relates to academic and social functioning. When describing strengths and weaknesses describes implications for academic learning and social adjustment, when relevant.

Poor		Average		Excellent
1	2	3	4	5

13. Reading (Gr): Includes phonemic awareness, reading fluency, and other components of reading development. Results are clearly explained and include reasonable interpretations based on data, **cultural, language proficiency, biological, and other diversity factors**, and observations; includes various sources of information to support conclusion (formal and formal assessment); when appropriate, discusses discrepancy among tests or subtest as significant strengths or weaknesses; interpretation are based on traced sources and supports the development of hypothesis; describes classification criteria for special education and addresses discrepancy and exclusionary clause when LD. Provides RtI data when available. Relates academic strengths and weaknesses to cognitive strengths and weaknesses.

Poor		Average		Excellent
1	2	3	4	5

14. Math (Gm): Results are clearly explained and include reasonable interpretations based on data, **cultural, language proficiency, biological, and other diversity factors**, and observations; includes various sources of information to support conclusion (formal and formal assessment); when appropriate, discusses discrepancy among tests or subtest as significant strengths or weaknesses; interpretation are based on traced sources and supports the development of hypothesis; describes classification criteria for special education and addresses discrepancy and exclusionary clause when LD. Provides RtI data when available. Relates academic strengths and weaknesses to cognitive strengths and weaknesses.

Poor		Average		Excellent
1	2	3	4	5

15. Written Language (Gwl): Results are clearly explained and include reasonable interpretations based on data, **cultural, language proficiency, biological, and other diversity factors**, and observations; includes various sources of information to support conclusion (formal and formal assessment); when appropriate, discusses discrepancy among tests or subtest as significant strengths or weaknesses; interpretation are based on traced sources and supports the development of hypothesis; describes qualification criteria for special education and addresses discrepancy and exclusionary clause when LD. Provides RtI data when available. Relates academic strengths and weaknesses to cognitive strengths and weaknesses.

Poor		Average		Excellent
1	2	3	4	5

16. Socio-emotional, behavioral functioning, and state regulation: Results are clearly explained and include reasonable interpretations based on data, **cultural, language proficiency, biological, and other diversity factors**, observations; discussed need for intervention. It describes clear statistical reasoning in regards to strengths and weaknesses. Makes validity statement. Relates to adjustment and discusses risk and protective factors. Relates information to resiliency.

Poor		Average		Excellent
1	2	3	4	5

17. **Summary:** includes essential facts, *statistically significant strengths and weaknesses*; interpretations are based on *integration of all findings*; reflects a clear line of reasoning; concise yet comprehensive).

Summary should be approximately 3 paragraphs.

Poor		Average		Excellent
1	2	3	4	5

18. **Recommendations/Implications for Learning:** clear, realistic and reasonably specific, related to hypothesis of problem and to referral question and addressed **cultural, language proficiency, biological, and other diversity factors.**

Poor		Average		Excellent
1	2	3	4	5

19. **Recommendations** for Interventions and program planning **are evidenced based:** clear, realistic and reasonably specific, related to hypothesis of problem and to referral question. In addition, it includes recommendation for appropriate services based on IDEA 2004 (ie., appropriate accommodations and modifications) and reflect evidenced based practices for culturally and linguistically diverse learners.

Poor		Average		Excellent
1	2	3	4	5

20. **Style and Communication:** readable, clichés or jargon absent, inconsistencies absent, test data clearly differentiated from other data, use of various sources to support hypothesis, formal language, appropriate mechanics of written language, clear line of thinking reflected in writing; chronological sequence followed.

Poor		Average		Excellent
1	2	3	4	5

21. **Organization** (logical, meaningful, linear in development, well integrated data and observations, and appropriate length)

Poor		Average		Excellent
1	2	3	4	5

22. **Describes ethical and legal aspects to assessment** (e.g., language administered, test validity and reliability, nondiscriminatory assessment, etc.)

Poor		Average		Excellent
1	2	3	4	5

Total _____/110

EPC 641 INDEX FOR CCTC SPPEs

SPPE	Introduced	Practiced	Assessed
1.0	p. 6	p. 5	p. 6, 10
1.1	p. 6	p. 5	p. 6, 10
1.2	p. 7	p. 5	p. 6, 10
1.3	p. 7	p. 5	p. 6, 10
1.4	p. 7	p. 5	p. 6, 10
8.0	p. 7	p. 5	p. 6, 10
8.1	p. 6	p. 5	p. 6, 10
8.2	p. 7, 3	p. 7	p. 6, 10
8.4	p. 7	p. 7	p. 6, 10
10.0		p. 5	p. 6, 10