**Term Information**

Effective Term: Spring 2015

**General Information**

- **Course Bulletin Listing/Subject Area**: Educ Sts: School Psychology
- **Fiscal Unit/Academic Org**: School/Educ Policy&Leadership - D1280
- **College/Academic Group**: Education & Human Ecology
- **Level/Career**: Graduate
- **Course Number/Catalog**: 8058
- **Course Title**: Assessment of Academic Achievement
- **Transcript Abbreviation**: Assess Achieve
- **Course Description**: This class will explore various ways to assess academic achievement for the purposes of diagnosing disability and other learning needs. Students will be exposed to a variety of academic achievement assessments and learn to administer, score, and interpret them. Types of academic achievement assessments will include norm-referenced standardized academic achievement and curriculum-based instruments.
- **Semester Credit Hours/Units**: Fixed: 3

**Offering Information**

- **Length Of Course**: 14 Week
- **Flexibly Scheduled Course**: Never
- **Does any section of this course have a distance education component?**: No
- **Grading Basis**: Letter Grade
- **Repeatable**: No
- **Course Components**: Lecture
- **Grade Roster Component**: Lecture
- **Credit Available by Exam**: No
- **Admission Condition Course**: No
- **Off Campus**: Never
- **Campus of Offering**: Columbus

**Prerequisites and Exclusions**

- **Prerequisites/Corequisites**: ESSPSY 8057
- **Exclusions**: None

**Cross-Listings**

- **Cross-Listings**: None

**Subject/CIP Code**

- **Subject/CIP Code**: 42.2805
- **Subsidy Level**: Doctoral Course
- **Intended Rank**: Masters, Doctoral
Requirements/Elective Designation

Required for this unit’s degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Following successful completion of this course, the student will be able to demonstrate knowledge of research and theoretical underpinnings associated with the development and measurement of academic achievement assessment.
- Following successful completion of this course, the student will be able to learn about the various constructs such as reading, math, and written expression among others that are measured on academic achievement tests.
- Following successful completion of this course, the student will be able to have an understanding of various types of academic achievement measures including norm-referenced standardized academic achievement measures and standardized general outcome measures.
- Following successful completion of this course, the student will be able to have an understanding of the differential uses of various academic achievement assessments including determining eligibility to receive special education services, making inferences.
- Following successful completion of this course, the student will be able to demonstrate competencies in administering, scoring, and interpreting academic achievement tests through administration and scoring examinations.
- Following successful completion of this course, the student will be able to have knowledge of the potential uses and limitations of academic achievement tests including issues of test bias.
- Following successful completion of this course, the student will be able to understand psychometric properties including reliability and validity aspects of academic achievement tests.
- Following successful completion of this course, the student will know and report on various types of test scores such as raw scores, standard scores, percentile ranks, benchmark criteria, etc. associated with academic achievement tests.
- Following successful completion of this course, the student will be able to interpret and report on intra-individual differences across performance on subtests within any given test, which translates into determining strengths and weaknesses.
- Following successful completion of this course, the student will be able to integrate data obtained from academic achievement measures with other sources of data such as data from cognitive ability tests, classroom observations, and background.
- Following successful completion of this course, the student will be able to distinguish various profiles of test performance that generally occur with students with disabilities such as learning disabilities and intellectual disabilities.
- Following successful completion of this course, the student will be able to make general educational/instructional recommendations based on assessment data.
- Following successful completion of this course, the student will be able to present test results to parents and other key stakeholders.
Content Topic List

- Theoretical underpinnings of development of academic achievement measures including various constructs that are measured (reading, math, and written expression)
- Overview of various types of academic achievement measures including norm-referenced standardized academic achievement measures standardized general outcome measures such as curriculum-based academic reading, math, and written expression performance
- Introduction to KTEA-III Administration, scoring, and interpretation
- Report writing on KTEA-III results
- Introduction to WJ-ACH IV administration, scoring, and interpretation
- Report writing on WJ-ACH results
- Introduction to WIAT-III Administration, scoring, and interpretation
- Report writing on WIAT-III results
- Introduction to DIBELS-NEXT, administration, scoring, and interpretation. Report writing on DIBELS-NEXT and integration with norm-referenced standardized achievement tests.

Attachments

- Academic Assessment Course Syllabus.docx: Syllabus
  (Syllabus. Owner: Joseph,Laurice Marie)

Comments

- Based on the feedback from students in the program over the last two years since moving to semesters, it has been recommended that an assessment course in academic achievement be added to the program. This will reduce the amount of assessments covered in the ESSPSY 8057 course to a reasonable amount that needs to be learned. Thus, having the ESSPSY 8057 and 8058 courses a part of the program's requirement will facilitate the learning of a number of assessments in a more reasonable time frame for the school psychology graduate students enrolled in the course as part of their degree requirements. (by Joseph,Laurice Marie on 04/28/2014 04:17 PM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
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<tr>
<td>Submitted</td>
<td>Joseph,Laurice Marie</td>
<td>04/28/2014 04:18 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Zabloudil,Deborah A</td>
<td>05/13/2014 08:44 AM</td>
<td>Ad-Hoc Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Wheaton,Joe Edward</td>
<td>05/13/2014 09:19 AM</td>
<td>Unit Approval</td>
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<tr>
<td>Pending Approval</td>
<td>Achterberg,Cheryl L, Warnick,Bryan R., Odum,Sarah A., Zircher,Andrew Paul</td>
<td>05/13/2014 09:19 AM</td>
<td>College Approval</td>
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</tbody>
</table>
The Ohio State University  
College of Education and Human Ecology  
Department of Educational Studies  
School Psychology Program  
ESSPSY 8058/Spring/2015  

Laurice Joseph  
Laurice Joseph PAES Building A460, 614-688-4992, joseph.21@osu.edu, Office Hours: By appointment  

Course Title: Assessment of Academic Achievement  
3 credit hours, Required for School Psychology Students, Prerequisites (ESSPSY 8057 Assessment of Cognitive Ability),  
Graduate Level  
Offered Spring Semester  

Description/Rationale: Academic achievement assessment is vital to making important educational decisions such as instructional and diagnostic decisions. With the adoption of a common core set of academic standards that children and youth are expected to achieve, assessment is paramount to the educational process in preK-12th grade school settings. This class will explore various types of academic achievement measures and various ways to assess academic achievement. Students will be exposed to a variety of academic achievement assessments and learn to administer, score, and interpret them. Types of academic achievement assessments will include norm-referenced standardized academic achievement instruments, general outcome curriculum-based academic performance measures, and criterion-referenced academic performance measures. This course is a requirement for graduate students enrolled in the school psychology program. Graduate students enrolled in the school psychology program are expected to achieve a reasonable level of competency in administering, scoring, and interpreting these assessments. This includes being able to integrate the data obtained from these assessments with other assessment data for diagnostic and intervention purposes.

Course Objectives/Learning Outcomes – Course objectives/Learning Outcomes should align to program goals. Illustrate the alignment by including a program curriculum map with course requests (see Appendix F for sample curriculum map) and by providing a table similar to the one shown here:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Program Goal or Standard</th>
<th>Course Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Following successful completion of this course, the student will be able to</td>
<td>NASP Standard Domain 3: Interventions and Instructional Support to</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>Demonstrate knowledge of research and theoretical underpinnings associated with the development and measurement of academic achievement assessment.</td>
<td>Develop Academic Skills</td>
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</tr>
<tr>
<td>Following successful completion of this course, the student will be able to learn about the various constructs such as reading, math, and written expression among others that are measured on academic achievement tests.</td>
<td>NASP Standard Domain 3: Interventions and Instructional Support to Develop Academic Skills</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>Following successful completion of this course, the student will be able to have an understanding of various types of academic achievement measures including norm-referenced standardized academic achievement measures standardized general outcome measures such as curriculum-based academic performance measures, and criterion-referenced academic achievement measures.</td>
<td>NASP Standard Domain 3: Interventions and Instructional Support to Develop Academic Skills</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>Following successful completion of this course, the student will be able to have an understanding of the differential uses of various academic achievement assessments including determining eligibility to receive special</td>
<td>NASP Standard Domain 3: Interventions and Instructional Support to Develop Academic Skills</td>
<td>Midterm Exam</td>
</tr>
</tbody>
</table>
education services, making instructional decisions, and monitoring academic progress overtime

<table>
<thead>
<tr>
<th>Following successful completion of this course, the student will be able to demonstrate competencies in administering, scoring, and interpreting academic achievement tests through administration and scoring examinations and through simulated and actual written case study assignments.</th>
<th>NASP Standard Domain: Data-based decision making and accountability</th>
<th>Test administration competency exam, scoring assignments and written case reports.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Following successful completion of this course, the student will have knowledge of the potential uses and limitations of academic achievement tests including issues of test bias.</td>
<td>NASP Standard Domain 3: Interventions and Instructional Support to Develop Academic Skills</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>Following successful completion of this course, the student will understand psychometric properties including reliability and validity aspects of academic achievement tests.</td>
<td>NASP Standard Domain: Data-based decision making and accountability</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>Following successful completion of this course, the student will know and report on various types of test scores such as raw scores, standard scores, percentile ranks, benchmark criteria, etc associated with academic achievement tests.</td>
<td>NASP Standard Domain: Data-based decision making and accountability</td>
<td>Written case study reports and test scoring assignments</td>
</tr>
<tr>
<td>Following successful completion of this course, the student will be able to interpret and report on intra-individual differences across performance on subtests within any given test, which translates into determining strengths and weaknesses within any given academic achievement measure using comparative analyses.</td>
<td>NASP Standard Domain: Data-based decision making and accountability</td>
<td>Written case study reports.</td>
</tr>
<tr>
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</tr>
<tr>
<td>Following successful completion of this course, the student will be able to integrate data obtained from academic achievement measures with other sources of data such as data from cognitive ability tests, classroom observations, and background history to make educational decisions.</td>
<td>NASP Standard Domain: Data-based decision making and accountability</td>
<td>Written case study reports.</td>
</tr>
<tr>
<td>Following successful completion of this course, the student will be able to write psycho-educational reports that reflect the integration of data obtained from academic achievement measures with data obtained from cognitive ability and other measures.</td>
<td>NASP Standard Domain: Data-based decision making and accountability</td>
<td>Written case study reports.</td>
</tr>
<tr>
<td>Following successful completion of this course, the student will be able to distinguish various profiles of test performance that</td>
<td>NASP Standard Domain: Data-based decision making and accountability</td>
<td>Written case study reports</td>
</tr>
</tbody>
</table>
generally occur with students with disabilities such as learning disabilities and intellectual disabilities.

Following successful completion of this course, the student will be able to make general educational/instructional recommendations based on assessment data.

Following successful completion of this course, the student will be able to present test results to parents and other key stakeholders.

<table>
<thead>
<tr>
<th>Required Text(s) and Course Materials</th>
</tr>
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</table>

**Essentials of Individual Achievement Assessment**

Author: Douglas K. Smith

Year: 2001

Publisher John Wiley & Sons

**Kaufman Test of Educational Achievement Manual, Third Edition (KTEA™-3)**

Author: Alan Kaufman & Nadeen Kaufman

Year: 2014

Publisher: Pearson


Author: David Wechsler

Year: 2009

Publisher: Pearson
Authors: Richard Woodcock, Kevin McGrew, & Nancy Mather  
Year: 2014

Dynamic Indicators of Basic Early Literacy Skills-Next (DIBELS-Next)  
Author: Roland Good  
Year: 2011  
Materials downloaded at https://dibels.uoregon.edu/

*Other required readings will be uploaded on Carmen.

Assignment Details:

Student will administer and score KTEA-III, WIAT-III, WJ-ACH-IV, DIBELS-Next achievement tests to children and turn in the scored record forms for a grade.

Students will complete administration competency exam of the KTEA-III and WJ-ACH-III. This will require administering these tests to the instructor and or graduate assistants. Students will be expected to achieve a minimum passing score of 90% correct on the competency exam. If this level of competency is not achieved, the student will be expected to retake the exam until a minimum level of competency is achieved.

Students will complete four case study assessment reports, each report containing results obtained from one of the following tests: KTEA-III, WIAT-III, WJ-ACH-IV, DIBELS-Next

Students will complete a multiple choice, short answer midterm exam on theoretical and psychometric constructs as well as diagnostic utility associated with assessment of academic achievement for children and youth.

Students will complete a final case study report based on data that they gathered from administering to a child one of the academic achievement measures and one of the cognitive ability measures (i.e., one learned in ESSPY 8057 course).

Students will provide an oral power point presentation on the results of the case to the class on one the final class meeting sessions.

Grading Plan
KTEA-III administration competency: 20 points
WJ-ACH-III administration competency: 20 points
WIAT-II scoring assignment: 30 points
KTEA-III scoring assignment: 30 points
WJ-ACH-III scoring assignment: 30 points
DIBELS scoring assignment: 10 points
WIAT-II assessment report: 30 points
KTEA-III Assessment report: 30 points
WJ-ACH III assessment report: 30 points
DIBELS assessment report: 20 points

Midterm Exam: 50 points
Final academic achievement assessment + cognitive ability assessment case study report: 30 points each.
Oral class presentation of final case study report: 20 points
Total: 400 points.

Note: Please see rubrics for evaluating case study reports on Carmen.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>60-66</td>
</tr>
<tr>
<td>E</td>
<td>59% or less</td>
</tr>
</tbody>
</table>

Topical Outline: Schedule of Topics, Readings, and Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Theoretical underpinnings of development of academic achievement measures including various constructs that are measured (reading, math, and written expression)</td>
<td>Read Smith book</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Readings uploaded on Carmen</td>
</tr>
<tr>
<td>2</td>
<td>Overview of various types of academic achievement measures including norm-referenced standardized academic achievement measures standardized general outcome measures such as curriculum-based academic reading, math, and written expression performance measures, and criterion-referenced academic achievement measures. Determination of disability</td>
<td>Read Smith book</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Readings uploaded on Carmen</td>
</tr>
<tr>
<td></td>
<td>Using these measures.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>3</td>
<td>Introduction to KTEA-III Administration, scoring, and interpretation</td>
<td>Read KTEA-III test manual</td>
</tr>
<tr>
<td>4</td>
<td>KTEA-III Administration, scoring, interpretation, and continued</td>
<td>Read KTEA-III test manual</td>
</tr>
</tbody>
</table>
| 5 | Report writing on KTEA-III results                                                   | KTEA-III scoring assignment due  
|   |                                                                                       | Read KTEA-III test manual |
| 6 | Introduction to WJ-ACH IV administration, scoring, and interpretation                 | KTEA-III Administration Competency exam  
|   |                                                                                       | Read WJ-ACH IV test manual |
| 7 | WJ-ACH Administration, scoring, interpretation continued. Report writing on WJ-ACH results | KTEA-III case study report due  
|   |                                                                                       | Read WJ-ACH IV test manual |
| 8 | Midterm Exam                                                                         | Read WIAT-III test manual |
| 9 | Introduction to WIAT-III Administration, scoring, and interpretation                  | WJ-ACH scoring assignment due  
|   |                                                                                       | WJ-ACH case study report due  
|   |                                                                                       | Read WIAT-III test manual |
| 10| WIAT-III Administration, scoring, interpretation, continued. Report writing on WIAT-III results | WIAT-III scoring assignment due  
|   |                                                                                       | Read DIBELS-Next materials on its website |
| 11| Spring break                                                                         |   |
| 12| Introduction to DIBELS-NEXT, administration, scoring, and interpretation. Report writing on DIBELS-NEXT and integration with norm-referenced standardized achievement tests. | WJ-ACH administration competency  
|   |                                                                                       | Read DIBELS-Next materials on its website |
| 13| Class presentation of cases                                                          | WIAT-III case study report due |
| 14| Class presentations of cases                                                         |   |
| 15| Final                                                                                 | Final case study report due |
Assignment Details:
KTEA-III administration competency: 30 points
WJ-ACH-III administration competency: 30 points
WIAT-II scoring assignment: 30 points
KTEA-III scoring assignment: 30 points
WJ-ACH-III scoring assignment: 30 points
DIBELS scoring assignment: 10 points
WIAT-II assessment report: 30 points
KTEA-III Assessment report: 30 points
WJ-ACH III assessment report: 30 points
DIBELS assessment report: 20 points
Midterm Exam: 50 points
Final Academic Achievement assessment + cognitive ability assessment case study report: 40
Total: 400 points.

Description, format, due dates, evaluation criteria, examples

Policies for Missed Exam – There will be no make up exam except for in cases of an emergency. In such cases, students need to make arrangements with the instructor to schedule a time to make up the exam.

Policies for Student Conduct and Participation – Regular class attendance is paramount in this course as significant amounts of content and opportunities for training will occur in each class session. Participation in class assignments are critical to learning how to administer, score, and interpret various academic achievement assessments.

Academic Integrity (Academic Misconduct) -- Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another
student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (COAM Home)
- Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)
- Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.html)

(Following is the ODS recommended syllabus statement for disability accommodations)

Office of Disability Services Statement – Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

Grievances and Solving Problems – (Example statement) According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department. “

Statement on Diversity – (Example statement) The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive
to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The College of Education and Human Ecology prohibits discrimination against any member of the University’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

**Off-Campus Field:** There are no off campus field experiences in this course.

**Technology:** Students are expected or will develop through this course adequate technology skills in the areas of using computerized scoring software, word processing, for report writing, and electronic presentation programs.