



Chaminade
University

School of Education and Behavioral Sciences
Educational Psychology

EPSY 723 Testing and Evaluation Processes in the School Setting Spring Quarter, 2025

Instructor Information

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Office Location: Phoenix, AZ

Office Hours: By Appointment online or virtual.

Zoom Sessions: TBA

Communication

I will be in the course room daily and will respond to questions and discussions within 24 hours.

School & Department Information

School of Education and Behavioral Sciences

If you have questions regarding the Educational Psychology program, reach out to your instructor or the School of Behavioral Sciences.

Course Description & Materials

Course Description

This course analyzes the various evaluations utilized within the school setting. This course will cover the history and background of each evaluation, its benefits, and a review of its limitations. Students will synthesize the foundation of each measurement to how, why, and when to use tests in the school setting. Evaluation, selection, and interpretation of the evaluation tool for guidance and the use of data within the academic field are also covered topics. **Although you will be learning about various assessment techniques and instruments, you will not be administering, scoring, or writing reports for this class**

Required Materials

Texts:

Required:

Hosp, M. K., Hosp, J. L., & Howell, K. W. (2016). *The ABCs of CBM: A Practical Guide to Curriculum-Based Measurement (The Guilford Practical Intervention in the Schools Series)* (Second). The Guilford Press.

Sattler, J. M. (2022). *Foundations of Behavioral, Social, and Clinical Assessment of Children, Seventh Edition* (Seventh Edition). Jerome M. Sattler, Publisher Inc.

Canvas (<https://chaminade.instructure.com>)

Tentative Course Schedule (subject to change)

Week #	Testing and Evaluation Processes in the School Setting	Reading(s)	
		Hosp, Hosp, & Howell, (2016)	Sattler, (2022)
<u>Week 1</u>	Welcome, Introductions, Course Syllabus Review: Introduction to the Assessment of School Age Children <ul style="list-style-type: none"> ● Clarifying terminology ● The assessment process in schools ● Theoretical perspectives of assessment ● Cultural factors related to assessment including age, gender, sexual orientation, ethnicity, language, spirituality and disability. ● Ethical considerations with assessment techniques 		Ch 1
<u>Week 2</u>	Standardized Instruments to Measure Achievement <ul style="list-style-type: none"> ● Woodcock-Johnson Tests of Achievement (WJ-IV ACH) ● Kaufman Test of Educational Achievement (KTEA) 		See the Week 2 Activities
	Evaluation of Academic Functioning: Curriculum Based Assessments (CBM)		

<u>Week 3</u>	<ul style="list-style-type: none"> ● Introduction to CBM ● Importance of data within academic curriculum programs ● Reading 	Ch. 1,2,4	See the Week 4 Activities
<u>Week 4</u>	<p>Intellectual and Cognitive Functioning: Intelligence Assessment</p> <ul style="list-style-type: none"> ● Wechsler Scales (WPPSI, WISC, and WAIS) ● Woodcock-Johnson Tests of Cognitive Abilities-4th Edition (WJ-IV COG) ● Nonverbal Intellectual Assessments 		
<u>Week 5</u>	<p>Broad Assessments of Behavioral, Social, and Emotional Functioning as well as Targeted Assessments Measures of Disruptive, Anxiety and Mood Disorders</p> <ul style="list-style-type: none"> ● Objective and projective measures ● Reliability and Validity of widely published tools ● Suicide Assessment 		Ch. 9, 13
<u>Week 6</u>	<p>Assessment Tools of Behavior Continued: Targeted Assessments.</p> <ul style="list-style-type: none"> ● Assessment of Attention Deficit Hyperactivity Disorder (ADHD) ● Assessment of Autism Spectrum Disorders 		Ch. 14, 15
<u>Week 7</u>	<p>A Review of the Most Common Assessments of Adaptive Behavior and Functional Behavior Assessment (FBA) Functional Behavior Assessment</p> <ul style="list-style-type: none"> ● Vineland Adaptive Behavior Scales ● Adaptive Behavior Assessment System ● Functional Behavioral Assessment (FBA) 		Ch. 11,12
<u>Week 8</u>	<p>Trauma and Trauma Informed Care</p> <ul style="list-style-type: none"> ● Assessment and Treatment ● Developmental Perspectives ● Trauma Related Disorders 		Ch 16
<u>Week 9</u>	<p>Bullying and Cyberbullying</p> <ul style="list-style-type: none"> ● Characteristics ● Traditional Bullying vs. Cyberbullying ● Evaluating Incidents ● Laws 		Ch 17
<u>Week 10</u>	<p>Child Maltreatment and Abuse</p> <ul style="list-style-type: none"> ● Risk and Protective Factors 		Ch 18

	<ul style="list-style-type: none"> Evaluating Incidents 		
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Learning Outcomes

Edd in Educational Psychology Program Learning Outcomes (PLOs)

1. Develop and apply advanced clinical skills to effectively assess, diagnose, and treat a wide range of mental health concerns in PK-12 students, utilizing evidence-based practices and culturally responsive approaches.
2. Engage with an innovative, research-based, and real-world curriculum that emphasizes the development of strong clinical competencies, equipping them to meet the holistic and mental health needs of PK-12 students and deliver effective mental health services in educational settings.
3. Critically evaluate and apply scientific knowledge and research to inform the selection and implementation of effective mental health interventions, prevention strategies, and wellness approaches that promote the well-being of PK-12 students.
4. Synthesize the value of adaptation and change with applied 21st century leadership, supervision, and consultation skills, adapting to the evolving needs of diverse and complex organizational systems in the provision of comprehensive mental health services within educational settings.

Course Learning Outcomes (CLOs)

1. Develop a thorough understanding of standardized assessment instruments, including their administration, scoring, interpretation, and use in the context of the Hawaii Department of Education, and analyze and apply consultation theories relevant to working with school teams to effectively explain and use assessment results to support student learning and achievement. (PLO 1,4)
2. Evaluate the cultural and social issues related to academic testing, including cultural diversity, bias, and equity considerations, and identify strategies for addressing these issues in the assessment process. (PLO 1,2)
3. Review and analyze ethical issues related to intellectual and academic testing, including test security, confidentiality, and appropriate use of test results, and develop strategies for addressing these issues in the assessment process. (PLO 2,3)
4. Evaluate the assessment tools available in the Hawaii Department of Education and develop appropriate assessments and available data to aid in academic strategy selection, including the

use of the Hawaii State's six General Learner Outcomes (GLOs) and DOE evaluation process for determining SPED eligibility and Act 504 determination. (PLO 1,3)

5. Apply professional ethical and culturally responsive behavior that reflects ASCA, the Hawaii Teacher Standards Board Code of Ethics, and relevant federal and state laws and district policies in the assessment and evaluation process. (PLO 1,4).

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

[Include a paragraph that explains how this course specifically addresses one or more of the Marianist values listed above.]

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

Course Activities

Discussions

There will be at least one discussion question per week, with initial posts due on Fridays by 11:59pm local time. Replies to other learners are due on Sunday nights by 11:59pm local time. Initial posts must be a minimum of 300 original words and contain at least one scholarly reference.

Course Policies

Course Format

Most of the class is asynchronous. Thus, we will be incorporating class discussions via our online format in Canvas. Students must complete the class tasks prior to posting any discussion material; otherwise, the discussions will not be informed ones. Due to the nature of the material we are discussing, there is likely to be some lively discussion and some disagreement on issues. In addition, some people may feel uncomfortable or upset by some of the material. As such, we want to make sure to follow these ground rules:

- Acknowledge that people in our culture have different experiences based on race, ethnicity, class, sex, age, and sexuality.
- Think psychologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.
- Agree that this course should be a place where no one is made to feel embarrassed or ashamed. Disrespectful behavior will not be tolerated.
- No attacks that might be deemed personal should be made on the discussion boards.
- Healthy discussion and debate is welcome and encouraged. We do not have to agree with one another, but we must be able to discuss our differences in a respectful manner.

In terms of general participation, students are responsible for all material posted each week. This course will require a fair amount of reading and some video viewing, so do make sure to plan your study time wisely. Prior to any class discussions, students are expected to have engaged the material such that they are prepared with questions and reflections. This allows for more coherent participation in the course discussions. Although specific readings and videos will be assigned for each week, students are encouraged to consider and discuss comparisons and disparities among the readings and videos.

Late Work

It is assumed that students will allocate their time so that all assignments and discussions will be submitted by the deadline.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Grades of Incomplete

Incomplete grades are given in very specific circumstances. Incompletes are not a way to make up missing work. To be eligible for an Incomplete, the majority of the work needs to be completed. Please reach out to your instructor if you experience an emergency that might warrant an Incomplete.

Final Grades

Final grades are submitted to [Self-Service](#):

A	= 93-100%
A-	= 90-92%
B+	= 87-89%
B	= 83-86%
B-	= 80-82%
C	= 70-79% (Failed – No credit given)
F	= 0 – 69% (Failed – No credit given)

Important Information

Faculty-Student Grading/Feedback Expectations

Assuming on-time submission of assignments, the instructor will make every reasonable effort to return graded assignments within one week of submission. Communications via email will be generally responded to on the same day but no later than 24 hours after receipt.

Student Interaction Expectations

Students are expected to conduct themselves in a manner appropriate to professional standards in counseling, i.e., treat each other with respect and courtesy. When applicable group assignments should be delegated to respective group members so that equivalent effort is a likely outcome. Group conveners will be responsible for ensuring that standard is met if necessary.

Participation during the online sessions is expected in the form of active verbal responses during the sessions, and written responses in text/chat. Points will be distributed per session throughout the course, total points for participation are detailed within the Assignments section.

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX](#)

[Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors

each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.