

ECC 535: Level B Assessment Certification

School of Education and Leadership

4 Credits
Effective: Fall 2022
Grading Type: Decimal

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors is found under Faculty online at <https://www.cityuniversity.ca/our-faculty/>

Contact Information

Contact information for instructors is found under Faculty Information online at <https://www.cityuniversity.ca/our-faculty/>

Course Description

**Individuals registered in this course need access to Level B assessments. Arrangements to borrow these assessments need to be made through school district staff; those who work outside of school districts need to be prepared to contact local agencies/districts to borrow these assessments.*

Students are introduced to a variety of psychometric assessments that are used to measure academic achievement and behavioural/social-emotional functioning that are relevant to Provincial School Districts.

Students learn of the qualifications required to administer Level A, B, & C assessment. Students explore the ethical considerations of psychometric assessment, and how to apply the fundamental statistical knowledge required to inform diagnostic decision-making and understand the results of assessments for educational programming and intervention.

Students explore a variety of assessment tools, best practices for administration and scoring, and how to interpret information based on the assessment findings. Students gain an understanding of key considerations in sharing information gathered from Level B psychometric assessments and effectively communicating assessment results.

Successful completion of this course qualifies participants to perform Level B assessments in Canadian schools.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Find Your Reading List” button).

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

In this course, students:

- Identify the similarities and difference between Level A, B, and C tests
- Identify the key concepts, measures, and psychometrics in assessment.
- Describe the purpose for behavioural and academic screening and assessment within the Response to Intervention (RTI) model.
- Evaluate assessment reports to facilitate informed choices with attention to the interpretation and recommendations.
- Evaluate assessment results to develop appropriate case planning.
- Evaluate legal and ethical considerations for testing as well as cultural factors and their impact on assessment results.

Additional Information

Declaration of Inclusion

The CityU Master’s in Educational Leadership program honours human diversity in all its forms and is committed to the principle of universal human dignity. We respectfully acknowledge that our program resides on the ceded and unceded territories of our First Nations and our programming acknowledges the First Nations, & many others whose histories, languages, & cultures continue to influence our vibrant Canadian communities. We further acknowledge that our learning community is greatly enriched through the voices and perspectives of staff, faculty, and students from all intersections of society including 2SLGBTQ+, BIPOC and diversely abled communities.

Indigeneity

City University philosophically and pragmatically supports the First Nations perspective of learning as being rooted in reciprocity, the relational, and the experiential. City University instructors are required to infuse into their curriculum the traditional teachings from many indigenous communities. This blend of indigenous knowledge allows for cultural uniqueness and practices that come from the reflections on the telling of stories, traditional teachings, and the understandings of ceremony.

Sustainable Development Goals

In 2015 the United Nations created 17 goals to achieve a sustainable world by the year 2030 ([THE 17 GOALS | Sustainable Development \(un.org\)](https://www.un.org/sustainabledevelopment/)) City University actively supports these goals and requires that each course syllabus articulate and include as part of its content, at least two of these goals that relate to the course's objectives and outcomes. Through these actions, City University hopes to inspire our students to help create a more inclusive, equitable, and safe world for the future.

Grading Scale

The grades earned for the course is derived using City University of Seattle's decimal grading system, based on the following:

Overview of Required Assignments	% of Final Grade
Preparation and Participation	10
Test Reviews	20
Academic Practicum	30
Behavioral Practicum	30
Presentation	10
TOTAL	100%

Course Assignments and Grading

Preparation and Participation (10% of Final Grade)

Class participation and participation are an integral part of this course. Student preparation for class participation is essential because the information, knowledge, skills, and expertise they exchange with peers and instructors contributes toward a strong learning community. It is important that students attend and actively participate in class. Active participation in class-based activities is an essential part of professional training.

Grading Criteria for Participation and Preparation (10% of Final Grade)

Participation in questions/answers/discussion	100%
TOTAL	100%

Test Reviews - Part 1 Academic and Part 2 Behaviour 20% of Final Grade – 10 Academic/10 Behavior)

In a group, students identify common academic and behavioural Level B assessments that are often used in your school setting. Students are to choose one academic and one behavioural test to review and check with the instructors for suitability.

As a group, for each test review, students prepare a 20-minute (maximum) presentation (preferably some form of visual presentation; like PowerPoint) for the rest of the class which includes the following information.

- Category of test (level A, B, C)
- Purpose of the test and possible uses
- Theoretical/conceptual basis of the test
- Major features of the test
- Ages appropriate for this test
- Key administration & scoring procedures (time, setting, duration, etc.)
- Format/organization of the test
- Details of the standardization sample
- Reliability, validity, special considerations
- Review the norm sample and identify if it is representative of students in your community.
- Usefulness and benefits of the test.
- Limitations and drawbacks of the test
- Ethical/legal considerations that should be weighed before using this assessment tool
- Limitations of the screening/assessment tool
- Group synopsis and evaluation of the test

Students are required to submit a **two-page** handout in APA style for each test review that incorporates the information noted above.

Separate Grading Criteria for both Test Reviews (Academic & Behaviour) (10% of Final Grade each)

PowerPoint that provides complete and accurate description of required information.	80%
Layout/presentation of the handout using APA style (clear, concise, easy to use as a resource)	20%

TOTAL

100%

Clearly outline the name and version of the test as well as the first and last names of each of the group members on your handout. Please submit this as a pdf file (file name should have last names of members in alphabetical order and name of test: e.g., Baker, Dawson, King, Lee – BASC3). Submit this at the same time you submit you present your test review. Please forward a copy of your PowerPoint presentation and handout to LevelBAssessment@outlook.com.

Practicums (2 parts) (60 % of Final Grade)

These are individual assignments that bring together the learning objectives for the course with practicum experiences where students conduct assessments as part of a full case conceptualization of students referred for assessment. The assignment is introduced in week 3

and continues throughout the remainder of the course. Feedback is provided prior to the final submission.

Students choose two children or youth who are displaying mild to moderate difficulties in a school setting (one academically and one behaviorally). Students are expected to plan an assessment based on the referral questions, provide a rationale for an assessment plan, provide an analysis of assessment results, communicate results in a summary report and identify a plan of action as a case manager to support the child or youth. Students present their findings for each practicum.

Academic Practicum (30% of Final grade)

Case Referral Analysis (1 page) - 15%

- Reasons for referral.
- Initial hypothesis.
- Next steps (assessment plan and selection of assessment tools) including any special considerations or preparations needed for administration.

Practice Administration and Critical Reflection- 15%

This is an individual assignment; the student completes this portion of the assignment for the **academic assessment only**. The student indicates which assessment tool they have selected and reviews all materials and manuals to complete a practice administration with a volunteer (child, partner, colleague etc.). Students are encouraged to video record the practice administration session to support the completion of the critical reflection and self-assessment.

Assessment Report (6 pages maximum) - 55%

A template is provided for this assignment. Students are expected to report on, and includes referral question(s), relevant background information, assessment observations, results and interpretations, strengths and stretches, summary and recommendations.

Case Planning and Personal Reflections (2 pages maximum) - 15%

The student is to select a case and complete the following:

- An analysis of how the results such as those in the case might specifically impact the student in specific school setting. What challenges might the child or youth with this test profile face in setting? How can the student's strengths be used to mitigate some of these challenges? How should the school respond?
- An explanation of how the information should be disseminated in the specific school setting (remember district protocols, confidentiality, privacy concerns).
- A reflection on any bias or ethical considerations/personal impact this case may have on you (the student) as the case manager.
- The student is to complete personal reflections – reflect on key components of the assignment and learning gained from this process.
- The student is expected to use APA for sources to support their reflections and conclusions.

Grading Criteria for Academic Practicum (30% of Final Grade)

Academic Case Referral Analysis

15%

Practice Administration and Critical Reflection	15%
Academic Assessment Report	55%
Case Planning and Personal Reflection	15%
Total	100%

Behavioural Practicum (30% of final grade)

Case Referral Analysis (1 page) - 15%

- Reasons for referral.
- Initial hypothesis.
- Next steps (assessment plan and selection of assessment tools) including any special considerations or preparations needed for administration.
- Plans for observing the student in a variety of school settings.

Practice Observation and Critical Reflection- 15%

The student completes this portion of the assignment for the **behaviour assessment only**. After selection of a student, the student creates a schedule of observations to complete in the school setting. Students are encouraged to employ a variety of observation techniques. Students are to complete critical reflections and a self assessment.

Assessment Report (6 pages maximum) - 55 %

Students use a provided template for this assignment a template. Students report on the referral question(s), relevant background information, behavioural observations, results and interpretations, strengths and stretches, summary and recommendations.

Case Planning and Personal Reflections (2 pages maximum) - 15%

The student is to select a case and complete the following:

- An analysis of how the results such as those in the case might specifically impact the student in specific school setting. What challenges might the child or youth with this test profile face in setting? How can the student's strengths be used to mitigate some of these challenges? How should the school respond?
- An explanation of how the information should be disseminated in the specific school setting (remember district protocols, confidentiality, privacy concerns).
- A reflection on any bias or ethical considerations/personal impact this case may have on you (the student) as the case manager.
- The student is to complete personal reflections – reflect on key components of the assignment and learning gained from this process.
- The student is expected to use APA for sources to support their reflections and conclusions.

Grading Criteria for Behaviour Practicum (30% of Final Grade)

	15%
Behaviour Case Referral Analysis	15%
Practice Observation and Critical Reflection	55%
Behaviour Assessment Report	

Case Planning and Personal Reflection	15%
TOTAL	100%

Final Presentation (10% of Final Grade)

Students present their academic and behavior assignments, integrating key learnings with respect to best practice assessment processes, evaluation and interpretation skills, communication of results, and case planning obtained through the practicum experiences. Clinical skills and insights are key learning opportunities for the cohort and facilitate further growth in discussion. Organization of this material is presented through PowerPoint and should logically flow from initial referral questions to final recommendations and personal and professional reflections. Students are to use appropriate APA style. The PowerPoint is to be submitted to the instructors via email in pdf format.

Grading Criteria for Final Presentation (10% of Final Grade)

PowerPoint that provides complete and accurate description of required information.	100%
TOTAL	100%

Course Policies

Late Assignments

A critical aspect of management is to meet predefined deadlines. Therefore, all assignments are expected to be submitted when due. No late assignments are accepted. Life-situations do occur. When an issue arises coordinate with the instructor prior to the assignment's due date and the due date may be adjusted. It is in the best interest of the student to ensure that all assignments are submitted on time.

Participation

You are responsible for meeting or exceeding the participation requirements as listed in the syllabus and in the Learning Management classroom.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

University Policies

Students are responsible for understanding and adhering to all CityU's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

Antidiscrimination

City University in Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all its education programs and activities do not discriminate based on sex/gender. Sex includes sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by CityU policy. CityU also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should always be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment, and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment, and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g., day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception, and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance* under *Student Rights & Responsibilities*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.