



SPED 5302: Assessment in Special Education

Spring 2018

SPED 5302 is a required course for the M. Ed. in Special Education and Educational Diagnostician Certification.

College of Education, Department of Language, Literacy and Special Populations

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Office hours: Before and after class by appointment.

Day and time the class meets: Monday, 5:30 pm to 8:20 pm

Location of class: The Woodlands Center (TWC) – room 335

Course Description: This course addresses basic measurement principles, formal and informal assessment, and the connection of assessment to instruction. Students gain experience with diagnostic tools for assessing achievement, language, and perceptual-motor skills. Response to intervention and curriculum-based measurement are also addressed.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

Important:

- Learning to apply course material (to improve thinking, problem solving, and decisions)

Textbook: Required

Salvia, J., Ysseldyke, J. E., & Bolt, S. (2016). *Assessment in special and inclusive education (13th ed.)*. Belmont, CA: Wadsworth/Cengage.

Tk20 Account is required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at <https://tk20.shsu.edu/>

Course Format: SPED 5302 is taught in the classroom using group activities, PowerPoint presentations, Prezis, test demonstrations, Blackboard enhancement via Internet, videos, and individual presentations.

Course Content: SPED 5302 presents basic concepts of measurement, an introduction to test administration, various types of assessment in academic and nonacademic areas, and legal issues related to special education.

Course Objectives: This course is designed to cover the basic skills needed to administer and interpret individual achievement tests. The tests include (but are not limited to): WJIV ACH, WIAT-III, KTEA-3, CTOPP2, GORT-5, and VMI. On each instrument students are expected to evaluate the examinee's strengths and weaknesses by an analysis of composite and subtest scores. Excellent written communication skills (e.g. spelling, grammar, and sentence construction) are also needed. The course requires a high level of social and ethical responsibility. The goals of the course are as follows:

- To provide students with a systematic approach to the development of individual assessment skills.
- To review ethical standards of practice, roles, and responsibilities regarding assessment including state and federal regulations relevant to the role of the educational diagnosticians, FERPA, and procedural safeguards.
- To review psychometric principles and issues including laws and legal issues related to the assessment of individuals with disabilities.
- To explore research associated with achievement by examining publications relevant to the field of educational diagnosis.
- To observe the administration of individual achievement tests and to practice individual assessment skills.
- To master the basic administration, scoring, and interpreting skills in individual achievement testing.
- To identify skill strengths and weaknesses and develop a growth plan for mastery.
- To develop awareness of various administration adjustments in assessment situations with special populations.
- To communicate assessment results through formal report writing.
- Report assessment findings for instructional decisions including recommendations for diverse populations; determine needs & making recommendations based on assessment results

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Learning to apply course material (to improve thinking, problem solving, and decisions)

Important: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Tk20 Account required for this course

Tk20 Account is required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: <https://tk20.shsu.edu/>

Course Requirements/Policies:

- **Attendance Policy:** Regular and punctual attendance is expected. SHSU policy is that no student will be penalized for three or fewer hours of absence. However, a student may be penalized for more than three hours of absences. Absence of more than 3 hours will result in one letter grade reduction. Absence for more than 20% of the course will result in course failure. Class will begin

on-time. Thus, students are expected to arrive early and be prepared to begin class when class is scheduled to begin. Students who arrive to class after instruction begins will be considered late. The daily attendance log is the official documentation of students' attendance to class. My policy: Attendance (absences, tardiness, and early exits) will be documented each class period. This information will be used to decide borderline grades and to write letters of recommendation. If you have to be absent, be sure you have arranged for a colleague to obtain handouts. The three hours of absence provided by university policy should be used carefully for illness and emergencies.

- **Late Assignments:** Assignments should be submitted electronically via Blackboard before class (electronically time stamped prior to 11:59 p.m.) on the due date (see Course Calendar). In general, late assignments are not accepted. If, however, due to an emergency you are unable to turn in an assignment on time, you must make arrangements in writing with the professor as soon as you realize your assignment will be late. A 10% grade deduction will be made for each day that the assignment is late – regardless of whether or not an extension has been requested and granted.
- **Time Requirement:** For each hour attempted, at MINIMUM of three hours outside class is expected. This 3-credit-hour course will meet three hours each week. That leaves 9 hours each week outside of class in which to read and complete assignments. Since it is essentially a practicum class, more time may be required. It is expected that if you enroll in this course, you can meet the time requirements.
- **Obtaining Assistance:** I am very committed to your progress! I am available to provide you with the assistance you need to demonstrate proficiency with course content. PLEASE NOTE: Students should expect a response within 48 hours and delayed responses on the weekends. PLEASE read your rubrics at a minimum of ONE WEEK prior to the assignment due date in order to receive timely feedback. It is your responsibility to seek assistance with course projects and assignments in a timely fashion.
- **Withdrawing from Class:** It is your responsibility to check the SHSU website (academic calendar) for add/drop and withdraw dates.
- **Visitors in Classroom:** Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office
- **Professionalism:** Attendance, punctuality, the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to professionally administer individual tests of achievement. Absolutely no eating in class. Only water is allowed.
- **Academic Dishonesty Policy:** All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student engaged in academic dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see [Dean of Student's Office](#)
- **Reasonable Accommodations:** With respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU's Services for Students with Disabilities (SSD) and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. For a complete listing of the university policy, see: <https://www.shsu.edu/dotAsset/7ff819c3-39f3-491d-b688-db5a330ced92.pdf>
- **Electronic and Phone Response:** Instructor and teacher assistant reserves the right to respond to emails and phone calls within 48 hours of receipt. Students should not expect an immediate

response. Instructor and teacher assistant may not respond to student emails and/or phone calls during weekends, holiday breaks, and semester breaks.

- **Cell Phone Policy Sam Houston State University [Academic Policy Statement 100728](#):** The use of cell phones in this class **is strictly prohibited**. Emergency use of cell phone may be allowed pending approval from the instructor.
- SHSU Academic Policy Manual -- Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students # 900823](#)
- SHSU Academic Policy Manual – Curriculum and Instruction
 - [Use of Telephones and Text Messages in Academic Classrooms and Facilities #100728](#)

EVALUATION:

1. **Ethical Practices for Educational Diagnosticians:** After reading the Ethical Practices for Educational Diagnosticians, the students will sign and upload the document into Blackboard.
2. **Tk20** - Students are required to submit the following documents listed below. If not submitted to Tk20, the student will not receive a grade for this course.
 - Test Kit Score Report Forms – (single pdf document)
 - WJIV ACH Score Report Forms (2)
 - WIAT-III Score Report Forms (2)
 - KTEA-3 Score Report Forms (2)
 - WJIV OL Score Report Form (1)
 - CTOPP2 Score Report Form (1)
 - GORT5 Score Report Form (1)
 - Test Kit Self-Reflections (single pdf document)
 - WJIV ACH
 - WIAT-III
 - KTEA-3
 - Test Kit Interpretive Reports (single pdf document)
 - WJIV ACH
 - WIAT-III
 - KTEA-3
 - Test Kit Review (single pdf document)
 - Case Study (single pdf document)
3. **Group Report:** Students will work with a small group to present one Salvia textbook chapter. The presentation will consist of a PowerPoint/Prezi and a class handout. A scoring rubric is located in Blackboard.
4. **Quizzes:** Periodic quizzes/exams will determine familiarity with material, particularly the WJIV ACH, WIAT-III, KTEA-3 manuals and the Salvia textbook.
5. **Self-Reflection (including video):** Each student is required to video-record one administration of the WJIV ACH, WIAT-III, KTEA-3, WJIV OL, GORT5, and CTOPP2. All video-recordings must be uploaded into Google Drive and a sharing link emailed to the professor. Multiple files should be

created, one per subtest and named Test_Subtest_LastName. For example: WJIV_Word_Attack_Gomez

6. **Test Kit Review:** Students will review a norm-referenced standardized test kit.
7. **Case Study Presentation:** Students will present a case study, including background information, assessments results, conclusions, and recommendations. The presentation must include visuals appropriate for an ARD/IEP Meeting.
8. **Exam:** Examinations serve a number of purposes. They let the instructor know how well students are progressing with mastery of the material, and they let students know how well they are assimilating and accommodating the material. The exam may cover any information assigned (textbook readings) or presented in class and may be objective or essay or a combination of both. Although some of the material will be covered in class, it is the responsibility of students to master the material.
9. **Interpretive Reports:** Students are required to write interpretive reports based on WJIV ACH, WIAT-III, and KTEA-3 results. A grade will be assigned based on the original draft of the report. Students may improve their overall grade with revisions. However, a score of 70% or lower on the original draft will result in course failure. Each student is expected to rewrite the interpretive report as many times as is necessary until satisfactory proficiency is met. For each revision, 10 points will be deducted from the total possible points. Students are to use the templates posted in Blackboard for assignments; however, the sample language must be replaced with the student's original language. Students may not use colleague's reports as templates for their work. Internet reports and materials, as well as school district reports and materials, may not be used as templates for assignments.
10. **Test Kit Administration:** Students are required to administer selected portions of the WJIV ACH and KTEA-3 to the instructor or TA. Students must demonstrate proficiency in administration and scoring in order to pass the course. Appointment times for testing out will need to be scheduled through the class TA or the Instructor. Students are expected to practice administration of subtests outside of class time prior to testing out with the TA or the Instructor. Failure to practice subtests will likely result in failure of "testing out." If subtests are not administered properly, students must retest until they meet testing out expectations. Rubric for testing out, including an explanation of major and minor mistakes, is located in Blackboard. A 5% deduction will be taken if the "Test Kit Administration" needs to be re-administered due to not obtaining 100%. Students are limited to three (3) scheduled attempts, with a minimum passing grade of "85".
11. **Protocols:** Students will submit protocols for grading and will be returned with feedback by the next scheduled class period. Participants must be chosen according to the "Participant Guidelines" noted at the end of the syllabus. Failure to choose participants according to the stated guidelines will result in a grade of a zero for the respective protocol administrations. Ink pens must be used on all protocols. The minimum passing grade for protocols is "80".

Items to be Submitted with Protocols

- Consent for testing (Consent must be completed fully (this includes signature and dates of the graduate student and parent)—failure to do so will result in a grade of zero for protocol)
- Protocols (Fully scored; Record Form, Response Booklet 1; Response Booklet 2)
- On-line scoring report (WJIV)

The final grade of the course will be determined by overall competency, with major emphasis placed on reports and testing skills. Competency also includes your *(a) professional and ethical development; *(b) preparation before testing; (c) ability to accept constructive criticism; *(d) interpersonal relationships with fellow students, teaching assistants, and instructor; (e) promptness in turning in materials to be evaluated, and (f) overall maturity and clinical skills.

Not passing:

Any of the above listed criteria not met.

Satisfactory performance will result in a grade of **B**. Outstanding performance will be recognized with a grade of **A**. It is possible that all students could receive an **A**. It is also possible that all students could receive a **B**.

Course Evaluation (Grades):

A= 100 - 92

B= 91 – 85

C = 84 – 70

F = <70

Students obtaining a grade of “C” must retake this course.

NOTE: Minor adjustments/additions/deletions may be made to Assignments. You will be provided adequate time to prepare.

Assignment	Percent
Ethical Practices for Educational Diagnosticians (signed)	0
SHSU-District Agreement Form (signed)	0
Ed. Diagnostician Handbook Form (signed)	0
Tk20 Submissions	0
Chronological Age Worksheets	0
Group Presentation	5
Online Quizzes	5
Self-Reflections (including video of administration) <ul style="list-style-type: none"> • KTEA-3, WIAT-III, WJIV ACH 	5
Test Review	5
Case Study	5
Interpretive Reports <ul style="list-style-type: none"> • KTEA-3, WIAT-III, WJIV ACH 	15
Weekly Quizzes	15

Protocols <ul style="list-style-type: none"> • KTEA-3 – 2 protocols • WJIV Ach – 2 protocol • WIAT-III – 2 protocols • WJIV OL – 1 protocol • GORT-5 – 1 protocol • CTOPP2 – 1 protocol 	20
Test Kit Administration (WJIV ACH and KTEA-3)	25
TOTAL PERCENT	100

All of the above listed assignments are required for a passing grade in this course.

Please view attached NCATE Accreditation, The Conceptual Framework and Model, and Matrix.

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation.

[NCATE Standards](#)

[CAEP Standards](#)

The Conceptual Framework and Model

[The COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5).

College of Education Information:

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1. 1 (InTASC #10) & 3. 3	1. c., 1. g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1. 5 & 3. 4	1. b, 4. a., & 6. d.
3.	Practices ethical behavior and intellectual honesty.	3	1. 1(InTASC #9) , 3. 3, & 3. 6	1. g. & 4. a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3. 1, 3. 3	4. a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1. 1 (InTASC #2)	4. a. & 4. d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3. 1	4. a. & 4. d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1. 1 (InTASC #6)	1. d. & 4. a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1. 1 (InTASC #9) & 3. 3	1. d, 1. g., & 4. a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1. 1 (InTASC, & #2)	4. a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1. 1 (InTASC #2 and #9), & 1. 4, 2. 3	1. c., 3. c., 4. a., & 4. d.

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Matrix

Topic(s)/Objective(s)	Activities/Assignments (including field based	Measurement (including	Standards Alignment
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	activities)	performance based)	S—SPA Standard Alignment TS—Texas Educator Standards/Competencies DDP—Diversity and Disposition Proficiencies <u>CF—Conceptual Framework Indicator</u> <u>N/C—NCATE/CAEP Standard 1 (if there is no SPA)</u> <u>NETS*S – ISTE NETS Technology Standards for Students</u>
Statement of assessment philosophies	Classroom presentation and discussion	Written statement of personal philosophy of assessment in portfolio	<u>1. 3k</u> <u>1. 1k</u> CF 4 DDP 1, 9 <u>ISTE NETS5</u>
Make decisions consistent with laws and policies related to disability field	Blackboard Quiz on Parents' Rights Handbook	Quiz	<u>1. 1k, 1. 2k, 1. 4k, 1. 5k, 2. 1k</u> <u>2. 2k, 4. 2,</u> <u>1. 2k, 8. 1k</u> CF 1; DDP 9
Use assessment terminology; describe disability types and range of ability	Blackboard Quiz on disability criteria according to IDEA 2004 and SBOE Rules	Quiz	<u>6. 1k</u> <u>2. 1k</u> CF 1, 4 DDP 9 <u>ISTE NETS 5</u>
Evaluate test standardization procedures	Classroom presentation and discussion; Test 1	Quiz	<u>6. 4 k</u> <u>8. 4k</u> CF 4, DDP 4
Evaluate technical characteristics of tests	Test Review and Presentation; Test 1	Evaluation of a Test	<u>6. 2k, 6. 3k, 6. 5k, 6. 6k, 6. 10k</u> <u>8. 2k, 8. 3k, 8. 5k</u> CF 4, DDP 9 <u>ISTE NETS 5</u>
Make decisions using various types and purposes of evaluation	Test Administration and Report	Evaluation Evaluation Report	<u>1. 1s, 6. 12k</u> <u>8. 7k, 8. 4s</u> CF 1, 4 <u>ISTE NETS 5</u>
State limitations, bias, and legal guidelines in standardized measures	Classroom presentation and discussion; Test Review	Written response to Case Study	<u>6. 7km 6. 8k</u> CF 4, 5 <u>8. 7k; DDP 4</u>
Apply issues, philosophies, and controversies in evaluation	Classroom presentation and discussion	Written response to Case Study	<u>1. 3k</u> <u>1. 1k</u> CF 1, 5, 9 DDP 1, 9
Describe the	Classroom presentation	Quiz	<u>4. 1k, 4. 3k, 6. 9k,</u>

evaluation process from prereferral to determination of eligibility and placement	and discussion		CF 1, 4, 9 <i>1. 2k</i> <u>ISTE NETS 5</u>
Administer and score commonly used evaluation instruments	Individual Test Administration and Assessment Report	Evaluation Evaluation Report	<u>2. 7s</u> CF 4, DDP 4, 9 <i>8. 3s, 8. 5s, 8. 6s, 8. 7s, 8. 8s</i> <u>ISTE NETS 5</u>
Make testing decisions based on behaviors sampled by formal and informal measures	Individual Test Administration; Curriculum Based Measures, and Assessment Report; Portfolio	Evaluation Evaluation Report and Portfolio	<u>9. 1k,</u> CF 1, 4 <i>8. 4s</i> DDP 1 <u>ISTE NETS 5</u>
Apply assessment information for program planning	Classroom presentation and discussion; Case Study Report	Written response to Case Study	<u>1. 1s</u> <i>8. 11s</i> CF 4; DDP 9 <u>ISTE NETS 5</u>
Demonstrate knowledge of assessment issues for learners from diverse backgrounds	Classroom presentation and discussion	Written response to Case Study	<u>5. 2s, 6. 5s, 7. 1k, 7. 2k, 7. 3k,</u> <u>7. 4k, 7. 5k, 7. 2s</u> <i>2. 2, 3. 1k</i> CF 1, 5 DDP 1
Interpret formal and informal assessment information	Individual Test Administration and Assessment Report; Portfolio	Evaluation Evaluation Report and Portfolio	<u>6. 10k, 6. 3s, 6. 4s, 6. 7s, 6. 10s, 6. 11s, 10. 1s</u> <i>8. 7k, 8. 11s</i> CF 4, DDP 1, 4, 8, 9 <u>ISTE NETS 5</u>

Web address for NCATE Unit Standards : <http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>
<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

Web address for State Standards: <http://www.sbec.state.tx.us/SBEOOnline/standtest/edstancertfieldlevl.asp>

Web address for Council for Exceptional Children: <http://www.cec.sped.org/>

Web link to Conceptual Framework: <http://www.shsu.edu/~ncate/concept.html>

Web address for Behavior Analysis Certification Board Task List: http://www.bacb.com/becom_frame.html

State Standards: <http://www.tea.state.tx.us/index2.aspx?id=5938>

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