Chapter 9

Assessment

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CHAPTER OBJECTIVES

- 1. To explain what assessment encompasses for school psychologists
- 2. To explain the role of assessment for school psychologists
- 3. To introduce the types of assessments commonly encountered by school psychologists

INTRODUCTION

"All school psychologists do is test kids and leave the rest to teachers." Fortunately, this is just a stereotype about our profession. Unfortunately, this stereotype is still alive and well. If one were to ask another K–12 school colleague, randomly selected from a state in the United States, what a school psychologist does, it is highly likely that some form of this stereotype would come up. Even some practicing school psychologists affirm this stereotype of being testers only and prefer it over other roles and functions. Indeed, this is school psychology's primary role (Fagan & Wise, 2007), other roles and functions. Indeed, this is school psychology's primary role (Fagan & Wise, 2007), federal legislation, and school psychology's embrace of a comprehensive vision of practice (e.g., federal legislation, and school psychology's primer of Education, 2004; Gutkin, Henning-Stout, Bergan, 1977; Deno & Mirkin, 1977; Department of Education, 2004; Gutkin, Henning-Stout, Bergan, 1977; Deno & Mirkin, 1988).

& Piersel, 1988; NASP, 2010; Reschly, 1988). Given school psychology's perception, the question becomes one of validity. What elements of the stereotype are true and what elements are not? To be sure, the problem with stereotypes is not that they are not true, but that they are incomplete (Adichie, 2009). This chapter seeks to address that they are not true, but that they are incomplete (Adichie, 2009). This chapter seeks to address this question of validity by critically discussing assessment, its history and purpose, the role of school psychologists as assessment experts, and types of assessments that school psychologists will encounter in practice.

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An essential issue is that although testing is only one subset of assessment, the two terms are widely An essential issue is that although testing is only one successful implications for the stereotype above. If used interchangeably in practice and training, which has implications for the stereotype above. If used interchangeably in practice and training, which they are not genuinely fulfilling the assessment school psychologists are only doing testing, then they are not genuinely fulfilling the assessment school psychologists are only doing testing, then they determine of ethical-scientist practitioner role of a school psychologist who is a leader-advocate (Chapter 5) or ethical-scientist practitioner role of a school psychologist who is a leader-advocate (only the systematic process of gathering data, or information, that are (Chapter 11). Assessment refers to the systematic process of gathering data, or objects (AFR A et al. 100) (Chapter 11). Assessment refers to the systematic process of people or objects (AERA et al., 1999). A used to make interpretations about the characteristics of people or objects (MERA et al., 1999). A used to make interpretations about the characteristics of behavior, whereas a standardized test is one systematic tool, or procedure, for collecting a sample of behavior, test is one systematic tool, or procedure, for collecting a sample of the behavior is the standard technology is the sta test is one systematic tool, or procedure, for concerning and interpreted in a standard fashion in an attempt to test is a test that is administered, scored, and interpreted in a standard fashion are applied treat individuals the same during the testing process. When these definitions are applied to the stereotype example above, school psychologists are seen primarily as professionals who give standardized tests such as intelligence (IQ) tests, rather than as professionals who use their expertise in the synthesis of multi-informant and multimethod assessment procedures, which may include reviewing relevant historical information, interviewing, and observing.

History of Assessment

As discussed in Chapter 2, assessment has an uncomfortable history largely owing to the intelligence testing movement. In the 19th century, Franz Joseph Gall began what is now known as phrenology (Flanagan & Harrison, 2012). Phrenologists claimed they were able to determine human intelligence by examining the shape of the skull. Then, Charles Darwin, Herbert Spencer, and Francis Galton contributed to the pursuit of intelligence and classification through evolutionary theory and the scientific method of natural sciences, including various physical measurements.

Darwin's development of evolutionary theory hypothesized that the species that reproduced over time were the ones that adapted to the environment, whereas other species who did not reproduce failed to adapt (called natural selection, or "survival of the fittest"). And Galton believed that people would test differently based on their race or class. He coined the term eugenics, a pseudoscience that can be related to social evolution. In fact, Darwin, the father of evolution, was Galton's cousin, and Galton used the ideas of biological evolution and applied them to intelligence testing and social evolution. He believed that there were higher and lower races and that the "higher" races would perform better on intelligence testing and should reproduce with each other in order to selectively control the evolution of a more intelligent society (Fluehr-Lobban, 2013, p. 2). Eugenics was the driving force behind Galton's anthropometric laboratory, because Galton worried that the "lower," less intelligent classes were "breeding at a higher rate" than the more intelligent higher classes. Through this effort, he was advocating "selective breeding" to promote an increase of people with a higher level of intelligence among the population (Fluehr-Lobban, 2013, p. 2). Although filled with misguided and inhumane purposes, Galton's endeavors led to the beginnings of intelligence testing, which is still used today. For example, he assumed that "human intelligence is innate and can be objectively measured through the administration of tests" and introduced the use of a bell curve to describe the distribution of those measurements (Fluehr-Lobban, 2013, p. 2). Although Galton's belief in eugenics is inherently derived from racism, his "role in pioneering tests of ability and intelligence is still highly regarded in the field of educational and psychological testing" (Fluehr-Lobban, 2013, p. 3). It is important to know this history and psychologists responsibility to because that intelligence testing is used positively for advocacy and support of services that a make sure positively for advocacy and sup child might need. This larger ethical purpose holds true for all assessment.

Federal Statutes and Assessment

Assessment practices in education are designed to support all students' learning and are shaped by Assessment of a fuller discussion was provided in Chapter 4, it is important to consider federal provide a critical background for understanding assessment. School key reaching assessments because they are mandated to do so as part of federal special psychologian as the Education for All Handicapped Children Act (EHA) of 1975. lt was the first legislation to support children with disabilities, which was in response to the special education rights movement that grew out of the civil and women's rights movements of the 1960s and the landmark case of Brown v. Board of Education in 1954 (see Chapter 2). The EHA required public schools to work with parents of handicapped children to implement an educational plan that aligned with general education as much as possible. It also helped to protect those students with disabilities from being discriminated against. Unfortunately, in the past, the theme in regard to children with disabilities was not always an inclusive one; hence, the EHA was created to protect students who were in need of advocacy. In 1990, the EHA was replaced by the Individuals with Disabilities Act (IDEA) to better improve the educational experience for students with disabilities. IDEA continued to implement the concept of free and appropriate public education and states that all children have the right to an appropriate education that confers reasonable benefit regardless of their disability (Moores, 2011, p. 523). IDEA has been "reviewed, revised, and amended" by Congress many times (Grigorenko, 2008, p. 67). Notable changes to EHA and then IDEA are as follows: In 1986, infants and toddlers were included under the EHA umbrella. In 1990, the language was changed to reflect person-first language, from "handicapped child" to "child with a disability," which included the name change from EHA to IDEA. Also, two new categories of disabilities were added: autism and traumatic brain injury. In 1997, disciplinary procedures for children with disabilities were specified to protect students with disabilities from harsh discipline, and all Individualized Education Programs (IEPs) had to include measurable goals and objectives or benchmarks to ensure better accountability (Grigorenko, 2008, p. 67). In 2004, the No Child Left Behind Act of 2001 came together with IDEA to focus on

improving outcomes for all children and on having highly qualified teachers. Modifications were made for more appropriate disciplinary procedures regarding children with disabilities to ensure that they were not being punished for a behavior that was a result of their disability (manifestation determination meetings), and a statute of limitations was put into place so parents had a right to due process. In addition, the identification process of a learning disability was modified and could be based on lack of response to intervention, not just the traditional discrepancy between achievement and ability, which was found to have validity problems and practical problems of

According to the Department of Education website, IDEA is a "law that makes available a free delaying services for students who needed them (Grigorenko, 2008). appropriate education to eligible children with disabilities throughout the nation and ensures

School Psychology in a Global Society: Roles and school Psychology in a Global Society. School Psychology in a Global Society. special education and related services to those children. The IDEA governs how states and special education and related services to those children. The IDEA governs how states and special education and related services to those children. The IDEA governs how states special education and related services to those children. The IDEA governs how states special education and related services to those children. The IDEA governs how states special education and related services to those children. The IDEA governs how states special education and related services to those children. The IDEA governs how states special education and related services to those children. The IDEA governs how states special education and related services to those children. The IDEA governs how states special education and related services to those children. 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traumatic brain injury, and multiple disabilities. matic brain injury, and multiple disabilities. Federal statutes and special education law are integrated into the assessment work of the school Federal statutes and special education are timelines that govern the assessment process

Federal statutes and special education law are integrated to complete an initial evaluation of a student suspect of the school psychologist. For example, there are timelines and initial evaluation of a student suspect of the school statutes and special education initial evaluation of a student suspect of the school statutes and special education initial evaluation of a student suspect of the school statutes and special education is a student suspect of the school statutes and special education is a student suspect of the school statutes and special education is a student suspect of the school statutes and special education is a student suspect of the school statutes and special education is a student suspect of the school statutes and special education is a student suspect of the school statutes and special education is a student suspect of the school statutes and special education is a student suspect of the school statutes and special education is a student suspect of the school statutes and special education is a student suspect of the school statutes and special education is a student suspect of the school statutes and special education is a student suspect of the school statutes and special education is a student suspect of the school statutes and special education is a student suspect of the school statutes and special education is a student suspect of the school statutes and special education is a student suspect of the school statutes and special education is a student statute statute statute statute statutes and special education is a student statute statute statute statute statute statutes and special education statutes and special education statutes and st psychologist. For example, there are timelined an initial evaluation of a student suspected of a multidisciplinary team is required to complete an initial evaluation of a student suspected of a multidisciplinary team is required to complete an aneeting eligibility requirements for specied of a disability within 60 days. If a student is identified as meeting a days to determine what supported and support take place within 30 days to determine what support disability within 60 days. If a student is identified within 30 days to determine what supports and education, then an IEP meeting must take place within 30 days to determine what supports and education, then an IEP meeting must take place. The detailed process presented in Chapter 4 (see accommodations the student needs to succeed a statutes. Figure 4.2) shows how the work of the school psychologist is influenced by federal statutes.

WHY SCHOOL PSYCHOLOGISTS CONDUCT ASSESSMENTS

There are a variety of assessment purposes or goals that should be at the core of school psychologists use of data-based decision making. For example, Salvia, Ysseldyke, and Witmer (2016) have identified seven kinds of decisions that can be made from assessment data. All forms of assessment are used to improve a child's functioning, but they contribute to this overarching goal differently. This section focuses on two main purposes of assessment that have been an integral part of school psychology's development over time: classification and intervention.

Classification

The term most commonly associated with assessment for classification is diagnosis. The term diagnosis is typically reserved for the classification of assessment data into the formal diagnostic system of the American Medical Association for medical disorders and, of most relevance, for psychiatric disorders (American Psychiatric Association, 2013). Conducting such medical diagnoses relies on a narrow system of classification requiring intensive training. The popularity of this medical definition of diagnosis illustrates that the medical model is still influential and prioritized in American society and in psychology.

On the other hand, diagnosis is simply the use of a classification system. In a general sense, diagnosis and classification are essentially synonymous because they both refer to the categorization of assessment data according to a set of predetermined criteria or rules. It may be said, then, that when school psychologists are still. when school psychologists practicing in school settings classify students' assessment data into special education eligibility labels also special education eligibility labels, this is a type of "educational diagnosis." The special education classification process also requires intensive training, including additional training in team decision

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making, which is a complex task that is legally required in school practice. It should be noted that making, which we benefit from both types of classification systems (i.e., medical and educational), with the common purpose of determining the fit of assessment data into categories such as eligibility. common period decisions often rely on the use of norm-referenced standardized tests. IQ tests

Classifier obvious example. The IQ test has been developed systematically to make peer would be used on a nationally representative sample. After collecting data comparison of test, the decision is made as to how a student compares with same-age peers on the same test. This type of assessment is also referred to as nomothetic because of its goal of comparing data to a normative standard.

The advantages of classification are several. First, they are well-developed systems for determining the need for services. Second, classification systems allow psychologists and other mental health professionals to communicate effectively with one another, which may support efficient delivery of services. Third, they help in applying the research base on a particular diagnosis or classification (e.g., research on comorbidity of learning disabilities and depression) to practice. Finally, it must be acknowledged that sometimes we just want to know what is going on (or have a diagnosis), which illustrates the American culture's prioritization of the medical model. Surely, every school psychologist has experienced the parents who are relieved and grateful to know why their child has struggled to succeed for so long in school without any answers. Relatedly, parents may connect with other families with children with the same or similar diagnosis. Imagine how much scarier it would be to the parent of a child with autism if there was no label for autism and no networks of families who have children with autism. Particularly in this era of online connectivity, diagnoses can be helpful for parents making sense of what is happening with their kids and finding community with others going through similar challenges.

Benefits aside, classification systems historically have been critiqued, and rightly so, because they affect students for a lifetime. The most common criticism is that classifying people labels them, which can be stigmatizing. This phenomenon is best illustrated by the emotional disturbance category in IDEA or conduct disorders in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). The DSM is the diagnostic system for mental disorders of the American Psychiatric Association, which is the definitive system used by mental health service providers in the United States. Youth with these labels assigned to them trigger a number of implicit biases in the adults who work with them, a response that has been well documented to adversely affect their treatment and their self-esteem (Perlick et al., 2001). Moreover, these implicit biases may be exacerbated by additional biases due to gender, race, ethnicity, and class (Williams & Williams-Morris, 2000). Second, there is considerable harm done by misdiagnosis. Children, in effect, forever carry with them a label that is not even accurate! The reliability of diagnostic impressions has been challenged for some time (Grove, Andreasen, McDonald-Scott, Keller, & Shapiro, 1981). And no matter how well-trained we are, no one is correct 100% of the time, as we are operating with limited research in most cases, making at best educated guesses based on the information we have. The usefulness of assessment based primarily on standardized tests and for classification has

also been raised. Referred to as treatment validity, the concern is that this type of assessment is not as helpful for developing interventions on outcomes for a student's functioning in school (Reschly, 1988). In school practice, the overarching concern is how to improve a student's Song Miranda, Radliff, and Shriberg | 169

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School Psychology in a Global Society, academic performance in reading, for example, rather than how that student compared predictors of student achievement, despite their their hold academic performance in reading, for example, rather achievement, despite their compares view academic performance in reading, for example, rather achievement, despite their compares view peers. IQ tests are rarely used as predictors of student achievement, literore interpretation with achievement. Interventions based on IQ test score interpretation details academic performance in reaching, peers. IQ tests are rarely used as predictors of student on IQ test score interpretation empirical relation with achievement. Interventions based on IQ test score interpretation has fact sizes (Burns, Codding, Boice, & 1) empirical relation with active and the second and the second active and the second active and the second active active and the second active shown to have very small ence. If the shown larger effect sizes (see the Wechsler Individual $A_{chieventent}$ of the outcome behavior have shown larger effect sizes (see the Wechsler Individual $A_{chieventent}$). Even the use of standardized assessment tests such as the items on the test are not all not as useful because the items on the test are not all not as useful because the useful for item not all not as useful because the items. To be useful for item not all not a of the outcome behavior have a sessment tests such as the items on the test $A_{chievenichi}$ Even the use of standardized assessment tests such as useful because the items on the test $a_{re} n_{ot} a_{lvenichi}$ Test IV, that assesses reading, is still not as useful attends. To be useful for intervention to the school a particular student attends. To be useful for intervention Even the use of standardizer Test IV, that assesses reading, is still not as useful occur. To be useful for intervention what is taught in the school a particular student attends. To be useful for intervention, the what is taught in the school a particular student's local school curriculum (Shapiro, 2004). In the student how th Test IV, that assesses reaching, what is taught in the school a particular student's local school curriculum (Shapiro, 2004). In other assessment should include data from a student's reading is to teach the student how to read and brown to read a what is taught in the data from a student's local sector the student how to read and practice words, the best way to improve a student's reading is central for those prioritizing a stronger line other treatment validity is central for those prioritizing a stronger line other assessment should mere a student's reading is to those prioritizing a stronger linkage vote reading. This concern over treatment validity is central for those prioritizing a stronger linkage

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veen assessment and intervention. To summarize, assessment conducted for classification contributes to the overarching goal of To summarize, assessment conducted for classifier or worse, it categorizes a student's goal of improving a student's functioning, indirectly. For better or worse, it categorizes a student's student's skills improving a student's functioning, indirectly. For entry schools through special education eligibility which may open the door to receiving services in schools through health insurance. Assee which may open the door to receiving services and health insurance. Assessment for categories and in the community through DSM categories and health insurance. Assessment for categories and in the community through Dother thinking about interventions for a particular classification also helps psychologists narrow their thinking about interventions for a particular classification also helps psychologists narrow classification also helps psychologists narrow classification also helps psychologists must turn to an assessment-for-intervention diagnosis. However, beyond that, school psychologists must turn to an assessment-for-intervention

Assessment for Intervention

Assessment for intervention purposes has been discussed for some time (Deno & Mirkin, 1977). Assessment for intervention is the problem-solving model, which is also referred to At the neart of assessment for intervention strategies include as problem-solving assessment. Common examples of assessment for intervention strategies include functional behavioral assessment and curriculum-based assessment, each of which will be described. Data are collected in a series of steps to make specific decisions at each stage of the problem-solving process, with the end goal of direct intervention: problem identification, analysis, intervention implementation, and evaluation (see Chapters 8 and 10). The result is the identification of conditions that will enable a child to learn most effectively. One of the benefits is that this form of assessment makes use of low inferences by collecting data on a student's skills (academic or behavioral) directly within the conditions in which they occur. In contrast, traditional assessment for classification relies on high-inference data (the indirect measurement of an internal psychological phenomenon such as intelligence), which is likely to lead to less useful interventions because of the variety of unaccounted-for variables from indirect assessment data.

Assessment-for-intervention strategies have the advantage of addressing most of the limitations associated with norm-referenced tests and categorical decision making. Although there are various types of assessment-for-intervention tests and tools, they can all be categorized, generally, as a form of criterion-referenced assessment (Salvia et al., 2016). Criterion-referenced tests measure a person's mastery of particular information and skills compared with absolute standards, rather than relative standing to same-age peers. The question answered is what a student can and cannot do in a particular domain (or criterion) and particular domain (or criterion), such as spelling a word correctly. Teachers commonly use criterion referenced tests to know if their students are learning the curriculum according to specific

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instructional objectives, such as a teacher who creates a pretest at the start of a new unit and a posttest after it is completed. There are various terms that are derivatives of criterion-referenced posticion the various terms that are derivatives of criterion-released assessment (CBA), assessment, and formation psychology include curriculum-based assessment (CBA), performance assessment, and formative assessment. First, CBA is a procedure to determine the performance assessment. First, CBA is a procedure to determined instructional needs of a student based on the student's ongoing performance with existing curricula in a local school. Performance assessment directly observes the skill or behavior of a student, such as having a student read aloud while identifying errors and accuracy. Formative assessment is the assessment of progress toward a long-term or major objective, and the data inform where instruction is needed next to achieve mastery.

Disadvantages of assessment-for-intervention strategies or problem-solving assessment are that they typically do not answer norm-referenced questions. Certain criterion-referenced tests that use standard learning objectives developed outside of a local school have the same limitation of not being immediately relevant to a student's learning in school (i.e., a disconnect between criterion and local curriculum).

In short, school psychologists conduct assessments because they are tasked with the responsibility of leading educational decision making in schools for students. Two main purposes of assessment are for classification and intervention. Historically, there has been much scholarly debate about which purpose is "better" or more useful to students. However, it should be clear that both types of decisions are necessary in schools to support students completely. The question is not, Which one is better? Rather, it is How can they both be integrated to best serve students?

Summary

Simply put, school psychologists conduct assessments because they are hired by school districts to comply with federal regulations. Classification decisions, including eligibility for IDEA categories, are required that necessitate the collection of appropriate assessment data and their interpretation. Also, intervention decisions require a similar yet different collection of data and interpretation. Although there are a variety of assessment purposes or goals, all forms of assessment are used to improve a child's functioning, but they contribute to this overarching goal to various extents.

APPLICATIONS TO PRACTICE: ECOLOGICAL ASSESSMENT

Now that we have discussed introductory concepts of assessment, it is important to consider how to put it all together. What is the right balance between using norm-referenced and criterionreferenced tests? What framework should guide practice in this role of assessment?

The Role of the School Psychologist in Assessment With the 2004 reauthorization of IDEA incorporating response to intervention (RTI) as a method of making special education eligibility decisions, school psychology has seen the proliferation of scholarship and resources on this topic. Discussed in Chapters 8 and 10, the problem-solving model has been applied to schools as a mixed method of assessment for intervention and eligibility/ dassification. The role of the school psychologist in assessment, then, is discussed as part of a

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School Psychology in a Global Society. Role multitiered system of supports (MTSS) framework that includes RTI for eligibility determination multitiered system of supports (MTSS) framework that includes RTI for eligibility determination multitiered system of supports (MTSS) framework that includes RTI for eligibility determination multitiered system of supports (MTSS) framework that includes RTI for eligibility determination multitiered system of supports (MTSS) framework that includes RTI for eligibility determination to the system of supports (MTSS) framework that includes RTI for eligibility determination to the system of supports (MTSS) framework that includes RTI for eligibility determination to the system of supports (MTSS) framework that includes RTI for eligibility determination to the system of supports (MTSS) framework that includes RTI for eligibility determination to the system of supports (MTSS) framework that includes RTI for eligibility determination to the system of supports (MTSS) framework that includes RTI for eligibility determination to the system of supports (MTSS) framework that includes RTI for eligibility determination to the system of supports (MTSS) framework that includes RTI for eligibility determination to the system of supports (MTSS) framework that includes RTI for eligibility determination to the system of supports (MTSS) framework that includes RTI for eligibility determination to the system of supports (MTSS) framework that includes RTI for eligibility determination to the system of supports (MTSS) framework that includes RTI for eligibility determination to the system of supports (MTSS) framework that includes RTI for eligibility determination to the system of supports (MTSS) framework that includes RTI for eligibility determination to the system of supports (MTSS) framework that includes RTI for eligibility determination to the system of supports (MTSS) framework that includes RTI for eligibility determination to the system of supports (MTSS) framework that includes RTI for e multitiered system of supports (MTSS) framework that include the second system of supports (MTSS) framework that include the system of supports (MTSS) framework that is the system of support (MTSS) framework the individual and relevant environmental system of system of support (MTSS) framework the individual and relevant environmental system of system of support (MTSS) framework the individual and the individual and the individual and system of support (MTSS) framework the syst multitiered system of supports (in a solution in ecological and relevant environmental systematic process of collecting data on the individual and relevant environmental systems to systematic process of collecting data on the individual and example of apply: In other words, a school psychology data on the individual and discussion uses reading systems to systematic process of collecting data on the individual and the following discussion uses reading as the create a complete picture of an identified concern. The following discussion uses reading as the ecole the core ideas as an example of applying the ecole systematic process of concern. The term of a reading as the create a complete picture of an identified concern. The term of applying the ecological domain for assessment. It only introduces the core ideas as an example of applying the ecological domain for assessment. It only introduces the core ideas as an example of applying the term of term of the term of term of term of the term of term create a complete picture of the ore rucas are more detailed review, the ecological domain for assessment. It only introduces the core rucas are more detailed review, the reader is assessment approach (within MTSS) for assessment. For a more detailed review, the reader is domain for assessment. It only MTSS) for assessment. To a derive the treader is assessment approach (within MTSS) for assessment. To a derive the treader is referred to the important work of Jimerson, Burns, and VanDerHeyden (2016). Importantly, the referred to the important work of Jimerson, socioemotional, and behavioral issues. reterred to the important work of finicison, and behavioral issues, same process can be used for other academic, socioemotional, and behavioral issues.

Tier 1: School Ecology

The purpose of Tier 1 MTSS is to assess all students' achievement in reading to determine whether The purpose of Tier 1 MTSS is to assess an student and school-wide reading curriculum. This whether they are learning adequately in response to the general school-wide reading curriculum. This type they are learning adequately in response to the belief that early identification of and of assessment is called screening and is predicated on the belief that early identification of and of assessment is called screening and is predicted in the data collection and analysis involved in intervention for problems in reading are most helpful. The data collection and analysis involved in intervention for problems in reading are more than is called benchmarking, because the result is a the universal screening of the student population is called benchmarking, because the result is a the universal screening of the student population of the student popul spring), there is variability ranging from once a year to five times a year, or even weekly. The spring), there is variability ranging the provide the provide the second screeners of choice are the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or AIMSweb, which are examples of curriculum-based measurement (CBM) tools. They are by design simple, efficient, and suitable for screening. Determination of which students require more intensive supports at Tier 2 is made by cut scores or benchmarks established by the published measures such as DIBELS, researchers, or local norms. However, limitations of cut scores to determine whom to treat include (a) time delay between screening and outcome, (b) creation of a false view of dichotomy and homogeneity among students, and (c) challenges in generalizing screening results to other settings.

Tier 2: Small Group Ecology

Tier 2 includes students who need additional supports in reading based on benchmarking in Tier 1. The assessment role here is one of monitoring progress, or measuring students' reading achievement (brief checkups of their learning), which corresponds with an increase in the intensity of assessment. At the same time, additional reading intervention is delivered (increased intensity). Progress monitoring typically occurs on a weekly basis, and the decisions to be made include (a) whether an intervention has been successful and should be discontinued, (b) whether an intervention is should be modified (: should be modified (i.e., problem-solving assessment). Students are assessed using curricular material at grade level, making CBA the tool of choice. Specifically, general outcome measures or oral reading fluency measures or oral reading fluency measures are most common. It is important to note that increased intensity of intervention may include increasing at intervention may include increasing the amount (frequency or duration) of an intervention, adding an intervention component or terretion (frequency or duration) and intervention. an intervention component, or targeting the intervention more directly to students' needs. Intervention fidelity, or the degree to all the intervention more directly to students' designed, is a Intervention fidelity, or the degree to which the intervention more directly to students critical factor to consider and assess (as Cl critical factor to consider and assess (see Chapter 10 for fuller discussion).

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Tier 3: Individual

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Tier 3 includes students who are experiencing serious challenges in reading. Progress monitoring of reading skills typically requires the use of below-grade-level curriculum materials and will need be increased in frequency and types. The most rigorous tools should be used because the decisions made at this level are higher stakes: modifying the intervention to further strengthen its effects on the student's reading or special education eligibility determination. Again, CBA is the choice tool at Tier 3, and both types should be used to monitor progress effectively for these students-mastery measures and general outcome measures. Mastery measures are used for making short-term instructional changes by providing information about the student's acquisition of a narrowly defined skill that is the target of instruction (Has the student learned what was taught?). General outcome measures are linked with standardized tests of achievement and state tests that are typically independent of local curriculum, but nevertheless serve as robust skill indicators for progress in broad skill areas. While general outcome measures have been most associated with curriculum-based measurement (CBM), which is the most popular type of general measurement, mastery measurement can also be assessed using CBM. Especially in reading, R-CBM is a standardized process meeting the requirements for sound psychometric properties. The actual decision-making steps using these data are beyond the scope of this chapter, but it is important to note that new research is emerging in this important area.

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SLD Classification and Psychoeducational Testing

If a student is still not improving adequately in reading after Tier 3 intervention supports, then the next step is to determine special education eligibility under the category of specific learning disability (SLD). The question of whether to conduct psychoeducational testing (i.e., assessment of psychological and educational functioning) as a next step in the MTSS process depends on the state's and school district's regulations under IDEA. If one works in a state that allows and encourages an RTI-only process for determination (e.g., Iowa), then the three main documentation areas include (a) low academic achievement, (b) inadequate response to research-based, generally effective interventions, and (c) absence of exclusionary factors such as sensory deficits, intellectual disabilities, English language learner status, or emotional disturbance that primarily causes low achievement. The ruling-out of intellectual disabilities may require psychoeducational testing. When relying primarily on psychoeducational testing for eligibility, there are three main

When relying primarily on psychoeducational testing for enginity, there are three main approaches. First, the low achievement approach focuses on low achievement as the primary criterion for SLD identification. Second, aptitude–achievement discrepancy approaches examine the difference in scores between cognitive and achievement tests. Finally, a patterns of strengths and weaknesses (PSW) approach hypothesizes that SLD is characterized by specific patterns of and weaknesses (PSW) approach hypothesizes that SLD is characterized by specific patterns of cognitive strengths and weaknesses combined with specific academic weaknesses. There are several cognitive strengths and weaknesses combined with specific academic weaknesses. There are several approaches, PSW shows promise, particularly the cross-battery approach (Flanagan, Ortiz, approaches, PSW shows promise, particularly the cross-battery approach (Flanagan, Ortiz, approaches, PSW shows promise, particularly the cross-battery approach s, including RTI-only, have Alfonso, Kaufman, & Kaufman, 2013). Despite that, all approaches, including RTI-only, have dimitations. It is important to note that the low-achievement and discrepancy approaches are limitations. It is important to note that the low-achievement and discrepancy approaches. The discredited scientifically, although certain states still allow and use discrepancy approaches. The

School Psychology in a Global Society: Roles and Functions School Psychology in a Global Society: Note best way to move forward given the limitations of all approaches is to integrate them, so that each best way to move forward given the limitations of all approaches is to integrate them, so that practice of the second multi-informant assessment (or the second multi-informant assessment) (or the second multi-informant assess best way to move forward given the limitations of all approximate of sound assessment $practice_{ach}$ method complements the others. That has been a key principle of sound assessment $(S_{alvia})_{via}$

The School Psychologist's Role in Psychoeducational Testing **The School Psychologist 5** Real assessment of an Rather than a monotonous task, conducting a comprehensive psychologists can be verticed as the second schools. School psychologists can be verticed as the second schools. Rather than a monotonous task, conducting a completion. School psychologists can be valuable individual student is rewarding, especially in schools. School psychologists can be valuable individual student is rewarding, especially in school a thorough background information, contributors to the evaluation process by conducting school records and conducting interview. contributors to the evaluation process by conducting school records and conducting interviews gathering process. Much like detective work, reviewing school records and conducting interviews gathering process. Much like detective work providers) are critical to understanding gathering process. Much like detective work, reviewed are critical to understanding all the (with parents or guardians, teachers, or health parents is an opportunity for school psych.) (with parents or guardians, teachers, or nearth parents is an opportunity for school psychologists relevant factors involved. Moreover, working with parents is an opportunity for school psychologists relevant factors involved. Moreover, working with particular and school. Parents often will rely on to forge a positive relationship, or bridge, between home and school. Parents often will rely on to forge a positive relationship, or bridge, between or regarding parental rights, the special school psychologists as their sole source of informational issues and intervention. education process, and, of course, psychoeducational issues and intervention.

cation process, and, of course, psychocal and multidisciplinary teams is also important. School The team decision making that occurs in multidisciplinary teams in special at The team decision making that occurs on personnel as the experts in special education law psychologists are often viewed by other school personnel as the experts in special education law psychologists are often viewed by other viewed by other station law and psychoeducational issues. Clearly explaining the findings of the psychoeducational testing and psychoeducational issues. County is of utmost concern. School psychologists should also help foster a spirit of collaboration and problem-solving during these meetings, especially for the parents. While the actual how-tos of assessment are beyond the scope of this introductory chapter, students will have a course or more on assessment in their training programs. Students are also referred to an excellent book, Contemporary Intellectual Assessment: Theories, Tests, and Issues (Flanagan & Harrison, 2012).

SUMMARY

School psychologists conduct assessments because they are hired by school districts to comply with federal regulations. Classification decisions, including eligibility for IDEA categories, are required that necessitate the collection of appropriate assessment data and their interpretation. The role of the school psychologist in assessment is ecological assessment, which is linked to an MTSS framework. Ecological assessment honors all types and purposes of assessment because doing so is best practice, that is, multimethod and multi-informant assessment. Only when school psychologists can understand the value of competing models of assessment, their associated theories, and practices can all students be served effectively.

EXAMPLES AND RESOURCES OF TESTING DOMAINS

By way of introducing common types of assessment tools for psychoeducational testing, below is a list of domains of assessment that much interval a list of domains of assessment that much is a list of domains of assessment that much is a list of domains of assessment that much is a list of domains of assessment that much is a list of domains of assessment that much is a list of domains of assessment that much is a list of domains of assessment that much is a list of domains of assessment that much is a list of domains of assessment that much is a list of domains of assessment that much is a list of domains of assessment that much is a list of domains of assessment that much is a list of domains of assessment that much is a list of domains of assessment that much is a list of domains of a list of domains of assessment that much is a list of domains of a list a list of domains of assessment that may be included as part of a comprehensive psychoeducational assessment of an individual, with some assessment of an individual, with some common examples of each. These examples are listed in Table 9.1.

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