

2016-2017 Annual Assessment Report Template

For instructions and guidelines visit our [website](#)
or [contact us](#) for more help.

Please begin by selecting your program name in the drop down. If the program name is not listed, please enter it below:

Ed. S. School Psychology

OR

MA School Pscyology

Question 1: Program Learning Outcomes

Q1.1.

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **did you assess?** [Check all that apply]

- ☐ 1. Critical Thinking
- ☐ 2. Information Literacy
- ☒ 3. Written Communication
- ☒ 4. Oral Communication
- ☐ 5. Quantitative Literacy
- ☒ 6. Inquiry and Analysis
- ☐ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work
- ☐ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☐ 12. Intercultural Knowledge, Competency, and Perspectives
- ☒ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. Global Learning and Perspectives
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☒ 18. Overall Disciplinary Knowledge
- ☒ 19. Professionalism
- ☐ 20. Other, specify any assessed PLOs not included above:

a.

b.

c.

Q1.2.

Please provide more detailed background information about **EACH PLO** you checked above and other information including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

The School Psychology Program assesses the following PLO's

3. Written Communication: Via rubrics completed by supervisors for writing ability in EDS 243a/243b (Assessment Practicum); rubrics completed by internship supervisors (psychoeducational report skills); and our case study exam rubric (part of our MA exam given to students at the end of their 2nd year in the program).

4. Oral Communication: Via rubrics completed by supervisors for "Ability to Provide Feedback in an Understandable Manner" and "Effective Response to Questions" in EDS 243a/243b; and rubrics for "Team Skills" in both Early Fieldwork (EDS 439a/439b) and Internship (EDS 441a/441b), which emphasizes effective oral communication. Formal oral presentation of literature reviews for Ed.S. thesis or project in EDS 239. Portfolios contain various work samples, along with internship evaluation, which includes additional oral communication elements.

6. Inquiry and Analysis: Via rubrics completed by supervisors for analysis and synthesis of psychoeducational findings in EDS 243a/243b; rubrics completed by internship supervisors (use of data in decision making); and our case study exam, which requires analysis and synthesis of case findings.

13. Ethical Reasoning: Via rubrics completed by fieldwork supervisors (Legal and Ethical Issues items) and internship supervisors (Legal and Ethical Practice) and our case study exam rubric, which examines aspects of ethical practice.

18. Overall Competencies in the major/discipline: Via scores obtained on the PRAXIS exam [the Nationally Certified School Psychologists (NCSP) exam] from our 2nd year students; completion of the school psychology portfolio (evaluated in EDS 441b); the completion of the case study masters exam (EDS 249).

19. Professionalism. Via rubrics completed by internship supervisors (EDS 441a/441b)

Q1.2.1.

Do you have rubrics for your PLOs?

- ☒ 1. Yes, for all PLOs
- ☐ 2. Yes, but for some PLOs
- ☐ 3. No rubrics for PLOs
- ☐ 4. N/A
- ☐ 5. Other, specify:

Q1.3.

Are your PLOs closely aligned with the mission of the university?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

Q1.4.

Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

- ☒ 1. Yes
- ☐ 2. No (skip to Q1.5)
- ☐ 3. Don't know (skip to Q1.5)

Q1.4.1.

If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

Q1.5.

Did your program use the *Degree Qualification Profile* ("DQP", see <http://degreeprofile.org>) to develop your PLO(s)?

- ☐ 1. Yes

- ☒ 2. No, but I know what the DQP is
- ☐ 3. No, I don't know what the DQP is
- ☐ 4. Don't know

Q1.6.

Did you use action verbs to make each PLO measurable?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

(Remember: **Save your progress**)

Question 2: Standard of Performance for the Selected PLO

Q2.1.

Select **OR** type in **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Overall Disciplinary Knowledge

If your PLO is **not listed**, please enter it here:

Q2.1.1.

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

18. Overall knowledge of the discipline of school psychology is assessed for all students immediately before and at the conclusion of the school psychology internship.

1. First, at the end of their second year and before they are allowed to advance to the school psychology internship (EDS 441a/441b) all students are expected to obtain a passing score (147), which is the standard set by the National Association of School Psychologists (NASP) for certification as a Nationally Certified School Psychologist (NCSP).

2. Second, at the end of the second second year as a part of their culminanting Masters exam, all students are required to take our Case Study exam, which evaluates their ability to bridge the gap between science and practice.

3. Finally, at the conclusion of the internship all students are required to submit their school psychology portfolio, which is then evaluated by faculty to insure that all required elements have been included and are satisfactory.

Q2.2.

Has the program developed or adopted **explicit** standards of performance for this PLO?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

Q2.3.

Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the appendix.

1. According to NASP: "The [Praxis School Psychologist test #5402](#) measures whether entry-level school psychologists have minimum acceptable competency (knowledge) for professional practice. The Praxis School Psychologist exam is required by numerous state education agencies to work as a school psychologist.

NCSP applicants must achieve a passing score of 147. Test scores remain valid for 10 years after the test. Test scores older than 10 years are considered expired and would require the retaking of the test. Applicants who took the exam between 2008 and 2014 must have achieved a passing score of 165 or higher. Those who took the test prior to its revision in September 2008 must have achieved a passing score of 660 or higher. Official score reports must be sent directly from ETS to NASP when applying for the NCSP."

2 & 3. The scoring rubric for the Masters Case Study exam and a sample of the School Psychology Portfolio check list are attached. Students must earn a score of 80% or higher to pass the exam. The Portfolio is evaluated by the criteria that all elements must be present before students can be recommended for the PPS School Psychology credential



PORTFOLIO.2017a.docx
129.8 KB



MastersExam.Scoring.key.xlsx
17.06 KB

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard of performance, and the rubric that was used to measure the PLO:
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In ALL course syllabi/assignments in the program that address the PLO
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1.

Was assessment data/evidence **collected** for the selected PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to Q6)
- ☐ 3. Don't know (skip to Q6)
- ☐ 4. N/A (skip to Q6)

Q3.1.1.

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

3

Q3.2.

Was the data **scored/evaluated** for this PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to Q6)

- ☐ 3. Don't know (skip to Q6)
- ☐ 4. N/A (skip to Q6)

Q3.2.1.

Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

1. Students are required to provide a passing score report to the Program Coordinator before being released to the school psychology internship (EDS 441a).
2. Three faculty members, blind to authorship of the exam, use the rubric attached to this report to independently evaluate student performance.
3. Using the attached check list the EDS 441b instructor verifies that all elements of the school psychology portfolio has been completed (NOTE: this tool is also used as a formative evaluation and reviewed by faculty at several different points during the student's progression through the program).

(Remember: **Save your progress**)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to Q3.7)
- ☐ 3. Don't know (skip to Q3.7)

Q3.3.1.

Which of the following direct measures (key assignments, projects, portfolios, course work, student tests, etc.) were used?
[Check all that apply]

- ☒ 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- ☐ 2. Key assignments from required classes in the program
- ☐ 3. Key assignments from elective classes
- ☒ 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
- ☐ 5. External performance assessments such as internships or other community-based projects
- ☐ 6. E-Portfolios
- ☒ 7. Other Portfolios
- ☐ 8. Other, specify:

Q3.3.2.

Please **provide** the direct measure (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, THEN **explain** how it assesses the PLO:

1. The PRAXIS exam is a nationally standardized test of school psychology knowledge and its contents are protected. Thus, we are not able to provide a copy of this test. Again, a score of 147 or higher is required to advance to the internship. This is the national standard required for certification as a NCSP.
2. The Spring 2017 Masters Case Study Exam is attached. It requires student to evaluate a broad array of data sources. Interpretation of these data requires the ability to apply knowledge of the science of school psychology to a real world example of a student who is struggling in school.
3. The School Psychology Portfolio checklist was attached above. When completed it documents that a student has provided evidence of successfully completing the key assignments from many different classes and helps to document the professional abilities necessary to being a school psychologist.



2017 MASTERS EXAM.doc
92.5 KB



No file attached

Q3.4.

What tool was used to evaluate the data?

- ☐ 1. **No** rubric is used to interpret the evidence (skip to Q3.4.4.)
- ☐ 2. Used rubric developed/modified by the faculty who teaches the class (skip to Q3.4.2.)
- ☐ 3. Used rubric developed/modified by a group of faculty (skip to Q3.4.2.)
- ☒ 4. Used rubric pilot-tested and refined by a group of faculty (skip to Q3.4.2.)
- ☐ 5. The VALUE rubric(s) (skip to Q3.4.2.)
- ☐ 6. Modified VALUE rubric(s) (skip to Q3.4.2.)
- ☐ 7. Used other means (Answer Q3.4.1.)

Q3.4.1.

If you used other means, which of the following measures was used? [Check all that apply]

- ☒ 1. National disciplinary exams or state/professional licensure exams (skip to Q3.4.4.)
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to Q3.4.4.)
- ☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to Q3.4.4.)
- ☐ 4. Other, specify: (skip to Q3.4.4.)

Q3.4.2.

Was the **rubric** aligned directly and explicitly **with the PLO**?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

Q3.4.3.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

Q3.4.4.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

Q3.5.

How many faculty members participated in planning the assessment data **collection** of the selected PLO?

4

Q3.5.1.

How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

4

Q3.5.2.

If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

Q3.6.

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

In the portfolio, sample of work were selected based upon their alignment with NASP standards and the domains of school psychology practice.

Q3.6.1.

How did you **decide** how many samples of student work to review?

The three assessments were selected because we judged them to provide

1. an objective measure of general knowledge of school psychology
2. an objective measure of the ability to apply knowledge to the practice of school psychology
3. a criterion reference measure of the general skills needed to practice school psychology

Q3.6.2.

How many students were in the class or program?

17 interns (portfolio)
13 second year student(Praxis)
12 second year students(Case study)

Q3.6.3.

How many samples of student work did you evaluated?

all

Q3.6.4.

Was the sample size of student work for the direct measure adequate?

- ☒ 1. Yes
- ☐ 2. No

☐ 3. Don't know

(Remember: **Save your progress**)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.

Were indirect measures used to assess the PLO?

- ☐ 1. Yes
- ☒ 2. No (skip to Q3.8)
- ☐ 3. Don't Know (skip to Q3.8)

Q3.7.1.

Which of the following indirect measures were used? [Check all that apply]

- ☐ 1. National student surveys (e.g. NSSE)
- ☐ 2. University conducted student surveys (e.g. OIR)
- ☐ 3. College/department/program student surveys or focus groups
- ☐ 4. Alumni surveys, focus groups, or interviews
- ☐ 5. Employer surveys, focus groups, or interviews
- ☐ 6. Advisory board surveys, focus groups, or interviews
- ☐ 7. Other, specify:

Q3.7.1.1.

Please explain and attach the indirect measure you used to collect data:



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No file attached

Q3.7.2.

If surveys were used, how was the sample size **decided**?

Q3.7.3.

If surveys were used, how did you **select** your sample:

Q3.7.4.

If surveys were used, what was the response rate?

Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q3.8.2**)
- ☐ 3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.

Which of the following measures was used? [Check all that apply]

- ☒ 1. National disciplinary exams or state/professional licensure exams
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
- ☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
- ☐ 4. Other, specify:

Q3.8.2.

Were other measures used to assess the PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q4.1**)
- ☐ 3. Don't know (skip to **Q4.1**)

Q3.8.3.

If other measures were used, please specify:

see descriptions of the Portfolio and Case Study Exam above



No file attached



No file attached

(Remember: **Save your progress**)

Question 4: Data, Findings, and Conclusions

Q4.1.

Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in Q2.1:

1. Praxis exam results are attached.
2. 2017 Masters Case Study exam results are attached
3. All but one student successfully completed the School Psychology Portfolio (94% passing)



2017 National exam results.docx
75.42 KB



Spring 2017 result.NO.ID.xlsx
17.1 KB

Q4.2.

Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?

100% of the students who took the PRAXIS passed

100% of the students who took the Masters Case Study Exam passed

94% of the 2017 internship class completed the internship (the one student who did not complete the internship had challenges beyond the control of the program).



No file attached



No file attached

Q4.3.

For the selected PLO, the student performance:

- ☒ 1. **Exceeded** expectation/standard
- ☐ 2. **Met** expectation/standard
- ☐ 3. **Partially** met expectation/standard
- ☐ 4. Did not meet expectation/standard
- ☐ 5. No expectation/standard has been specified
- ☐ 6. Don't know

Question 4A: Alignment and Quality

Q4.4.

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- ☒ 1. Yes
- ☐ 2. No

☐ 3. Don't know

Q4.5.

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1.

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?

- ☐ 1. Yes
- ☒ 2. No (skip to **Q5.2**)
- ☐ 3. Don't know (skip to **Q5.2**)

Q5.1.1.

Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.

Q5.1.2.

Do you have a plan to assess the *impact of the changes* that you anticipate making?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

Q5.2.

Since your last assessment report, **how have the assessment data from then been used** so far?

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
8. Program review					

	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

23. Other, specify:

Q5.2.1.

Please provide a detailed example of how you used the assessment data above:

These data will be part of our National Program approval (NASP) that will be completed by this September 15, 2017

Q5.3.

To what extent did you apply **last year's feedback** from the Office of Academic Program Assessment in the following areas?

	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2. Standards of Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3. Measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4. Rubrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5. Alignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6. Data Collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
9. Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.3.1.

Please share with us an example of how you applied **last year's feedback** from the Office of Academic Program Assessment in any of the areas above:

This evaluation is not aligned with our credentialing or program approval processes. These are the most important assessments for our program. While somewhat helpful in beginning to organize the data needed for these reports, in general I would have to say that they take valuable time away from our program approval processes.

(Remember: **Save your progress**)

Additional Assessment Activities

Q6.

Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:



No file attached



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Q7.

What PLO(s) do you plan to assess next year? [Check all that apply]

- ☐ 1. **Critical Thinking**
- ☐ 2. **Information Literacy**
- ☐ 3. **Written Communication**
- ☐ 4. **Oral Communication**
- ☐ 5. Quantitative Literacy
- ☐ 6. **Inquiry and Analysis**
- ☐ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work
- ☐ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☐ 12. **Intercultural Knowledge, Competency, and Perspectives**
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. **Global Learning and Perspectives**
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**

☐ 20. Other, specify any PLOs not included above:

- a.
- b.
- c.

Q8. Please attach any additional files here:

 No file attached  No file attached  No file attached  No file attached

Q8.1.

Have you attached any files to this form? If yes, please list every attached file here:

Portfolio.2017a

MastersExam.Scoring.Key

2017 Masters Exam

2017 National exam results

Spring 2017 result.NO.ID

Program Information (**Required**)

Program:

MA School Pscyholgy

(If you typed your program name at the beginning, please skip to Q10)

Q9.

Program/Concentration Name: [skip if program name appears above]

Ed. S. School Psychology

Q10.

Report Author(s):

Stephen Brock

Q10.1.

Department Chair/Program Director:

Elisabeth Liles

Q10.2.

Assessment Coordinator:

Q11.

Department/Division/Program of Academic Unit

Education - Graduate

Q12.

College:

College of Education

Q13.

Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

Q14.

Program Type:

- ☐ 1. Undergraduate baccalaureate major
- ☐ 2. Credential
- ☐ 3. Master's Degree
- ☒ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
- ☐ 5. Other, specify:

Q15. Number of **undergraduate degree programs** the academic unit has?

0

Q15.1. List all the names:

Q15.2. How many concentrations appear on the diploma for this undergraduate program?

1

Q16. Number of **master's degree programs** the academic unit has?

Don't know

Q16.1. List all the names:

Q16.2. How many concentrations appear on the diploma for this master's program?

1

Q17. Number of **credential programs** the academic unit has?

1

Q17.1. List all the names:

Q18. Number of **doctorate degree programs** the academic unit has?

1

Q18.1. List all the names:

When was your **assessment plan...**

	1. Before 2011-12	2. 2012-13	3. 2013-14	4. 2014-15	5. 2015-16	6. 2016-17	7. No Plan	8. Don't know
Q19. developed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Q19.1. last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19.2. (REQUIRED)

Please **obtain** and **attach** your latest **assessment plan**:



grad.learn.goal.sch.psy.2017.docx
61.01 KB

Q20.

Has your program developed a **curriculum map**?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

Q20.1.

Please **obtain** and **attach** your latest **curriculum map**:



Program Handbook (September 2016).docx
1.36 MB

Q21.

Has your program indicated in the curriculum map where assessment **of student learning** occurs?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

Q22.

Does your program have a capstone class?

- ☒ 1. Yes, indicate: EDS 249, EDS 239
☐ 2. No
☐ 3. Don't know

Q22.1.

Does your program have **any** capstone project?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

(Remember: **Save your progress**)

ver. 5.15/17

Student Identification Number:		
<i>Question 1: From the available data what do you feel are Casey's primary learning challenges?</i>		
Learning Challenge: Specific learning disability in reading (or dyslexia)	25	
Subtotal	25	0

Supporting data		
Parent report: "... described their son as easily frustrated with his homework, especially assignments that require extensive reading" = reading increases Casey's behavior problems which is consistent with a reading disability.	2	
Teacher report: "Current teacher reports describe this student as "smart and capable"... = this might explain why he has not yet been identified as dyslexic. His ability allows him to compensate.	2	
Teacher report: "...working below grade level..." = consistent with a learning disability	2	
School records: "...considered for retention in the 4th grade." = academic difficulties are significant.	2	
School records: "Group achievement test data indicates low average achievement and his grades range from 'Ds' to 'Bs.' Reading and language arts test scores and grades are consistently low. = this data is consistent with a reading disability."	2	
Health history: "Casey was the product of a pre-term pregnancy and had a birth weight of 3.3 lbs. However, Casey's mother acknowledges that she smoked during the pregnancy and that she 'probably drank more than she should have'." = variables that increase the odds of someone having a learning disability such as dyslexia.	2	
Family history: "His father is reportedly ... had problems (similar to Casey) with reading in school. = possible family history of dyslexia.	2	
Behavioral Observation or Test Taking Behavior: "However, once presented with reading tasks he quickly became very frustrated (as well as hyperactive)". = Such behavior is not at all unusual among children with learning disabilities.	2	
Psychometric Data: GIA (103) vs Broad Reading (80)	2	
Psychometric Data: GIA (103) vs Broad Written Language (80)	2	
Psychometric Data: GIA (103) vs TOWRE (74)	2	
Psychometric Data: Below average reading achievement test scores [Broad Reading (80); TOWRE (74)]	2	
Psychometric Data: Broad math (124) vs Broad Reading/Broad Written Language (80)	2	
Psychometric Data: WJIV Phonological Processing (83)	2	
Psychometric Data: WJIV Short-Term Working Memory (88)	2	
Psychometric Data: WJIV Cognitive Processing Speed (76)	2	
Psychometric Data: CTOPP	2	
Bonus Points (6): Mention of a double deficit reading disability		
Bonus Points (6): Mention of Letter-Pattern Matching reflecting orthographic awareness		
Other data not indicated above (up to 2 extra credit points)		
Subtotal	34	0

Learning Challenge: Attention-Deficit/Hyperactivity Disorder	25	
Subtotal	25	0

Supporting data		
School Records/Age of Onset criteria: "...history of behavior and subject learning difficulties going back to his first grade year." = symptom onset before the age of 12 years.	2	
Parent Reports: "They report that their son has problems following directions and sitting still." = primary symptoms of inattention and hyperactivity.	2	
Teacher Reports: "Current teacher reports describe this student as "smart," but "a sloppy worker who makes careless mistakes." = impulsivity	2	
Teacher Reports: "In addition, teacher reports indicate that Casey often loses things (e.g., "his desk is a mess and no one can find anything in it"), is easily distracted, and forgetful." = inattention	2	
Teacher Reports: "He has extreme difficulty awaiting his turn in games." = impulsivity	2	
Teacher Reports: "...has been suspended for a total of 10 days for several fights with his classmates. The fights are typically the result of Casey saying inappropriate things to his classmates. = impulsivity	2	
Principal Report: "According to the school principal, 'Casey often engages his mouth before his brain.' In other words, she feels he is very impulsive. = impulsivity."	2	
Developmental and Health History: "Casey was the product of a pre-term pregnancy and had a birth weight of 3.3 lbs. However, Casey's mother acknowledges that she smoked during the pregnancy and that she "probably drank more than she should have." = risk factors	2	
Family History: "His father is reportedly "very hyper" and had problems (similar to Casey) with reading in school." = Possible family history of ADHD and this disorder is highly heritable	2	
Behavioral Observations or Test Taking Behavior: "However, once presented with reading tasks he quickly became very frustrated (as well as hyperactive). For the most part Casey has significant difficulty remaining seated and sitting still during the test sessions, and he was constantly fidgeting with his hands and feet. = hyperactivity	2	
Behavioral Observations or Test Taking Behavior: "In addition, it was clear that as the testing session progressed his attention to the task became weaker". = sustained attention	2	
Behavioral Observations or Test Taking Behavior: His response style was very impulsive and he often attempted to respond to stimulus items before the entire item has been presented (e.g., answering a question before it had been completely asked). = impulsivity	2	
Psychometric Data: Attention Problems on the CBCL 70	2	
Bonus points (2) for mention of "They further described their son as easily frustrated with his homework..." = common associated features.		
Bonus points (2) for mention of "... has few friends and is prone to temper tantrums." = common associated features.		

Bonus points (2) for mention of "Casey's mother also reports that her son's challenges have resulted in significant family discord and that there are many negative parent-child interactions in the home. = associated features		
Bonus points (2) from mention of "As an infant, it was reported that Casey was extremely difficult to settle down and rarely slept through the night." = associated feature		
Bonus points (2) for mention of "In addition, he appears to have a high frequency of accidents (e.g., breaking his leg after jumping off the roof at age 8 to see if he could "fly")." = another possibly a sign of the poor impulse control associated with ADHD.		
Other data not indicated above (up to 2 extra credit points)		
Subtotal	26	0

Learning Challenge: Any response that identifies that Casey has significant social emotional issues. The response may be general (i.e., "social-emotional concerns" = 25 points), or specific (i.e., "poor peer relations" = 10 points, "poor anger management" = 15 points, "suicidal ideation" = 20 points, "family problems" = 10 points)	25	
Subtotal	25	0

Supporting Data		
Poor Peer Relations: "... he has few friends ..."	2	
Poor Peer Relations: "... she had already referred Casey to the school counselor after receiving an essay titled 'The Boy with no Friends.' Mrs. Jones confirmed parental reports that Casey has poor peer relations."	2	
Poor Anger Management: "... prone to severe temper tantrums."	2	
Poor Anger Management: "... has been suspended for a total of 10 days for several fights with his classmates and for getting into arguments with his teacher."	2	
Suicidal Ideation: "Last year he reportedly ran out in to a busy street after a getting into a verbal argument with a classmate. His teacher noted that he made no effort to avoid being hit by the cars passing by and was overheard saying: "Everyone would be better off if I were just not around anymore'."	2	
Suicidal Behavior: "In addition, he appears to have a high frequency of accidents (e.g., breaking his leg after jumping off the roof at age 8 to see if he could "fly")."	2	
Somatic Concerns: "...he frequently complains of headaches and stomachaches"	2	
Significant Family Discord "Casey's mother also reports that her son's challenges have resulted in significant family discord and that there are many negative parent-child interactions in the home."	2	
Other data not indicated above (up to 2 extra credit points)		
Subtotal	16	0

<i>Question 2: What specific psycho-educational report recommendations do you have for each of Casey's learning challenges?</i>		
---	--	--

For reading disability/dyslexia: Systematic direct instruction that explicit develops the skills important to reading	25	
For ADHD: Positive Behavioral Intervention	20	
For ADHD: Positive Behavioral Intervention and a physician referral	5	
For Social Emotional Concerns: Positive behavioral Interventions (may have been listed as Tx for ADHD)	5	
For Social Emotional Concerns: Suicide risk assessment	15	
For Social Emotional Concerns: School counseling	5	
For Social Emotional Concerns: Referral for family therapy/parent education	5	
Other data not indicated above (up to 6 extra credit points)		
Subtotal	80	0
<i>Question 3: What is your recommendation regarding Casey's eligibility for special education and/or Section 504 services?</i>		
Special Education: Data in support of this recommendation: An IEP would meet all 504 requirements so such is not necessary. School suspensions, the fact that a retention was considered, low grades, low group and individual achievement test scores support such. What is lacking is a clear statement from the teacher that she cannot meet his learning needs in the general education classroom.	25	
Insufficient Data: A response that indicates insufficient data is available to make a placement decision is acceptable (can be awarded up to 25 points) as long as the data mentioned above is acknowledged.		
Subtotal	25	0
<i>Question 4: Assume the IEP team feels Casey is eligible for special education services (and that you agree with such a conclusion). Given the learning challenges you have listed, what eligibility category(ies) would you recommend the team consider for Casey?</i>		
OHI	15	
SLI	15	
ED	15	
Subtotal	45	0
<i>Question 5: Casey's parents are wondering about their child's prognosis. Given the challenges you have identified, what would you tell them? In your response to this question, be sure to use the words you would use when actually sharing this information with Casey's parents</i>		
Well written.	30	

Consistent with the data presented above. Definitive prognostic statements should not be made. However, if Casey has ADHD, a Reading Disability, and some other social-emotional challenge, as the data suggests, it is likely that this will be a lifelong condition that will generate significant challenges to his adult functioning. That said, leaving Casey untreated will likely result in a much poorer outcome than doing nothing at all.	10	
Parent friendly. Avoids excessive use of jargon.	10	
Concise and to the point.	10	
Subtotal	60	0
<i>Question 6: Is there any significant data missing from the data set listed above that you feel should have been collected before the IEP meeting?</i>		
Vision and hearing screening results	10	
Direct inquiry about current suicidal ideation	10	
Additional narrow band ADHD rating scales	10	
Behavioral observation of ADHD	10	
Parent interview	10	
Consideration of asthma medications as a possible cause of ADHD-like	10	
Consideration of dyslexia as a possible cause of ADHD-like behaviors	10	
Other data not indicated above (up to 10 extra credit points)		
Subtotal	70	0
Total Test Score	431	0

0 %

Graduate Learning Goals Report

The Graduate Learning Goals policy can be found at: <http://www.csus.edu/acaf/academic%20resources/policies%20and%20procedures/15-16fs-115%20graduate%20learning%20goals.pdf>

Curriculum Map						
Coursework	Conduct consistent with ethical and legal standards of the profession.	Conceptualize student needs from a developmental and ecological perspective.	Develop professional skills through reflective practice, critical thinking, and mindfulness of current research.	Implement problem-solving approaches that lead to problem solution within the school framework or to an appropriate outside referral.	PLO 5	PLO 6
EDC 210, Multicultural Counseling	X	X	X	X		
EDS 231, Group Process in School Psychology	X	X	X	X		
EDS 245, Psychology in the Schools	X	X	X	X		
EDS 248, Human Development and Learning		X	X			
EDGR 260, Writing and Research Across the Disciplines	X		X			
EDS 241, Counseling and Psychotherapy for School Psychologists	X	X	X	X		
EDS 242A, Cognitive Assessment	X	X	X	X		
EDS 242B, Cognitive Assessment Lab	X	X	X			
EDGR 250, Educational Research			X			
EDS 440, Practicum in Counseling for School Psychologists	X	X	X	X		
EDS 240, Functional Assessment of Behavior	X	X	X	X		
EDS 243A, Practicum in Assessment	X	X	X	X		
EDS 244, Social, Emotional, and Behavioral Assessment	X	X	X	X		

Institutional Graduate Learning Goal	Program Learning Outcome (PLO)	Assessment Plan			Action Plan	
		Lines of Evidence				
		Direct	Indirect	Evaluation Parameters		
EDS 246A, Preventive Academic Interventions	X	X	X	X		
EDS 439A, Early Fieldwork in School Psychology	X	X	X	X		
EDS 243B, Practicum Assessment	X	X	X	X		
EDS 247, Assessment of Special Needs	X	X	X	X		
EDS 246B, Preventive Mental Health Interventions	X	X	X	X		
EDS 439B, Early Fieldwork in School Psychology	X	X	X	X		
EDS 249, Special Seminar: School Psychology; or EDS 541,Master's Project: Education (School Psychology)			X			
EDS 441A, Internship in School Psychology	X	X	X	X		
EDS 239, Education Specialist Seminar			X			
EDS 441B, Internship in School Psychology	X	X	X	X		
EDS 540, Education Specialist Thesis: School Psychology or EDS 542, Education Specialist Project: School Psychology			X			

Institutional Graduate Learning Goal	Program Learning Outcome (PLO)	Assessment Plan			Action Plan
		Lines of Evidence		Evaluation Parameters	
		Direct	Indirect		

Institutional Graduate Learning Goal	Program Learning Outcome (PLO)	Assessment Plan			Action Plan
		Lines of Evidence		Evaluation Parameters	
		Direct	Indirect		
<i>Disciplinary Knowledge</i>		Praxis exam.	Faculty communication regarding student progress (see Area Group minutes), Midterm and exit interviews, Alumni surveys.	Pass the Praxis, Faculty judgement regarding readiness to practice school psychology.	Maintain NASP program approval. Monitor Praxis results, Faculty verify all disciplinary competencies are met.
<i>Communication</i>		Evaluation of psychoeducational parent conferences, Evaluation of psychoeducational reports, Fieldwork & Internship evaluations.	Faculty communication regarding student progress (see Area Group minutes), Research papers, In class student presentations and role plays, Culminating project, Midterm and exit interviews, Alumni surveys.	Ratings of 80% or higher on parent conference and psychoeducational reports, Ratings of 3 or higher on Fieldwork & Internship evaluations.	Maintain NASP program approval. Monitor evaluation ratings.
<i>Critical Thinking / Analysis</i>	Develop professional skills through reflective practice, critical thinking, and mindfulness of current research	Research methods portfolio, Culminating exam and project,	Faculty communication regarding student progress (see Area	Complete research methods portfolio with at least 80% accuracy,	Maintain NASP program approval. Monitor research methods portfolio ratings. Monitor culminating exam

Institutional Graduate Learning Goal	Program Learning Outcome (PLO)	Assessment Plan			Action Plan
		Lines of Evidence		Evaluation Parameters	
		Direct	Indirect		
	Implement problem-solving approaches that lead to problem solution within the school framework or to an appropriate outside referral.	Assessment courses final exams.	Group minutes), Midterm and exit interviews, a Alumni surveys,	Culminating exam scores 80% or higher, Final exam scores 80% or higher.	scores, Monitor assessment class final exam scores.
<i>Information Literacy</i>		Research methods assignments, Research papers, culminating project.	Faculty communication regarding student progress (see Area Group minutes), Midterm and exit interviews, Alumni surveys.	Information literacy element of research methods portfolio completed with 100% accuracy, Culminating exam scores 80% or higher.	Maintain NASP program approval. Monitor information literacy assignment ratings. Monitor culminating exam scores.
<i>Professionalism</i>	Conduct consistent with ethical and legal standards of the profession.	Field-based evaluations, Praxis Exam, Practica evaluations.	Faculty communication regarding student progress (see Area Group minutes), Midterm and exit interviews, a Alumni surveys.	Pass the Praxis exam, Ratings of 3 or higher on Fieldwork & Internship evaluations, Ratings of 80% or higher on parent conference and psychoeducational reports.	Maintain NASP program approval. Monitor Praxis Exam legal/ethical issues score. Monitor practice evaluation items related to legal/ethical issues.
<i>Intercultural / Global Perspectives</i>	Conceptualize student needs from a developmental and ecological perspective	Developmental Questionnaire assignment, Functional Assessment, Fieldwork &	Faculty communication regarding student progress (see Area Group minutes), Midterm and exit	Ratings of at least 80% on Developmental questionnaire, and Functional assessments.	Maintain NASP program approval. Monitor grades on key assignments, monitor evaluation ratings

Institutional Graduate Learning Goal	Program Learning Outcome (PLO)	Assessment Plan			Action Plan
		Lines of Evidence		Evaluation Parameters	
		Direct	Indirect		
		Internship evaluations.	interviews, Alumni surveys	Ratings of 3 or higher on Fieldwork & Internship evaluation items related to multicultural competence.	
<i>Research*</i>					

*Required for Doctoral Programs



California State University, Sacramento

School Psychology Program

College of Education
Graduate and Professional Studies in Education
6000 J Street
Sacramento, CA

PORTFOLIO

The School Psychology Portfolio is used as a **formative** evaluation tool throughout the candidate's enrollment in the CSUS school psychology training program. At the conclusion of the internship it is used as a **summative** evaluation. During the internship year a Behavior Intervention Case Study, and Academic Intervention Case Study, and a Psycho-educational Evaluation will be submitted by all interns and evaluated using criteria similar to that employed in EDS 240, EDS 243, and EDS 246A. It will also include an updated resume and the final School Psychology Internship Evaluation Form. **The Portfolio is aligned with NASP standards and the 10 NASP domains of school psychology graduate education and approximately as follows:**

NASP Domain/Standard	Applicable Items from Portfolio
Domain 2.1 <i>Data-Based Decision-Making and Accountability</i> Standard II <i>Practices That Permeate all Aspects of Service Delivery: Data-Based Decision-Making and Accountability</i>	1. Developmental and Health History Questionnaire (element #2) 2. GATE Evaluation (element #5) 3. Psychoeducational Evaluations (elements #6, 13, & 20) 4. FAA (element #8) 5. BIP (elements #9 & 18) 6. Academic Intervention Case Study (elements #10 & 19) 7. Assessment Resources Notebook (element #7) 8. Formative and Summative Early Fieldwork Evaluations (elements #11 & 16) 9. Final Intern Evaluation (element #17)
Domain 2.2 <i>Consultation and Collaboration</i> Standard III <i>Practices That Permeate all Aspects of Service Delivery: Consultation and Collaboration</i>	1. FAA (element #8) 2. BIP (elements #9 & 18) 3. Academic Intervention Case Study (elements #10 & 19) 4. Formative and Summative Early Fieldwork Evaluations (elements #11 & 16) 5. Final Intern Evaluation (element #17)
Domain 2.3 <i>Interventions and Instructional Support to Develop Academic Skills</i> Standard IV, Element 4.1 <i>Direct and Indirect Student Level Services: Interventions and Instructional Support to Develop Academic Skills</i>	1. Developmental and Health History Questionnaire (element #2) 2. Psychoeducational Evaluations (elements #6, 13, & 20) 3. FAA (element #8) 4. BIP (elements #9 & 18) 5. Disability Information pamphlet (element #12) 6. Formative and Summative Early Fieldwork Evaluations (elements #11 & 16) 7. Final Intern Evaluation (element #17)
Domain 2.4 <i>Interventions and Mental Health Services to Develop Social and Life Skills</i> Standard IV, Element 4.2 <i>Direct and Indirect Student Level Services: Interventions and Mental Health Services to Develop Social and Life Skills</i>	1. Abstract of group curriculum (element #4) 2. Formative and Summative Early Fieldwork Evaluations (elements #11 & 16) 3. Final Intern Evaluation (element #17) 4. Community Resource Directory (element #21)
Domain 2.5 <i>School-Wide Practices to Promote Learning</i> Standard V, Element 5.1 <i>Direct and Indirect Services: Systems Level Services –Schools. School-Wide Practices to Promote Learning</i>	1. Formative and Summative Early Fieldwork Evaluations (elements #11 & 16) 2. Final Intern Evaluation (element #17) 3. Academic Intervention Case Study (elements #10 & 19)
Domain 2.6 <i>Preventive and Responsive Services</i> Standard V, Element 5.2 <i>Direct and Indirect Services: Systems Level Services –Schools. Preventive and Response Services</i>	1. Crisis Intervention Script (element #14) 2. Formative and Summative Early Fieldwork Evaluations (elements #11 & 16) 3. Suicide Intervention Script (element #15) 4. Final Intern Evaluation (element #17)
Domain 2.7 <i>Family–School Collaboration Services</i> Standard VI <i>Direct and Indirect services: Systems Level Services-Family</i>	1. Final Intern Evaluation (element #17) 2. Academic Intervention Case Study (elements #10 & 19)
Domain 2.8 <i>Diversity in Development and Learning</i> Standard VII <i>Foundations of School Psychologists' Service Delivery: Diversity</i>	1. Disability Information pamphlet (element #12) 2. Formative and Summative Early Fieldwork Evaluations (elements #11 & 16) 3. Final Intern Evaluation (element #17)
Domain 2.9 <i>Research and Program Evaluation</i> Standard VIII, Element 8.1 <i>Foundations of School Psychologists' Service Delivery: Research and Program Evaluation</i>	1. Formative and Summative Early Fieldwork Evaluations (elements #11 & 16) 2. Final Intern Evaluation (element #17)
Domain 2.10 <i>Legal, Ethical, and Professional Practice</i> Standard VIII, Element 8.2 <i>Foundations of School Psychologists' Service Delivery: Legal, Ethical, and Professional Practice</i>	1. Resume (element #1) 2. Hotsheets (element #2) 3. Formative and Summative Early Fieldwork Evaluations (elements #11 & 16) 4. Final Intern Evaluation (element #17)

PORTFOLIO OUTLINE

The portfolio serves several purposes:

- First, it will provide documentation of the competencies that you have developed while in the CSUS School Psychology Program.
- Second, it will allow you and the faculty to note any omissions in instruction, program, or competencies.
- Third, it will help you to better understand the knowledge base and skills pertinent to your practice as a school psychologist.
- Fourth, it will be a valuable document for presenting to prospective employers your competencies and experiences.
- Fifth, it will be a useful tool as you begin your school psychology practice.

Each semester you will be expected to add to your portfolio and have it reviewed by a faculty member. At the conclusion of your course work, during the internship year, your faculty advisor and/or Internship supervisors, will need to verify that the portfolio has been completed.

There are several approaches to constructing your portfolio and each person has his or her own approach. Because your portfolio is both a personal and public document it is important that it reflect your individuality as well as meet certain standards as to content. Here are some suggestions that we have for how you might organize your portfolio.

1. Resume
2. The following sections in which you would include examples of your work that are listed on the following page. You also might include in each section a list of relevant coursework completed:
 - a. Consultation
 - b. Intervention
 - c. Assessment
 - d. Counseling
 - e. Resources
 - f. Research
 - g. Law and Ethics
3. A list of your course work and/or a copy of your transcripts
4. Certificates/credentials/honors
5. Other items that reflect what you consider your strengths. This is a document to be proud of, so enjoy showing off your skills! For example, CASP or NASP presentations.

PORTFOLIO EVALUATION

The Portfolio must include, but shall not be limited to, the following documents

Keep this sheet in the front of your binder so that faculty can review and check off that the required documents are present.

Name: _____

Advisor: _____

Items initialed by instructor have been adequately met and are included in the portfolio.

Semester One: Fall semester, first year evaluation (EDS 245 instructor)

- _____ 1a. Resume (which will be updated each semester)
- _____ 2. Developmental/Health History Questionnaire (from EDS 248)
- _____ 3. Hotsheet (from EDS 245)
- _____ 4. Abstract of group curriculum (from EDS 231)
- _____ _____

Semester Two: Spring semester, first year (EDS 242A instructor)

- _____ 1b. Updated Resume
- _____ 5. GATE evaluation (from EDS 242B)
- _____ _____(from EDS 242A/B)
- _____ _____

Semester Three: Fall semester, second year (EDS 439A instructor)

- _____ 1c. Updated Resume
- _____ 6. Psychoeducational evaluation (from EDS 243A)
- _____ 7. Assessment Resources Notebook (from EDS 244)
- _____ 8. FAA (from EDS 240)
- _____ 9. BIP (from EDS 240)
- _____ 10. Academic Intervention Case Study (from EDS 246A)
- _____ 11. Early Fieldwork in School Psychology Evaluation Form (from EDS 439A)
- _____ _____

Semester Four: Spring semester, second year (EDS 439B instructor)

- _____ 1d. Updated Resume
- _____ 12. Disability information pamphlet (from EDS 247)
- _____ 13. Psychoeducational evaluation (from EDS 243B)
- _____ 14. Crisis Intervention script (from EDS 246B)
- _____ 15. Suicide Intervention script (from EDS 246B)
- _____ 16. Early Fieldwork Evaluation Form (from EDS 439B)
- _____ _____

Semesters Five & Six: Internship, third year (EDS 441B instructor and or Internship Coordinator)

- _____ 1e. Updated Resume
- _____ 17. School Psychology Internship Evaluation Form
- _____ 18. Behavioral Intervention Case Study
- _____ 19. Academic Intervention Case Study
- _____ 20. Psychoeducational evaluation
- _____ 21. Community Resources Directory
- _____ _____ Selected materials (determined by supervisor & intern)

2017 MASTERS EXAM

Theory to Practice

Casey is a 12-year-old, 6th grade boy, with a history of behavior and subject learning difficulties going back to his first grade year. You have just finished your psycho-educational evaluation of Casey, and your task is now to make sense of evaluation data so as to be able to give the IEP team meaningful guidance. The following is a summary of the data you have collected. Carefully consider these data so as to be able to answer the six (6) questions that follow.

Reason for Referral:

Casey was referred for testing at the request of his parents who feel that he may be eligible for special education assistance. They report that their son has problems following directions and sitting still. They further described their son as easily frustrated with his homework, especially assignments that require extensive reading, that he has few friends and is prone to temper tantrums.

Background Information:

Casey has attended the ABC school district for the past 6-months. His father is in the Army and Casey has had frequent school changes. Current teacher reports describe this student as “smart,” but “a sloppy worker who makes careless mistakes.” In addition, teacher reports indicate that Casey often loses things (e.g., “his desk is a mess and no one can find anything in it”), is easily distracted, and forgetful. While working below grade level, his teacher, Ms. Jones, feels that he is making progress. While she did not initiate this referral, she is most supportive of it and indicated that she had already referred Casey to the school counselor after receiving an essay titled “The Boy with no Friends.” Mrs. Jones confirmed parental reports that Casey has poor peer relations. He has extreme difficulty awaiting his turn in games. School attendance during the current school year has been regular. However, he has been suspended for a total of 10 days for several fights with his classmates. The fights are typically the result of Casey saying inappropriate things to his classmates. According to the school principal, “Casey often engages his mouth before his brain.” In other words, she feels he is very impulsive.

School History. The cumulative record reveals that Casey’s school difficulties are not new. He was considered for retention in the 4th grade, but apparently moved before the necessary paper work could be completed. Last year he reportedly ran out in to a busy street after getting into a verbal argument with a classmate. His teacher noted that he made no effort to avoid being hit by the cars passing by and was overheard saying: “Everyone would be better off if I were just not around anymore.” Group achievement test data indicates low average achievement and his grades range from “Ds” to “Bs.” Reading and language arts test scores and grades are consistently low.

Developmental History. Casey was the product of a pre-term pregnancy and had a birth weight of 3.3 lbs. Casey’s mother acknowledges that she smoked during the pregnancy and that she

“probably drank more than she should have.” Despite Casey’s pre-term birth, developmental milestones were obtained within normal limits. As an infant, it was reported that Casey was extremely difficult to settle down and rarely slept through the night.

Health History. With the exception of asthma (for which he takes medication) Casey’s general health status appears good. However, he frequently complains of headaches and stomachaches. In addition, he appears to have a high frequency of accidents (e.g., breaking his leg after jumping off the roof at age 8).

Family History. Casey’s mother reports that her sister was often very inattentive as a child (like Casey) and had a history of depression. His father is reportedly “very hyper” and had problems (similar to Casey) with reading in school. These challenges are reported to have interfered with his advancement in the military. Casey’s mother also reports that her son’s challenges have resulted in significant family discord and that there are many negative parent-child interactions in the home.

Test Taking Behavior:

Casey’s mood during testing was variable. At the start of the first session he entered the testing room with an extremely positive mood. However, once presented with reading tasks he quickly became very frustrated (as well as hyperactive). For the most part Casey had significant difficulty remaining seated and sitting still during the test sessions, and he was constantly fidgeting with his hands and feet. In addition, it was clear that as the testing session progressed his attention to the task became progressively weaker. His response style was very impulsive and he often attempted to respond to stimulus items before the entire item has been presented (e.g., answering a question before it had been completely asked). As might be expected, given the just mentioned behaviors, the examiner concluded that his test taking effort was variable and results may not reflect his true levels of functioning. However, it is important to note that these behaviors are typical of his general classroom behavior and results might thus be considered a valid reflection of his classroom performance levels.

Test Results

Woodcock-Johnson Tests of Cognitive Abilities IV

Ability Clusters Subtests	Standard Score (68% Confidence Interval)	Percentile Rank
General Intellectual Ability	94 (90-98)	34
Comprehension-Knowledge (<i>Gc</i>)	117 (113-121)	87
Oral Vocabulary	119 (113-126)	90
General Information	115 (109-120)	83
Fluid Reasoning (<i>Gf</i>)	111 (107-115)	76
Concept Formation	108 (104-112)	71
Number Series	111 (105-116)	76
Short-Term Working Memory (<i>Gwm</i>)	81 (76-87)	11
Numbers Reversed	80 (74-87)	9
Verbal Attention	89 (83-94)	22
Cognitive Processing Speed (<i>Gs</i>)	76 (69-83)	6
Letter-Pattern Matching	75 (64-86)	5
Pair Cancellation	82 (75-88)	11
Auditory Process (<i>Ga</i>)	90 (86-95)	26
Phonological Processing	83 (78-88)	13
Nonword Repetition	99 (95-104)	48
Long-Term Retrieval (<i>Glr</i>)	94 (89-98)	34
Story Recall	85 (78-91)	15
Visual-Auditory Learning	104 (99-108)	59
Visual Processing (<i>Gv</i>)	119 (113-124)	89
Visualization	114 (109-120)	83
Picture Recognition	118 (110-125)	88

Woodcock-Johnson Tests of Achievement IV

Cluster	Standard Score	Percentile Rank
Broad Reading	80	9
Broad Math	124	95
Broad Written Language	80	9

Test of Word Reading Efficiency

Total Score Subtest	Standard Score	Percentile Rank
Total Word Reading Efficiency	74	2
Sight Word Efficiency	87	19
Phonemic Decoding Efficiency	70	2

Comprehensive Test of Phonological Processing

Composite Subtests	Standard Score (90% Confidence Interval)	Percentile Rank
Phonological Awareness	76	5
Elision	5	5
Blending Words	7	16
Phonological Memory	76	5
Memory for Digits	4	2
Nonword Repetition	8	25
Rapid Naming	76	5
Rapid Digit Naming	7	16
Rapid Letter Naming	5	5

Child Behavior Checklist

Scale	Scale Score	Percentile Rank
Anxious/Depressed	53	62
Withdrawn/Depressed	51	54
Somatic Complaints	53	62
Social Problems	59	81
Thought Problems	53	62
Attention Problems	70	95
Risk Taking Behavior	52	58
Aggressive Behavior	70	95

1. From the available data what do you feel are Casey's primary learning challenges? (NOTE: there are 3 primary challenges, don't worry about presenting them in any particular order.)

Challenge 1: _____

Data supporting this observation:

Challenge 2: _____

Data supporting this observation:

Challenge 3: _____

Data supporting this observation:

2. What specific psycho-educational report recommendations do you have for each of Casey's learning challenges?

Challenge 1: _____

Recommendation:

Challenge 2: _____

Recommendation:

Challenge 3: _____

Recommendation:

3. What is your recommendation regarding Casey's eligibility for special education and/or Section 504 services?
Recommendation:
4. Assume that the IEP team feels Casey is eligible for special education services (and that you agree with such a conclusion). Given the learning challenges you have listed, what eligibility category(ies) would you recommend the team consider for Casey?
5. Casey's parents are wondering about their child's prognosis. Given the challenges you have identified, what would you tell them? In your response to this question, be sure to use the words you would use when actually sharing this information with Casey's parents.
6. Is there any significant data missing from the data set listed above that you feel should have been collected before the IEP meeting?

**Data from National School Psychology Credentialing Exam: PRAXIS II EXAMINATION IN SCHOOL PSYCHOLOGY
(NCSP score in parentheses)**

2015 (147)		2016 (147)		2017 (147)		2018 (147)	
Candidate	Score	Candidate	Candidate	Candidate	Score	Candidate	Score
KC	192	CC	180	LP	190		
KR	189	AT	174	SH	184		
CC	186	ML	172	CM	182		
EC	185	SH	171	MRS	179		
SS	184	CM	170	MD	179		
RM	180	NJ	168	MB	176		
KR	179	CH	164	OR	173		
JD	175	NM	161	JS	171		
LW	173	BG	157	SW	171		
JV	171	MS	156	JA	171		
AC	171	SK	155	SS	169		
RC	169	MH	155	AGB	167		
IG	168	JM	151	CS	166		
Average Score	178.6		164.1				
Passing at NCSP level	100%		100%				
Passing CSUS Intern level	100%		100%				
N	13		13				
Mean	179		164				
Range	192-168		180-151				
SD	8.1		9.0				

2009 (165)		2010 (165)		2011 (165)		2012 (165)		2013 (165)		2014 (165)	
Candidate	Score	Candidate	Score	Candidate	Score	Candidate	Score	Candidate	Score	Candidate	Score
YN	184	BW	185	SW	185	EC	186	MS	186	EH	183
TG	182	LA	184	SH	182	QB	180	NB	183	JJ	181
CQ	177	LT	181	AO	182	JL	178	LS	183	EVL	177
LP	176	BS	180	KT	180	MZ	176	CC	183	EVC	177
RY	173	DA	178	DH	178	CS	175	MT	176	AF	177
MD	173	NL	176	CR	177	HW	172	LS	176	AL	176
GM	171	LS	176	CT	177	QL	172	EF	175	OO	176
LM	169	CW	176	SD	175	PR	170	NG	175	MA	176
JM	168	CT	173	AD	172	LY	170	JR	174	KS	175
AH	166	ST	171	MA	171	DH	168	KD	168	HS	172
RR	164	AM	169	JT	171	MP	169	CC	167	AO	172
CM	164	JP	169	AS	170	JG	165	MA	164	LB	168
HT	163	EG	164	JW	167	VR	165	BB	163	MJ	165
WB	163	SC	163	MA	165	GM	161	EM	163	ME	164
CB	154	SM	161	TL	164	PH	157	JM	160	MS	163
				AW	158			MS	155	KK	162
								ES	154		
Average	169.8		173.7		173.4		170.9		170.9		172.7

Aggregated Data

Passing at NCSP level	67%		80%		81%		87%		65%		75%
Passing CSUS Intern level	100%		100%		100%		100%		100%		100%
N	15		15		16		15		17		16
Mean	170		174		173		171		171		173
Range	184-154		185-161		185-158		186-157		186-154		183-162
SD	7.97		7.48		7.47		7.47		10.05		6.5

PRAXIS II Subscores for 2009 Cohort

[illegible]

PRAXIS II Subscores for 2010 Cohort

		I		II		III		IV		V		VI	
Candidate	Total Score	Data-Based Decision Making		Research-Based Academic Practices		Research-Based Behavioral & Mental Health Practices		Consultation & Collaboration		Applied Psychological Foundation		Ethical/Legal & Professional Foundations	
		RS	%	RS	%	RS	%	RS	%	RS	%	RS	%
BW	185	31/41	76%	15/15	100%	17/18	94%	11/14	79%	14/15	93%	11/14	79%
LT	181	29/41	71%	14/15	93%	14/18	78%	10/14	71%	15/15	100%	12/14	86%
DA	178	31/41	76%	12/15	80%	14/18	78%	12/14	86%	11/15	73%	11/14	79%
AM	169	25/42	60%	11/15	73%	16/19	84%	8/14	57%	10/16	63%	8/14	57%
JP	169	27/41	64%	11/15	73%	12/18	67%	11/14	79%	11/15	73%	8/14	57%
EG	164	28/41	68%	14/15	93%	13/18	72%	8/14	57%	5/15	33%	7/14	50%
SM	161	21/42	50%	8/15	53%	13/19	68%	6/14	43%	12/16	75%	8/14	57%
AVERAGE	174		0.66%		0.81%		0.77%		0.67%		0.73%		0.66%

Subscores unavailable (the program requires that students submit only their Total Score, thus prior years subscores were not always obtained)

[illegible]

PRAXIS II Subscores for 2011 Cohort

		TABLE 11. Summary for 2014 cohort													
Candidate	Total Score	I		II		III		IV		V		VI			
		Data-Based Decision Making		Research-Based Academic Practices		Research-Based Behavioral & Mental Health Practices		Consultation & Collaboration		Applied Psychological Foundation		Ethical/Legal & Professional Foundations			
		RS	%	RS	%	RS	%	RS	%	RS	%	RS	%		
SW	185	33/41	80%	13/15	87%	16/18	89%	12/14	86%	13/15	87%	11/14	79%		
SH	182	33/41	80%	13/15	87%	14/18	78%	12/14	86%	14/15	93%	9/14	64%		
AO	182	33/42	79%	13/15	87%	16/19	84%	9/14	64%	13/16	81%	11/14	79%		
KT	180	28/42	67%	13/15	87%	15/19	79%	10/14	71%	15/16	94%	11/14	79%		
DH	178	28/42	67%	12/15	80%	15/19	79%	9/14	64%	13/16	81%	12/14	86%		
CT	177	28/41	68%	10/15	67%	17/18	94%	9/14	64%	13/15	87%	11/14	79%		
SD	175	27/42	64%	14/15	93%	12/19	63%	10/14	71%	12/16	75%	10/14	71%		
MA	171	29/41	71%	13/15	87%	12/18	67%	8/14	57%	11/14	79%	10/14	71%		
AS	170	31/41	76%	10/15	67%	14/18	78%	10/14	71%	11/15	73%	6/14	43%		
JW	167	24/42	57%	12/15	80%	14/19	74%	6/14	43%	10/16	64%	9/14	64%		
MA	165	26/41	63%	13/15	87%	11/18	61%	10/14	71%	7/15	47%	9/14	64%		
TL	164	25/31	81%	11/13	85%	12/15	80%	9/11	82%	9/12	75%	7/10	70%		
AW	158	19/41	46%	11/15	73%	15/18	83%	9/14	64%	8/15	53%	6/14	43%		
AVERAGE	173		0.69%		0.82%		0.78%		0.69%		0.76%		0.69%		

Subscores unavailable (the program requires that students submit only their Total Score, thus prior years subscores were not always obtained)

[illegible]

PRAXIS II Subscores for 2012 Cohort

		I		II		III		IV		V		VI	
Candidate	Total Score	Data-Based Decision Making		Research-Based Academic Practices		Research-Based Behavioral & Mental Health Practices		Consultation & Collaboration		Applied Psychological Foundation		Ethical/Legal & Professional Foundations	
		RS	%	RS	%	RS	%	RS	%	RS	%	RS	%
EC	186	37/41	90%	15/15	100%	15/18	83%	10/14	71%	15/15	100%	8/14	57%
QB	180	27/42	64%	13/15	87%	15/19	80%	12/14	86%	14/16	87%	11/14	79%
JL	178	34/41	83%	12/15	80%	14/18	78%	9/14	64%	13/15	87%	9/14	64%
MZ	176	30/41	73%	10/15	67%	17/19	89%	10/14	71%	12/15	80%	9/14	64%
CS	175	28/41	68%	15/15	100%	13/19	68%	11/14	79%	12/16	75%	7/14	50%
HW	172	27/41	66%	12/15	80%	16/18	89%	7/14	50%	12/15	80%	10/14	71%
QL	172	27/42	64%	11/15	73%	15/19	80%	9/14	64%	10/16	62%	10/14	71%
LY	170	27/42	64%	13/15	87%	15/19	80%	9/14	64%	9/16	56%	6/14	43%
PS	170	25/41	61%	11/15	73%	15/18	83%	11/14	79%	13/15	87%	7/14	50%
MP	169	27/41	66%	13/15	87%	12/18	67%	11/14	79%	9/15	60%	8/14	57%
DH	168	25/41	61%	13/15	87%	12/18	67%	9/14	64%	11/15	73%	9/14	64%
JG	165	27/41	66%	10/15	67%	7/19	37%	7/14	50%	12/16	75%	9/14	64%
VR	165	24/42	57%	12/15	80%	12/19	63%	6/14	43%	9/16	56%	10/14	71%
GM	165	22/42	52%	11/15	73%	11/19	58%	5/14	43%	9/16	56%	9/14	64%
PH	165	23/42	55%	9/15	53%	8/19	42%	6/14	43%	9/16	56%	8/14	57%
AVERAGE			0.66%		0.80%		0.71%		0.63%		0.73%		0.62%

PRAXIS II Subscores for 2013 Cohort

[illegible]

PRAXIS II Subscores for 2014 Cohort

		I		II		III		IV		V		VI	
Candidate	Total Score	Data-Based Decision Making		Research-Based Academic Practices		Research-Based Behavioral & Mental Health Practices		Consultation & Collaboration		Applied Psychological Foundation		Ethical/Legal & Professional Foundations	
		RS	%	RS	%	RS	%	RS	%	RS	%	RS	%
EH	183	33/41	80%	13/15	87%	16/18	89%	13/15	87%	14/16	88%	11/13	85%
JJ	181	33/41	80%	13/15	87%	16/18	89%	13/15	87%	13/16	81%	9/13	69%
EvC	177	22/41	54%	10/15	67%	17/18	94%	14/15	93%	15/16	94%	9/13	69%
EvL	177	30/41	73%	12/15	80%	15/18	83%	13/15	87%	13/16	81%	10/13	77%
AF	177	29/41	71%	14/15	93%	13/18	72%	10/14	71%	12/15	80%	12/14	86%
AL	176	32/41	78%	11/15	73%	16/18	89%	12/15	80%	12/16	75%	9/13	69%
OO	176	30/41	73%	12/15	80%	15/18	83%	15/15	100%	11/16	69%	9/13	69%
MA	176	32/41	78%	10/15	67%	16/18	89%	13/15	87%	11/16	69%	10/13	77%
HS	172	28/41	68%	9/15	60%	17/18	94%	13/15	87%	11/16	69%	10/13	77%
LO	172	34/41	83%	7/15	47%	16/18	89%	11/15	73%	12/16	75%	8/13	62%
LB	168	26/41	63%	11/15	73%	16/18	89%	12/15	80%	10/16	63%	9/13	69%
MJ	165	28/41	68%	12/15	80%	16/18	89%	13/15	87%	9/16	56%	5/13	38%
ME	164	27/41	66%	8/15	53%	15/18	83%	9/15	60%	11/16	69%	9/13	69%
KK	163	21/41	51%	12/15	80%	13/18	72%	7/14	50%	12/15	80%	8/14	57%
MS	162	25/42	59%	8/15	53%	11/18	61%	11/15	73%	12/16	75%	10/13	77%
AVERAGE	172.6		0.70%		0.72%		0.84%		0.80%		0.75%		0.70%

		I	II	III	IV	V	VI
Candidate	Total Score	Data-Based Decision Making	Research-Based Academic Practices	Research-Based Behavioral & Mental Health Practices	Consultation & Collaboration	Applied Psychological Foundation	Ethical/Legal & Professional Foundations
SS	184	31/41	15/15	17/18	11/14	12/15	12/14

PRAXIS II Subscores for 2015 Cohort

		I		II		III		IV	
Candidate	Total Score	Professional Practices, Practices that Permeate all Aspects of Service		Direct and Indirect Services		System-Level Services		Foundations of School Psychological Service Delivery	
		RS	%	RS	%	RS	%	RS	%
KC	192	26/30		24/25		16/17		32/33	
KR	189	26/30		22/24		16/17		29/35	
CC	186	26/30		22/24		14/17		29/35	
EC	185	28/30		23/25		14/17		29/33	
RM	180	23/30		22/25		15/17		31/33	
KR	179	26/30		22/25		14/17		26/29	
JD	175	26/30		19/25		16/17		27/33	
LW	173	24/30		19/25		15/17		29/33	
JV	171	23/30		21/25		12/17		30/33	
AC	171	25/30		19/25		13/17		29/33	
RC	169	21/31		24/25		13/17		21/33	
IG	168	25/30		22/25		10/17		27/33	

PRAXIS II Subscores for 2016 Cohort

		I		II		III		IV	
Candidate	Total Score	Professional Practices, Practices that Permeate all Aspects of Service		Direct and Indirect Services		System-Level Services		Foundations of School Psychological Service Delivery	
		RS	%	RS	%	RS	%	RS	%
CC	180	30/33		22/25		16/17		28/25	
AT	174	25/33		20/25		16/17		31/35	
ML	172	23/33		23/26		11/17		26/35	
SH	170	25/33		23/25		14/17		28/35	
CM	170	24/30	80%	19/25	76%	15/17	88%	27/33	82%
NJ	168	18/30		22/24		12/17		25/35	
CH	164	19/30		21/24		10/17		24/35	
NM	161	21/33		23/25		13/17		26/25	
MS	156	21/30		18/25		12/17		25/33	
BG	157	23/33		17/25		13/17		27/35	
MH	155	20/33		18/25		14/17		26/35	
SK	155	17/30		21/24		10/17		19/35	
JM	151	25/30		18/25		7/17		22/33	

PRAXIS II Subscores for 2017 Cohort

[illegible]

Spring 2017 Masters Exam Results

	MH	AO	MO	SB												
Student ID	Rater 1	Rater 2	Rater 3	Rater 4	Mean	Name	Result	Rank	Z Score	St.Score	Praxis	Result				
			0.847	0.852	0.85		Passing	10	-0.9748	85	166	Pass				
		0.9		0.914	0.91		High Pass	4	0.5211	108	176	Pass				
			0.91	0.896	0.9		High Pass	6	0.417	106	179	Pass				
			0.923	0.93	0.93		High Pass	2	1.0283	115	171	Pass				
		0.916		0.893	0.9		High Pass	5	0.456	107	171	Pass				
		0.884		0.858	0.87		Passing	8	-0.4155	94	182	Pass				
		0.882		0.84	0.86		Passing	9	-0.6756	90	169	Pass				
			0.944	0.905	0.92		High Pass	2	0.9763	115	190	Pass				
	0.905			0.877	0.89		Passing	7	0.1048	102	171	Pass				
	0.824			0.803	0.81		Marginal Passing	12	-1.9113	71	167	Pass				
	0.865			0.8333	0.85		Passing	10	-0.9839	85	173	Pass				
	0.965			0.921	0.94		High Pass	1	1.4576	122	184	Pass				
Mean	0.8898	0.8955	0.906	0.8769	0.89	Name	Result	N	%	<table><tr><td>Correlation</td><td>r</td></tr><tr><td>SS & Praxis</td><td>0.622416</td></tr></table>			Correlation	r	SS & Praxis	0.622416
Correlation	r															
SS & Praxis	0.622416															
SD	0.0601	0.0159	0.0418	0.0396	0.04		Below Marginal Passing	0	0.00							
Correlation	r						Marginal Passing	1	0.10							
SB & MO	0.8631						Passing	5	0.50							
SB & MH	0.9969						High Pass	6	0.60							
SB & AO	0.7621						Merit Pass	0	0.00							
							Total Passes	12	1.00							