

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Department of Psychology and Philosophy

PSYC 5395: Assessment of Intelligence and Achievement (3GR)

Spring 2018: Mondays, 12:00 – 2:50 PM, CHSS 249

Instructor: Ramona M. Noland, Ph.D.
Office: CHSS 385
Dept. Phone: (936) 294-1174
Office Phone: (936) 294-4310
Fax: (936) 294-3798
E-mail: noland@shsu.edu, or through Blackboard
Office Hours*: Tuesday/Thursday: 1:30 – 3:00PM
Other times by appointment
**Faculty/committee/advisement meetings are unfortunately likely to be scheduled during these times. Please email to confirm a time for us to meet unless you are just “dropping by.”*

Materials Exchange*: W 3:00PM – 5:00PM
(w/ Brenda in 398D) Th 1:00PM – 5:00PM
F 9:00AM – 12:00PM (May alternate to 1:00PM – 4:00PM
based on practicum requirements)
**Please do NOT ask the departmental office staff for materials assistance without having confirmation from me first. They don't really know anything about the testing kits and we have Brenda to take this burden off of them.*

Teaching Assistants:

Maddison Schiafo
CHSS 353
mxs089@shsu.edu

Laurel Mattos
CHSS 327
lam073@shsu.edu

Kathryn Schrantz
CHSS 355
kns050@shsu.edu

Students will be assigned to a specific TA, but all TAs will work together to divide the workload as needed.

TEXTS

Required:

Flanagan, D. P., & Harrison, P. L. (2012). *Contemporary intellectual assessment: Theories, tests, and issues* (3rd ed.). New York: Guilford Press.

Flanagan, D.P., Ortiz, S.O., & Alfonso, V.C. (2013). *Essentials of cross-battery assessment* (3e ed.). Hoboken, NJ: John Wiley & Sons, Inc. (with XBASS)

Lichtenberger, E.O., & Kaufman, A.S. (2012). *Essentials of WAIS-IV assessment* (2nd ed.). New York: John Wiley & Sons, Inc.

Lichtenberger, E. O., Mather, N., Kaufman, N. L., & Kaufman, A. S. (2004). *Essentials of assessment report writing*. New York: John Wiley & Sons.

Schrank, F.A., Decker, S.L., & Garruto, J.M. (2016). *Essentials of WJ IV Cognitive Abilities Assessment*. New York: John Wiley & Sons.

Mather, N., & Wendling, B. J. (2014). *Essentials of WJ IV Tests of Achievement*. New York: John Wiley & Sons.

Flanagan, D.P., & Alfonso, V.C. (2017). *Essentials of WISC-V Assessment*. New York: John Wiley & Sons

Recommended:

Hacker, D., & Sommers, N. (2010). *The Bedford Handbook*, (8th ed.). Boston: Bedford/St. Martin's.

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). *Standards for educational and psychological testing*. Authors.

SUPPLIES

Students will find the following items helpful in their completion of course requirements:

- a red pencil (or two) w/ eraser
- a protractor or ruler
- a book stand
- a stopwatch (please turn off sound) [Most use their phones now]

- a carrying case
- a clipboard
- a flash drive for recording videos of initial assessments (8G or 16G are best)

COURSE OVERVIEW

The **PSYC 5395: Assessment of Intelligence and Achievement** course is designed to acquaint students with the theory, problems, ethical standards, and techniques of administering individual tests of intelligence and achievement. Specifically, each student will learn to administer, score, and interpret the following instruments:

- Wechsler Adult Intelligence Scale – Fourth Edition (WAIS-IV)
- Woodcock-Johnson Tests of Cognitive Abilities, 4th Ed. (WJ-IV COG)
- Woodcock-Johnson Tests of Achievement – 4th Ed. (WJ-IV ACH)
- Wechsler Individual Achievement Test – Third Edition (WIAT-III)
- WISC-V Q-Interactive
- Adaptive Behavior Assessment Scales – Third Edition (ABAS-III)
- Vineland-3

Additionally, students will gain introductory practice with comprehensive case conceptualization and integrated assessment report writing.

➤ Goal: Developing specific skills, competencies, and points of view needed by professionals in the field.

- Learning Outcome: To review psychometric principles and issues in individual assessment.
- Learning Outcome: To provide students with a systematic approach to the development of individual assessment skills.
- Learning Outcome: To observe the administration of individual intelligence tests and to practice individual assessment skills.
- Learning Outcome: To master the basic administration, scoring, and interpreting skills in individual testing.

➤ **Goal: Learning to apply course material to improve thinking, problem solving, and decision-making.**

- Learning Outcome: To review ethical standards of practice regarding assessment.
- Learning Outcome: To examine the most common theories of intelligence and their appropriateness for assisting in measuring intelligence.
- Learning Outcome: To develop awareness of various administration adjustments in assessment situations with special populations.
- Learning Outcome: To identify skill strengths and weaknesses and develop a growth plan for mastery.

➤ **Goal: Acquiring skills in working with others as a member of a team.**

- Learning Outcome: To develop skills that will support collegiality and working as part of a professional team.
- Learning Outcome: To develop an ability to work together in acquiring new skills and competencies.

ATTENDANCE POLICY

Regular and punctual attendance is expected. SHSU policy is that no student will be penalized for three or fewer hours of absence. However, a student may be penalized for more than three hours of absences. Of course, students must certainly sometimes be absent for various legitimate reasons. Therefore, students may miss one class without penalty to their grade, but **missing two classes could result in a failing grade for the class**. If a student has a conflict with a scheduled class, they must meet with the instructor to determine an appropriate plan of action.

If you have to be absent, **be sure you have arranged for a peer to obtain materials for you**. They will not be available from me except on the date initially provided unless I post them electronically. **The three hours of absence provided by university policy should be used carefully for serious illness and emergencies. No time beyond these 3 hours will be excused for any reason (i.e., you have to make up the time in some way).**

CLASS SLIDES & OTHER MATERIALS

Although most materials will be uploaded to Blackboard for your convenience, class slides will **NOT** be made available prior to the beginning of class. Other handouts will not be available from me except on the date initially provided. Because the class is focused on teaching the administration, scoring, and interpretation of controlled tests, students are advised not to share handouts with individuals who have not already taken the class.

TIME REQUIREMENT

In a typical graduate class, for each hour attempted at least three hours outside of class is expected. This 3-credit hour course will meet for instruction three hours each week. For a lecture-based course, that would mean students would spend roughly nine hours each week outside of class reading and complete assignments. However, this course is **NOT** a typical graduate class! Instead, it is a precursor to all assessment-based practicum courses to come. You will be learning essential professional skills that you must absolutely demonstrate with proficiency to pass this course and move forward in your training program. Substantially more than nine hours per week outside of class instructional time should be expected. ***It is expected by this instructor and your Program faculty members that if you enrolled in this course, you can meet the time requirements.***

PROFESSIONALISM

Attendance, punctuality, the **quality** of your interactions with colleagues, supervisors, and examinees, as well as the quality and **timeliness** regarding completing assignments, all determine your professionalism, which in turn, signals your readiness to professionally administer individual tests of intelligence and achievement.

ACADEMIC DISHONESTY

The university expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

- The university and its official representatives, acting in accordance with Subsection 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion and the abuse of resource materials.
 - ***Cheating*** includes:
 - Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs.

- Using, during a test, materials not authorized by the person giving the test.
- Collaborating, without authorization, with another student during an examination or in preparing academic work.
- Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.
- Substituting for another student, or permitting another student to substitute for oneself, to take a test.
- Bribing another person to obtain an unadministered test or information about an unadministered test.
- Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.
- **Specifically for this course, the falsification of testing protocols is an extreme ethical violation that may result in expulsion from your graduate program.**
 - **Plagiarism** means the appropriation of another's work or idea and the unacknowledged incorporation of that work or idea into one's own work offered for credit.
 - **Collusion** means the unauthorized collaboration with another person in preparing work offered for credit.

Abuse of resource materials means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

For additional information, students may access the University Code of Conduct at the following link:

<https://netreg.shsu.edu/mirror/codeofconduct.html>

STUDENTS WITH DISABILITIES

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If

you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Disabilities Services and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the university policy, see:

http://www.shsu.edu/~vaf_www/aps/811006.html

RELIGIOUS HOLY DAYS

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see:

http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

CLASSROOM VISITORS

Visitors in the Classroom: Unannounced visitors to class must present a current, Official SHSU identification card to be permitted in the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom.

For more information on policies, please visit: <http://www.shsu.edu/syllabus/>

REQUIRED COURSE ACTIVITIES

1. Test Administrations

Class time will be dedicated to lecture related to course material and management of individual test administrations, including scoring and interpretation. Throughout the course of the semester students will complete the following:

Measure/Activity	Required Number Passed
Wechsler Adult Intelligence Scale, Fourth Edition (WAIS-IV) (15 Subtests)	3
WISC-V – (17 Subtests)	1
Woodcock-Johnson Tests of Cognitive Ability, 4 th Edition (WJ-IV-COG) XBA Battery	2
Woodcock-Johnson Tests of Academic Achievement, 4 th Edition (WJ-IV-ACH) Standard Battery plus key supplemental tests* *Administration of one achievement test to a child (under 18 yrs.)	2
Wechsler Individual Achievement Test, Third Edition (WIAT-III)	1
Adaptive Behavior Assessment Scales, 2 nd Edition (ABAS-III) and Vineland-3	2
Integrated Report, Child and Adult - Includes IQ, Ach, and adaptive behavior	2

Students are required to complete all subtests of the tests administered unless otherwise stated in the table above (e.g., *Extended* vs. *Standard*). I will clarify/specify which subtests are required during class so you can make note of that and also mark your protocols. Score analyses must also be completed for any paper/pencil WAIS-IV measure all the way through the Analysis page (page 2). Computerized printouts of score analyses for any electronically scored instrument must accompany those respective protocols when turned in for review (i.e., WJ-IV COG & ACH; WIAT-III). Further analyses should be completed as needed to complete comprehensive reports.

Testing Protocols:

- Practice Administration → Students are encouraged to thoroughly review the test administration guidelines first, practice independently with the manipulatives and other testing *accoutrement*, and then practice with their class peers. **EXTENSIVE** practice should be done prior to the administration check and any subsequent actual administration.
- Clinical Interview/Structured Developmental History forms → The Clinical Interview (document uploaded onto Blackboard) and BASC-2 SDH forms should be completed via interview. (*Note: The BASC-3 SDH is an interview of the child's parent.*) All adult volunteers should have a brief (about 10 minute) History interview conducted with them, and you would include this documentation with

your protocol, but only the one completed for the course requirement of adult integrated report will need to be written up in narrative form.

- Marking protocols → To help keep track of the high volume of protocols, **each protocol should be numbered** (e.g., WAIS-IV #1, WAIS-IV #2, etc.).
 - Students who have reviewed a protocol should sign their name near the numbering. A protocol is not eligible for TA review until at least one peer has reviewed the protocol to check for errors.
 - Clearly mark makeup protocols.
 - Example: WAIS-IV #2, Makeup #1 → this is a protocol submitted to meet the second WAIS-IV protocol expectation, and the first attempt to make up a Failed protocol.
 - ***Note: Protocols that are not correctly marked will not be accepted for review by the TA and they will be returned to you.***

Administration Checks: For two separate tests (WAIS-IV and WJ-IV COG), you will be asked to complete an administration check with your teaching assistant acting as the examinee.

- They will purposefully present you with tricky, yet typical, administration complications to make sure your knowledge of how to administer the test is adequate to begin seeing volunteer clients! ***Treat this as you would a REAL examination with a client: Be professional, be knowledgeable, be accurate, and please be prepared.***
- You may have only two attempts at the administration check. **If you do not pass the second administration check, you will not be allowed to proceed in the course.**
- Only after successfully passing the WAIS-IV administration check may students complete administrations with volunteers and turn in completed protocols for grading.

Recorded Evaluation: A full recorded administration of the first WAIS-IV case and the first WJ-IV-COG will be required. This will allow the TA/instructor to watch a full administration by each student without actually setting up individual appointments that must be coordinated with room and volunteer availability. The Department has a video recording system which allows you to easily record your sessions and also allows you the ability to securely download your videos. Digital media should be stored on an appropriate USB drive and only erased after successful completion of the assignment. Digital media used for this class will need to be encrypted. The video recordings stored on the system will be erased at the conclusion of the semester.

Progress Assessments (PA): Evaluations serve a number of purposes. They let the instructor know how well students are progressing with mastery of the material, and they let students know how well they are assimilating and accommodating the material. This instructor's emphasis is on *mastery* of the material, thus the evaluations are called "progress assessments." Students must achieve a minimum score of 80% on all progress assessments across the course. Each student will have the opportunity to redo each

progress assessment one time to achieve the minimum proficiency score. If proficiency cannot be demonstrated, a student will meet with the instructor and/or Program Director, as appropriate, in order to receive advisement regarding next steps. Four (4) progress assessments will be administered during the course:

PA#1: Protocol review. A protocol review will be conducted in class. This exercise is designed to help students focus on the details of the many protocols they will be ‘checking’ as part of this course. Students will be asked to find the errors and indicate them on the protocol, adjusting the protocol scoring as needed. *The Progress Assessment is Open Manual to simulate real-life protocol checking. **Please note that graded protocols will remain with the instructor, but will be shared with students during the following class.***

PA#2: Blackboard evaluation. The second PA is a more traditional check of knowledge mastery provided to students via Blackboard. It may cover any information assigned or presented in class and may be objective, essay, or a combination of both. Students must be able to demonstrate mastery of this course material to continue in their program of study. *The Progress Assessment will be available on Blackboard and is Open Book/Notes/Testing Manuals. **Please note that graded progress assessments remain with the instructor (via Blackboard) but may be viewed upon request.***

PA#3: WJ-IV ACH Writing Samples scoring practice. Each student will be given a set of responses to the WJ-IV ACH Writing Samples test that they will be asked to score. Scoring accuracy for the responses on the Writing Samples test will be graded by the instructor. *Students are to work individually and not collaboratively on this assignment. **Please note that graded protocols will remain with the instructor, but will be shared with students soon after the completion of the PA.***

PA#4: WIAT-III writing subtests scoring practice. Each student will be given a set of responses to the WIAT-III written subtests that they will be asked to score. Scoring accuracy for the responses on the writing subtests will be graded by the instructor. *Students are to work individually and not collaboratively on this assignment. **Please note that graded protocols will remain with the instructor, but will be shared with students soon after the completion of the PA.***

Integrated Reports: Information gathered during practice test administrations will be written into two different integrated reports. Reports should be “sanitized,” or written with identifying information removed (but not the birth date), AND password protected and sent to the Instructor via email. Each student will be asked to complete one integrated report for a child and one for an adult. These are due to the instructor as indicated on the course schedule, but may be submitted earlier. The attempt at writing an integrated report is viewed as a first step toward development of this skill, and students will receive ongoing supervisory support for report writing as they progress through their training program.

CLASS PROCEDURES & SPECIAL NOTES

Examinees: Students are expected to find their own child examinees. While the WISC-V can be administered to children as young as six years of age, it is recommended that students find a child who is at least 8 or 9 years old as an older child will be 1) more willing to sit with you for an extended period of time and 2) more likely to be able to complete all of the various tasks you are learning on both the cognitive and academic measures. Also, older children ages 14+ will likely take extensive administration time as they are nearing the ‘ceiling’ of this instrument. So, if at all possible, try to find a child volunteer between the ages of 8 and 14.

To help obtain adult examinees, students will register on the PeRP system, where student volunteers can sign up for research credit. You should assign extra credit in a timely fashion. Students should note that this is available to them as a means of **HELPING** students obtain the needed volunteers. The final responsibility for finding volunteers rests on the student. In the case of a shortage of student volunteers, students are expected to find volunteers in the community **{Please check with Dr. Noland before you do this!}**. PeRP volunteers are preferred over family and friends, so please check with me prior to completing an adult evaluation that is not arranged through the PeRP system.

Informed Consent

- For a child or adolescent under age 18, written permission must be from the parent or legal guardian; assent from the child (verbal with signature, if possible) is also needed. *It is important to note that a few SHSU students have not yet reached the age of majority – something you will want to confirm before proceeding with testing!* For adults (age 18 or over), the adult must agree in writing (written consent). Permission forms are available electronically on Blackboard. You must keep these permission forms attached to the applicable protocols. Protocols submitted without the attached consent form will be returned to you. If you conduct more than one test with the same examinee, please note this on the front of any following protocols. **The testing of children or adults without prior written consent of the appropriate person(s) is a very serious ethical and legal violation.**

Testing Rooms: Two testing rooms are set aside for our class: CHSS 397 and 393. CHSS 399 and 398B are available on a first-come, first-served basis. Scheduling of the rooms is managed by the PeRP system. The system will not allow a room to be ‘double-booked’ unless you override this protection, which you *should not do*. I highly recommend blocking off 3-hour testing slots so you do not run the risk of extending into the next scheduled room usage. Once you have made a participation slot open, those students volunteering for PeRP credit will then sign up for their desired slots. *Do NOT hog time slots from your colleagues!*

Video Recording: To be able to store videos for review, each student should obtain an 8 or 16 gigabyte or bigger flash/thumb drive. The video is confidential information, and each of you should take the appropriate precautions to protect the information you are gathering as part of this course. I recommend encrypting the entire flashdrive through the use of Bitlocker. Our Materials Center TA can help you if you have questions about how to do this. **NOTE: There is no Mac capability.** You may use the computer(s) in 398 or I can make my lab computer available to you for video reviewing if you only have Apple products. I highly recommend password protecting all electronic files, from now until forever! The encryption of the video files is required for classes within the Dept.

Turning In Protocols: Students will be organized into ‘Buddy’ teams of two, typically. Each student will be able to contact their teaching assistant directly for questions and assistance. As your instructor, I am also available to provide you with assistance as needed. I do generally take the “overflow” from the TAs, and I maintain the final decision-making in terms of what constitutes Passing vs. Not Passing performance. Completed protocols should be turned in to the TA as you are ready to do so. I give **strongly** suggested deadlines for protocol submission, which will keep you on track for finishing all course requirements. The one absolute hard deadline is the end of the semester, and you *do not want to leave too much for ‘later.’* Your TA and I will do our best to provide you with a one-week turnaround for submitted protocols. This is possible throughout the semester if everyone keeps pace with the course schedule. If folks delay in turning assignments in, or if multiple people complete numerous careless, error-filled protocols, then the process can get bogged down. ***The more time you devote to precision, the easier this class is for everyone.***

- Students should number each protocol completed for that measure (e.g., WAIS-IV #1, WAIS-IV #2, etc.)
- Students can expect to receive at least one protocol back at the next class period after one week has elapsed. For example if a protocol was turned in on Monday or Tuesday, the student could expect to receive it back on the next class day. In instances where multiple protocols are completed, additional time may be required (usually, if you are turning in more than one protocol your classmates are, too!).
- Turned in protocols will NOT be returned for revisions after being turned in. Therefore it is strongly suggested that in instances where multiple protocols are required for each measure, students wait until feedback is obtained on the first protocol before turning in additional protocols. This suggestion becomes moot if the semester is drawing to a close. *Timeliness of protocol review requires students to actually turn them in.*
- All graded protocols will be returned to the individual student for review. Once you have had a chance to review them, protocols should be returned to the instructor. I am required to maintain them as they are related to course completion. You can review them by seeing me during office hours or by making an appointment. Many of your administration and scoring questions can be answered by the TAs or myself via email or a brief conversation. *It is advisable to ask questions before turning in protocols with grading!* All protocols with permission forms will be retained by your instructor following the course for a

period of three years. All protocols must be returned to me at the conclusion of the course.

- Passing completion of ALL required protocols is required to receive the corresponding grade. Students who are struggling should not delay in seeing either of the TA(s) or myself to problem-solve how to best address their specific concerns.

Administration & Scoring Questions:

1. Student administration and scoring questions are *welcomed*; however, students should first do all in their power to find the answers through their own efforts. ***In other words, if I can find the answer to your question in less than two minutes of looking at the manual, then you should have been able to answer the question on your own!*** To prevent a duplication of efforts and to give a clear picture of the question, administration & scoring questions should include the following information:
 - a. Subtest or test and item number:
 - b. A verbatim response given by the examinee.
 - c. Clear statement of the question including your thoughts about the likely score to be given or likely action that should be taken.

Scoring and administration questions that do not contain this preliminary thoughtful work will be kicked back to the student.

2. Buddy teammates will be organized on the first class day. This is your primary partner in reviewing your protocols prior to turning them in for a grade, and they are to sign your protocol to indicate they have reviewed it. Likewise, you will be primarily responsible for assisting your buddy with their protocols. *When it comes to protocols, it is especially important to check them for errors!* In this instance, a cooperative learning mindset is most helpful. **WORK TOGETHER & HELP EACH OTHER!**

SUPERVISION

A portion of your evaluation consists of your ability to receive supervision and make necessary adjustments. The ability to accept and make adjustments through supervision is extremely important in training. Your readiness to professionally administer individual tests of intelligence will be determined, in part, by your response to supervision.

Students should **ONLY** use measures they have received permission to use. Going beyond the scope of this course without permission will be considered an ethical violation as it violates the bounds of supervision for this class. I can only supervise you for activities I know you are doing. Finally, my willingness to supervise any student exists only as far as I can trust them to remain within the boundaries that are set for them by their supervisor.

CLASS PARTICIPATION

ACTIVE class participation in test administration, class discussions, and presentations is expected as an avenue to meet course objectives. Students are expected to come to class having read the assigned readings prior to class and to be able to discuss these reading in class. Students are **HIGHLY** encouraged to bring administration and scoring questions with them to class each week; however, this is not intended to replace personal and group study. Students should avoid asking questions for which the answers are clearly stated in the test manual.

GRADING PROCEDURES

Protocol Grading: Students will turn in completed protocols that will be graded Pass/Fail based on the type of errors, if any, found upon review. The following represents a list of errors that are considered MAJOR errors by the instructor and would result in a grade of Fail on any given protocol:

1. Careless administration errors (i.e., timing, start point/discontinue rules broken, etc.). For this type of error there are two separate concerns.
 - a. In general, this type of error will not be counted against a student unless they did not identify, or “catch,” the error prior to submitting the protocol for grading and make the necessary scoring adjustments. See (b) below for an exception to this “catching your errors” rule.
 - b. Students who begin to show a consistent pattern of poor administration, as judged by repeated careless administration errors on an instrument that are caught, will not receiving a Pass from that time forward. For example, if you turned in a WAIS-IV protocol with a caught administration error on Block Design, it would Pass. However, the next submitted WAIS-IV protocol with the same administration error on Block Design would not Pass.
2. Careless mathematical errors in calculating examinee age, subtest, test, Index, or IQ/Composite scores. Most test protocols will require you to do simple math. It is amazing how many times this causes error to be introduced to the professional activity of test administration. Please double- and triple-check your work!
3. Careless errors in reading scoring tables or making transfers from the table to the protocol. Be methodical, don’t be in a hurry, and check your work!
4. Errors in item scoring. For most instruments, correct responses to items are clearly indicated in the manual or test booklet. When this is the case, your scoring should match the scoring indicated by the test materials. If it does not,

then you have committed an error in scoring that item. This would be a major error if left uncorrected on clearly score-able subtests/tests and the protocol would Fail. For subtests/tests where scoring is guided by example (e.g., WAIS-IV verbal subtests or writing tests on measures of academic achievement), the item scoring error is only considered Major if the response given by the examinee is *clearly provided in the manual*.

Makeup protocols. Students will be allowed to complete makeup protocols. Please mark any make up protocol in your numbering system (e.g., “WAIS #4, Makeup #1”). However, you are well-advised to work smarter (i.e., more carefully) rather than completing a higher quantity of sub-standard protocols. The idea is to create a “trajectory of perfection,” where each student is demonstrating fewer errors – if any – overall. It is highly undesirable to have a student just as likely to make a careless administration or math error at the end of the semester as at the beginning of the semester. To prevent a student from obtaining a letter grade of ‘A’ simply based on quantity of poor work and luck, the following is the number of allowable makeup protocols for the semester by instrument:

▪ WAIS-IV	3
▪ WJ-IV-COG	2
▪ WJ-IV-ACH or WIAT-III	1

Automatic Class Failure. Because accurate individual test administration and scoring is an *essential* skill for practice, no student will be allowed to pass this course unless s/he obtains the **MINIMUM** requirements for a letter grade of ‘B.’ If students have reached the allowable number of makeups shown above they are likely struggling with the course content and should see the instructor to make a plan of action.

Administration Checks & Videotaped evaluation: In general, the administration check evaluation will be considered failed if the student invalidates 3 subtests (a “three strikes” rule, just like in baseball). Video evaluations are conducted to make a final determination of a student’s proficiency live, or “*en vivo*.” However, if substantial concern over performance is raised by the video evaluation, the instructor will hold a meeting with that student (and possibly the TA) to address concerns before they will be allowed to continue conducting evaluations on that measure.

Required Readings: Posted on Blackboard – in coverage order

Teglasi, H., & Freeman, R. W. (1983). Rapport pitfalls of beginning testers. *Journal of School Psychology*, 21, 229-240.

- Loe, S. A., Kadlubek, R. M., & Marks, W. J. (2007) Administration and scoring errors on the WISC-IV among graduate student examiners. *Journal of Psychoeducational Assessment*, 25(3), 237-247.
- Mather, N. & Urso, A. (2011). Assessment of academic achievement. In **S. Goldstein, J. A. Naglieri, & M. DeVries (Eds)**, *Learning and attention disorders in adolescence and adulthood: Assessment and treatment* (2nd ed., pp. 161-187). Hoboken, NJ: John Wiley & Sons.
- Learning Disabilities Association of America. (2010). The Learning Disabilities Association of America's White Paper on Evaluation, Identification, and Eligibility Criteria for Students with Specific Learning Disabilities. Author.
- Fernandez, K., Boccaccini, M.T., & Noland, R. M. (2007). Professionally responsible test selection for Spanish-speaking clients: A four-step approach for identifying and selecting translated tests. *Professional Psychology: Research and Practice*, 38(4), 363-374.

TENTATIVE Schedule for PSYC 5395

January	22	Introduction to the Course WAIS-IV Kit Distribution WAIS-IV Overview
	29	WAIS-IV Administration (Demo and Practice) *Bring WAIS-IV kits to class Readings: WAIS-IV administration manual (all of it; THREE TIMES) WAIS-IV Essentials: Ch. 1 & 2 Teglasi & Freeman (1983) *Sign up for WAIS-IV Admin Check
February	5	WAIS-IV Administration Check This Week (If Passed you may schedule 1 st volunteer after the 5 th ; video!) In class: Clinical Interviewing WAIS-IV Scoring & Protocol Completion Readings: WAIS Essentials: Chapters 3-4, skim 5 Contemporary Int. Assessment: Chapter 8 (Skim the WMS-IV section) Loe, Kadlubek, & Marks (2007)

- 12 **Progress Assessment #1 – Protocol Review, In class**
Verbal Scoring Practice; WAIS-IV Q&A session
- 19 **WAIS-IV Protocol #1 to be turned in today**
WJ IV COG and ACH overview
WJ IV COG and ACH kit distribution
***Sign up for WJ IVCOG administration checks**
Readings: Both Essentials books through chapters on
administration and interpretation
Contemporary Int. Assessment: Chapter 12
Mather & Urso, 2011
- 26 **WJ-COG Administration Check This Week**
(If passed you are good to go – video first administration)
Introduction to WAIS-IV Interpretation
Readings: Essentials of WAIS-IV Assessment –
Ch. 4-5 & 9-10
Contemporary Int. Assessment: Chapters 1-2,
Appendix
- March**
- 5 **Progress Assessment #2 – Will be posted on Blackboard**
An Introduction to Report Writing
WAIS-IV Interpretation, cont.
WJ-IV Interpretation
Readings: Essentials of Report Writing Ch. 5, 6, 8, 9 & 10
Watkins et al. (2007)
Pertinent Essentials Chapters for the WJ-IV tests
- 12 *No class – spring break!*
- 19 **WISC-V Overview w/ Q-interactive Demonstration**
Readings: Essentials of WISC-V through administration and
scoring
- 26 **Review of popular theories of intelligence (primarily CHC theory)**
Cross-Battery Assessment (XBA): An Introduction
Readings: Contemporary Int. Assessment: Chapters **3**, **4**, & 19
Readings: Essentials of Cross Battery: Chapter **1** & **2**;
Appendix A
- April**
- 2 **WIAT-III overview**
WIAT-III kit distribution
Readings: Essentials of WIAT-III Chapters 1, 2, and 4

- 9 Adaptive Behavior Instruments (VABS-3 and ABAS-III)
Test Interpretation Review (bring protocols)
WISC-V Interpretation
- 16 Psychometric Foundations for Individualized Testing
Identification of Various Disabilities
Additional Interpretation of Cases
Readings: Contemporary Int. Assessment: Chapter 26 & 30
 The White Paper, LD Association
- 23 In-class review/consultation for Integrated Reports
Work with CLD populations
Readings: Contemporary Int. Assessment: Chapters 22
 Fernandez, Boccaccini, & Noland (2007)
- 30 **Integrated Reports Due** (electronically)
ALL Protocols in!!
ALL testing kits returned!

Have a Wonderful Summer!