

EPY 8723
Individual Assessment for Educational
and Related Settings
Course Syllabus

Instructor:	Tawny Evans McCleon, Ph.D.
Office:	545 Allen Hall
Office Hours:	Tuesdays 9:00am – 12:00pm Thursdays 11:30am – 1:30pm or by appointment
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Time/Location:	Tuesdays, 2 – 4:50pm; Allen 25
Credit:	3 semester hours

Important Note: If you think you have a disability that qualifies under the Americans with Disabilities Act and requires accommodations, you should contact the Office of Student Support Services for information on appropriate policies and procedures (bottom floor Montgomery Hall: 662-325-3335).

Texts:

Sattler, J. M. (2008). *Assessment of children: Cognitive foundations* (5th ed.). La Mesa, CA: Jerome, M. Sattler, Publisher, Inc.

Sattler, J. M. (2008). *Resource guide to accompany Assessment of Children: Cognitive Foundations* (5th ed.). La Mesa, CA: Jerome, M. Sattler, Publisher, Inc.

Wechsler, D. (2013). *Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V) administration and scoring manual*. San Antonio, TX: Pearson Clinical Assessment.

Flanagan, D. P., & Harrison, P. L. (2011). *Contemporary intellectual assessment: Theories, tests, and issues* (3rd ed.). New York: Guilford.

Required Materials:

All students enrolled in the *Individual Assessment for Educational and Related Settings* course are expected to have the following supplies in order to aide in the administration and secure maintenance of test protocols.

1. 1 stopwatch without an audible beeper
2. 1 clip board
3. 1 2 to 3inch three-ring binder labeled “PROTOCOLS”
4. 12 sheet protectors

Course Description:

This course is designed for graduate students in school psychology to advance their knowledge of, skills for, and attitudes regarding the assessment of cognitive functioning and academic achievement in children and adolescents. This course will include (a) review of historical and current theories of intelligence, (b) review of psychometric constructs relevant to the

measurement of intelligence and achievement, (c) practice in the administration and scoring of a variety of intelligence tests and achievement measures, (d) practice in the interpretation of test scores, (e) practice in the preparation of written reports summarizing intelligence and achievement test results, (f) exploration of multicultural issues related to the assessment of intelligence and achievement, and (g) review of the clinical application of psychological testing in school and clinical settings. Student knowledge, skills, and attitudes will be formally assessed through performance on written exams, administration of psychological assessments, written reports, and class presentations.

Instructional Objectives:

1. To assist the student in developing an understanding of and appreciation for the historical and theoretical aspects of intelligence, as well as ethical concerns. (CFPO #1, #4, #5, #6, #9, #12)
2. To develop essential student competencies in the administering, scoring and interpretation of the major cognitive instruments (e.g., Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V), Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV), Universal Nonverbal Intellectual Test (UNIT), Wechsler Primary Preschool Scale of Intelligence-Fourth Edition (WPPSI-IV) and achievement measures (e.g., Woodcock-Johnson Tests of Achievement, Fourth Edition (WJ-IV-Ach), Kaufman Tests of Educational Achievement, Third Edition (K-TEA-III) and Wechsler Individual Achievement Test, Third Edition (WIAT-III). (CFPO #1, #4, #5, #6, #9, #12)
3. To develop interpretive skills in using the Wechsler scales in terms of successive levels, profile, factor scores, correlations and comparisons among subtests. (CFPO #1, #4, #5, #6, #9, #12)
4. To guide the student in writing competent and meaningful test reports. (CFPO #1, #2, #4, #5, #6, #9, #12)
5. To promote an understanding of, respect for, and responsiveness to exceptional and culturally diverse populations. (CFPO #1, #3, #4, #5, #6, #9, #12)

Course Format:

This course will be conducted as a lecture/seminar (i.e., “Study of a particular subject and individualized original research under the guidance of an instructor and exchange of results by informal lectures and discussions” p. 12 of the *Guide and Format for Curriculum Proposals* developed by the MSU University Committee on Courses and Curricula). It is imperative that students complete the required readings before coming to class. The degree to which you benefit from the course is highly dependent upon your participation in lecture and discussion. The instructor reserves the option of using pop quizzes to reinforce students’ preparation and participation.

Syllabus:

The syllabus is designed to serve as a general outline of the course. There may be times when modifications need to be made to the course content (material added or reduced). At such times, the professor will give you advance notice of the changes.

Student Activities and Requirements:

1. **READING ASSIGNMENTS:** In order to be prepared to participate in class activities, students are expected to complete all readings and assignments outlined on the attached weekly schedule prior to coming to class. Students are expected to become familiar with the MSU library and to obtain their own copy of the outside readings.
2. **CLASS PARTICIPATION:** All students are expected to attend all class sessions, arrive to class on time, and to participate fully in class activities. Attendance, punctuality, attitude, preparation and degree of participation (e.g., quizzes, practice assessments, role-playing) will be reflected in the student's class participation grade. (See MSU policy for excused absences.)
3. **EXAMS:** Progress monitoring of course readings will be assessed through 2 exams. Each student will be expected to demonstrate mastery of this course content through successful performance on two written examinations. Exams will be administered in class as indicated on the attached weekly schedule.
4. **ADMINISTRATION OF ASSESSMENTS:** Each student will be expected to administer and score a total of 12 assessments (10 intellectual, 2 achievement). All administrations must accompany a video and self-reflection. Students are referred to the handout entitled *Test Administration and Report Guidelines* and the attached weekly schedule for more information.
5. **PSYCHOLOGICAL REPORT WRITING:** Each student will be required to submit 1 written report summarizing the results of each individual intelligence test (total 10) and achievement test (total 2). Students are referred to the handout entitled *Test Administration and Report Guidelines* and the attached weekly schedule for more information.
6. **INDIVIDUAL PRESENTATION/PAPER:** Each student will write a paper and prepare a presentation on one of the following influential persons or group of persons in the assessment field:
 - * a. Spearman
 - * b. Thorndike
 - * c. Thurstone
 - * d. Guilford
 - * e. Cattell
 - * f. Vernon and Hebb
 - * g. Gardner
 - * h. Wundt
 - * i. Binet
 - * j. McGrew, Horn & Carroll (recent advances to the Gf-Gc Theory)

Description of Course Projects:

Students will participate in three major projects or activities throughout the semester. These projects/activities will include a brief paper and oral presentation to the class designed to acquaint the student with important individuals in the field of assessment, administration of various assessment measures, and interpretation of assessment through written reports.

Project I

The student will make a 10-15 minute presentation, with an accompanying 5 to 7 page summary paper (excluding title page and references), to the class on the starred topics from above (**Individual Presentations**). Presentations may be made with PowerPoint and the instructor's computer/LCD will be available for use. The paper should be written using current APA style. The paper and presentation will be evaluated for thoroughness and accuracy. Should students wish to use this technology, they should bring their presentation on a "memory stick". The topic will be assigned the first day class with presentations to be made the **August 25, 2015**. (*See attached rubric for history paper.*)

Project II

The student will administer, score, and interpret the results of a specified number (**total 10**) of the following intelligence tests:

1. WISC-V -- 4
2. WAIS-IV -- 2
3. UNIT -- 2
4. WPPSI-IV -- 2

The student will administer, score, and interpret the results of **two (2)** of the following achievement tests. Each student shall choose two (2) of three (3) tests listed below.

1. WJ-IV-Ach
2. K-TEA-III
3. WIAT-III

All tests will be administered as a learning tool. Students will administer 4 WISC-V, 2 WAIS-IV, 2 WPPSI-IV, 2 UNIT, and 2 achievement measures to hand in protocols. Testing sessions will be video recorded and critiqued by the administrator (videos will be necessary for all assessment instruments). All videos and self-critiques will need to be submitted for recording and review. Only, the first WISC-V video will be critiqued by the instructor on a Pass/Fail basis. Each of the protocols will be graded. (*See attached rubric for protocols.*)

Additionally, a perfect administration using the WISC-V will be conducted, with the protocol to be graded. The student will be required to administer the WISC-V to the instructor or graduate assistant to be evaluated for a grade. (*See attached rubric for perfect test administration.*)

Project III

A written assessment report will need to be written for each administration (cognitive/intellectual and achievement instrument) administered to an individual. The report must be accompanied by the protocols. This report will be graded based upon the grading rubric attached. (*See attached*

rubric for written reports)

Evaluation of Student Progress:

Students will be evaluated on the basis of test administrations, test protocols, written reports, exams and presentations. All assignments will be graded and returned as quickly as possible. Assignments turned in on time will be returned first. It is important to turn in assignments on time to receive feedback before your next due assignment. Keep all returned work in the binder. All work will be due back in the binder on **December 2, 2015**, for final review prior to receiving a course grade.

1. EXAMS: Students will complete a midterm and final exam. The exam will be completed in class, and will be composed of multiple choice, true/false, short answer questions.

2. GRADING OF RECORD/PROTOCOL FORMS:

When completing record forms, fill in the examinee's responses, indicate if you gave a prompt, questioned for elaboration or clarification, or give an example as directed in the test manual. You may indicate via any recognizable, cogent system (e.g., Q for question, P for prompt, GEX for gave example). If you question a child on a test like picture completion and the child gives a pointing response that is correct, the protocol needs to reflect the pointing response and might read thus: "doll Q PC" for child's response "doll," question, point correct. If you did not complete the protocol, we will assume that you did not question or prompt or GEX, and will assign your grade accordingly. The following additional policies will govern the grading of record forms:

- a. Record forms will be marked with a "fraction" indicating major errors/minor errs (e.g., 1/3 would indicate 1 major error and 3 minor errors).
- b. Major errors include: Administrative errors that are likely to impact the individual's obtained score on the instrument, blatant scoring errors where no judgment is required, and clerical errors (e.g., adding scores incorrectly, using wrong tables, etc.).
- c. Minor errors include: Failure to question for clarification where necessary (except where mandated in the test manual, then this becomes a major error), minor administrative mishaps that did not impact the individual's obtained score on the instrument, and scoring errors involving judgment of a response. *Three minor errors are equivalent to one major error.*
- d. Incorrect calculation of child's chronological age will count as a major error for the protocol where it occurs; however, it is likely to also lower the student's course grade in EPY 8723 by one full letter grade each time it occurs.

****Please NOTE:** As the semester progresses, the instructor will be tougher on errors until even judgment errors are considered major errors in most cases.

e. Protocols will be assigned a letter grade as follows:

Major/Minor Errors	Letter Grade				
0/0					A+
0/1					A
0/2					A-
0/3	1/0				B+
1/1	0/4				B
½	0/5				B-
1/3	0/6	2/0			C+
***	1/4	2/1			C
***	1/5	2/2			C-
***	1/6	2/3	3/0		D+
***	***	2/4	3/1		D
***	***	2/5	3/2		D-
***	***	2/6	3/3	4/0	F

3. WEIGHING OF ASSIGNMENTS:

- a. Presentation/Paper = 5%
- b. First Test Critiques/Videos
WISC-V = P/F
- c. Protocols (12) = 50%
- d. Perfect Video/Administration = 25%
- e. Written Reports (12) = 10%
- f. Exams (2) = 10%

4. GRADES:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = < 60%

Although no grade will be given for attendance and class participation, the instructor will use information from attendance records and classroom behavior when considering “tweener” grades.

Penalty for Late Assignments:

Students are required to turn in all assignments by class time on the due date. Points will be deducted from any assignment turned in past the due date by 10% for each day it is late. Assignments are considered late at the beginning of each class.

Policy for Make-up Quizzes/Examinations:

Students who miss an exam will receive a 0 for that exam. **Make-up exams will only be given for university excused absences with appropriate documentation.** Make-up exams **must** be scheduled with the instructor at her convenience.

Policy for Academic Misconduct:

Any acts of academic misconduct (e.g., cheating, plagiarism,), as outlined by Mississippi State University, will be **vigorously** pursued by the instructor. Some words of advice: **DON'T CHEAT!** For detailed information regarding the university's policies related to academic misconduct please refer to the following link on the university's website:
<http://www.msstate.edu/dept/audit/1207.html>

Title IX:

MSU is committed to complying with Title IX, a federal law that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encourage to report the conduct to MSU Director of Title IX/EEO Programs at 662-325-8124 or by email to titleix@msstate.edu. Additional resources are available at <http://www.msstate.edu/web/security/i1tite9-12.pdf>, or at <http://students.msstate.edu/sexualmisconduct/>.

Expectations for Classroom Behavior:

Students are encouraged to participate in all classroom lectures and discussions. The degree to which you benefit from participation in this course is highly dependent on your participation in lecture and discussion. Students are expected to conduct themselves in a professional manner during class. **Classroom misconduct (e.g., chatting, reading the newspaper) will not be tolerated. Students who continually disrupt class will be asked to leave.** Please turn off all cell phones and PDAs prior to entering class.

Expectations for Checking Out Test Materials:

When using assessment materials found in the Counseling and Educational Psychology Assessment Lab (Allen Hall #539), all students are required to follow the rules and regulations for checking out testing materials. All students are required to complete the "Test Material Request Form." Due to the fact that the testing materials are used by several students from various programs, you are expected to be courteous, respectful and responsible when checking-out and checking-in materials. Students may only checkout materials that will be used for the purpose of this course. All requests for materials will be verified with the instructor by the graduate assistant prior to releasing the materials to the students. *Failure to return tests in a timely manner may result in a penalty in grade or incomplete grade.*

Confidentiality of Test Protocols:

Confidentiality MUST be maintained with regard to any and all information collected during the assessment process. Because you are learning and these assessments are for practice only you should not report the results to anyone, except the instructor or teaching assistant. Under no circumstances should you share any results. Each student will be assigned a code for the purpose of assessments. You will be required to use the code in place of the student's name.

Honor Code:

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Signature:

I have carefully and thoroughly read all the requirements outlined by this syllabus and understand the requirements of this course .

School Psychologist in Training

Date

Date	Topics/Events	Reading Assignments	Assignments Due
Aug. 18, 2015	Review Syllabus/Introduction/Assessing Children/Review of Psychometric Properties	Sattler Chapters 1, 2; 4 and pgs 63-64	
Aug. 25, 2015	Theories of Intelligence/History of Intellectual Assessment	Sattler Chapters 6 & 7 Flanagan & Harrison Chapters 1 & 2	Presentations/Papers Due
Sept. 1, 2015	Report Writing	Sattler -Chapter 19	
Sept. 8, 2015	Overview of WISC V Structure/Administration/Scoring	Sattler-Chapters 9 & 10; WISC Manual;	
Sept. 15, 2015	Overview of the WISC-V Scoring and Beyond	Sattler -Chapter 11; WISC Manual	WISC-IV (Video/Critique/Protocol/Report)
Sept. 22, 2015	Overview of the WAIS-IV; WPPSI-IV	Sattler-Chapters 12, 13, 14 & 15; WAIS Manual Flanagan & Harrison Ch. 8	WISC-IV (Video/Critique/Protocol/Report)
Sept 29, 2015	Assessment of Academic Achievement Overview of WIAT-III	WIAT-III Manual; Flanagan & Harrison Chapter 9	WISC-IV (Video/Critique/Protocol/Report)
Oct. 6, 2015	Fall Break – No Class		
Oct. 13, 2015	Mid-Term		WISC-IV or WAIS-IV or WPPSI (Video/Critique/Protocol/Report)
Oct. 20, 2015	Assessment of Academic Achievement Overview of KTEA-II;	KTEA-II; WJ-IV-Ach Manuals	WISC-IV or WAIS-IV or WPPSI (Video/Critique/Protocol/Report)
Oct. 27, 2015	Assessment of Academic Achievement Overview of WJ-III-Ach	Manuals	WISC-IV or WAIS-IV or WPPSI (Video/Critique/Protocol/Report)
Nov. 3, 2015	Nonverbal Assessment Measures Overview of UNIT	UNIT Manual; Sattler-Chapter 18; Flanagan & Harrison Chapter 14	WAIS-IV or WISC or WPPSI or Achievement
Nov. 10, 2012	Common Errors in Assessment/Feedback Session	Supplemental Readings	*Any IQ or Achievement (Video/Critique/Protocol/Report)

Nov. 17, 2015	Understanding Intelligence: Factors and Contributions/ Interpretive Approaches to Cognitive Abilities	Sattler – Chapter 8 Flanagan & Harrison 4, 19-20	*Any IQ AND Achievement
Nov. 24, 2015	Ethical, Legal, and Professional Issues	Sattler Chapter 3	* Any IQ or Achievement (Video/Critique/Protocol/Report)
Dec. 2, 2015	Perfect Administration of WISC-V (Time TBD)	WISC-V Manual	* Any IQ or Achievement (Video/Critique/Protocol/Report) Binders/Portfolios Due
Dec. 10, 2015 Thursday	Final Exam @12pm -3pm		*Keep track of all requirements.

Additional Readings:

- Barona, A., & Garcia, E. E. (Eds.). (1990). *Children at risk: Poverty, minority status, and other issues in educational equity*. Washington, DC: National Association of School Psychologists.
- Bracken, B. A. (1991). *The psychoeducational assessment of preschool children (2nd ed.)*. Needham Heights, MA: Allyn & Bacon.
- Braden, J. P. (1997). The practical impact of intellectual assessment issues. *School Psychology Review, 26*, 242-248.
- Braden, J. P., & Kratochwill, T. R. (1997). Treatment utility of assessment: Myths and realities. *School Psychology Review, 26*, 475-485.
- Brousard, C. D., & Northup, J. (1995). An approach to functional assessment and analysis of disruptive behavior in regular education classrooms. *School Psychology Quarterly, 10*, 151-164.
- Cantor, A. S. (1997). The future of intelligence testing in the schools. *School Psychology Review, 26*, 255-261.
- Esters, I. G., Ittenbach, R. F., & Han, K. (1997). Today's IQ tests: Are they really better than their historical predecessors? *School Psychology Review, 26*, 211-223.
- Flanagan, D. P., & Genshaft, J. L. (1997). Issues in the use and interpretation of intelligence tests in the schools. *School Psychology Review, 26*, 146-149.
- Flanagan, D. P., & Kaufman, A. S. (2009). *Essentials of WISC-IV Assessment (2nd ed.)*. New York: Guilford.
- Flanagan, D. P., & McGrew, K. S. (March, 1995). *Will you evolve or become extinct? Interpreting intelligence tests from modern Gf-Gc Theory*. Paper presented at the annual meeting of NASP, Chicago.
- Flanagan, D. P., McGrew, K. S., & Ortiz, S. O. (2000). *The Wechsler intelligence scales and Gf-Gc theory: A contemporary approach to interpretation*. Needham Heights, MA: Allyn & Bacon.
- Good III, R. H., & Kaminsky, R. A. (1996). Assessment for instructional decisions: Toward a proactive/prevention model of decision-making for early literacy skills. *School Psychology Quarterly, 11*, 326-336.
- Glutting, J. J., Oakland, T., & McDonald, P. A. (1989). Observing child behavior during testing: Constructs, validity, and situational generality. *Journal of School Psychology, 27*, 155-164.
- Gutkin, T. B., & Reynolds, C. R. (Eds.). (2009). *The handbook of school psychology (4th ed.)*. New York: Wiley & Sons.
- Hayes, S. C., Nelson, R. O., & Jarrett, B. B. (1987). The treatment utility of assessment: A

- functional approach to evaluating assessment quality. *American Psychologist*, 42, 963-974.
- Kamphaus, R. W. (1993). *Clinical assessment of children's intelligence: A handbook for professional practice*. Boston, MA: Allyn & Bacon.
- Konold, T. R., Maller, S. J., & Glutting, J. J. (1998). Measurement and non-measurement influences of test session behavior on individually administered measures of intelligence. *Journal of School Psychology*, 36, 417-432.
- Lichtenberger, E. O., & Kaufman, A. S. (2012). *Essentials of WAIS-IV assessment (2nd ed.)*. New York: Wiley and Sons.
- O'Reilly, C., Northcraft, G. B., & Sabers, D. (1989). The confirmation bias in special education eligibility decisions. *School Psychology Review*, 18, 126-135.
- Meisels, S. J., & Fenichel (Eds.). (1996). *New visions for the developmental assessment of infants and young children*. Washington, DC: Zero to Three.
- Sattler, J. M. (1998). *Clinical and forensic interviewing of children and families: Guidelines for the mental health, education, pediatrics, and child maltreatment fields*. San Diego, CA: Author.
- Scafer, C. E., Gitlin, K., & Sandgrund, A. (Eds.). (1991). *Play diagnosis and assessment*. New York: Wiley and Sons.
- Spearman, C. (1923). *The nature of "intelligence" and principles of cognition*. London: Macmillan.
- Surber, J. M. (1995). A problem solving approach to psychological report writing. *Best practices in school psychology (3rd ed., pp. 161-170)*. Washington, DC: NASP.
- Thurstone, L. L. (1935). *Vectors of the Mind: Multiple-factor analysis for the isolation of primary abilities*. Chicago: University of Chicago Press.
- Thurstone, L. L. (1938). *Primary mental abilities*. Psychometric Monographs, No. 1. Chicago: University of Chicago Press.
- Vernon, P. E. (1960). *The structure of human abilities (rev. ed.)*. London: Methuen.
- Wilson, M. S., & Reschly, D. J. (1996). Assessment in school psychology training and practice. *School Psychology Review*, 25, 9-23.
- Woodcock, R. W. (1990). Theoretical foundations of the WJ-R measures of cognitive ability. *Journal of Psychoeducational Assessment*, 8, 231-258.
- Ysseldyke, J. (1990). Goodness of fit of the Woodcock-Johnson Psycho-Educational Battery-Revised to the Horn-Cattell theory. *Journal of Psychoeducational Assessment*, 8, 28-275.