

## School Assessment I: Cognitive Assessment

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Office Hours: M/W/F 10-11 & T/R after class (3:15-4:30)

### Rationale for the Course

The competent School Psychologist has knowledge of various models and methods of assessment that yield information useful in identifying both strengths and needs. Through assessment - a process of observing, reviewing records, interviewing, and testing - they make informed decisions about individual students. In addition, they must recognize the effects of one's environments (school and home) that may impact achievement. Assessment should lead to the development of appropriate, challenging, and achievable goals for students so that cognitive, behavioral, and/or academic functioning will improve. School Psychologists work with a team to translate assessment results into empirically-based decisions about service delivery. They provide leadership in the identification of cognitive, emotional, social, and behavioral problems that significantly impact the development of personal and educational competence. Data-based decision-making permeates every aspect of professional practice.

### Course Description

This course is designed to develop students' ability to evaluate, administer, and interpret standardized tests of cognitive ability and to write psychological reports. The school psychology graduate student is expected to demonstrate specific competencies, including:

- Ability to evaluate psychometric properties when selecting cognitive assessment instruments.
- Understanding of nondiscriminatory evaluation procedures for culturally & linguistically diverse students.
- Knowledge of assessment practices that follow APA/NASP professional guidelines and legal, regulatory, and ethical parameters in data-based decision-making and record keeping.
- Skill in administration, scoring, and interpretation of the WJ-III, WISC-IV, UNIT, & VMI.
- Skill in using computers to score standardized tests of intelligence.
- Familiarity with a variety of individually administered tests of intelligence with explicit regard for the context/setting in which the assessment takes place.
- Ability to conceptualize intelligence from various theoretical viewpoints, showing an awareness of cultural/ethnic influences on behavior.
- The ability to integrate test and observational data and to communicate findings through written reports.
- An understanding of how intelligence testing applies to state/federal eligibility guidelines for assessment of exceptional children.

## Required Texts & Materials

The following are **required** textbooks for the course:

- Flanagan, D.P. & Harrison, P.L. (2005). *Contemporary Intellectual Assessment – 2<sup>nd</sup> Edition*. New York: Guilford.
- Mather, N. & Jaffe, L. E. (2002). *Woodcock-Johnson III: Reports, Recommendations, and Strategies*. NY: Wiley & Sons.
- North Carolina State Department of Public instruction. (2004). *Procedures Governing Programs & Services for Children with Disabilities*. Author: Raleigh, NC.  
(Available online: <http://www.ncpublicschools.org/ec/policy/policies/procedures>)

Also **required** is a stopwatch; additional journal article readings may be assigned during the semester.

Recommended texts for this course are:

- Flanagan, D.P. & Kaufman, A.S. (2004). *Essentials of WISC-IV Assessment*. New York: Wiley.
- Schrank, F. A., Flanagan, D. P., Woodcock, R. W., & Mascolo, J. T. (2002). *Essentials of WJ-III Cognitive Assessment*. New York: Wiley.
- Thomas, A., & Grimes, J. (2000). *Best Practices in School Psychology-IV*. Washington, DC: National Association of School Psychologists.

## Basic Requirements

**Class attendance** is required. Missed lectures and in-class activities can not be made up. If absence is unavoidable (i.e., serious illness or documented emergency) notify me as soon as possible so that arrangements can be made for missed quizzes or assignments.

**Students with Special Learning Needs:** East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138 (252) 737-1016 (Voice/TTY).

**Academic Integrity:** I will uphold ECU's Academic Integrity Policy. Please make sure you are familiar with the specific behaviors that constitute violations of this policy. The policy, including both a definition of violations and a description of procedures followed in the case of alleged violations, may be found at: <http://www.ecu.edu/fsonline/FacultyManual2/Part4/part4.htm>. Academically violating the Honor Code consists of the following:

- Cheating -Unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work.
- Plagiarism -Copying the language, structure, ideas, and/or thoughts of another and adopting same as one's original work.
- Falsification -Statement of any untruth, either spoken or written, regarding any circumstances relative to academic work.
- Attempts -Attempting any act which if completed would constitute an academic integrity violation as defined herein.

## Specific Course Requirements

1. **Professional Demeanor** will be measured by your preparation for & participation in class (including completion of **reaction papers**), meeting deadlines, and presenting yourself professionally as a psychologist-in-training when working with children and adults. (5% of final grade)
2. **Administer and score** the following tests to individuals who volunteer to take the test so that you may attain competency and mastery in this skill. (20% of final grade)  
A total of 14 protocols will be collected, and 7 evaluated on a 3-point scale.
  - 4 WJ-III: 2 *practice administrations w/adults*; 2 *with children (6-17)*
  - 4 WISC-IV: 2 *practice administrations w/adults*; 2 *with children (age 6-16)*
  - 2 UNIT: 1 *practice administrations w/adult*; 1 *with a child (age 5-17)*
  - 2 VMI: 0 *practice administrations*; 2 *with children (5-17)*
3. The completion of **2 videotaped\* OR GA-observed administrations** of the following tests with children are required and will be critically reviewed using a 9-point scale. (10% of final grade)
  - 1 WJ-III observation
  - 1 WISC-IV observation

*\*Videotapes must be Hi8 format or a standard VHS size, NOT miniDV or digital. I have a camera and tripod that can be borrowed. Hi8 tapes can be found at Best Buy, Walmart, etc.*


4. **5 Written Reports\*\*** require you to interpret data obtained from individual testing with children and to concisely communicate relevant findings and recommendations. Reports will be evaluated on a 5-point scale. (25% of final grade)
  - 2 reports on WJ-III
  - 1 report on UNIT
  - 2 reports on WISC-IV
  - (any 2 of the above must also have a report of visual-motor [VMI] testing)

*\*\*No written report generated from testing requirements for this class is to be disseminated to anyone other than the instructor and graduate assistants. Because this course is a skill development course, it is probable that many, even most, of the test administrations will have some errors and, thus, limited validity. Therefore it is imperative that these reports NOT be used for decision-making purposes. Violations of this practice will be considered a serious breach of professional ethics.\*\**

5. **Profile Analyses** will be completed during class to assess your ability to interpret data obtained from individual testing instruments and draw appropriate conclusions. Profile analyses will be evaluated on a 5-point scale. (10% of final grade)
6. A **Test Review** of a cognitive test *not* covered in this course will be completed. (5% of final grade)
7. **Midterm and Final Exam** on required readings, lecture material, and test manuals. (25% of final grade)

Scale for Final Letter Grade Assignment: A= 90-100%; B= 80-89%; C= 70-79%; D= 60-69%; F= <60%

<u>READINGS</u>	<u>TOPICS</u>	<u>ASSIGNMENTS DUE</u>
8/24	Course Overview & Topic Discussion / History	
8/29 CIA ch.1 & 2 ☉	The Assessment Process & Psychometric Concepts	
8/31 CIA ch.14	WISC-IV administration / scoring	
9/5 CIA ch.4	Theory du jour & WISC-IV administration / scoring	
9/7 CIA ch.5	Theory du jour & WISC-IV determining score validity	
<u>9/12</u> CIA ch.17	WJ-III administration / scoring	<u>WISC-IV practices (2)</u>
9/14 CIA ch.8	Theory du jour & WJ-III administration / scoring	
9/19 CIA ch.6	Theory du jour & WJ-III determining score validity	
9/21 CIA ch.7 ☉	Theory du jour & Test Reviewing / Critiquing	
9/26 CIA ch.12	Intelligence Test Interpretation – WISC-IV examples	
9/28 <i>NO CLASS</i>		
10/3 CIA ch.9	Intelligence Test Interpretation – WISC-IV examples (PA)	<u>WJ-III practices</u>
<u>(2)</u>		
10/5 CIA ch.10; M&J p.25-35	Intelligence Test Interpretation – WJ-III examples	
10/10 CIA ch.13 ☉	Intelligence Test Interpretation – WJ-III examples (PA)	
10/12	VMI training / Review for Midterm	<u>WISC-IV child(2) + video</u>
<i>10/17 FALL BREAK</i>		
10/19	<b>MIDTERM EXAM</b>	
10/26 CIA ch.19	UNIT administration / scoring	
10/31 CIA ch.25	Testing Culturally/Linguistically Diverse Students	
11/2 Kamphaus ch.18; CIA ch.29 ☉	Reporting Results / Report Writing	
11/7 CIA ch.23	Cognitive Testing & Diagnosis	
11/9 CIA ch.24	Cognitive Testing & Diagnosis	
<u>11/14</u> Journal Articles ☉	New Trends in the Assessment of LD	<u>WJ-III child(2) + video</u>
<u>11/16</u> Sattler ch.3	Ethical Guidelines in Testing	<u>WISC-IV Reports(2)</u>
<u>11/21</u> Kamphaus ch.3	Research on Intelligence	<u>UNIT</u>
<u>practice(1)</u>		
<i>11/23 THANKSGIVING BREAK</i>		
<u>11/28</u> CIA ch.27	Research on Intelligence	<u>WJ-III</u>
<u>Reports(2)</u>		
<u>11/30</u>	Critiques of Other Tests of Intelligence	<u>Test Review</u>
<u>12/5</u>	Catch-up Day / Review for Final Exam	<u>UNIT child(1) + Report</u>

 *Indicates that a reaction paper is due.*