

**FORDHAM UNIVERSITY
GRADUATE SCHOOL OF EDUCATION**

**DIVISION OF PSYCHOLOGICAL AND
EDUCATIONAL SERVICES**

SYLLABUS

Cognitive Assessment-PSGE 7508
Vincent C. Alfonso, Ph.D.
Assistants: Erica Ramos and Emily Rentz
September 2006

COURSE NAME:

Cognitive Assessment

COURSE NUMBER:

PSGE 7508

COURSE DESCRIPTION:

PSGE 7508 is designed to provide the student with in-depth knowledge of the process of cognitive assessment, including administration, scoring, and interpretation of several intelligence tests, represented in the form of a written report. Primary emphasis in this course will be placed on the Woodcock-Johnson III Tests of Cognitive Abilities (WJ III COG), Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV), and Kaufman Assessment Battery for Children-Second Edition (KABC-II). Other intelligence tests (e.g., SB5, CAS) may be discussed as well.

CREDIT:

3 Credits

OBJECTIVES:

1. To gain an understanding of the history of intelligence testing, theories of intelligence, and issues in the measurement of intelligence. Primary emphasis will be placed on examining the research evidence that exists to support the CHC theory of the structure of human cognitive abilities within the psychometric tradition.
2. To gain knowledge of psychometric issues related to test use and interpretation. Definitions and evaluative criteria will be offered for the following technical characteristics: reliability, g loadings, specificity, floors/ceilings, and item gradients. In addition, within- and cross-battery factor analyses and group consensus studies will be explained. Results of these factor analyses and consensus studies will be used to understand the constructs underlying the major intelligence tests.
3. To acquire proficiency in the administration, scoring, and interpretation of traditional intelligence tests (viz., the Wechsler Scales) as well as newer instruments that measure cognitive abilities in a manner that is more consistent with contemporary psychometric theory and research (viz., the WJ III COG). To gain an understanding of the uses, strengths, limitations, and cognitive constructs that underlie the following instruments: SB5 and CAS. We may also discuss achievement tests such as the WJ III ACH, WIAT-II, and KTEA-II. Students will also gain an understanding of cross-battery assessment using the WJ III COG, WISC-IV, and KABC-II as primary instruments.
4. To acquire proficiency in writing a comprehensive cognitive report based on test results from the WJ III COG, WISC-IV, and KABC-II.
5. To gain an understanding of subtest and profile analysis and alternative approaches to traditional assessment procedures (e.g., biological, neuropsychological approaches).

6. To gain an understanding of the challenges facing school psychologists in the cognitive assessment and treatment of culturally and linguistically different learners. The WJ III COG, WISC-IV, and KABC-II will be examined vis a vis degree of cultural content and degree of linguistic demand.

7. To gain an understanding of PLs 94-142, 99-457, 105-17, 108-446 and their implications for the practice of school psychology. Emphasis will be placed on critical issues in the intellectual assessment of young children (i.e., <6 years of age).

PREREQUISITE SKILLS:

A thorough preparation in tests and measurement or an introductory course in psychoeducational testing.

REQUIRED TEXTS:

- A) Flanagan, D. P., & Harrison, P. L. (Eds.). (2005). *Contemporary intellectual assessment: Theories, tests, and issues* (2nd ed.). New York: Guilford.
- B) Flanagan, D. P., & Kaufman, A. S. (2004). *Essentials of WISC-IV assessment*. New York: Wiley.
- C) Kaufman, A. S., & Kaufman, N. L. (2004). *Manual for the Kaufman Assessment Battery for Children-Second Edition*. Circle Pines, MN: AGS publishing.
- D) Kaufman, A. S., Lichtenberger, E. O., Fletcher-Janzen, E., & Kaufman, N. L. (2005). *Essentials of KABC-II assessment*. New York: Wiley.
- E) Mather, N., & Jaffe, L. E. (2002). *Woodcock-Johnson III: Reports, recommendations, and strategies*. New York: Wiley.
- F) McGrew, K. S., & Woodcock, R. W. (2001). *Technical manual: Woodcock-Johnson III*. Itasca, IL: Riverside Publishing.
- G) Reynolds, C. R., & Kamphaus, R. W. (2003). *Handbook of psychological and educational assessment of children: Intelligence, aptitude, and achievement* (2nd ed.). New York: Guilford.
- H) Schrank, F. A., & Flanagan, D. P. (2003). *WJ III clinical use and interpretation: Scientist-practitioner perspectives*. San Diego: Academic Press.
- I) Wechsler, D. (2003a). *Administration and scoring manual for the Wechsler Intelligence Scale for Children-Fourth Edition*. San Antonio, TX: Psychological Corporation.

J) Wechsler, D. (2003b). *Technical and interpretive manual for the Wechsler Intelligence Scale for Children-Fourth Edition*. San Antonio, TX: Psychological Corporation.

K) Woodcock, R. W., McGrew, K. S., & Mather, N. (2001). *Manual for the Woodcock-Johnson III Tests of Cognitive Abilities*. Itasca, IL: Riverside Publishing.

Please note that test manuals are found in the test kits that are provided to you for the semester. You do not need to purchase them.

OPTIONAL TEXTS:

Carroll, J. B. (1993). *Human cognitive abilities: A survey of factor-analytic studies*. Cambridge, England: Cambridge University Press.

Das, J. P., Naglieri, J. A., & Kirby, J. R. (1994). *Assessment of cognitive processes: The PASS theory of intelligence*. Needham Heights, MA: Allyn & Bacon.

Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C. (in press). *Essentials of cross-battery assessment* (2nd ed.). New York: Wiley.

Flanagan, D. P., Ortiz, S. O., Alfonso, V. C., & Mascolo, J. T. (in press). *The achievement test desk reference (ATDR): A guide to learning disability identification*. New York: Wiley.

Herrnstein, R. J., & Murray, C. (1994). *The bell curve*. New York: The Free Press.

Jensen, A. R. (1998). *The g factor*. Westport, CN: Praeger.

Kamphaus, R. W. (2001). *Clinical assessment of child and adolescent intelligence* (2nd ed.). Needham Heights, MA: Allyn & Bacon.

Kaufman, A. S., & Lichtenberger, E. O. (2002). *Assessing adolescent and adult intelligence* (2nd ed.). Boston: Allyn & Bacon.

McGrew, K. S., & Flanagan, D. P. (1998). *The intelligence test desk reference: Gf-Gc cross-battery assessment*. Boston: Allyn & Bacon.

Sattler, J. M. (2001). *Assessment of children: Cognitive applications* (4th ed.). San Diego, CA: Author.

TOPICAL OUTLINE:

| <u>Date</u> | <u>Class Topic</u> | <u>Assignment Due</u> |
|-------------|---|--|
| 09/13 | Overview of Assessment Norms & Statistics Public Laws and Ethical Issues History of Intelligence Testing | G) Chpts. 1-3 A) Chpts. 1, 3 |
| 09/20 | Early Theories of Intelligence CHC Theory | A) Chpts. 4, 8, 9, 27 H) Chpt. 1 1st WJ III COG Protocol Due |
| 09/27 | Introduction to the WJ III COG Administration, Scoring, & Interpretation | H) Chpts. 2, 12 K) Complete manual F) Complete manual A) Chpt. 17 |
| 10/04 | WJ III COG (continued) | E) Section I 2nd WJ III COG Protocol Due |
| 10/11 | WJ III COG (continued) | |
| 10/18 | Report Writing | E) Section II 3rd WJ III COG Protocol Due |
| 10/25 | M I D T E R M E X A M | |
| 11/01 | Introduction to the WISC-IV Administration, Scoring, & Interpretation | A) Chpt. 12, 14 B) Chpts. 1-3 I) Complete manual J) Complete manual 4th WJ III COG Protocol Due 1st WJ III COG Report Due |
| 11/08 | WISC-IV (continued) A Critical Review of Subtest/Profile Analysis | B) Chpts. 4-6 1st WISC-IV Protocol Due |
| 11/15 | WISC-IV (continued) | B) Chpt. 8 2nd WJ III Report Due |
| 11/22 | Cross-Battery Assessment | G) Ch. 15 2nd WISC-IV Protocol Due |

| | | |
|-------|--|--|
| 11/29 | Cross-Battery Assessment (continued) Assessing Special Populations | B) Chpt. 7 D) Complete book G) Chpts. 8, 11, 22-23 A) Chpt. 11, 16, 22, 25 |
| 12/06 | Assessing Special Populations (continued) Additional Intelligence Tests | C) Complete manual G) Chpts. 6-7 H) Chpts. 8-9 1st WISC-IV Report Due 3rd WISC-IV Protocol Due 1st KABC-II Protocol Due |
| 12/13 | Alternative Approaches to Cognitive Assessment | G) Chpts. 13-14 |
| 12/20 | F I N A L E X A M | 2nd WISC-IV Report Due 4th WISC-IV Protocol Due 2nd KABC-II Protocol Due KABC-II Report Due |

ACTIVITIES/ASSESSMENTS:

1. Each student will assess four individuals using the WJ III COG, four individuals using the WISC-IV, and two individuals using the KABC-II. Other assessment tools may be included in these assessments. Each student will compile the results of these evaluations in a written report. There will be a total of 5 reports. ***WRITTEN PARENTAL AND/OR ADULT CONSENT MUST BE OBTAINED BEFORE ANY TESTING CAN TAKE PLACE. TEST RESULTS CANNOT BE GIVEN TO ANYONE INCLUDING PARENTS OR ADULT VOLUNTEER PARTICIPANTS.***

2. Students must demonstrate competency in the administration and scoring of the WJ III COG and WISC-IV. This will be achieved through a one-on-one administration with the instructor.

3. Each student will submit protocols for all instruments administered. These protocols will be checked to ensure that they were scored accurately. Any student who does not achieve 100% accuracy on at least one of the WJ III COG, WISC-IV, and KABC-II protocols may be required to conduct additional assessments until this criterion is met.

EVALUATION OF STUDENT PERFORMANCE:

Students will be evaluated on the accuracy of test administration, scoring, and interpretation. This will be achieved through an examination of students' protocols, written reports, and competency exam performance. Students also will be evaluated on their performance on the midterm and final examination. Detailed written feedback will be provided on all assignments and exams. Students are expected to incorporate written feedback on subsequent assignments in order to master the coursework. The points for the various assignments/exams are listed below:

| | |
|------------------|--|
| Scored Protocols | 700 points (100 for each of 7 protocols) |
| Scored Reports | 500 points (100 for each of 5 reports) |
| Midterm Exam | 100 points |
| Final Exam | 100 points |
| Competency Exam | <u>100 points</u> |
| | 1500 points |

GRADES:

Students can earn a maximum of 1500 points for the course. The distribution of grades is as follows:

| | | |
|------|-----------|--------|
| A = | 1350-1500 | points |
| B+ = | 1300-1349 | points |
| B = | 1200-1299 | points |
| C = | 1050-1199 | points |
| F = | <1050 | points |

PROPOSED TIME DISTRIBUTION:

Contact Hours:

| | |
|----------------------|----------|
| Lecture for 15 weeks | 30 hours |
|----------------------|----------|

Supplementary Time:

| | |
|---------------------|----------|
| Test administration | 30 hours |
|---------------------|----------|

| | |
|---|----------|
| Reading assignments and preparation for midterm and final exams | 30 hours |
|---|----------|

| | |
|---------------------------|-----------------|
| Psychoeducational reports | <u>30 hours</u> |
|---------------------------|-----------------|

| | |
|-------|-----------|
| Total | 120 hours |
|-------|-----------|