

Psychology 722
Individual Intelligence Measurement
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Overview

This course will introduce you to individually administered tests of intelligence and academic achievement. You will develop your skills for test administration, scoring, and interpretation. The course includes lecture, demonstration, and supervised practice. The course is structured in an unusual manner. Rather than introducing general concepts and theories, and then working toward specific applications and technologies, you will learn specific technologies concurrently with general principles. In other words, most courses sequence material in a "top-down" manner, but the sequence in this course will be a mix of theory & practice.

Course Objectives

You will:

1. Administer the following tests using standardized directions:
 - a. Wechsler Intelligence Scale for Children-4 (WISC-4)
 - b. Woodcock-Johnson—Third Edition Cognitive Battery (WJ-III COG)
2. Be familiar with (and administer the tests of one academic domain in) one of the following achievement tests:
 - a. Wechsler Individual Achievement Test 2nd Ed. (WIAT-II)(selected subtests)
 - b. WJ-III Tests of Achievement (selected tests)
3. Demonstrate proficiency for scoring all of the tests in #1, and one academic domain of the tests in #2, using normative data and scoring procedures;
4. Interpret WISC-4, WJ-III COG, and WIAT-II or WJ-III Achievement results according to recommended procedures;
5. Use a computer scoring program to score results and produce reports;
6. With respect to diversity, you will develop:
 - a. An appreciation and awareness of the value of tests for assessing individual diversity
 - b. An understanding of the uses and limitations that tests may have for persons from diverse ethnic, cultural, and socioeconomic backgrounds
7. Apply basic and intermediate statistics to clinical test practices;
8. Recognize and apply major theories of intelligence and measurement principles when selecting, using, and interpreting assessment technologies; and
9. Understand and generate major arguments supporting, and limiting, the validity of intelligence tests.

Diversity & This Course

This course addresses diversity in two ways: (a) via consideration of the ways in which shared genetic and environmental attributes (e.g., ethnicity, race, gender, language, culture) influence assessment, and (b) the measurement of individual differences. I refer to individual differences as the “other diversity,” because the measurement and study of individual differences is often overlooked in contemporary discussions of diversity. The axiom “Differences within groups are always greater than differences between groups” is oft forgotten. This course will feature the measurement and study of within-group differences (i.e., individual differences in cognitive and academic abilities), although we will also consider and discuss between-group differences (e.g., differences in mean IQ among some groups). Furthermore, you will develop a set of personal guidelines for assessing individuals from diverse ethnic, linguistic, and other non-majority backgrounds.

Texts

Required Texts:

[AERA, APA, NCME \(1999\). *Standards for psychological and educational testing* \(3rd ed.\). Washington, DC: Author.](#)

[Flanagan, D. P., & Harrison, P. L. \(eds.\) \(2005\). *Contemporary intellectual assessment: Theories, tests, and issues* \(2nd ed.\). New York: Guilford Press.](#)

I also recommend, and draw readings from, the following resources:

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

Wechsler, D. (2003). *Manual: Wechsler Intelligence Scale for Children: Fourth Edition*. San Antonio, TX: [The Psychological Corp.](#)

Assignments, Topics, & Readings

Date	Assignment	Topic	Reading
8/17		Introduction to Course & a measurement exercise	None
8/24		History of intelligence & assessment in schools	Schools (Braden, 2003); Wasserman & Tulsy, 2005*; Horn & Blankson, 2005*
8/31		WJ-III Cognitive Tests (Standard Battery)	Carroll, 2005*; Schrank, 2005*; Examiner's manual, test kit
9/7		WJ-III Cog Extended	McGrew, 2005*
9/14		Computer scoring & preliminary interpretation	Kamphaus et al., 2005*; WJ-III Compuscore; Report writing (Sattler, 2001)
9/21	WJ-III protocol #1	Revisiting Measurement Issues: Focus on reliability & validity	Useful Statistical/Measurement Concepts (Sattler, 2001)
9/28	WJ-III protocol #2	WISC-4 (Verbal Comprehension Index tests)	Administration manual (Wechsler, 2003a); Zhu & Weiss, 2005*
10/5	WJ-III video	WISC-4 (all other tests)	WISC-IV in Context (Prifitera et al., 2005)
10/12	WJ-III report #1 Measurement Exercise	Computer scoring & preliminary interpretation	Interpretive Manual (Wechsler, 2003b); Interpreting FSIQ/GAI (Saklofske et al., 2005); Index scores (Weiss et al., 2005)
10/19	WISC-4 protocol #1	Revisiting intellectual assessment	Chessley-Brown, 2005*; Flanagan & Ortiz (2002), Reschly & Grimes (2002).
10/26	WJ-III report #2	Case studies	Instructional interventions (Mather & Wendling, 2003)
11/2	WISC-4 protocol #2	Assessment of minorities	Braden (n.d.); Braden & Iribarren (in press); Frisby, 1992; Ortiz & Dyna, 2005*; Neisser et al., 1996.
11/9	WISC-4 report #1	Validity of intelligence tests	Chap 1* (AERA, APA, NCME, 1999); Braden & Niebling, 2005*
11/16	WISC-4 video	Q & A: What have we missed?	
11/23	No Class: Thanksgiving Break		
11/30	WISC-4 report #2 , Presentation	Wechsler Individual Achievement Tests (2 nd ed.), WJ-III Achievement Tests	WIAT-II manual, WJ-III Achievement manual

* Indicates reading from text.

Assignments: Detailed Information

Protocols. I will assess your record forms, or protocols, for scoring accuracy. If you are a school psychology student, and/or you plan to use tests in your professional career for clinical/applied purposes, you must submit at least one WISC-4 protocol, and one WJ-III protocol, that are free from scoring and identifiable administration errors. (See document [Error-Free Protocol Standards/Comments](#) for specific standards.) If you are not a school psychology student, and do not plan to use tests for clinical purposes, you may negotiate alternative criteria for success with me. All protocols must include a [consent form](#). NOTE: A client may not be tested more than once with the same instrument, although it is possible to test the same client with other tests. You may submit as many protocols as you need to meet this standard, but **you cannot pass the course without meeting (or negotiating) this standard.** If you do not meet this requirement, I will give a grade of "Incomplete" until you provide one error-free protocol for each (WISC-4/WJ-III COG) test.

Notice to school psychology students: Incompletes for this course must be removed before you can begin the practicum sequence.

Written reports. All reports must include client information, subtest and/or factor scores, reason for referral, background information, observations, results, discussion, and your signature (see the [Report Evaluation Rubric](#) in this document). Do not include any actual names for the client, client's family members, school, teacher, place of employment, etc.—use pseudonyms instead (e.g., Jane Doe, Regular Elementary School). Examples of reports are provided in the on-line course materials. Each report must include the following:

1. a completed test protocol (record form)
2. computer scoring report
3. a completed [Report Evaluation Rubric](#), and
4. a signed [consent form](#) (photocopy is acceptable).

You will submit four reports to me. You must include achievement test scores in at least one report. (Achievement tests should be administered within their companion battery, so that the WJ-III Cognitive and Achievement appear in the same report, not WJ-III Cognitive and WIAT-II or WISC-4/WJ-III Broad Reading.). You should note and discuss cognitive-achievement comparisons in that report. I recommend that you administer the same tests on which you will present in class (e.g., if you are in the WJ-III group, you might administer the WJ-III Reading tests).

I recommend that you also try to obtain diversity in your examinees. See the [Sampling Grid for Examinees](#) to help you cover these criteria.

Videotapes. You must videotape yourself administering a WJ-III and a WISC-4. Tapes must include the following:

1. an original or copy of a signed [consent form](#),
2. an original or copy of a completed record form/protocol for the taped session,

3. a completed (self-rated) video checklist. The WISC-4 checklist will be distributed in class or in the readings; the WJ-III checklist is in the *Examiner Workbook* in each WJ-III kit. Please make a copy of each checklist--DO NOT USE THE ORIGINAL, as it will ruin it for other users.
4. a completed (self-rated) [video rating rubric](#).

The TA for this course and/or I will add our comments/observations to the checklist and the [video rating rubric](#). **ADVICE:** Tape all of the test administrations you can; you never know which one will be your best! Do not expect to do well the first time or two you give a test. It is common for testing courses to require students to give 10 or more tests because it often takes that many administrations to become accurate and proficient. So, keep in mind that you may have to administer more tests than are required to meet proficiency standards.

Measurement/Reliability Exercise. The measurement/reliability exercise and the scoring rubric will be handed out in class.

Test presentations. You will join a group to present an achievement test battery to the class. One group will present the WJ-III achievement tests, and the other group will present tests in the WIAT-II. You should prepare and distribute a 4-8 page handout for your peers summarizing the test's characteristics from theoretical, technical, and clinical/practical perspectives. Each individual must also submit (to me) a copy of a completed protocol showing that you used the tests covering a particular academic domain (e.g., mathematics, reading) with a client, and include the results in one of your reports. I have provided an outline of the information you should cover, and a rubric for rating your presentation. **HINT:** Some excellent sources for preparing your handout include Sattler (2001), and reviews in *Buros Mental Measurements Yearbook, Test Critiques*, and other test review sources (e.g., *Journal of Psychoeducational Assessment*). You may locate reviews in *Buros Mental Measurements Yearbook* (on-line resource via NCSU libraries). I provided an example of a test review of the WISC-IV Spanish in our readings, and you may use a [guide](#) from Ron Dumont of Fairleigh Dickinson University (note, however, their content predates the newer [Standards for Educational and Psychological Testing \(3rd ed.\)](#)). However, the most useful guide may be the [rating rubric for test presentations](#).

Grading & Feedback

You can earn a maximum score of 100. Individuals who score 92.00-100 will earn an A, those scoring from 85-91.99 will earn an AB, and those scoring from 78-84.99 will earn a B. Should you earn less than 78 points, you must meet to discuss alternatives with me. Incompletes will be given according to university guidelines. Please contact me during office hours, or arrange other times to discuss concerns, questions, etc., about the class.

The maximum number of points products may earn are listed below.

Product	Points
WJ-III Protocol (error-free)	10*
WISC-4 Protocol (error-free)	10*

WJ-III Report	10
WISC-4 Report	10
Reliability & scaling exercise	10
WJ-III Video	15
WISC-4 Video	15
Achievement Test Presentation	20

*Points given all-or-none for error-free protocol; other assignment points assigned according to relevant rubric.

Grades in the course will be assigned as follows (assuming protocol & video requirements are met; if not, an Incomplete will be assigned regardless of points earned):

Points	Grade
98-100	A+
93-97	A
90-92	A-
88-89	B+
83-87	B
80-82	B-
78-79	C+
73-77	C
70-72	C-
68-69	D+
63-67	D
60-62	D-
59 or below	F

I will give you detailed written feedback for each of your assignments. After reviewing feedback, please discuss with me any information that is confusing or inconsistent with your own analysis of the work. The final score for any assignment, however, rests with me.

Testing Clients

We will work together to help each other recruit participants, or clients, for testing. UNDER NO CIRCUMSTANCES SHALL TEST SCORES BE SHARED WITH PARENTS OR CLIENTS. Recruitment of volunteers shall follow the guidelines included in the reader; all volunteers must sign (and, if a minor, have a parent/legal guardian sign) a [written consent form](#). [Consent forms](#) (original or photocopy) must accompany protocols, reports, and videotapes. To complete the requirements of this course, you should test at least three different people, but it is common to assess four or more to meet all requirements. You may only test people who fit within the age range of the test you are using.

Comments

There is a lot to learn in this course. The range of learning varies from rote motor skills for manipulating test materials, to higher-order synthesis and analysis skills for interpreting test results. A firm grasp of basic measurement theory (reliability, validity, and elementary statistics) is assumed. This adds up to lots of work. Because of the substantial expectations, and because recent research in college teaching shows that students generally learn more when they study in groups, I will encourage you to cluster into cooperative work groups. Other methods used to encourage and support study groups include sharing of test kits among group members, proofing & correcting each other's reports, coaching and practicing test administration, and other means to support each other's professional development. I do not grade on a curve or use other means of promoting divisiveness. Grades in this course are referenced to criteria, not norms.

I want to help you succeed in this class. I welcome input and suggestions at any time on how I could make classes more effective for you. Please share any obstacles that might prevent you from completing assignments on time (e.g., availability of participants or tests) with me, privately or in class. If an unusual problem or circumstance prevents you from meeting the obligations of class, *SEE ME BEFORE THE ASSIGNMENT IS DUE*. Do not wait until a deadline has passed to speak to me; it is easier (and more professionally responsible) to get permission than forgiveness.

I am available during office hours, and by phone at other times, should you have any questions regarding course content, evaluation processes, or matters of professional/personal concern.

Accommodations for Students with Disabilities

I wish to fully include all persons, and in particular those with disabilities, in this course. Please let me know if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to fully participate. I will respect the confidentiality of the information you share with me. In addition, here is NC State University's official policy:

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653. http://www.ncsu.edu/provost/offices/affirm_action/dss/ For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (http://www.ncsu.edu/policies/academic_affairs/pols_regs/REG205.00.28.php).

Academic Integrity

The free exchange of ideas depends on the participants' trust that they will be given credit for their work. Everyone in an academic community must be responsible for acknowledging, using the methods accepted by the various academic disciplines, their use of others' words and

ideas. Since intellectual workers' words and ideas constitute a kind of property, plagiarism is like theft.

Furthermore, as a reader you may want to follow other writers' paths of research in order to make your own judgments about their evidence and arguments. You will depend on those writers' accuracy and honesty in reporting their sources. In turn, your readers will depend on yours.

The free exchange of ideas also depends on the participants' trust that others' work is their own and that it was done and is being reported honestly. Intellectual progress in all the disciplines demands the truthfulness of all participants. Plagiarism and cheating are attacks on the very foundation of academic life, and cannot be tolerated within universities. [Section eight (8)] of [the Code](http://www.fis.ncsu.edu/ncsullegal/41.03-codeof.htm) (<http://www.fis.ncsu.edu/ncsullegal/41.03-codeof.htm>) defines academic dishonesty and provides information on potential sanctions for violators of academic integrity." (NCSU Code of Student Conduct, pg. 3)

Supporting Documents for the Course

Error-Free Protocol Standards/Comments

Success Criteria: An error-free protocol is a protocol that reflects no administration or scoring errors.*

Definition of Error: Errors are any detectable meaningful deviation from standardized administration and scoring procedures. Therefore, errors of commission (i.e., things you do incorrectly, such as starting with the wrong item, stopping in the wrong place), and errors of omission (e.g., failing to write down a response, failing to get a basal or ceiling) can lead to mistakes.*

*note: In cases where it is ambiguous whether an error has occurred (e.g., a response that could be legitimately rated 1 or 2 is scored a 2), the performance is not considered an error. Only in cases where it is unambiguous (e.g., a 1 or 2 point response is scored 0; other errors described below) is a protocol considered to have an error.

You must administer all WISC-IV subtests, or WJ-III Tests 1-8 and 10-16, to be eligible to earn an error-free protocol.

Listed below are common mistakes that may result in an error on a protocol. Because I cannot anticipate all possible forms of errors, this is not an exhaustive list. However it should give you a good idea of the mistakes that I frequently see when evaluating protocols.

Administration Errors:

1. Failure to obtain a basal (i.e., insufficient easy items administered).
2. Failure to get a ceiling (i.e., premature discontinuation of the subtest).
3. Failure to administer appropriate subtests needed for composite scores (e.g., omission of required subtest or test).
4. Failure to query when query clearly required.

Calculation Errors:

1. Calculate chronological age incorrectly.
2. Add items scores incorrectly, producing incorrect raw score.
3. Add subtest raw/scaled scores incorrectly, producing incorrect composite scores.*

Incorrect Scoring of Items:

1. Failure to include items below basal at full credit.
2. Failure to use appropriate basal if more than one basal is present.
3. Include items above ceiling for credit.
4. Failure to use the appropriate ceiling if too many items are administered.
5. Incorrect scoring of items (e.g., scores incorrect item as correct; incorrectly assigns 0, 1, 2).

Other Types of Errors:

1. Transposes the raw score from a subtest to the cover page (or computer) incorrectly.
2. Adds incorrect number of subtests to get index/factor scores.*
3. Written record of response(s) was insufficient to provide independent scoring.
4. Written record of responses is illegible.
5. Uses wrong norms table for converting raw scores.*
6. Uses wrong subtest scores to calculate composites.*

*Typically not a problem if you are using a computer scoring program.

Note--Because I want to establish that you can independently (i.e., without my help) administer and score each test, you must avoid these errors *prior* to my review of your work. In other words, you may not correct and resubmit an incorrect protocol to meet the error-free requirement. The point of the exercise is to encourage you to spot, and correct, your own errors. You are welcome to have friends check your protocols prior to submitting them to me; however, you cannot use the course TA to check your work prior to submission. You may discuss scoring of individual items with the TA if you are unclear how to apply specific item criteria.

Adult Consent Form

I consent to participate in a cognitive skills assessment performed by _____ at _____ during the _____ semester of _____. I understand that _____ is a graduate student enrolled in PSY 722 (Individual Intellectual Measurement) at NC State University, and will be using the assessment information to fulfill class requirements. I understand that my rights to privacy and confidentiality will be respected. The information gained may be discussed in _____'s class, my identity will not be shared. I also understand that I will not receive specific information about my performance, because _____ is learning how to administer the test, and so results may be inaccurate.

Initial each item to which you consent

_____ I consent to be tested, with the protocol and a written report to be shared with the course instructor and TA.

_____ I consent to be videotaped, with the videotape to be shared with the course instructor and TA.

_____ I consent to allow the instructor to use a written report of the assessment, with all identifying information removed from it, for the purpose of documenting the student's assessment proficiency or for instruction. The individuals who may see the report will be limited to professionals (i.e., professors, clinical supervisors, potential employers) who are learning about testing, or who need to evaluate the student's proficiency in assessment.

Signature

Date

Report Evaluation Rubric

Name: _____ Test: _____

<i>Domain</i>	<i>Max</i>	<i>Self-rate</i>	<i>Instructor</i>
Identifying Information	1		
<input type="checkbox"/> States pseudonym (e.g., Mylastname1) <input type="checkbox"/> Dates of Birth & Test <input type="checkbox"/> Age of client <input type="checkbox"/> Parent, Marital Status, or Spouse pseudonym (e.g., Bob and Sally Mylastname1) <input type="checkbox"/> School or employer pseudonym (e.g., Typical Elementary School, Big Corp., Inc.) <input type="checkbox"/> Grade or position/job/profession <input type="checkbox"/> Ethnicity & gender			
Test Scores (Table or attach computer-generated printout)	1		
Reason For Referral/Problem Identification	1		
<input type="checkbox"/> Clearly and succinctly states purpose of assessment (0-2) <input type="checkbox"/> Clearly defines problem(s) or question(s) to be addressed in the assessment (0-2)			
Review Of Background Data	1		
<input type="checkbox"/> Lists family members/living partners <input type="checkbox"/> Current family/living constellation (e.g., lives with mother and step-father) <input type="checkbox"/> Contains <u>relevant</u> medical, educational, familial, etc. data (0-2) <input type="checkbox"/> Identifies client's native language			
Behavioral Observations	1		
<input type="checkbox"/> Clearly describes client behavior(s) relevant to rapport (0-2) <input type="checkbox"/> Clearly describes relevant diagnostic behaviors during assessment (0-2) <input type="checkbox"/> Separates inferences about client thoughts/affect from client behaviors <input type="checkbox"/> Draws a clear inference regarding validity/rapport (0-2)			
Results	2		
<input type="checkbox"/> Describes general/overall level of functioning (unless contra-indicated) (0-2) <input type="checkbox"/> Describes scale/factor contrasts relative to overall functioning (0-2) <input type="checkbox"/> Identifies relative deviations and/or consistencies among scores using reliability and rarity rules (0-2) <input type="checkbox"/> Presents scores, confidence intervals, and contrasts accurately (0-2)			
Synthesis/discussion	2		
<input type="checkbox"/> States the obvious (0-2) <input type="checkbox"/> Develops and evaluates hypotheses consistent with available data & psychological theory (0-2) <input type="checkbox"/> Draws inferences consistent with test <u>and in vivo</u> data (i.e., rule in/out) (0-2) <input type="checkbox"/> Clarifies inconsistencies or unanswered questions (0-2) <input type="checkbox"/> Integrates all data (avoids confirmation bias) (0-2)			
General Report Characteristics	1		
<input type="checkbox"/> Signature present <input type="checkbox"/> Logical flow, integration of report <input type="checkbox"/> Economy of expression			
TOTAL	10		

(see back for comments)

Video Rating Rubric

Name: _____ Name of test: _____
 (attach self-rated administration checklist, record form, & consent form to this rubric)

Efficiency (administers all items—and only those items—needed). **Circle your rating**

Follows starting, reverse, continuation, and discontinuation rules/points exactly; effectively manages materials; avoids extraneous chatter; uses queries only when needed; avoids pauses, stops, confusion in administration.	5
Two or fewer minor errors that do not affect scoring (e.g., gives too many items)	4
At least one major error (e.g., failure to get basal or ceiling) or three minor errors.	1
Pattern of failure to attend to basal/ceiling rules	0

Accuracy (adheres to standardized administration procedures) **Circle your rating**

Verbatim directions; all directions given exactly as/when needed, uses exact prompts as directed, scores responses accurately, follows administration order & feedback rules.	5
Minor deviation from verbatim directions (minor word substitution, inappropriate Q)	4
More than one minor error or one major error (e.g., extemporaneous directions for a test)	1
Pattern of failure to adhere to standardized administration.	0

Fluency (efficient, effective, supportive administration) **Circle your rating**

Establishes and maintains rapport; comfortable, natural delivery; responds to and supports examinee's needs while avoiding excessive support; creates and maintains natural, distraction-free environment throughout testing; avoids pauses, confusion.	5
Occasional minor deviations from fluency not due to examinee's behavior (e.g., "wooden" voice or looking at manual rather than examinee while giving directions).	4
A pattern of minor deviations from fluency not due to examinee's behavior	3
One major error in administration (e.g., coaching when inappropriate, giving answers, responding differentially to right/wrong answers when inappropriate).	1
Pattern of failure to adhere to basic administration principles (e.g., failure to establish/maintain rapport, inappropriate use of reinforcement or punishment/threats).	0

TOTAL RATING: _____ /15 (add ratings above to get total)

Note: *Ratings in gray area indicate the administration does not meet standards. You must submit another video to fulfill requirements.*

Sampling Grid for Examinees

Features to Include	Protocols				Reports			
	WJ-III		WISC-4		WJ-III		WISC-4	
	1	2	1	2	1	2	1	2
Minority/Bilingual (1)								
WIAT-II domain (2) <i>(or below)</i>								
WJ-III Achievement domain (2)								
Preschool (1) <i>optional</i>								
(Young) adult (1) <i>optional</i>								

Use of this table:

Your goal is to ensure that at least one of the “white” spaces in each row is checked. Checks in the shaded spaces do not help.

Note that you should select *either* the WIAT-II or WJ-III Achievement tests as your target. That is, if you have selected the WIAT-II Reading tests as your topic for presentation, you must ensure that one of your WISC-4 protocol/administrations includes a WIAT-II protocol with the Reading tests administered, and one of your WISC-4 reports includes WIAT-II Reading scores and a discussion of them. If you have selected the WJ-III Reading tests, you would ensure that one of your WJ-III protocols is accompanied by a WJ-III Achievement Test protocol showing administration of the Reading tests, and one of your WJ-III reports includes Reading test scores and a discussion of them.

You may use a protocol to generate one report, and you may test an examinee with both the WJ-III and WISC-4 (if the examinee is of the appropriate age). Thus, you could test as few as three examinees this semester, if you select them carefully.

Test Presentation Rubric

Physical Description of the Test(s)

- Publisher
- Materials
- Cost
- Target client populations
- Recommended uses/purposes

Test Characteristics Useful for Understanding & Interpreting the Test

- Norms
- Reliability
- Validity
- Special issues/other research

Test Administration

- Procedures for administering test(s)
- Recording responses
- Scoring responses

Test Interpretation

- Types of scores
- Score meaning/interpretation

Test Uses/Abuses/Evaluation

- Recommended uses
- Uses to avoid
- Your evaluation of strengths & weaknesses
- Additional resources (e.g., test reviews, articles, web sites)

The guiding principle of your presentation is to help your colleagues understand whether, when, and how to use the tests in the achievement battery (WIAT-II or WJ-III). I recommend combining media to present information, including handouts (4-6 pages is common), slides or overheads, and in-class demonstration. Your team will have 2 hours to present all the tests in your achievement battery relating to Reading, Mathematics, Oral Language, and Written Language. Be sure to stress tests most likely to be used; additional tests (e.g., the WJ-III Knowledge test) should be mentioned but need not be stressed.

Rubric/Rating:

	Comments	Quality (1-5)	Points/Possible
Content coverage			/15
Permanent products			/2.5
Presentation			/2.5
Total Score:			/20