# SPD 595: Individual Assessment of Cognitive Functioning/Wechsler Scales

Course Number is a required course for Educational Diagnostician Certification.

College of Education

Department of Language, Literacy, and Special Populations

Department of Language, Literacy, and Special Populations
Summer 2008

Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.

**Instructor:** Cynthia G. Simpson, PhD.

TEC #139

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## **Text/Readings:**

Sattler, J & Dumont, R. (2004) Assessment of Children WISC-IV and WPPSI Supplement. San Diego, CA: Jerome M. Sattler, Publisher

Sattler, Jerome M. (2001). <u>Assessment of Children Cognitive Applications</u> (4<sup>th</sup> Edition). San Diego, CA: Jerome M. Sattler, Publisher

Kaufman, A. & Lichtenberger, E. (1999) <u>Essentials of WAIS-III</u> <u>Assessment</u>. New York, NY: John Wiley & Sons Publishing

#### **Additional Materials**

No additional lab fees will be collected in class. However, students are responsible for ordering their own test protocols from Psychological Corporation for the WISC-IV, WPPSI-III, and WAIS-III.

## **Course Description:**

The course, Individual Assessment of Cognitive Functioning/Wechsler Scales, is designed to acquaint students with the theory, problems, ethical standards, and techniques of administering individual tests of intelligence. Specifically, each student will learn to administer, score, and interpret the WISC-IV, WAIS-III, and the WPPSI.

#### **Standards Matrix:**

		Stand	
Objectives/Learning	Activities	Performance	• <u>SBEC</u>
Outcomes	(* indicates field-based activity)	Assessment	• CEC
To review ethical standards of	Compare/Contrast/Integrate: IDEA	Exams #1 and #2	1.1k, 1.1s, 1.2k, 1.4k,
practice, roles, and	'97, Section 504, ADA, FERPA		1.5k, 2.1k, 2,2k
responsibilities regarding	Compare/Contrast: Educational		

assessment including state and federal regulations relevant to the role of the educational agregatoritis. Fromsite Assessment, Psychological Assessment, Psychological Assessment, Formula fassessment, Formula fassessment				
Textbook Readings: Sattler Chapters 3 & 4	assessment including state and	Assessment, Psychological Assessment,	Venn Diagram	
diagnosticians, FERPA, and procedural safeguards.  To review psychometric principles and issues including laws and legal issues related to the assessment of individuals with disabilities.  To examine the most common theories of incligence and their appropriateness for assisting in measuring in measuring in measuring in measuring in measuring in their appropriateness for assisting in measuring in measuring publications relevant to the field of educational diagnosis.  To explore research associated with intelligence and related achievement by examining publications relevant to the field of educational diagnosis.  To explore research associated with intelligence and related achievement by examining publications relevant to the field of educational diagnosis.  To master the basic administration, scoring, and interpreting skills in individual intelligence testing.  Wisc. IV or eximines outside of class  "Test Administration: Students will administer, score, and interpret a minimum of: 10 WISC-III, 10 WUSC-III, to WUSC-III	federal regulations relevant to	Forensic Assessment		1.2k
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intelligence.  5	their appropriateness for		Presentation Rubric	
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To explore research associated with intelligence and related achievement by examining publications relevant to the field of educational diagnosis. To master the basic administration, scoring, and interpreting skills in individual intelligence testing.  **Testing Out" Process: Each student must demonstrate ability to follow the WISC-IV test manual prior to receiving approval to administer the WISC-IV to examinees outside of class "Test Administration: Students will administer, score, and interpret a minimum of; 10 WISC-III, 10 WAIS-III, and 2 WPPSI-III student Demonstration: Students will videotape their administration of the WISC-IV to evaluation and feedback on assessment administration progress and complete a self-evaluation on different exploration and pustments in assessment stuations with special populations. Uses procedures to ensure nonbiased results of the option of the composite instruments. administration sufferent exploses Readings: Sattler Chapters 10, 13, 16, 19, 20; Kaufman text responsible for writing four narrative reports.  Report writing: Students are responsible for writing four narrative reports.  Textbook Readings: Sattler Chapters 10, 13, 16, 8, 21; Kaufman text (Popt Wist); Blind Review Subtest Charts: Subtest charts for the WISC-IV the strangers and interpret a minimum of; 10 WISC-IV, 10 WISC-III with the proportion instructional decisions including recommendations based on assessment results  Report writing: Students are responsible for writing four narrative reports.  Report writing: Readings: Sattler Chapters 10, 13, 16, 18, 21; Kaufman text (Popt Writing Rubric Populations; determine needs & making recommendations based on assessment results  Report writing four marrative reports.  Report writing Rubric Populations; determine needs & making recommendations based on assessment results  Report writing Rubric Populations; determine needs & making recommendations based on assessment results  Report writing Rubric Populations; determine needs & making recommendations based on assessment r			Class discussion	
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administration, scoring, and interpreting skills in individual intelligence testing.  ### WISC-1V to examinees outside of class **Test Administration: Students will administer, score, and interpret a minimum of; 10 WISC-III, 10 WAIS-III, and 2 WPPSI-III Student Demonstration: Students will videotage their administration of the WISC-1V for evaluation and feedback on assessment administration of the WISC-1V for evaluation and feedback on assessment administration progress and complete a self-evaluation.  Group Activity: Blind Review Textbook Readings: Sattler Chapters 4, 9, 13, & 16, Examinant text or ensure nonbiased results  To develop awareness of various administration progress and complete a self-evaluation.  Group Activity: Rank order Guidelines for Assessment (p. 9) from most important descending to least important information adjustments in assessment situations with special populations. Uses procedures to ensure nonbiased results  To develop awareness of various administration progress and complete a self-evaluation.  Group Activity: Rank order Guidelines for Assessment (p. 9) from most important descending to least impor			Exams #1 and #2	1.2s 2.7s 5.3s 6.1k
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WISC-IV to examinees outside of class  "Test Administration: Students will administer, score, and interpret a minimum of: 10 WISC-III, 10 WAIS-III, and 2 WPPSI-III  Student Demonstration: Students will videotape their administration of the WISC-IV for evaluation and feedback on assessment administration of the WISC-IV for evaluation.  Group Activity: Blind Review Textbook Readings: Sattler Chapters 4, 9, 13, & 16; Kaufman text  Group Activity: Robok Readings: Sattler Chapters administration students will select appropriate instruments, administer, score, and interpret a minimum of: 10 WISC-IV, 10 WAIS-III, and 2 WPPSI-III.  Textbook Readings: Sattler Chapters administration: Students will select appropriate instruments, administer, score, and interpret a minimum of: 10 WISC-IV, 10 WAIS-III and 2 WPPSI-III.  Textbook Readings: Sattler Chapters 10, 13, 16, 19, & 20; Kaufman text  Report writing.  Report Writing: Students are responsible for writing four narrative reports.  Textbook Readings: Sattler Chapters 10, 13, 16, & 21; Kaufman text  Report writing four narrative responsible for writing four narrative reports.  Group Activity: Blind Review Subtest Charts: Subtest charts for the WISC-IV, WAIS-III, & WPPSI-III.  Blind Review Results  Video Rubric Self Evaluation  Quizzes #1-4  Report Writing Rubric  Casams #1 and #2  Exams #1 and #2  Quizzes #1-4  Report Writing Rubric  Feyonsible for writing four narrative reports.  Group Activity: Blind Review  Subtest Charts: Subtest charts for the WISC-IV, WAIS-III, & WPPSI will be required. The charts should include: (1) what is required of the individual, (2) what the test measures, and (3) remedial measures  Textbook Readings: Sattler Chapters  Textbook Readings: Sattler Chapters  Textbook Readings: Sattler Chapters  Parts Down Readings: Sattler Chapters  Textbook Readings: Sattler Chapters  Textbook Readings: Sattler Chapters  Textbook Readings: Sattler Chapters  Textbook Readi	intelligence testing.	to receiving approval to administer the	Protocols	
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*Test Administration: Students will administer, score, and interpret a minimum of: 10 WISC-III, 10 WAIS-III, and 2 WPPSI-III Student Demonstration: Students will videotape their administration of the WISC-IV for evaluation and feedback on assessment administration progress and complete a self-evaluation.  Group Activity: Blind Review Textbook Readings: Sattler Chapters 4, 9, 13, & 16, Kaufman text  Group Activity: Blind Review nost important descending to least important situations with special populations. Uses procedures to ensure nonbiased results  To communicate assessment results aminimum of: 10 WISC-IV, 10 WAIS-III and 2 WPPSI-III.  Textbook Readings: Sattler Chapters 10, 13, 16, 19, & 20; Kaufman text  Report Writing: Sudents are responsible for writing four narrative reports.  Textbook Readings: Sattler Chapters 10, 13, 16, 24; Kaufman text  Report Writing: Sudents are responsible for writing four narrative reports.  Group Activity: Blind Review Subtest Charts: Subtest charts for the WISC-IV, WISI-III, & WPPSI-III.  Report Writing Rubric Subtest Charts: Subtest charts for the WISC-IV, WISI-III, & WPPSI-III.  Blind Review Results  Video Rubric Self Evaluation  Quizzes #1-4  Report Writing Rubric Subtest Charts for the WISC-IV, IO WAIS-III and 2 WPPSI-III.  Report Writing Rubric Subtest Charts: Subtest charts for the WISC-IV, WAIS-III, & WPPSI-III.  Blind Review Results  Exam #2  4.38, 5.18, 5.28, 5.38, 6.68, 7%.  Exam #2  4.38, 5.18,		l ~		0 11, 0 1, 0 21, 0 2, 0 21,
administer, score, and interpret a minimum of: 10 WISC-III, 10 WAIS. III. and 2 WPPSI-III.  Student Demonstration: Students will videotape their administration of the WISC-IV for evaluation and feedback on assessment administration progress and complete a self-evaluation.  Group Activity: Blind Review Textbook Readings: Sattler Chapters 4, 9, 13, & 16; Kaufman text  Group Activity: Rank order Guidelines for Assessment (p. 9) from most important descending to least important stuations with special populations. Uses procedures to ensure nonbiased results  Textbook Readings: Sattler Chapters 10, 13, 16, 19, & 20; Kaufman text  Report Writing: Students will select appropriate instruments, administer, score, and interpret a minimum of: 10 WISC-IV, 10 WAIS-III and 2 WPPSI-III.  Textbook Readings: Sattler Chapters 10, 13, 16, 19, & 20; Kaufman text  Report Writing: Students are responsible for writing four narrative reports.  Textbook Readings: Sattler Chapters 10, 13, 16, & 21; Kaufman text  Report Writing: Students are responsible for writing four narrative reports.  Textbook Readings: Sattler Chapters 10, 13, 16, & 21; Kaufman text  Report Writing: Students are responsible for writing four narrative reports.  Textbook Readings: Sattler Chapters 10, 13, 16, & 21; Kaufman text  Report Writing: Students are responsible for writing four narrative reports.  Students are given their administration of the Wisc-IV, Walis-III, & WPPSI will be required. The charts should include: (1) what is required of the individual, (2) what the test measures, and (3) remedial measures  Textbook Readings: Sattler Chapters  Subtest Charts: Subsets charts for the Wisc-IV, Walis-III, & WPPSI will be required. The charts should include: (1) what is required of the individual, (2) what the test measures, and (3) remedial measures  Textbook Readings: Sattler Chapters				
minimum of: 10 WISC-III, 10 WAIS- III, and 2 WPPSI-III Student Demonstration: Students will videotape their administration of the WISC-IV for evaluation and feedback on assessment administration progress and complete a self-evaluation. Group Activity: Blind Review Textbook Readings: Sattler Chapters 4, 9, 13, & 16, Kaufman text Group Activity: Rank order Guidelines for Assessment (p, 9) from most important descending to least important important escending to least important *Textbook Readings: Sattler Chapters to ensure nonbiased results  Textbook Readings: Sattler Chapters to ensure nonbiased results  Textbook Readings: Sattler Chapters to, 13, 16, 19, & 20; Kaufman text  Report Writing: Students are responsible for writing four narrative reports.  Textbook Readings: Sattler Chapters 10, 13, 16, & 21; Kaufman text  Report Writing Rubric  Exam #2  4.38, 5.1s, 5.2s, 5.3s, Report Writing Rubric  Exam #2  4.38, 5.1s, 5.2s, 5.3s, Report Writing Rubric  Exam #2  4.38, 5.1s, 5.2s, 5.3s, Report Writing Rubric  Exam #2  4.38, 5.1s, 5.2s, 5.3s, Report Writing Rubric  Exam #2  4.38, 5.1s, 5.2s, 5.3s, Report Writing Rubric  Exam #2  4.38, 5.1s, 5.2s, 5.3s, Report Writing Rubric  Exam #2  4.38, 5.1s, 5.2s, 5.3s, Report Writing Rubric  Exam #2  4.38, 5.1s, 5			Video Rubric & Self	8.38, 8.38, 8.08, 8.7K,
minimum of: 10 WBC-III, 10 WAIS- III, and 2 WPPSI-III  Student Demonstration: Students will videotape their administration of the WISC-IV for evaluation and feedback on assessment administration progress and complete a self-evaluation. Group Activity: Blind Review Textbook Readings: Sattler Chapters 4, 9, 13, & 16; Kaufman text  Group Activity: Rank order Guidelines for Assessment (p. 9) from most important descending to least important slutations with special populations. Uses procedures to ensure nonbiased results  To communicate assessment esults  To communicate assessment results through formal report writing.  To communicate assessment results through formal report writing.  Report Writing: Students are responsible for writing four narrative reports.  Textbook Readings: Sattler Chapters 10, 13, 16, 8, 21; Kaufman text  Report assessment findings for instructional decisions including recommendations for diverse populations: determine needs & making recommendations based on assessment results  MINIMAL PROBLEM (P. 10 WAIS-III. Textbook Readings: Sattler Chapters 10, 13, 16, & 21; Kaufman text  Report Writing: Students are responsible for writing four narrative reports.  Textbook Readings: Sattler Chapters 10, 13, 16, & 21; Kaufman text  Report Writing Rubric  Exam #2			Evaluation	
Student Demonstration: Students will videotape their administration of the WISC-IV for evaluation and feedback on assessment administration progress and complete a self-evaluation. Group Activity: Blind Review Textbook Readings: Sattler Chapters 4, 9, 13, & 16; Kaufman text  To develop awareness of various administration adjustments in assessment adjustments in assessment situations with special populations. Uses procedures to ensure nonbiased results  To communicate assessment results and the state of the		minimum of: 10 WISC-III, 10 WAIS-	2 · druderon	
Student Demonstration: Students will videotape their administration of the WISC-IV for evaluation and feedback on assessment administration progress and complete a self-evaluation. Group Activity: Blind Review Textbook Readings: Sattler Chapters 4, 9, 13, & 16; Kaufman text  To develop awareness of various administration adjustments in assessment adjustments in assessment situations with special populations. Uses procedures to ensure nonbiased results  To communicate assessment results and the state of the		III, and 2 WPPSI-III		
videotape their administration of the WISC-IV for evaluation and feedback on assessment administration. Group Activity: Blind Review Textbook Readings: Sattler Chapters 4, 9, 13, & 16; Kaufman text  To develop awareness of various administration adjustments in assessment situations with special populations. Uses procedures to ensure nonbiased results  To communicate assessment results  To communicate assessment results  To communicate assessment results through formal report writing.  To communicate assessment findings for instructional decisions including recommendations for diverse populations; determine needs & making recommendations based on assessment results  To develop awareness of various administration and complete a self-evaluation. Group Activity: Blind Review Subtest Charts: Subtest charts for the WISC-IV, WAIS-III, & WPPSI-III.  Report Writing: Students are responsible for writing four narrative reports.  Textbook Readings: Sattler Chapters 10, 13, 16, 6, & 21; Kaufman text  Report Writing Rubric  Exam #2  3.88, 3.10s, 6.11s  Report Writing Rubric  Video Rubric  Quizzes #1-4  Report Writing Rubric  Report Writing Rubric  Video Rubric  Quizzes #1-4  Report Writing Rubric  Exam #2  3.88, 3.10s, 6.11s  Report Writing Rubric  Report Writing Rubric  Exam #2  4.33, 5.1s, 5.2s, 5.3s, 6.4s, 6.9k, 6.10k, 6.10s, 6.11s, 6.12s, 7.1s, 10.1s  Report writing Rubric  Blind Review Results  Report Writing Rubric  Exam #2  4.38, 5.1s, 5.2s, 5.3s, 6.4s, 6.9k, 6.10k, 6.10s, 6.11s, 6.12s, 7.1s, 10.1s  Report writing Rubric  Blind Review Results  Subtest Chart Grading  Rubric  Subtest Chart Grading  Rubric			Quizzes #1-4	
WISC-IV for evaluation and feedback on assessment administration progress and complete a self-evaluation.  Group Activity: Blind Review Textbook Readings: Sattler Chapters 4, 9, 13, & 16; Kaufman text  To develop awareness of various administration adjustments in assessment situations with special populations. Uses procedures to ensure nonbiased results  To communicate assessment results  To communicate assessment results and interpret a minimum of: 10 WISC-IV, 10 WAIS-III and 2 WPPSI-III.  Textbook Readings: Sattler Chapters 10, 13, 16, 19, & 20; Kaufman text responsible for writing four narrative reports.  Textbook Readings: Sattler Chapters 10, 13, 16, & 21; Kaufman text Report Writing Rubric Proports.  Textbook Readings: Sattler Chapters 10, 13, 16, & 21; Kaufman text Report Writing Rubric Proports.  Textbook Readings: Sattler Chapters 10, 13, 16, & 21; Kaufman text Report Writing Rubric Proports.  Textbook Readings: Sattler Chapters 10, 13, 16, & 21; Kaufman text Report Writing Rubric Proports.  Textbook Readings: Sattler Chapters 10, 13, 16, & 21; Kaufman text Report Writing Rubric Proports.  Textbook Readings: Sattler Chapters 10, 13, 16, & 21; Kaufman text Report Writing Rubric Proports.  Textbook Readings: Sattler Chapters 10, 13, 16, WAIS-III, & WPPSI will be reports. Group Activity: Blind Review Subtest Charts: Subtest charts for the WISC-IV, WAIS-III, & WPPSI will be required. The charts should include: (1) what is required of the individual, (2) what the test measures, and (3) remedial measures Textbook Readings: Sattler Chapters  Textbook Readings: Sattler Chapters Protocols  Rubric for Scoring of Protocols  Video Rubric Quizzes #1-4  Report Writing Rubric  Exam #2  A.38, 5.11s, 5.2s, 5.3s, 6.4s, 6.9k, 6.10k, 6.10s, 6.11s, 6.12s, 7.1s, 10.1s  Blind Review Results  Video Rubric Quizzes #1-4  Report Writing Rubric  Exam #2  Blind Review Results  Subtest Chart Grading Rubric Protocols  Subtest Chart Grading Rubric  Blind Review Results  Subtest Chart Grading Rubric Protocols  Subtest Chart Grading Ru				
on assessment administration progress and complete a self-evaluation.  Group Activity: Blind Review Textbook Readings: Sattler Chapters 4, 9, 13, & 16; Kaufman text To develop awareness of various administration adjustments in assessment situations with special populations. Uses procedures to ensure nonbiased results  To communicate assessment results  To communicate assessment results through formal report writing.  To communicate assessment results through formal report writing.  Report Writing: Students are responsible for writing four narrative reports.  Textbook Readings: Sattler Chapters 10, 13, 16, 8, 21; Kaufman text  Report Writing: Students are responsible for writing four narrative reports.  Textbook Readings: Sattler Chapters 10, 13, 16, & 21; Kaufman text  Report Writing: Students are responsible for writing four narrative reports.  Textbook Readings: Sattler Chapters 10, 13, 16, & 21; Kaufman text  Report Writing Rubric  Exam #2  3.88, 3.108, 6.118  Report Writing Rubric  Exam #2  4.38, 5.18, 5.28, 5.38, 6.48, 6.9k, 6.10k, 6.10s, 6.11s, 6.12s, 7.1s, 10.1s  Blind Review Results  Wideo Rubric of Scoring of Protocols  Video Rubric  Quizzes #1-4  Report Writing Rubric  Exam #2  8.11s, 8.12s, 10.1s, 8.11s, 8.12s, 10.1s, 6.11s, 6.12s, 7.1s, 10.1s  Feyorts.  Textbook Readings: Sattler Chapters  10, 13, 16, & 21; Kaufman text  Report Writing Rubric  Exam #2  4.38, 5.1s, 5.2s, 5.3s, 6.4s, 6.9k, 6.10k, 6.10s, 6.11s, 6.12s, 7.1s, 10.1s  Group Activity: Blind Review  Subtest Charts: Subtest charts for the WISC-IV, WAIS-III, & WPPSI will be required. The charts should include: (1) what is required of the individual, (2) what the test measures, and (3) remedial measures  Textbook Readings: Sattler Chapters  Textbook Readings: Sattler Chapters  Textbook Readings: Sattler Chapters				
and complete a self-evaluation. Group Activity: Blind Review Textbook Readings: Sattler Chapters 4, 9, 13, & 16; Kaufman text  Group Activity: Rank order Guidelines for Assessment (p, 9) from nadjustments in assessment situations with special populations. Uses procedures to ensure nonbiased results  To communicate assessment results through formal report writing.  To communicate assessment results through formal report writing.  Report Writing: Students are responsible for writing four narrative reports. Textbook Readings: Sattler Chapters 10, 13, 16, & 21; Kaufman text  Report writing Rubric  Report Writing: Students are responsible for writing four narrative reports. Textbook Readings: Statler Chapters 10, 13, 16, & 21; Kaufman text  Report Writing Rubric  Report Writing: Students are responsible for writing four narrative reports. Textbook Readings: Statler Chapters 10, 13, 16, & 21; Kaufman text  Report Writing Rubric  Report Writing Rubric  Report Writing Rubric  Exam #2  4.38, 5.18, 5.28, 5.38, 6.48, 6.9k, 6.10k, 6.10s, 6.11s, 6.12s, 7.1s, 10.1s  Subtest Charts: Subtest charts for the WISC-IV, WAIS-III, & WPPSI will be required. The charts should include: (1) what is required of the individual, (2) what the test measures, and (3) remedial measures  Textbook Readings: Sattler Chapters Textbook Readin			Donast Waiting Dubnic	
Group Activity: Blind Review Textbook Readings: Sattler Chapters 4, 9, 13, & 16, 18, & 20; Kaufman text  To develop awareness of various administration adjustments in assessment situations with special populations. Uses procedures to ensure nonbiased results  To communicate assessment results through formal report writing.  To communicate assessment results through formal report writing.  To communicate assessment findings for instructional decisions including recommendations for diverse populations; determine needs & making recommendations based on assessment results  Group Activity: Blind Review Textbook Readings: Sattler Chapters 10, 13, 16, 19, & 20; Kaufman text  Report Writing: Students are responsible for writing four narrative reports.  Textbook Readings: Sattler Chapters 10, 13, 16, 19, & 20; Kaufman text  Report Writing: Students are responsible for writing four narrative reports.  Textbook Readings: Sattler Chapters 10, 13, 16, & 21; Kaufman text  Report Writing Rubric  Exam #2  Exam #2  A.38, 3.10s, 6.11s  Report Writing Rubric  Exam #2  A.38, 5.1s, 5.2s, 5.3s, 6.4s, 6.9k, 6.10k, 6.10s, 6.11s, 6.12s, 7.1s, 10.1s  Group Activity: Blind Review  Subtest Charts: Subtest charts for the WISC-IV, WAIS-III, & WPPSI will be required. The charts should include: (1) what is required of the individual, (2) what the test measures, and (3) remedial measures  Textbook Readings: Sattler Chapters  Textbook Readings: Sattler Chapters  Blind Review Results  Subtest Charts Grading  Rubric  Blind Review Results  Subtest Chart Grading  Rubric  Subtest Chart Grading  Rubric		on assessment administration progress	Report writing Rubric	
Group Activity: Blind Review Textbook Readings: Sattler Chapters 4, 9, 13, & 16, 18, & 20; Kaufman text  To develop awareness of various administration adjustments in assessment situations with special populations. Uses procedures to ensure nonbiased results  To communicate assessment results through formal report writing.  To communicate assessment results through formal report writing.  To communicate assessment findings for instructional decisions including recommendations for diverse populations; determine needs & making recommendations based on assessment results  Group Activity: Blind Review Textbook Readings: Sattler Chapters 10, 13, 16, 19, & 20; Kaufman text  Report Writing: Students are responsible for writing four narrative reports.  Textbook Readings: Sattler Chapters 10, 13, 16, 19, & 20; Kaufman text  Report Writing: Students are responsible for writing four narrative reports.  Textbook Readings: Sattler Chapters 10, 13, 16, & 21; Kaufman text  Report Writing Rubric  Exam #2  Exam #2  A.38, 3.10s, 6.11s  Report Writing Rubric  Exam #2  A.38, 5.1s, 5.2s, 5.3s, 6.4s, 6.9k, 6.10k, 6.10s, 6.11s, 6.12s, 7.1s, 10.1s  Group Activity: Blind Review  Subtest Charts: Subtest charts for the WISC-IV, WAIS-III, & WPPSI will be required. The charts should include: (1) what is required of the individual, (2) what the test measures, and (3) remedial measures  Textbook Readings: Sattler Chapters  Textbook Readings: Sattler Chapters  Blind Review Results  Subtest Charts Grading  Rubric  Blind Review Results  Subtest Chart Grading  Rubric  Subtest Chart Grading  Rubric		and complete a self-evaluation.		
Textbook Readings: Sattler Chapters 4, 9, 13, & 16; Kaufman text  Group Activity: Rank order Guidelines for Assessment (p. 9) from most important descending to least important structions. Uses procedures to ensure nonbiased results through formal report writing.  To communicate assessment results through formal report writing.  Report Writing: Students are responsible for writing four narrative reports.  Textbook Readings: Sattler Chapters 10, 13, 16, 49, & 20; Kaufman text  Report Writing: Students are responsible for writing four narrative reports.  Textbook Readings: Sattler Chapters 10, 13, 16, 49, & 20; Kaufman text  Report Writing: Students are responsible for writing four narrative reports.  Textbook Readings: Sattler Chapters 10, 13, 16, 49, & 20; Kaufman text  Report Writing Rubric  Stamm #2  Exam #2  Exam #2  Exam #2  8.11s, 8.12s, 10.1s, 8.11s, 8.12s, 10.1s, 8.11s, 8.12s, 10.1s  Reports: Group Activity: Blind Review Subtest Charts: Subtest charts for the WISC-IV, WAIS-III, & WPPSI will be required. The charts should include: (1) what is required of the individual, (2) what the test measures, and (3) remedial measures  Textbook Readings: Sattler Chapters Total Rubric Protocols  Exams #1 and #2  Exams #1 and #2  Exams #1 and #2  Exams #1 and #2  2.2k, 3.1k, 8.4s  Rubric for Scoring of Protocols  Video Rubric  Quizzes #1-4  Report Writing Rubric  Exam #2  E			Blind Review Results	
To develop awareness of various administration adjustments in assessment situations with special populations. Uses procedures to ensure nonbiased results  **Test Administration: Students will select appropriate instruments, administer, score, and interpret a minimum of: 10 WISC-IV, 10 WAIS-III and 2 WPPSI-III.  Textbook Readings: Sattler Chapters 10, 13, 16, 19, & 20; Kaufman text  Report assessment findings for instructional decisions including recommendations for diverse populations; determine needs & making recommendati				
To develop awareness of various administration adjustments in assessment situations with special populations. Uses procedures to ensure nonbiased results administration: Students will select appropriate instruments, administration interpret a minimum of: 10 WISC-IV, 10 WAIS-III and 2 WPPSI-III.  Textbook Readings: Sattler Chapters 10, 13, 16, 19, & 20; Kaufman text  Report Writing: Students are responsible for writing four narrative reports.  Textbook Readings: Sattler Chapters 10, 13, 16, & 21; Kaufman text  Report Writing: Students are responsible for writing four narrative reports.  Textbook Readings: Sattler Chapters 10, 13, 16, & 21; Kaufman text  Report Writing: Students are responsible for writing four narrative responsible for writing four narrative reports.  Group Activity: Rank order Guidelines for Assessment (p. 9) from most important descending to least important will select appropriate instruments, administration: Students will select appropriate instruments, administration: Students will select appropriate instruments, administration: Students will select appropriate instruments will select appropriate instruments.  Report Writing Rubric  Exam #2  4.38, 5.18, 5.28, 5.38, 6.48, 6.9k, 6.10k, 6.10s, 6.48, 6.9k, 6.9k, 6.10k, 6.10s, 6.11s, 6.12s, 7.1s, 10.1s  Bilind Review Results  Subtest Chart Grading Rubric  Wideo Rubric duizzes #1-4  Report Writing Rubric  Exam #2  5.48, 6.9k, 6.10k, 6.10s  6.48, 6.9k, 6.10k, 6.10s  6.48, 6.9k, 6.10k, 6.10s  6.49, 6.9k, 6.10k, 6.10s  6.41s, 6.12s, 7.1s, 10.1s  8.45, 8.11s, 8.12s, 10.1s  8.45, 8.11s, 8.12s, 10.1s				
various administration adjustments in assessment situations with special populations. Uses procedures to ensure nonbiased results  *Test Administration: Students will select appropriate instruments, administer, score, and interpret a minimum of: 10 WISC-IV, 10 WAIS-III and 2 WPPSI-III.  Textbook Readings: Sattler Chapters 10, 13, 16, 19, & 20; Kaufman text  Report Writing: Students are responsible for writing four narrative reports.  Textbook Readings: Sattler Chapters 10, 13, 16, & 21; Kaufman text  Report Writing Rubric  Report Writing Rubric  Exam #2  Report Writing Rubric  Sulter Chapters 10, 13, 16, & 21; Kaufman text  Report Writing Rubric  Exam #2  Report Writing Rubric  Sulter Chapters 10, 13, 16, & 21; Kaufman text  Report Writing Rubric  Exam #2  A.38s, 3.10s, 6.11s  Report Writing Rubric  Sulter Chapters 10, 13, 16, & 21; Kaufman text  Report Writing Rubric  From Activity: Blind Review  Subtest Charts: Subtest charts for the WISC-IV, WAIS-III, & WPPSI will be required. The charts should include: (1) what is required of the individual, (2) what the test measures, and (3) remedial measures  Textbook Readings: Sattler Chapters  Subtest Chart Grading Rubric  Subtest Chart Grading Rubric				
adjustments in assessment situations with special populations. Uses procedures to ensure nonbiased results  **Test Administration: Students will select appropriate instruments, administer, score, and interpret a minimum of: 10 WISC-IV, 10 WAIS-III and 2 WPPSI-III.  **Textbook Readings: Sattler Chapters 10, 13, 16, 19, & 20; Kaufman text  **Report Writing: Students are responsible for writing four narrative reports.  **Textbook Readings: Sattler Chapters 10, 13, 16, & 21; Kaufman text  **Report assessment findings for instructional decisions including recommendations for diverse populations; determine needs & making recommendations for diverse populations; determine needs & making recommendations based on assessment results  **Textbook Readings: Suttler Chapters 10, 13, 16, & 21; Kaufman text  **Report Writing: Students are responsible for writing four narrative reports.  **Group Activity: Blind Review**  **Subtest Charts: Subtest charts for the WISC-IV, WAIS-III, & WPPSI will be required. The charts should include: (1) what is required of the individual, (2) what the test measures remedial measures  **Textbook Readings: Sattler Chapters**  Textbook Readings: Sattler Chapters  **Textbook Readings: Sattler Chapters**  **Textbook Readings: Sattler Ch	To develop awareness of		Exams #1 and #2	6.2s, 6.5s, 6.8k, 7.1s
important populations. Uses procedures to ensure nonbiased results  important *Test Administration: Students will select appropriate instruments, administer, score, and interpret a minimum of: 10 WISC-IV, 10 WAIS-III and 2 WPPSI-III.  Textbook Readings: Sattler Chapters 10, 13, 16, 19, & 20; Kaufman text  Report Writing: Students are responsible for writing four narrative reports.  Textbook Readings: Sattler Chapters 10, 13, 16, & 21; Kaufman text  Report Writing: Students are responsible for writing four narrative reports.  Textbook Readings: Sattler Chapters 10, 13, 16, & 21; Kaufman text  Report Writing Rubric  Report Writing Rubric  Exam #2  A.38, 3.10s, 6.11s  Report Writing Rubric  8.11s, 8.12s, 10.1s, 6.12s, 7.1s, 10.1s  Exam #2  A.38, 5.1s, 5.2s, 5.3s, 6.4s, 6.9k, 6.10k, 6.10s, 6.11s, 6.12s, 7.1s, 10.1s  Blind Review Results  Subtest Chart Grading Rubric  Blind Review Results  Subtest Chart Grading Rubric  Subtest Chart Grading Rubric  Textbook Readings: Sattler Chapters  Textbook Readin	various administration	Guidelines for Assessment (p. 9) from		
important populations. Uses procedures to ensure nonbiased results  important *Test Administration: Students will select appropriate instruments, administer, score, and interpret a minimum of: 10 WISC-IV, 10 WAIS-III and 2 WPPSI-III.  Textbook Readings: Sattler Chapters 10, 13, 16, 19, & 20; Kaufman text  Report Writing: Students are responsible for writing four narrative reports.  Textbook Readings: Sattler Chapters 10, 13, 16, & 21; Kaufman text  Report Writing: Students are responsible for writing four narrative reports.  Textbook Readings: Sattler Chapters 10, 13, 16, & 21; Kaufman text  Report Writing Rubric  Report Writing Rubric  Exam #2  A.38, 3.10s, 6.11s  Report Writing Rubric  8.11s, 8.12s, 10.1s, 6.12s, 7.1s, 10.1s  Exam #2  A.38, 5.1s, 5.2s, 5.3s, 6.4s, 6.9k, 6.10k, 6.10s, 6.11s, 6.12s, 7.1s, 10.1s  Blind Review Results  Subtest Chart Grading Rubric  8.4s, 8.11s, 8.12s, 10.1s	adjustments in assessment	most important descending to least	Rubric for Scoring of	2.2k 3.1k 8.4s
populations. Uses procedures to ensure nonbiased results  *Test Administration: Students will select appropriate instruments, administer, score, and interpret a minimum of: 10 WISC-IV, 10 WAIS-III and 2 WPPSI-III.  Textbook Readings: Sattler Chapters 10, 13, 16, 19, & 20; Kaufman text  Report Writing: Students are responsible for writing four narrative responsible for writing: Students are responsible for writing four narrative responsible for				2.2.0, 2.1.0, 3.7.5
to ensure nonbiased results    Select appropriate instruments, administer, score, and interpret a minimum of: 10 WISC-IV, 10 WAIS-III and 2 WPPSI-III.   Textbook Readings: Sattler Chapters 10, 13, 16, 19, & 20; Kaufman text   Report Writing Rubric   Exam #2   Report Writing Rubric   Report writing Rubric   Exam #2   Report Writing Rubric	_		Protocols	
administer, score, and interpret a minimum of: 10 WISC-IV, 10 WAIS- III and 2 WPPSI-III.  Textbook Readings: Sattler Chapters 10, 13, 16, 19, & 20; Kaufman text  Report Writing: Students are results through formal report writing.  Report Writing: Students are responsible for writing four narrative reports. Textbook Readings: Sattler Chapters 10, 13, 16, & 21; Kaufman text  Report Writing Rubric  Report Writing Rubric  Report Writing Rubric  Exam #2  Report Writing Rubric  Bean #2  Report Writing Rubric  Report Writing Rubric  Report Writing Rubric  Report Writing Rubric  Bean #2  Report Writing Rubric  Report Writing Rubric  Report Writing Rubric  Bean #2  Report Writing Rubric  Report Writing Rubric  Report Writing Rubric  Bean #2  Report Writing Rubric  Report Writing Rubric  Report Writing Rubric  Report Writing Rubric  Bean #2  Report Writing Rubric  Subtest Chart Grading Rubric  Report Writing Rubric  Subtest Chart Grading Rubric  Report Writing Rubric  Subtest Chart Grading Rubric  Report Writing Rubric  Subrea Report Writing Rubric				
Administer, score, and interpret a minimum of: 10 WISC-IV, 10 WAIS-III and 2 WPPSI-III.  Textbook Readings: Sattler Chapters 10, 13, 16, 19, & 20; Kaufman text  Report Writing: Students are responsible for writing four narrative reports.  Textbook Readings: Sattler Chapters 10, 13, 16, & 21; Kaufman text  Report assessment findings for instructional decisions including recommendations for diverse populations; determine needs & making recommendations based on assessment results  Administer, score, and interpret a minimum of: 10 WISC-IV, 10 WAIS-III.  Report Writing Rubric  Exam #2  Report Writing Rubric  Exam #2  Exam #2  Exam #2  A.3s, 5.1s, 5.2s, 5.3s, 6.4s, 6.9k, 6.10s, 6.10s, 6.4s, 6.9k, 6.10s, 6.10s, 6.10s, 6.11s, 6.12s, 7.1s, 10.1s  Blind Review Results  Subtest Chart Grading Rubric  Subtest Chart Grading Rubric  I what is required of the individual, (2) what the test measures, and (3) remedial measures  Textbook Readings: Sattler Chapters  Textbook Readings: Sattler Chapters  Report Writing Rubric  Exam #2  A.3s, 5.1s, 5.2s, 5.3s, 6.4s, 6.9k, 6.10s, 6.10s, 6.11s, 6.12s, 7.1s, 10.1s  Blind Review Results  Subtest Chart Grading Rubric  Subtest Chart Grading Rubric	to ensure nonbiased results		Video Rubric	
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		10, 13, 16, & 21; Kaufman text		

#### **Course Format:**

Through lecture presentations, group activities, field experiences, text readings, class assignments, testing administration demonstrations, and exams, the instructor and students will

work to achieve course objectives. Supplemental lecture materials will be posted on Blackboard

for reference.

#### **Course Content and Objectives:**

This course is designed to cover the basic skills needed to administer and interpret individual

intelligence tests. Three tests are highlighted: Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV), Wechsler Adult Intelligence Scale- Third edition (WAIS-III) and Wechsler Preschool and Primary Scale of Intelligence-Third Edition (WPPSI-III). On each scale students are expected to evaluate the examinee's strengths and weaknesses by an analysis of Full scale, index scores, and subtest scaled scores. Excellent written communication skills (e.g. spelling, grammar, and sentence construction) are also needed. This course requires a high level of social and ethical responsibility. The goals of the course are as follows:

- 1. To provide students with a systematic approach to the development of individual assessment skills.
- 2. To review ethical standards of practice, roles, and responsibilities regarding assessment including state and federal regulations relevant to the role of the educational diagnosticians, FERPA, and procedural safeguards.
- 3. To review psychometric principles and issues including laws and legal issues related to the assessment of individuals with disabilities.
- 4. To examine the most common theories of intelligence and their appropriateness for assisting in measuring intelligence.
- 5. To explore research associated with intelligence and related achievement by examining publications relevant to the field of educational diagnosis.
- 6. To observe the administration of individual intelligence tests and to practice individual assessment skills.
- 7. To master the basic administration, scoring, and interpreting skills in individual intelligence testing.
- 8. To identify skill strengths and weaknesses and develop a growth plan for mastery.
- 9. To develop awareness of various administration adjustments in assessment situations with special populations.
- 10. To communicate assessment results through formal report writing.
- 11. Report assessment findings for instructional decisions including recommendations for diverse populations; determine needs & making recommendations based on assessment results

## **Course Requirements:**

#### **Assignments:**

- 1. "Testing Out" Process: Each student must demonstrate ability to follow the WISC-IV test manual prior to receiving approval to administer the WISC-IV to examinees outside of class. Appointment times for testing out will need to be scheduled through the class TA. If subtests are not administered properly, students will have the opportunity to retest.
- 2. **Wechsler Scales Administration:** Upon completion of "testing out," students will administer and score a *minimum* of 10 WISC-IV's, 10 WAIS-III's, and 1 WPPSI-III.

Protocols will be submitted for grading and will be returned with feedback by the next scheduled class period. Protocols will be graded on a 100 point scale. Students must achieve an average score on WISC III of 90% and an average score of 90% on WAIS-III. Students will be required to continue administering the tests until this criterion is met. All protocols will be submitted with an audio tape of the administration as well as parental permission forms. NO protocols will be graded without the above listed items.

Mastery of this criterion is necessary to receive a grade of A or B in this course. A student should not expect to receive an A if criterion is not met prior to the semesters end.

Students are expected to find their own subjects. Whenever possible, students should try to select subjects that span the entire age range for each scale. Administrations should include subjects ranging from mentally retarded to gifted when possible. It is the responsibility of the student to follow the "Guidelines for Examinee's" and to secure the participants for the testing sessions.

Two protocols per week are to be submitted. Late protocols will receive a 10 point deduction.

- 3. **Blind Review:** Students will examine a list of scores for interpretation purposes. Scores will be discussed in small groups to assist with interpretation and interventions prior to writing the report.
- **4. Video:** Each student is required to videotape their administration of the WISC-IV. All or some of these will be viewed in class for discussion purposes.

Students must demonstrate proficiency in WISC-IV administration in order to pass the course. Each student will complete a self-evaluation using the chart found in the Sattler text. Student's will be partnered and will trade video administration tapes. Partners will then review self-evaluations and produce a one-page critique of the video to be submitted to the professor along with the self-evaluations and videos.

- **5. Intelligence Testing Narrative Reports:** Students will write a narrative report for one WISC-IV. A one page personal reaction should accompany the report highlighting your thoughts about the test administration, reasons for interpreting results as stated, obstacles/challenges, and learning opportunities.
- **6. Quizzes:** Periodic quizzes will determine familiarity with material, particularly the Wechsler manuals.

## **Evaluation** (\* indicates field-based activity):

- 1. **Exams:** Examinations 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. Two examinations will be administered. They may cover any information assigned (textbook readings) or presented in class and may be objective or essay or a combination of both. Although some of the material will be covered in class, it is the responsibility of students to master the material. Each test will be comprehensive including all previously presented/assigned material.
- 2. **Quizzes:** Each of the four quizzes will relate to text readings and/or test manuals.

Please note that graded examinations and quizzes remain with the instructor but may be viewed upon request.

- 3. Reports: One report based on a WISC-IV protocol is required to be written for this course. Reports must be submitted on the designated due date. A late report will be given a grade of F. Developmental progress is expected on administrations, scoring, interpreting, and report preparation skills. Although it is expected that students will learn through making mistakes, carelessness will be penalized.
- 4. **Video:** Each student will videotape his/her administration of the WISC-IV. Although the videos may be viewed in class for discussion purposes, overall competency of administration is required for course completion. See assignment above for additional information.
- 5. Demonstration: All students will be required to administer one WISC-IV or WAIS-III in the presence of the instructor or TA with classmates viewing. Students must demonstrated proficiency in administration and scoring in order to pass the course. NO EXCEPTIONS!
- 6. **Testing Portfolio** Students are required to maintain a testing portfolio that consists of each protocol submitted, video feedback, personal reflections, scoring rubrics, and reports.
- 5. The final grade of the course will be determined by overall competency, with major emphasis placed on reports and testing skills. Competency also includes your \*(a) professional and ethical development; \*(b) preparation before testing; (c) ability to accept constructive criticism; \*(d) interpersonal relationships with

fellow students, teaching assistants, and instructor; (e) promptness in turning in materials to be evaluated, and (f) overall maturity and clinical skills.

6. Satisfactory performance will result in a grade of **B**. Outstanding performance will be recognized with a grade of **A**. It is possible that all students receive an **A**. It is also possible that all students receive a **B**. No **C**'s will be assigned. If a student is not able to perform at a satisfactory level, an **F** will be assigned.

#### **Course Point Distribution:**

#### Grade of A:

Mastery of WISC-IV administration (Average score of 90%)
Mastery of WAIS-III (Average score of 90%)
Pass of Testing Demonstration (Pass/Fail grade)
Video Administration submitted to partner (Pass/Fail grade)
Personal Reaction to Video Critique
Self Evaluation of Video Critique
Narrative Report (WISC-IV)
Submitted WPPSI-III
Two exams completed with 80% accuracy
Quizzes completed
Testing portfolio submitted

#### **Grade of B:**

Mastery of WISC-IV administration (average score of 85%)
Mastery of WAIS-III (Average Score of 85%)
Pass of Testing Demonstration (Pass/Fail grade)
Video Administration submitted to partner (Pass/Fall Grade)
Personal Reaction to Video Critique
Self Evaluation of Video Critique
Narrative Report (WISC-IV)
Submitted WPPSI-III
Two exams completed with 70% accuracy
Quizzes completed
Testing portfolio submitted

#### Grade of F:

Any of the above listed criteria not met.

## **Expectations:**

## **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. My policy: Attendance (absences, tardies, early exits) will be documented each class period. This information will be used to decide borderline grades and to write letters of recommendation. More than three hours of absence will require a meeting with the instructor to determine if you should remain in the class. More than six hours of absence will result in a failing grade for the class. Missing exam days is highly discouraged. No make-ups will be allowed for students who miss more than three hours of class. I, as your instructor, will only take responsibility for having handouts and materials at class on the day initially provided. 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. The three hours of absence provided by university policy should be used carefully for illness and emergencies.

## TIME REQUIREMENT

For each hour attempted, at least three hours outside class is expected. This 3-credit-hour course will meet three hours each week. That leaves 9 hours each week outside of class in which to read and complete assignments. Since it is essentially a practicum class, more time may be required. It is expected that if you enrolled in this course, you can meet the time requirements.

#### **PROFESSIONALISM**

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

## STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:

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. 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). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. 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.

## **DISABLED STUDENT POLICY:**

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing

Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

#### Americans with Disabilities Act

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 Counseling Center 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.

## **Participant Guidelines**

- 1. In seeking volunteers to serve as subjects for examination, the student should keep in mind four groups of individuals who should **not** be used as subjects: persons who are related to the student or with whom she or he has a close personal relationship; persons the student has any reason to believe might need a psycho-educational evaluation during the next six months; persons who will not sign a release giving up their right to see specific test results; and persons who are currently students of the graduate student examiner.
- 2. When testing children, the student <u>must</u> obtain permission to do so from a parent or legal guardian. Failure to do so is a serious infraction and could result in the student being asked to withdraw from the course or the receipt of a failing grade.
- 3. Informed written consent needs to be obtained from adult examinees, as well. Consent forms pertaining to this course assignment are provided within this syllabus.
- 4. Material obtained from examinees is to be treated as **confidential**, meaning the student should identify subjects by their initials or pseudonyms on reports.
- 5. The student will make no recommendations for psychological or medical treatment to the examinee, parent, or legal guardian on the basis of his or her evaluation. Test results should not be shared with the examinee or guardian.



# SAM HOUSTON STATE UNIVERSITY

A Member of The Texas State University System
Department of Language, Literacy And Special Populations Huntsville, Texas 77341
(936) 294-1238

# **Permission Form**

I grant my permission to be administered an individual intelligence or achievement test by
, a graduate student in the Department of Language, Literacy
and Special Populations at Sam Houston State University. I understand the purpose of this
evaluation is instructional in nature and is being conducted only as a part of course requirements,
that the results will be kept confidential, and that the results will not be used for placement or
decision making purposes. I further understand that because the graduate student involved is just
learning to administer such tests, the results may not be reliable or valid; therefore, it would be
inappropriate to have the results discussed with me. I understand that I may contact the instructor
of the course, Dr. Cynthia Simpson, at (936) 294-1238 should I have any questions or concerns.
Signature of Participant:
Date:
Telephone Number:
Date of Birth:
Signature of Graduate Student Conducting Assessment:
Date:



# SAM HOUSTON STATE UNIVERSITY

A Member of The Texas State University System
Department of Language, Literacy And Special Populations Huntsville, Texas 77341
(936) 294-1238

# **Permission Form**

I give permission for my daughter/son,	, to be
administered an individual intelligence or achievement test by	
a graduate student in the Department of Language, Literacy and Special Populati	ons at Sam
Houston State University. I understand the purpose of this evaluation is instruction	onal in nature
and is being conducted only as a part of course requirements, that the results will	be kept
confidential, and that the results will not be used for placement or decision making	ng purposes. I
further understand that because the graduate student involved is just learning to a	dminister such
tests, the results may not be reliable or valid; therefore, it would be inappropriate	to have the
results discussed with me. I understand that I may contact the instructor of the co	ourse, Dr.
Cynthia Simpson at (936) 294-1238 should I have any questions or concerns.	
Parent's or Legal Guardian's Signature:	
Date:	
Telephone Number:	
Child's Date of Birth:	
Signature of Graduate Student:	
Date:	

# **Blind Review Format**

SPD 587: Workshop in Education: Individual Assessment of Cognitive Functioning/Wechsler
Scales
Summer 2008

(Your Name)					
Gender of child:					
Age of child:					
Grade completed	•				
Test Administere	d: Wech	sler Inte	lligence	Scale for Ch	nildren – IV
WISC-IV RESULT	<u>rs</u>				
Fifteen subtests of the administered to					
WISC-IV CO	OMPOSIT	ES	Score	Percentile Rank	95% Confidence
Verbal Comprehens	ion Index (	(VCI)			
Perceptual Reasonii	ng Index (P	PRI)			
Working Memory I	ndex (WM	I)			
Processing Speed In	ndex (PSI)				
Full Scale IQ (FSIQ	))				
Verbal Compreher	nsion Subto Scaled				
Subtests	Scared	Percer Ran			
Similarities	2010				
Vocabulary					
Comprehension					
(Information)					
(Word Reasoning)					

# **Perceptual Reasoning Subtest Scores**

Scaled Percentile

**Subtests** Score Rank

Block Design

Picture Concepts

Matrix Reasoning

(Picture completion)

# **Working Memory Subtest Scores**

Scaled Percentile

**Subtests** 

Score Rank

Digit Span

Letter-Number Sequencing

(Arithmetic)

# **Processing Speed Subtest Scores**

Scaled Percentile

**Subtests** 

Score Rank

Coding

Symbol Search

(Cancellation)

Additional Information: