

**SAM HOUSTON STATE UNIVERSITY  
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF PSYCHOLOGY & PHILOSOPHY**

**SYLLABUS FOR ASSESSMENT OF INTELLIGENCE AND ACHIEVEMENT  
PSYCHOLOGY 595 (3 GR)  
FALL, 2007**

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### **COURSE OVERVIEW**

The primary purpose of this course is to teach the administration, scoring, interpretation, and use of individual tests of intelligence and academic achievement. Students will receive direct instruction and supervised practice with two measures of cognitive functioning: Wechsler Adult Intelligence Scale – Third Edition (WAIS-III) and Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV). These measures have been selected as exemplary tests in that each is used extensively in research and practice. Students will also be expected to apply their knowledge of standardized assessment (acquired through training on the above measures) to tests of academic achievement.

This course will address historical perspectives, psychometric issues, current controversies, theories, and general testing skills related to intelligence testing. The course includes lecture, demonstration, and supervised practice. In this course, you will learn specific technologies concurrently with general principles.

### **COURSE OBJECTIVES**

1. Students will learn fundamental principles, generalizations, or theories relevant to the course.
2. Students will develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
3. Students will learn to apply course material (to improve thinking, problem solving, and decisions).

In this course students will:

- Administer the WAIS-III and WISC-IV using standardized directions.
- Work with a group to present information to the class on the WIAT-II or WJ-III Tests of Achievement.
- Demonstrate proficiency for administering, scoring, and interpreting the WAIS-III and WISC-IV.
- Develop an appreciation and awareness for the uses and limitations of tests of intelligence, particularly for persons from diverse ethnic, cultural, and socioeconomic backgrounds.
- Recognize and apply major theories of intelligence and measurement principles for selecting, using, and interpreting assessment technologies.
- Write psychological reports summarizing data from test administrations.
- Understand intelligence test terminology; sources of error in intelligence testing; psychometric properties, historical development, standardization of intelligence tests, and appropriate uses of measures of intelligence.

## REQUIRED READINGS

### 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.

Flanagan, D. P., & Kaufman, A. S. (2004). *Essentials of WISC-IV assessment*. Hoboken, NJ: John Wiley & Sons.

Kaufman, K. S., & Lichtenberger, E. O. (1999). *Essentials of WAIS-III assessment*. New York: John Wiley & Sons.

### Additional Readings

Daniel, M. H. (1997). Intelligence testing: Status and trends. *American Psychologist*, 52(10), 1038-1045.

Flanagan, D. P., & Ortiz, S. O. (2002). Best practices in intellectual assessment: Future directions. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology IV* (pp. 1351-1372). Washington, DC: National Association of School Psychologists.

Frisby, C. L. (1999). Straight talk about cognitive assessment and diversity. *School Psychology Quarterly*, 14(3), 195-207.

Gresham, F. M., & Witt, J. C. (1997). Utility of intelligence tests for treatment planning, classification, and placement decisions: Recent empirical findings and future directions. *School Psychology Quarterly*, 12(3), 249-267.

- Kanaya, T., Scullin, M. H., & Ceci, S. J. (2003). The Flynn Effect and U.S. Policies: The impact of rising IQ scores on American society via mental retardation diagnoses. *American Psychologist, 58*(10), 778-790.
- Kranzler, J. H. (1997). Educational and policy issues related to the use and interpretation of intelligence tests in the schools. *School Psychology Quarterly, 26*(2), 150-162.
- Neisser, U., Boodoo, G., & Bouchard, T. J., Jr. (1996). Intelligence: Knowns and unknowns. *American Psychologist, 51*(2), 77-101.
- Pfeiffer, S. I., Reddy, L. A., Kletzel, J. E. (2000). The practitioner's view of IQ testing and profile analysis. *School Psychology Quarterly, 15*(4), 376-385.
- Prifitera, A., Saklofske, D. H., & Weiss, L. G. (2005). The WISC-IV in the clinical assessment context. In A. Prifitera, D. H. Saklofske, & L. G. Weiss (Eds.), *WISC-IV clinical use and interpretation: Scientist-practitioner perspectives* (pp. 3-32). San Diego, CA: Elsevier Academic Press.
- Reschly, D. J., & Grimes, J. P. (2002). Best practices in intellectual assessment. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology IV* (pp. 1337-1350). Washington, DC: National Association of School Psychologists.
- Weiss, L. G., Saklofske, D. H., & Prifitera, A. (2005). Interpreting the WISC-IV index scores. In A. Prifitera, D. H. Saklofske, & L. G. Weiss (Eds.), *WISC-IV clinical use and interpretation: Scientist-practitioner perspectives* (pp. 71-100). San Diego, CA: Elsevier Academic Press.

### Test Manuals and Protocols

Personal review of test manuals and administration practice for proficiency are assumed.

### **RECOMMENDED READINGS**

#### Texts

- Lichtenberger, E. O., Mather, N., Kaufman, N. L., & Kaufman, A. S. (2004). *Essentials of assessment report writing*. New York: John Wiley & Sons.
- Lichtenberger, E. O., & Smith, D. R. (2005). *Essentials of WIAT-II and KTEA-II assessment*. New York: John Wiley & Sons.
- Mather, N. & Jaffe, L. E. (2002). *Woodcock-Johnson III: Reports, recommendations, and strategies*. New York: John Wiley & Sons.
- Mather, N., Wendling, B. J., & Woodcock, R. W. (2001). *Essentials of WJ-III Tests of Achievement assessment*. New York: John Wiley & Sons.

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

\*Sattler, J. M. (2004). *Assessment of children: WISC-IV and WPPSI-III supplement*. La Mesa, CA: Jerome M. Sattler, Publisher.

#### Additional Readings

Braden, J. P. (2003). Psychological assessment in school settings. In J. R. Graham, & J. A. Naglieri (Eds.), *Handbook of psychology: Assessment psychology: Vol. 10* (pp. 261-290). Hoboken, NJ: John Wiley & Sons, Inc.

Saklofske, D. H., Gorsuch, R. L., & Weiss, L. G. (2005). General Ability Index for the WAIS-III: Canadian Norms. *Canadian Journal of Behavioural Science*, 37(1), 44-48.

\*A new edition will be released in December 2007.

#### **SUPPLIES**

Students may find the following items helpful in their completion of course requirements:

- a red pencil w/ eraser
- a protractor
- a book stand
- a stopwatch
- a carrying case
- a clipboard
- VHS videotapes

#### **COURSE PREREQUISITE**

Completion of PSY 594 (Psychometrics) is a prerequisite in order to enroll in this course.

#### **TIME REQUIREMENT**

In a typical graduate class, for each hour attempted at least three hours outside of class is expected. This 3-credit hour course will meet 3 hours each week. That leaves roughly 9 hours each week outside of class in which to read and complete assignments. Since this course 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.***

#### **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. Students may miss one class without penalty to their grade, but **missing two classes could result in a failing grade for the class.** If a student has a conflict with a scheduled class, he/she must meet with me to determine an appropriate plan of action. **The three hours of absence provided by university**

**policy should be used carefully for serious illness and emergencies. *No time beyond these 3 hours will be excused for any reason.***

I will provide class handouts and materials during class. 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.

### **RELIGIOUS HOLIDAYS**

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 the 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. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

### **CLASSROOM RULES OF CONDUCT**

Students should review, and adhere to, the Code of Student Conduct and Discipline at <https://www.shsu.edu/students/guide/dean/codeofconduct.html>.

### **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.

### **ACADEMIC DISHONESTY**

The university expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

The university and its official representatives, acting in accordance with Subsection 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion and the abuse of resource materials.

#### ***Cheating includes:***

- Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs.
- Using, during a test, materials not authorized by the person giving the test.
- Collaborating, without authorization, with another student during an examination or in preparing academic work.

- Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.
- Substituting for another student, or permitting another student to substitute for oneself, to take a test.
- Bribing another person to obtain an unadministered test or information about an unadministered test.
- Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.
- Specifically for this course, the falsification of testing protocols is an extreme ethical violation that may result in expulsion from your graduate program.

**Plagiarism** means the appropriation of another's work or idea and the unacknowledged incorporation of that work or idea into one's own work offered for credit.

**Collusion** means the unauthorized collaboration with another person in preparing work offered for credit.

**Abuse of resource materials** means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

### **STUDENTS WITH DISABILITIES**

It is the policy of SHSU that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs, nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center (294-1720). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student has a disability that may affect adversely his/her work in this class, then the student is encouraged to register with the SHSU Counseling Center and talk with the instructor about how best deal with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center, and there are no retroactive accommodations.

## INSTRUCTOR EVALUATIONS

Students will be asked to complete a course/instructor evaluation form toward the end of the semester.

## ASSIGNMENTS: DETAILED INFORMATION

*Administration Checks.* On two separate occasions, you will be asked to pass an Administration Check with one of the two course teaching assistants or the instructor.

***We will purposefully present you with tricky administration complications to make sure your knowledge of how to administer the test is adequate to begin seeing practice clients!*** If you do not pass the first time, you will automatically be eligible for only a B in the course. This means you should **PRACTICE, PRACTICE, PRACTICE FOR ALL SORTS OF ANSWERS BEFORE THE ADMINISTRATION CHECK.**

*Protocols.* Although ample time will be devoted to lectures, the majority of class time will be spent observing, administering, and obtaining practice interpreting the various tests. Your record forms, or protocols, will be assessed for scoring accuracy. Plan to administer and score at least 5 WAIS-III and 5 WISC-IV. You must submit at least one WAIS-III protocol and one WISC-IV protocol, that are free from scoring and identifiable administration errors. (See document Error-Free Protocol Standards/Comments for specific standards.) All protocols must include a signed 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 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 (WAIS-III and WISC-IV) test.

*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). 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 two reports to me (1 WAIS-III and 1 WISC-IV). You must include achievement test scores in at least one report. You should note and discuss cognitive-achievement comparisons in that report.

I recommend that you also try to obtain diversity (e.g., age, gender, ethnicity, disability status, etc.) in your examinees.

*Videotapes.* You must videotape yourself administering at least one WAIS-III and one WISC-IV. 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,  
and
3. 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.

The Department has three rooms available for your use with video equipment in LDB Suite 149 (rooms are shared with PSY 691 students). However, if students can secure their own equipment, they can film within a home. VHS-C tapes should be provided to the examiner with the VHS adapter. Digital tapes must be transferred to a VHS tape.

*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), reviews in *Buros Mental Measurements Yearbook*, *Test Critiques*, and other test review sources (e.g., *Journal of Psychoeducational Assessment*).

## **GRADING & FEEDBACK**

You can earn a maximum score of 100. Individuals who score 90-100 will earn an A, and those scoring from 80-89 will earn a B. Should you earn less than 80 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
WAIS-III Administration Check	5
WAIS-III Protocol (error-free)	10*
WAIS-III Report	10
WAIS-III Video	15
WISC-IV Administration Check	5
WISC-IV Protocol (error-free)	10*
WISC-IV Report	10
WISC-IV 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
90-100	A
80-89	B
70-79	C
60-69	D
59 or below	F

Feedback for each of your assignments will be provided. 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. All volunteers must sign (and, if a minor, have a parent/legal guardian sign) a 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.

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.

## Course Outline

Course outline is tentative and subject to change. Changes will be announced in class.

Date	Topic	Assigned Reading	Assignments and weeks testing should occur
8/22	Introduction WAIS-III kit distribution WAIS-III overview	None	Begin scheduling examinees
8/29	General assessment and testing considerations  WAIS-III content review and administration	WAIS-III manual and kit Essentials of WAIS-III: Chps 1 & 2 CIA: Chp 14	<b>In class:</b> WAIS-III demonstration
9/5	Concepts and history of intelligence testing	CIA: Chps 1 & 3 Supplemental: Braden, 2003	<b>This week:</b> WAIS-III <u>administration check</u> (schedule with a TA)
9/12	Statistical and measurement concepts  WAIS-III technical aspects	WAIS-III manual Essentials of WAIS-III: Chp 3 CIA: Chp 28	(WAIS-III testing)  WAIS-III protocol #
9/19	WAIS-III interpretation Behavioral observations Report writing	Essentials of WAIS-III: Chp 4 CIA: Chps 2 & 12	(WAIS-III testing)  WAIS-III protocol #
9/26	WAIS-III interpretation (continued) Behavioral observations Report writing	Essentials of WAIS-III: Chps 5 & 6 Supplemental: Saklofske et al., 2005	(WAIS-III testing)
10/3	WISC-IV kit distribution WISC-IV content review and administration	WISC-IV manual and kit Essentials of WISC-IV: Chps 1 & 2 Prifitera et al., 2005	WAIS-III protocol # <b>In class:</b> WISC-IV demonstration (WAIS-III testing)  WAIS-III protocol #

10/10	Statistical and measurement concepts WISC-IV technical aspects	WISC-IV manual Essentials of WISC-IV: Chp 3	<b>This week: WISC-IV administration check</b> (schedule with a TA)  WAIS-III videotape  WAIS-III protocol #
10/17	WISC-IV interpretation	CIA: Chps 4 & 8	WAIS-IV report  (WISC-IV testing)  WISC-IV protocol #
10/24	WISC-IV interpretation (continued)	Essentials of WISC-IV: Chp 4 Weiss et al., 2005	(WISC-IV testing)  WISC-IV protocol #
10/31	Special education classification Cognitive disabilities Assessment of adaptive behavior	CIA: Chp 13 Kanaya, Scullin, & Ceci, 2003	(WISC-IV testing)  WISC-IV protocol #
11/7	The assessment of culturally and linguistically diverse individuals Nonverbal measures of intelligence	CIA: Chps 11 & 25 Frisby, 1999 Neisser et al., 1996 Supplemental: CIA: Chps 19 & 26	<b>In class:</b> student-led discussion  (WISC-IV testing)  WISC-IV protocol #
11/14	Application of intelligence testing in psychoeducational assessment	Daniel, 1997 Kranzler, 1997 Gresham & Witt, 1997 Pfeiffer et al., 2000	WISC-IV videotape  WISC-IV protocol #
11/22	<b>THANKSGIVING HOLIDAY</b>		
11/29	Revisiting intellectual assessment	CIA: Chp 29 Flanagan & Ortiz, 2002 Reschly & Grimes, 2002	WISC-IV report

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Achievement tests

WJAT-II manual  
WJ-III Achievement manual

Group presentations