

Assessment of Cognitive Abilities and Achievement (PSYC 8360)
Spring, 2015

Cary 202 Conference Room
Tuesdays & Thursdays 1:00 to 2:15 pm

Instructor: Steve Shapiro, Ph.D.
Office: 207 Thach; 844-6499
E-mail: shapisk@auburn.edu
Office Hours: By appointment

Graduate Teaching Assistants:	Becca Fix, M.S.	Ashley Norwood-Strickland, M.S.
Office:	215 Cary Hall	138 or 215 Cary Hall
E-mail:	rls0032@auburn.edu	norwoak@auburn.edu
Office Hours:	By appointment	By appointment

Course Objectives:

This graduate-level course is designed to provide a scholarly foundation in the assessment of cognitive abilities and aptitude/achievement and a context in which to acquire competence in the administration and interpretation of widely used corresponding tests. We will discuss historical and contemporary theories of intelligence and their influence on test interpretation, psychometric issues, ethical issues and standards of practice, testing with special and diverse populations, and report writing. You will also master the mechanics of test administration, scoring, and develop the beginning skills of interpretation. You are expected to further refine and expand your cognitive/achievement and integrative assessment skills in subsequent courses and supervised practicum experiences.

By the end of this course, you should be able to:

1. Understand the historical and current approaches to the concepts of intelligence/cognitive abilities and academic achievement.
2. Identify, discuss, and apply ethical, social, and cultural issues related to the assessment of intelligence and academic achievement, including knowledge of the uses and limitations of these measures with individuals from culturally and linguistically diverse populations.
3. Apply measurement principles to the evaluation of assessment materials and interpretation of test results.
4. Administer, score, and interpret the WISC-V or WAIS-IV, and the WJ III ACH; generate written products documenting these results.
5. Demonstrate knowledge of the constructs that underlie performance on standardized cognitive and achievement tests.
6. Demonstrate familiarity with other available tests of cognitive abilities (e.g., WJ IV COG) and academic achievement (e.g., WIAT-III, WJ IV ACH).

Evaluation of Objectives

There are two related instructional components of this course: (1) lecture-based material and assignments, and (2) exercises (focusing on the development of test use competency). *You must pass both components in order to successfully complete the course. Failure to do so will require*

repeating the entire course during the subsequent summer and not being allowed to enroll in the assessment clinical practicum (8910) as part of Vertical Team requirement beginning your second year.

A. Administration of Tests -- You will conduct **two** separate and graded administrations of specified test batteries and a report for each. **See also IMPORTANT NOTES below.**

1. You will submit specified protocols and accompanying checklists for each assessment – practice and final (see Course Schedule for due date). We will provide checklists to supplement formal readings and lectures/activities.
2. Self-evaluation: You must complete a self-evaluation on each of your practice and final test administration for the WAIS-IV **OR** the WISC-V, **AND** the WJ III ACH (four self-evaluations). Feedback from the initial submissions and practice sessions will guide performance on the final required submission. Given the nature of some class meetings that focus on in-vivo feedback, we may not systematically review the DVD of your practice protocol (we will spot check certain subtests). You should use this DVD to critically evaluate your administration performance, complete the administration checklist, and begin preparing for your final administration. We **will** carefully review the DVD of your final administration. Therefore, you should submit your DVDs for each administration. See #3 below.

You are expected to thoroughly evaluate each protocol before submission. This means you need to watch your administration in its entirety. This self-evaluation should include reviewing the recording; reviewing response recording and scoring; discussing scoring with classmates and Becca or Ashley; and completing the checklist. 5% will be deducted from the final submission grade if the self-evaluation checklist is incomplete or completed haphazardly. The determination of meeting criteria for “incomplete or completed haphazardly” is based on the opinion of the GTA and instructor only.

3. DVDs should be labeled with your name, the name of the test (e.g., WAIS-IV), and the numerical order for that DVD (#1 for first DVD, etc). It is your responsibility to make sure that the test sessions are both visible and audible (so that we see and hear all aspects of your test administration; you, the participant, and the stimuli). If this is not the case, you may need to re-administer the test/session. Given the DVD recording time, you should plan to use multiple DVDs. It is your responsibility to make sure that the entire administration is recorded. Be sure to use DVD-Rs (not DVD-RWs). Recording instructions will be provided for clinic equipment.
4. The final submission of each test battery should contain **no errors** that would invalidate the test results. For our purposes, invalidation is generally defined as a test result that, in our opinion, would be different if the error did not occur and/or raises concern about future test administration/scoring. See “IMPORTANT NOTES – Administration and Scoring Errors.” *In addition, all administrations must be conducted at an appropriate pace. This is determined by the guidelines set forth in the administration manuals for each test battery. The final submission should depict*

performance that would be expected to yield valid results in a clinical setting and at a level of fluidity determined to be acceptable by the course instructor. Otherwise, you will be required to complete additional administrations and submit additional protocols. The course schedule has been revised from previous semesters to allow for the acquisition of such fluency. Strong performances and clear evidence of preparedness and self-evaluation are expected for each submission. Materials should not be submitted “just to get feedback.”

5) *Interpretive Report.* An interpretative report will be turned in for the final test administration (WISC-V/WAIS-IV and the WJ-III ACH). More details will be provided during class.

IMPORTANT NOTES

1) Administration and Scoring Errors:

- a) If you identify serious errors during the self-evaluation of the final submission, you should expect to re-administer all or a portion of the battery, pending feedback from us.
 - i. If there are serious errors on two or fewer subtests, you may re-administer these subtests using an additional (photocopied) test record form, record the administration, complete the checklist based on that re-administration, and score the subtests. In this case, materials from both the initial administration and partial re-administration should be submitted.
 - ii. If there are serious errors on three or more subtests, you should submit an additional, complete administration (with a paid original test protocol) following all the guidelines for submission. Deviations from these guidelines may occur depending on the nature of the errors.
 - iii. *In either case, submit the initial self-evaluation form with all other materials so that we can provide you with complete feedback and determine the exact nature of the re-administration requirements.*
- b) Errors in scoring are considered egregious deviations from professional standards of practice. Scoring errors are grounds for receiving 0 points for the assignment. Be careful with your math as most errors are clerical. Clear evidence of administration and scoring competence (including an appropriate pace) is the primary criterion. Although we strive to be fair, we must ensure an appropriate level of competence so you are prepared to provide clinical services.

2) Strict adherence to the following guidelines is expected:

- a) To protect the anonymity of the volunteer examinee, include only (1) the volunteer’s first name, (2) his or her initials, or (3) a pseudonym on protocols and all other assessment materials. The volunteer’s name (and that of his or her parent, if applicable), should appear on only the consent form.
- b) Do not record the volunteer’s identity (e.g., his or her last name) on test materials or notes and do not mention the volunteer’s identity in class discussions.

- c) Submit all test materials (consent forms, protocols, checklists, etc.) in clasped manila envelopes. Include (1) your name and (2) the name of the submission (e.g., WISC-V) on the front of every envelope you submit. Please seal these envelopes using only the clasp, or re-sealable adhesive.
- d) Failure to follow the above instructions will raise concern about your ability to follow confidentiality procedures once you are in a real clinical setting. Please attend to such details.

3) PRACTICE, PRACTICE, PRACTICE...AND THEN PRACTICE MORE!!

- a) You are expected to pair with classmates and meet regularly and often with him/her to discuss and assist with administration and scoring issues, and certainly practice administering tests with each other. Sole use of “ghost” practice methods or practicing with people who are not familiar with the test is strongly discouraged. Present each other with administration and scoring challenges. You should also plan to switch practice partners. Competency comes with diligent practice, not through osmosis. Lack of preparation will be quite obvious to us and painful for you and your examinee.
- b) You may also practice with willing individuals (e.g., other graduate students, significant others, etc.), but this should be done towards the end of your practice process so as to benefit from informed feedback from someone else who is familiar with the instrument.

4) All final administrations must be conducted with an unfamiliar volunteer.

- a. You must secure consent forms for each administration. These forms will be provided.
- b. You must maintain test security and not share results with examinees or their parents.
- c. You should not conduct final administrations with significant others, first-blood relatives, individuals to whom you are close or whose involvement may create a dual or complicated relationship. You should not practice or conduct final administrations with children enrolled in special education services or who may complete a psycho-educational evaluation in the coming year. This may impact the validity of their subsequent test results.
- d. You should not test children younger than six years old. You are encouraged to recruit a variety of volunteers, in terms of age, gender, ethnicity and other dimensions of individual difference. We will assist in this recruitment process through SONA and other contacts.

5) Legal and Ethical Responsibilities

- a. Standards of practice, ethical guidelines and laws that relate to privileged communication and use of tests govern assessment and assessment training. Students are responsible for understanding these guidelines and principles.
- b. You are required to maintain the confidentiality of your test volunteers.
- c. You may not disseminate testing materials and test content to unqualified users.
- d. You may not duplicate testing materials or protocols without checking with your instructor.

- e. Do not leave test protocols unattended. Do not leave report files open on unattended computers/computer desktops.
- f. Do not provide feedback to volunteers or parents as this is unethical since you are in training.

B. Exams. There will be two exams. Questions will cover lecture and reading material and may involve short answer and essay. Some portions may allow use of course notes and readings.

C. Role Plays. You will have several opportunities to role play or practice in front of the class with a partner/instructor. You will be selected to role play the subtest the day of class. The purpose of the role play is to give you ample practice and feedback on your administration and scoring of as many subtests as possible.

D. Preparedness & Professional Behavior. Participation and professionalism (active participation in class; obvious familiarity with readings; preparedness for lecture and lab; adherence to class and clinic policies; completion of assignments; professional behavior with peers, PSC clinicians, volunteers, etc) is an expected competency to move on to your practicum.

Course Readings

In addition to the instrument manuals, readings will be taken mainly from the following sources. Accessing these will be discussed with you or provided on Canvas.

Brassard, M. R., & Boehm, A. E. (2007). *Preschool assessment: Principles and practices*. New York: Guilford.

Flanagan, D. P., & Harrison, P. L. (2012). *Contemporary intellectual assessment: Theories, tests, and issues* (3rd edition). New York: Guilford. [F&H]

Groth-Marnat, G. (2009). *Handbook of psychological assessment*. (5th ed.). New York: Wiley.

Lichtenberger, E. O. & Kaufman, A. S. (2013). *Essentials of WAIS-IV assessment*. (2nd ed.). New York: Wiley. [Essentials] ***adult students must purchase this book.**

Lichtenberger, E. O., Mather, N., Kaufman, N. L., & Kaufman, A. S. (2004). *Essentials of Assessment Report Writing*. New York: Wiley.

Nisbett, R. E., Aronson, J., Blair, C., Dickens, W., Flynn, J., Halpern, D. F., & Turkheimer, E. (2012). Intelligence: New findings and theoretical developments. *American Psychologist*, 67 (2), 130-159.

Mather, N., Wendling, B. J., & Woodcock, R. W. (2001). *Essentials of WJ III Tests of Achievement assessment*. New York: Wiley. ***you must purchase this book.**

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

Equipment and Materials Needed

At least 9 DVD-Rs

Test Record Form packets (\$10)

Digital stopwatch (preferably silent)

Kits will be made available through PSC or LRC (see separate sheet)

Grading/Policies

Note: You are not penalized for turning things in early!

Exams	35%
Role Plays	5%
Test Administrations	40%
Reports	20%

Course letter grades will be assigned according to the following:

A: 90-100%; **B:** 80-89.99%; **C:** 70-79.99%; **D:** 60-69.99%; **F:** Below 60%

Assignments turned in late will be subject to a 10% penalty per day, in the absence of a legitimate excuse. **You should first discuss the potential late submission with Steve and receive approval.**

Class attendance is mandatory. You are required to notify the instructor of the impending absence by e-mail or by phone. University guidelines will apply to excused absences. Class time is for your benefit and will be used to demonstrate and review administration and scoring procedures as well as prepare you for an informed approach to your clinical work (i.e., there are expected prerequisites with your second year practicum placement). It is imperative that you are familiar with and have already handled the material to be demonstrated. This is also the case for lecture, particularly when we discuss test interpretation. Missing more than 1/4 of the total number of class meetings without a university sanctioned excuse will result in a grade assigned as **Failure due to Excessive Absences (FA)**.

Academic Dishonesty/Classroom Behavior: All portions of the Auburn University Student Academic Honesty code (Title XII) found in the Student Policy eHandbook will apply to this class: www.auburn.edu/student_info/student_policies/. Academic dishonesty includes, but is not limited to, the following:

- Plagiarism
- Furnishing false or misleading information to course instructors
- Copying another student's work (from current class or previous classes)
- Using unauthorized materials during exams or other assignments
- Providing information to other students for the purpose of cheating
- Submitting graded assignments for multiple courses

All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

The AU Classroom Behavior Policy is strictly followed in the course; please refer to the Student Policy eHandbook at www.auburn.edu/student_info/student_policies/ for details of this policy.

You are also expected to behave in accordance with the American Psychological Association Code of Ethical Conduct.

Accommodations: If you need accommodations please electronically submit your approved accommodations via e-mail and make an individual appointment with Steve during the first week of classes -- or as soon as possible if accommodations are needed immediately. If you do not have established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT) or email them at accessibility@auburn.edu.

Course Schedule (Subject to change at the discretion of the instructor)

Week	TUESDAY CLASS	THURSDAY CLASS
1 (1/15)		Course and Clinic Orientation
		Syllabus and handouts
2 (1/20 & 1/22)	History of Intelligence Assessment	History of Intelligence Test Interpretation
	F&H Ch. 1	F&H Ch. 2
3 (1/27 & 1/29)	WAIS-IV & WISC-V Introduction	WAIS-IV & WISC-V Introduction, Administration & Scoring
	<i>If WAIS-IV:</i> Manual Chs. 1 & 2; Essentials Ch. 1 <i>If WISC-V:</i> Manual Chs. 1 & 2	<i>WAIS-IV:</i> Essentials Chs. 2 & 3 (pp. 53-65, 98-109) WISC-V:
4 (2/3 & 2/5)	WAIS-IV & WISC-V Administration & Scoring	WAIS-IV & WISC-V Subtests

	<p>Sattler (2001) Ch. 7; <u>WAIS-IV</u>: Essentials Chs. 2 & 3 (pp. 53-65, 98-109) WISC-V:</p>	<p>Subtests 1-4 WECH Manuals Ch. 3 (pages corresponding to subtests) <u>WAIS-IV</u>: Essentials Chs. 2 & 3 (pp 65-73; 110-112) WISC-V:</p>
<p>5 (2/10 & 2/12)</p>	<p>Updated/New Findings</p>	<p>WAIS-IV & WISC-V Subtests</p>
	<p>Nisbett et al (2012) Flynn's TED Talk</p>	<p>Subtests 5-8 WECH Manuals Ch. 3 (pages corresponding to subtests) <u>WAIS-IV</u>: Essentials Chs. 2 & 3 (pp. 73-79; 112-113) WISC-V:</p>
<p>6 (2/17 & 2/19)</p>	<p>WAIS-IV & WISC-V Subtests</p>	<p>WAIS-IV & WISC-V Subtests</p>
	<p>Subtests 9-12 WECH Manuals Ch. 3 (pages corresponding to subtests) <u>WAIS-IV</u>: Essentials Chs. 2 & 3 (pp. 80-85; 113-114) WISC-V:</p>	<p>Remaining subtests WECH Manuals Ch. 3 (pages corresponding to subtests) <u>WAIS-IV</u>: Essentials Chs. 2 & 3 (pp. 85-91; 114-115) WISC-V:</p>
<p>7 (2/24 & 2/26)</p>	<p>WISC-V Interpretation (Child Students)</p>	<p>WAIS-IV Interpretation (Adult students)</p>
	<p>WISC-V Technical and Interpretive Manual Ch. 6 (pp. 149-186) and TBA</p>	<p>WAIS-IV Essentials Chs. 4 & 5 **Practice WECH Due (2/27)**</p>
<p>8 (3/3 & 3/5)</p>	<p>EXAM 1</p>	<p>WECH Clinical Applications/special populations</p>

		TBA
9 (3/10 & 3/12)	Cattell-Horn-Carroll (CHC) Model of Intelligence	Cross Battery Assessment; WJ IV COG
	F&H Ch. 4	F&H Ch. 19; TBA (COG)
10 (3/17 & 3/19)	WJ III ACH Introduction/ Administration & Scoring	WJ III ACH Subtests 1-7
	Essentials Chs. 1 and 2 (1- 42) WJ III ACH Manual Chs. 2 and 3 WJ III ACH Examiner Training Workbook **FINAL WECH DUE**	Essentials Ch. 2 (pp 43-53); Examiner's Manual Ch. 4 (pp. 47-52)
11 (3/24 & 3/26)	Spring	Spring
	Break	Break
12 (3/31 & 4/2)	WJ III ACH Subtests 8-13	WJ III ACH Interpretation
	Essentials Ch. 2 (pp. 53-61) Examiner's Manual Ch. 4 (pp. 52- 61)	Essentials Ch 4 (pp. 100-140)
13 (4/7 & 4/9)	WJ III ACH Interpretation	Linking Cognitive Abilities to Academic Interventions **Practice WJ III ACH Due (4/10)**
	Essentials Ch. 4 (pp. 141-158), Ch. 6 (166-190)	F&H Ch. 23

14 (4/14 & 4/16)	Report Writing	WJ IV ACH
	Lichtenberger et al Chs. 2, 5, 8	TBA
15 (4/21 & 4/23)	WIAT-III	WIAT-III **FINAL WJ III ACH DUE**
	TBA	TBA
16 (4/28 & 4/30)	Testing Culturally & Linguistically Diverse Individuals	Neuropsychological Assessment
	F&H Ch. 22	TBA

Exam 2 – Monday, May 4, 12-2:30 pm

Competency	Assessment Method
I – 1B	D: Feedback provided based on taped administrations
I – 1C	B, E: Turns in assignments on time; prepared for role plays
I – 1E	B: Class discussion
I – 2B	B: Class discussion, Exams
I – 3A	B: Class discussion, Exams
I – 4A	B, D, E: Feedback from GTAs on performance, Role plays in class
II – 5A	B, C, D, E: Feedback from GTAs, Role plays
III – 6C	B, G: Class discussion, Exams, Reports
IV – 8A	B: Class discussion, Exams
IV – 9A	B, G: Class discussion, Exams, Reports
IV – 9B	B, D, E: GTA feedback/review of tapes
IV – 9C	B, G: Class discussion, Exams
IV – 9E	B, G: Reports