

**APCE 644: Assessment I: Cognitive and Academic  
(5 semester credits)  
Summer 2019**

**Professor**

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**TAs:**

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**Course Dates and Times**

May 17th: 5:00 pm - 10:00 pm  
May 18th: 8:30 am - 4:00 pm  
May 19th: 8:30 am - 4:00 pm  
May 31st: 5:00 - 10:00 pm  
June 1st: 8:30 am - 4:00 pm  
June 2nd: 8:30 am - 4:00 pm  
June 14th: 5:00 pm - 10:00 pm  
June 15th: 8:30 am - 4:00 pm  
June 28th: 8:30 am - 4:00 pm  
June 29th: 8:30 am - 4:00 pm

**Course Prerequisites** APCE 670 and consent of Department Chair

**Purpose of this Course** This course is designed to provide an historical and theoretical foundation of psychological and educational assessment concentrating primarily in the areas of cognitive abilities and academic achievement and their relation to interventions. Additionally, we will cover the role of traditional assessment within the Multi-tiered Systems of Support Model through presentation of targeted assessment and integration of curriculum based intervention techniques. The course includes supervised practice in the administration, scoring, interpretation, and reporting of assessment results. The implications and role of assessment data in intervention design are discussed.

This course is a pre-requisite to APCE 645.

**Course Objectives**

1. Students will be familiar with current theories and issues relevant to intelligence and achievement assessment.
2. Students will gain knowledge in procedures and techniques for gathering information on the student and the learning environment.
3. Students will demonstrate knowledge of psychometric issues as related to test use and interpretation.
4. Students will consider sources of bias when selecting, administering and interpreting data.
5. Students will demonstrate proficiency in administering and scoring various intelligence, achievement, and standardized tests of special abilities (e.g. visual motor skills, memory) using both hand scoring and computerized scoring programs.
6. Students will integrate raw data and other information into meaningful and accurate statements about the individuals whom they assess.
7. Students will demonstrate knowledge of the problem-solving process and how to use assessment (both formal and informal) to gather information on student functioning and Response to Intervention.
8. Students will be able to write assessment reports that are accurate and easy for non-psychologists to understand.
9. Students will be able to provide data-based recommendations that are appropriate to the data and support students'

achievement and adjustment.

10. Students will be knowledgeable of the problem-solving process for assessment and intervention planning.

11. Students will adhere to legal and ethical standards of the profession of school psychology.

### **Required Reading**

Kranzler, J., & Floyd, R. (2013). *Assessing intelligence in children and adolescents: A practical guide*. New York: Guilford.

Graves, S. L., & Blake, J. J. (2016). *Psychoeducational assessment and intervention for ethnic minority children: evidence-based approaches*. Washington DC: American Psychological Association. (select chapters to be provided by instructor)

Hosp, J. L., Hosp, M. K. , Howell, K. W. & Allison, R. (2014). *The ABCs of Curriculum Based Evaluation: A practical guide to effective decision making*. New York: Guilford.

Lau, M. Y., & Blatchley, L. A. (2009). Comprehensive, multidimensional approach to assessment of culturally and linguistically diverse students. In J. Jones (Ed.), *The psychology of multiculturalism in the schools* (pp. 117-138). Bethesda, MD: NASP.

APCE 644 Test Protocol Packet, provided by the instructor

### **Optional Reading**

Sattler, J. M., Dumont, R. & Coalson, D. L. (2016) *Assessment of Children: WISC-V and WPPSI- IV*. San Diego, CA: Jerome Sattler Publisher.

### **Course Assignments**

#### **1. Readiness Screening Exam:**

Before you will be permitted to administer any individual intelligence tests to “real” people, you must first pass a readiness screening exam. This exam will consist of your administering selected subtests to a teaching assistant or to me. Screening exams will be used for the WISC-V only. You do not receive any points for passing this exam, but you must obtain at least 80% accuracy in order to begin administering the required tests. You will schedule your screening exam with myself or the TA. Please have this readiness work completed by the end of the week of May 19th.

**Grading:** You must obtain 80% accuracy on these readiness screening exams. If you do not, you will need to schedule another screening exam with me. Therefore, it is important that you prepare appropriately or you will be delayed in your ability to administer the test protocols to volunteer participants.

#### **2. Scoring of Preadministered Assessments (45 pts.):**

In order that students may practice the scoring procedures for each of the major assessment tools studied in class, a preadministered protocol will be provided to students following the lecture which describes the scoring process for a particular assessment instrument (e.g., WISC-V). Students will need to score, either independently or in pairs, this preadministered protocol and submit it according to the schedule below. This assignment will have 3 points deducted for each day that it is turned in late. Each preadministered protocol will be worth 15 points.

<b><u>Preadministered Assessments</u></b>	<b><u>Total Points</u></b>	<b><u>Due Date</u></b>
WISC-V	15	May 19

WAIS-IV	15	June 2
DAS-II: School Age	15	June 15
<b>Total</b>	<b>45</b>	

**3. Practice Assessments with Integrated Psychological Reports (see attached case list):**

Students will complete six test batteries and five scored psychological reports (the first psychological report will be unscored but used to provide you with feedback) based on these batteries. **Written consent must be obtained for all assessments that are conducted.** Test protocols will be graded on both a point value and a pass/fail basis. Protocols containing a large number of errors (less than 80% proficiency) may need to be corrected or re-administered to another volunteer. The psychological reports will be graded on a point system. Points will be awarded for adequate writing skills, attention to detail and accuracy, correct format, and supported conclusions and interpretations. Students may be required to rewrite reports at the instructor's request. Rewrites can earn up to five additional points and are due one week after assigned. In addition, all supporting materials (e.g., consent forms, protocols) must accompany the report. Sample reports will be provided. Three points will be deducted for each day that a report is turned in late.

**Note:** An incredible amount of time and energy is spent scoring and critiquing your test protocols and reports. Only your "best protocols" should be submitted for a grade. "Repeat errors" from protocol to protocol or from report to report will result in substantial point reductions. Scored protocols will be considered "final grades" and may not be resubmitted by students unless the student is failing the class and is eligible to participate in a remediation plan. Students should establish informal "work groups" early in the semester so that peers may review practice protocols.

<b>Practice Assessments &amp; Reports</b>	<b>Total Points</b>	<b>Date Due</b>
Case 1: Child Age 6-12	50	June 1
Case 2: Adolescent Age 13-17	75	June 2
Case 3: Preschool Age 4-5	100	June 14
Case 4: Adult Age 18+	100	June 14
Case 5: Child Age 6-12	100	June 28
Case 6: Preschool Age 3-5	100	June 28
<b>Total</b>	<b>525</b>	

**4. Audio/Visual Recording of WISC-V/WPPSI/DAS Administration (25 pts):**

The purpose of the videotaping assignment is to have a final "quality check" on your test administration skills. Since it is likely that you will videotape one of your last volunteers, this is our final chance to ensure you are doing a competent administration with real clients. You will videotape an ENTIRE administration of one of the most commonly used ability instruments for children and adolescents. It is possible that, based on previous performance, you may be directed to use a particular test to demonstrate your competency. For example, if you struggled with the WISC-V initially, I might request that you demonstrate proficiency on the WISC-V rather than another instrument. Be sure to introduce and terminate the testing situation appropriately. You will receive full credit if you are at least 90% accurate in your administration skills. If less than 90% accurate, you will receive half credit. If your recorded administration is substantially flawed, you will be asked to complete another one. **Due on or by June 15th.**

**5. Measurement Quiz (20 pts):**

Students will complete a closed-book/notes in-class measurement quiz on **May 19th** at the beginning of class. This quiz will review the primary measurement concepts important to understanding assessment results.

**6. Class Attendance and Participation:**

Students grades will be dropped by 1/2 a letter grade (i.e., + or - ) for each unexcused absence and for excessive (3 or more) tardies. Absences must be excused prior to the class period to be missed.

**Grading**

A student's final grade will be determined according to the sum of the grades earned on the assignments required and submitted. Students failing to complete assignments will be given a zero for missing work.

**Summary of Assignments and Grading Values**

<u>Assignment</u>	<u>Point Value</u>
Readiness Screening Exam	--
Pre-administered Assessments (3x15 each)	45
Measurement Quiz	20
Case 1 with practice report	50
Case 2 with supported report	75
Cases 3-6	400
Audio/Visual Recording	25
Participation	20
<b>Total</b>	<b>635</b>

Grades will be assigned according to the APCE grading policy.

- A 93% to 100%
- A- 90% to 92%
- B+ 87% to 89%
- B 83% to 86%
- B- 80% to 82%
- C+ 77% to 79%
- C 73% to 76%
- C- 70% to 72%
- D+ 67% to 69%
- D 63% to 66%
- D- 60% to 62%
- F Below 60%

## Course Expectations and Guidelines

1. Students are responsible for recruiting and contacting their own participants. Formal agencies (i.e., schools, hospitals, and treatment settings) should not be approached for the purpose of obtaining volunteers. No volunteer should be used that has been previously identified as having a disability or is suspected of having a disability. Contact previous APCE 644 students for ideas on finding volunteers.
2. Students should be familiar with UNC's Academic Student Code of Conduct. This code clearly specifies that the fabrication of any findings, violating professor instructions regarding work with peers, ethical violations including protecting the welfare of subjects participating in assignments, etc. are all grounds for serious disciplinary action including possible expulsion from the program. Please become familiar with this code and adhere to the guidelines at all time.
3. Prior to the administration of any assessment tool, **written permission must be obtained from a child's parent/guardian**. This signed permission form should accompany each protocol and/or report when submitted. Failure to provide evidence of permission is considered an ethical violation. The signature of the parent on this form is the only place where the last name of the child may appear. In the case of the WAIS-IV, if you are administering the assessment to an adult, you should still have the participant complete a consent form as provided by the instructor. If you are assessing an 18 year old who is still living at home, it is best that you obtain permission from both the parent and the participant, even though it is not legally required.
4. The identity of the volunteer participants should be kept confidential. Do not share the identity of the examinee with your peers under any circumstances. Identify children on reports and protocols by their first names, initials, or an obvious pseudonym. Protecting the confidentiality of the student is an important ethical requirement and violating this requirement will negatively impact your grade.
5. Prior to the beginning of testing, parents of participants and participants need to be informed that NO TESTING INFORMATION OR SCORES obtained during testing will be disclosed. Always explain that you are a student who is being trained in the administration of these tests, and thus, your test results are not considered reliable or valid. Sharing this information is considered an ethical violation and will impact your grade.
6. All written reports submitted must be word processed and proofread. The format of these reports will be presented in class. Psychological reports should be written as a professional document. Special care should be given to organization, grammar, and language.
7. All protocols submitted must be filled out neatly, legibly, and completely. If you make a mistake (e.g., start at the wrong age level, go past a ceiling), please do not erase your error. Instead, make a note (e.g., should have started at Item #6, Should have stopped at item #25). By doing so, I can see where you are making your errors and know that you have a good understanding of what you need to do next time.
8. Students may be asked to submit additional protocols and reports and/or reschedule observations in the event that the course instructor considers remedial work necessary.
9. Students are discouraged from requesting an incomplete in this course. An IW or IF grade will only be issued with the professor's permission and with the approval of a specific plan that details when the remainder of the course work will be submitted. Taking an incomplete will only be supported if the student experiences some type of severe psychological or physical stress.
10. Students should help each other out as much as possible in this course. Mastering standardized testing can be challenging, but is an essential and interesting part of our profession. Have fun with the content and this course.

11. Active participation in class is an expected part of the course. The use of technology (including smartphones, laptops, tablets, etc.) should be limited, as active discussion and practice are important parts of this course. Inappropriate use of technology in class will first be given a warning and then may result in loss of technology privileges in class and/or a drop in participation points.

### **Academic Policies and Information:**

**Sexual Misconduct/Title IX Statement** The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender- based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC's Title IX Coordinator. "Disclosure" may include communication in- person, via email/phone/text message, or through in/out of class assignments.

Alternatively, if you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit [www.unco.edu/sexualmisconduct](http://www.unco.edu/sexualmisconduct).

**Equity and Inclusion Statement** The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other's individual and intersecting identities. The Office of Student Rights & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit Bias Response at <http://www.unco.edu/biasresponse/>

**Academic Integrity Statement** You are expected to practice academic honesty in every aspect of this course. Make sure you know and understand the pillars of the UNC Honor Code: Honesty, Trust, Responsibility, Respect, and Fairness. Become familiar the Student Code of Conduct, especially the section on acts of dishonesty. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the office of Student Rights and Responsibilities.

**Accommodations Statement** Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit [www.unco.edu/dss](http://www.unco.edu/dss) as soon as possible to ensure that accommodations are implemented in a timely fashion.

**Plagiarism Policy** Plagiarism and all forms of cheating are not tolerated by the school psychology program or the School of Applied Psychology and Counselor Education. Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof. With regard to written work, statements that paraphrase or summarize the work of another, along with other information that is not considered common knowledge, must be properly cited in the text of a document, and the source included in the reference list at the end. If a direct quotation, the citation in the text must include the exact page numbers from the original source. The original source must also be listed at the end of work. All referencing is done according to APA Style. Regarding class projects, you are not to use *as the bulk of your presentation* the completed works of faculty members, imported documents from other authors, or works from websites, or any other body of work in which you are not the author. Of course, with proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further. Students who have engaged in the act of plagiarism will be given in an "F" in that course. After preliminary review by the school psychology faculty, cases of suspected or confirmed copying, cheating, or plagiarism will be referred to the School's Review and Retention Committee or other appropriate action will be

taken. The decision of the Committee with regard to plagiarism includes the possibility that the student will be dismissed from his or her respective program and from UNC.

## APCE 644 Assessment Case List

### **Case 1: Child Age 6 – 12 (due June 1)**

- Social History/Background Information
- Behavior Observations
- WISC-V

### **Case 2: Adolescent Age 13 – 17 (due June 2)**

- Social History/Background Information
- Behavior Observations
- WISC-V – with optional subtests
- WIAT-III or KTEA-III

### **Case 3: Preschool Age 4 – 5 (due June 14)**

- Social History/Background Information
- Behavior Observations
- WPPSI-IV
- VMI
- TEMA/TERA (or other measures of early achievement skills)

### **Case 4: Adult Age 18 or older (due June 14)**

- Social History/Background Information
- Behavior Observations
- WAIS IV
- WIAT-III or KTEA-III (only has norms up to 25)
- Bender Gestalt, BRIEF-II

### **Case 5: Child Age 6 – 12 (due June 28)**

- Social History/Background Information
- Child Interview
- Behavior Observations
- KABC-II or DAS-II
- GORT or CTOPP
- WRAML
- CBM/DIBELS

### **Case 6: Preschooler Age 3 – 5 (due June 28)**

- Social History/Background Information
- Behavior Observations
- KABC-II or DAS-II
- Phonological processing (if 5)

*Note: If you administer a KABC-II for Case 5, give a DAS-II for Case 6 (or vice versa). It is also possible to change around a few of the additional tests (e.g., BRIEF II) if you are not able to access a case. For example, if you do not administer a BRIEF II for Case 4, you can administer for Case 5. Be sure to make sure your changes are age appropriate though (i.e., you cannot give an adult measure to a preschool child). You will also be exposed to the Cognitive Assessment System – 2, the Delis Kaplan Executive Functioning System, and the Wechsler Nonverbal Scale of Ability in this course, but it's not required in your cases.*

## Anticipated Schedule of Reading Assignments, Lecture Topics and Due Dates

Assigned readings are to be completed by the class period for which they are listed. Schedule may be adjusted.

### Weekend 1: May 17th-19th

Topics:

Course Introduction  
Orientation to the DML  
Theories of Intelligence and Cognition  
Ethics of Assessment Cultural Considerations in Assessment  
Assessment Process  
Selecting the Best Tests  
Review of Test Construction, Measurement, and Assessment Concepts  
Introduction to the Wechsler Intelligence Scale for Children-Fifth Edition

Reading: Kranzler & Floyd: Chapters 1-5; Review your text & notes from APCE 670

Assignments: **Measurement Quiz, Pre-administered WISC-V, Readiness Screening**

*We will work to do "check outs" on Sunday before you leave to go back home.*

### Weekend 2: May 31st -June 2nd

Topics:

Role of IQ testing in the world of MTSS  
Troubleshoot any additional questions on the WISC-V (additional practice as needed)  
Achievement Testing (WIAT-III, KTEA-III)  
Beginning report writing – interpreting your findings  
WPPSI/WAIS & other tests (BRIEF, TEMA/TERA, VMI, Bender)  
Early Childhood evaluations

Reading: Kranzler & Floyd, Chapters 6-9

Assignment: **Preadministered WAIS-IV; Case 1 due 6/1; Case 2 due 6/2**

### Weekend 3: June 14-15

Topics:

KABC-II, DAS-II  
Introduction to CAS-II and WJ-IV  
Measuring other abilities: Memory (WRAML), (GORT/CTOPP, or DIBELS)

Reading: *Kranzler & Floyd, Chapters 10-12; Hosp, Hosp, Howell, & Allison (2014)*

Assignment: **Preadministered DAS-II; Cases 3 & 4 due; Audio/Video of test administration due**

### Weekend 4: June 28-29

Assessment special populations – identifying gifted, intellectual disabilities, SLD  
Assessing students from diverse cultural and linguistic backgrounds

Reading: *Kranzler & Floyd, Chapter 13; Graves & Blake, Chapters 2-5, 7-8*

Assignment: **Cases 5 & 6 due**