



## Texas A&M University Central Texas

### PSYCHOLOGY 5314 /Assessing Intelligence and Achievement

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#### Texas A&M University-Central Texas Mission Statement

Texas A&M University-Central Texas is an upper-level university offering junior and senior-level coursework needed to successfully complete baccalaureate degrees and all coursework leading to the completion of graduate degrees. The University is committed to high quality, rigorous, and innovative learning experiences, and prepares students for lifelong learning through excellence in teaching, service, and scholarship.

#### College of Education Mission Statement

The mission of the College of Education is to provide students in professional education and other human services with a quality education through academic, cultural, and leadership experiences, and to provide leadership through scholarship and service to the extended community and profession. Programs in the College of Education prepare students for challenging, gratifying, and socially significant careers in education, counseling, and psychology. In addition to its teaching function, the program has a strong service commitment to public schools and human service agencies.

The goal of the Texas A&M University Central Texas is to develop graduate students with skills necessary to assess and diagnose learning and social disabilities in school-aged children and adolescents including the administration, interpretation and articulation of academic, social and cognitive assessment data in order to assist parents and teacher to develop appropriate and legally compliant educational environments for exceptional learners.

#### 1.0 Course Overview:

Standardized assessment of the cognitive skills and achievement of students referred for, or currently receiving special education services, including test administration, analysis and reporting of scores and program planning.

#### 2.0 Course Objectives related to student's acquisition of skills:

Students will demonstrate their understanding of the following basic premises related to competence as

an educational diagnostician or licensed specialist in school psychology:

1. Understand formal and informal academic assessment as part of the diagnosis and placement of students with disabilities in special or general education classrooms.
2. Accurately administer and score all tests presented in this course.
3. Competently interpret the results of all assessment methods presented in this course.
4. Compose accurate reports regarding the findings of assessments in a professional manner.

## **2.1 Student Learning Outcomes:**

Upon completion of this course the student will:

1. Further develop their understanding of the processes of learning and development and demonstrate their knowledge of the effects of disabilities on the academic learning of students through analysis of intelligence assessment data.
2. Demonstrate an understanding of learning environments that are responsive to the academic strengths and needs of learners with disabilities.
3. Select, administer and interpret standardized academic achievement assessment data in a form that is usable to classroom teachers, service providers and/or parents.
4. Articulate and demonstrate the ability to accurately assess students from diverse backgrounds through consultation with other professionals and/or use of data collection systems using formal, informal and standardized data.
5. Demonstrate an understanding of the application of academic assessment data to classroom instruction and learning environments.
6. Articulate and demonstrate the ability to work collaboratively using a team approach.
7. Articulate the role and responsibilities of an educational diagnostician in the Texas public schools including the knowledge to ensure educational excellence and equity for all learners with special needs.
8. Articulate and demonstrate knowledge of ethical practice in the assessment of students with disabilities and those suspected of having disabilities.

## **2.2 Student learning outcomes related to technology:**

*Standard I:* Teachers use technology related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

*Standard IV:* Teachers communicate information in different formats and for diverse audiences.

## **2.3 Competency Goal Statements related to student skills and TExES competencies:**

*Competency 001:* The educational diagnostician understands and applies knowledge of federal and state disability criteria and identification procedures for determining the presence of an educational need.

*Competency 002:* The educational diagnostician understands and applies knowledge of ethnic and cultural diversity for evaluation, planning, and instruction.

*Competency 003:* The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

*Competency 004:* The educational diagnostician selects and administers appropriate formal and informal assessments and evaluations.

*Competency 005:* The educational diagnostician applies skills for interpreting formal and informal assessments and evaluations.

## **2.3 Competency Goal Statements related to evaluation from the *Texas State Board of Examiners of Psychologists Act and Rules***

### **465.16. Evaluation, Assessment, Testing, and Reports.**

(a) Scope and Purpose.

(1) Licensees clearly describe the scope and purpose of evaluation, assessment, and testing to patients before they provide these psychological services.

(2) Licensees produce reports that clearly state and accurately reflect the scope and purpose of evaluation, assessment, and testing.

(b) Reliability and Validity.

(1) Licensees verify, by signature and date, that every evaluation, assessment, test result, report, recommendation, or psychological diagnostic or evaluative statement produced is based on information and techniques sufficient to provide appropriate substantiation for its findings.

(4) Licensees do not base their assessment or intervention decisions or recommendations on data or test results that are outdated for the current purpose.

(5) Licensees do not base decisions or recommendations on tests and measures that are obsolete or not useful for the current purpose.

(c) Limitations.

(1) Licensees include all information that provides the basis for their findings in any report in which they make findings or diagnoses about an individual.

(2) Licensees identify limits to the certainty with which diagnoses, judgments, or predictions can be made about individuals.

(3) Licensees identify various test factors and characteristics of the person being assessed that might affect their professional judgment or reduce the accuracy of their interpretations when interpreting assessment results, including automated interpretations.

(4) Licensees include any significant reservations they have about the accuracy or limitations of their interpretations or findings in any report they produce.

(5) Licensees provide opinions of the psychological characteristics of individuals only after they have conducted an examination of the individuals adequate to support their statements or conclusions. When such an examination is not practical, licensees document the efforts they made to obtain such an examination and clarify the probable impact of their limited information to the reliability and validity of their conclusions.

(d) Test Security and Validity. Licensees conduct testing and maintain and release test protocols and data in a secure manner that does not compromise the validity of the test.

*Adopted to be effective: June 3, 1999*

*Amended: March 13, 2000; December 10, 2002; June 5, 2008*

### **3.0 Required Reading:**

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

Mather, N. & Wendling, B.J. (2015). *Essentials of WJ IV Tests of Achievement*. Hoboken, New Jersey: Wiley.

Schrank, F.A., Decker, S.L., & Garruto, J.M. (2016). *Essentials of WJ IV Cognitive Abilities Assessment*. Hoboken, New Jersey: Wiley.

### **4.0 Course Requirements:**

#### **4.1 Demonstrate professionalism 100 Total Points**

Students show professionalism when they: (a) attend all classes and observations on time and remain in class/observation for the duration, (b) are prepared for class discussions; (c) attend to class discussion and timelines for assignments, (d) are flexible to schedule changes; (e) respect the opinion and rights of others; (f) work collaboratively with colleagues, (g) and uphold the Code of Ethics for Educational Diagnosticians and abide by local, state, federal rules, regulations and policies.

All assignments should be turned in during the class period *on the day they are due* or via email on days

we do not meet. Assignments turned in after such times are considered *late*. Points will be deducted for each day the assignment is late. Discuss special circumstances with Dr. Santiso.

#### **4.2 Test Administration\*\*:**

##### **Goal:**

Work toward mastery of test administration and scoring. You will administer the following tests during the course of the semester (subject to change):

1. One WISC-V
2. One DAS
3. One WJIVCOG
4. One Stanford-Binet
5. One Leiter
6. One Woodcock Johnson IV Achievement
7. One KTEA II
8. One WIAT
9. One adaptive measure
10. One DP III or other developmental scale

*Protocols will be turned into instructor.* Each testing protocol will be graded for appropriate completion, **5 @ 40 points each (400 total points)**. Failure to submit a completed testing protocol with a copy of the signed parent permission slip will result in a reduction of your final grade in the class by one full letter grade.

#### **4.3 Test Reporting--Assessment Comprehensive reports**

1. WISC-V **(100 points)**
2. WJIV-COG **(100 points)**.
3. Other instruments may be used for the comprehensive reports if approved by Dr. Santiso.

##### **Who to test?**

Students must recruit testing subjects. Parents of testing subjects must sign a consent form. Consent form will be provided in class. Children should **NOT** be tested if they are receiving special education services or if it is anticipated that they will be recommended for special education services over the next two years.

##### **Feedback to examinees?**

No persons, except you and the instructor are to know the scores of any test given as part of this course. You must inform examinees that you will make **NO** recommendations for psychological, medical, or educational treatment to the examinees or their parents/guardians on the basis of your evaluation. You will make these recommendations in your report to the instructor. No one outside of this class is to see your report or information contained in your report. The information you collect is confidential and not to be discussed with anyone outside this class. To help ensure confidentiality, use only first names on all protocols and reports. Fictitious identifying information should be used on reports. You can provide general feedback to the parents **after** consulting with instructor about the results.

##### **Serious?**

Violation of any of the above directions will result in dismissal from this course.

**4.5 Videos**

Students are required to submit a video recording of three test administrations. Videos should be destroyed after grading to ensure confidentiality.

The **videos** you submit are worth 100 **points each for a total of 300 points**. Your performance on the video will be graded for accuracy administration and professionalism (handout with more details is forthcoming). Any video with a grade less than 80% may be redone for a new grade.

**4.6 Final Exam: (100 points)**

**5.0 Evaluation Summary**

4.1 Professionalism	100 points
4.2 Protocols (10 @ 30 pts. each)	300 points
4.3 Midterm	50 points
4.4 Comprehensive Reports	200 points
4.5 Videos	300 points
4.6 Final Exam	<u>50 points</u>
Total Class Points	1000 points

- 100 - 90% = A
- 89-80% = B
- 79-70% = C
- 69-60% = D
- <60 = F

**TECHNOLOGY REQUIREMENTS AND SUPPORT.**

**Technology Requirements.**

This course will use the TAMUCT Blackboard Learn learning management system.

Logon to <https://tamuct.blackboard.com> to access the course.

- Username: Your MyCT username  
(xx123 or everything before the "@" in your MyCT e-mail address)
- Initial password: Your MyCT password

Check browser and computer compatibility by using the "Test Your Browser" button, found in the "Check Your Browser" module on your Blackboard dashboard, once you have logged in.

**Technology Support.** For technology issues, students should contact Help Desk Central.

24 hours a day, 7 days a week:

- Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)
- Phone: (254) 519-5466
- Web Chat: <http://hdc.tamu.edu>

*When calling for support please let your support technician know you are a TAMUCT student.*

For issues related to course content and requirements, contact your instructor.

## COURSE AND UNIVERSITY PROCEDURES AND POLICIES

**Drop Policy.** If you discover that you need to drop this class, you must go to the Registrar's Office and complete a Drop Request Form. Professors **cannot** drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be returned, completed and signed. Once you return the signed form to the Registrar's Office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid.

**Academic Integrity.** Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

**Access & Inclusion.** At Texas A&M University – Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to an education that is barrier-free. The Office of Access & Inclusion is responsible for ensuring that students with a disability enjoy equal access to the University's programs, services and activities. Some aspects of this course or the way the course is taught may present barriers to learning due to a disability. If you feel this is the case, please contact Access & Inclusion at (254) 501-5831 in Warrior Hall, Ste. 212. For more information, please visit their website at <https://www.tamuct.edu/departments/access-inclusion/>. Any information you provide is private and confidential and will be treated as such.

**Tutoring.** Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, contact information, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Kim Wood at [k.wood@tamuct.edu](mailto:k.wood@tamuct.edu)

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, click on <https://www.tamuct.edu/departments/academicssupport/tutoring.php>

**University Writing Center.** Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 11am-6pm Monday-Thursday. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available). Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

**University Library.** The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders. Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our homepage: <https://tamuct.libguides.com/>

Week	Topics/Assigned Reading	Lab Focus	What's due today?	Notes
1 8/30	Class Intro	Introduction to Class	—	Check out test kits
2	Sattler Ch. 1	Role of the Evaluator	Reading/find testing subjects	
3	Essentials (A) (C) Chapters 1 and 2	WJ IV Administration/Scoring		
4	Essentials (A) (C) Chapters 3 and 4 Report Writing Sattler Ch 8	WJIV Adm and Scoring Interpreting Scores	Video One due and Protocol one due	Video One Due Protocol 1 due
5	SB5 IQ Testing	Introduction to SB5	Report i	Report One Due
6	Sattler Chapters 2-3 Wechsler Tests	WISC-V Administration/Scoring	Protocol 2	Protocol 2 due
7	Sattler Chapters 3-4 Wechsler Tests	Practice testing with WJ and WISC	Protocol 3	Protocol 3 due
8	Other Wechsler Tests/ Sattler Ch 5 and 6	KABC II and KTEA Admin/Scoring	<b>Midterm Exam</b> <b>Video Two Due</b>	Video Two Due
9	DAS	DAS	<b>Protocol 4</b>	Protocol 4 due
10	Other Measures of Intelligence/	DAS Administration	Reading and Testing	
11	Other Measures of Intelligence/	SB/DAS Administration	<b>Protocol 5 due</b>	Protocol 5 due
12	Guest Lecturers	KABC II	<b>Protocol 6 due</b>	Protocol 6 due
13	Guest Lecturers	Adaptive Measures Vineland/ABAS	Protocol 7	Protocol 7 due
13	Guest Lecturers		<b>Report 2</b> <b>Protocol</b>	Report two Due Protocol 8 due
14	Review for Final	Scoring, Report Writing, Review	Video Three Due	Video Three Due Protocols 9 and 10 due
16	FINAL EXAM	Final Exam	Final Exam	