REQUIRED READING


SUPPLEMENTARY READING:


COURSE GRADING SYSTEM

<table>
<thead>
<tr>
<th>POINTS</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td>Attendance (5 points per class period)</td>
</tr>
<tr>
<td>130</td>
<td>Reading assignments (13 assignments - 10 points each)</td>
</tr>
<tr>
<td>50</td>
<td>Critical Test Review</td>
</tr>
<tr>
<td>100</td>
<td>Protocols (10 graded protocols --10 points per protocol)</td>
</tr>
<tr>
<td>2 - WISC-IV</td>
<td></td>
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<tr>
<td>2 - WAIS-III</td>
<td></td>
</tr>
<tr>
<td>1 - Stanford-Binet 5th Edition</td>
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<tr>
<td>2 - WJ-III Tests of Cognitive Ability</td>
<td></td>
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<tr>
<td>1 - WJ-III Tests of Achievement</td>
<td></td>
</tr>
<tr>
<td>2 - Your choice of two of the following: UNIT, KAIT, KABC-II, WMS-III, WPPSI-III</td>
<td></td>
</tr>
<tr>
<td>150</td>
<td>WISC-IV or WAIS-III Videotaped Test Administrations</td>
</tr>
<tr>
<td>100</td>
<td>Written Assessment Reports (50 points per report-- 2 reports due during semester.)</td>
</tr>
<tr>
<td>150</td>
<td>Final Test Administration-WISC-IV or WAIS-III (This is above and beyond the 2 previous video-tapings)</td>
</tr>
<tr>
<td>100</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>150</td>
<td>Final Exam</td>
</tr>
<tr>
<td>1000</td>
<td>Total points</td>
</tr>
</tbody>
</table>

4.0 A 940 - 1000 points (94 - 100%)
3.7 A- 900 - 939 points (90 - 93%)
3.4 B+  870 - 899 points  (87 - 89%)
3.0 B   830 - 869 points  (83 - 86%)
2.7 B-  800 - 829 points  (80 - 82%)

Evaluation of knowledge, skills, and disposition:

Student performance, specifically in the areas of knowledge, skills, and professional disposition, will be assessed during the course. This information will be reviewed during the semester faculty evaluations of student progress. The student will be apprised of their standing midway through the course and after all course assignments are graded. If a student’s performance is unsatisfactory in any of these three major areas (knowledge, skills, and disposition), the professor will set up an interview with the student to discuss a possible remediation plan.

1) Knowledge base: Students earning less than 86% on their midterm exam score or on their final exam score will be considered unsatisfactory in their knowledge base. Marginal performance will be designated to students earning 86-89% on either exam.

2) In order to assess skills, students will be provided with both peer and professor’s feedback to videotaped test administration, protocols, and report writing. Students will also be self-evaluating their own work, making plans for improvement, and setting goals for improvement.

3) Professional disposition will be assessed in terms of promptness to class; quality of preparation for class (completing readings and contributing to class discussion); sensitivity and responsiveness to ethical and legal matters; sensitivity to multicultural considerations and individual diversity; consistency of attention and interpersonal involvement in class; openness/responsiveness to feedback; cooperation and collaboration in group learning activities; and peer-feedback regarding professional disposition.

Note: Attending class and arriving on time reflects your professional disposition. Those who miss class (2 or more classes) or are consistently late/consistently leaving early (late is defined as arriving 6 or more minutes late – and consistently is defined as 3 or more times during the semester) will receive a negative review during semester student evaluations. Behaviors considered to be unprofessional include responding to or making cell phone calls – except for emergency calls, reading the newspaper, sleeping, and completing other tasks not related to CPSE 647. If you miss class, it is your responsibility to obtain class lecture notes and assignments from classmates. Each student is required to keep track of their class attendance and tardies on the class point sheet (attached to the syllabus).

Feedback to students:

Students will be apprised of their progress throughout the semester (feedback on protocols, feedback on videotaped assessments, feedback on peer-reviewed work, etc.) and will receive feedback from the professor midway through the course and upon completing course assignments/requirements. Regarding their performance in CPSE 647, students will receive a written summary of information to be shared in faculty meeting at the end of the semester.

POLICY: Late work turned in after the due date will receive a maximum of 70% of the possible points for the assignment. However, in situations involving a personal emergency, circumstances will be considered and appropriate accommodations made.

NOTE: Because of the critical importance of the knowledge and skills associated with intellectual assessment and the responsibility associated with outcomes based on data-based decision making, students earning a grade below a “B” (829 points and below) will be required to retake the course.

Summary of Information Regarding Student Semester Evaluations:

Students earning a grade below 83% on the final and/or midterm or for the entire course (total points) will receive an “unsatisfactory” rating for the semester student evaluation of “knowledge.” Students receiving a grade of 83% to 86% on the final, midterm, or course grade (total points) will receive a “marginal” rating in the area of “knowledge.” Students arriving late to class (6 or more minutes late for three or more class periods) will receive a marginal rating on their faculty evaluation in the area of disposition.

Students earning a score below 83% on the test administrations will receive an “unsatisfactory” rating for the semester student evaluation in the area of “skills.” Students earning a grade of 83% to 86% on the test administrations will receive a “marginal” rating in the area of “skills

Prerequisite Courses and Remediation Plans:

A class in undergraduate statistics is a prerequisite for this course. Students with a limited background in statistics may be required to take an undergraduate statistics course prior to enrolling in this course.
Poorly written reports, graded at or below 86%, will need to be re-written using the feedback from the professor. Students demonstrating limited proficiency in writing skills will be required to successfully complete a remedial writing class prior to internship. This recommendation will be reviewed by at least two core faculty members, including the program coordinator.

Respecting individual and group differences is not only a professional issue it is a basic tenet of Brigham Young University’s honor code. Disrespect or discrimination will not be tolerated.

**Preventing Sexual Harassment**
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity receiving federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

**Students With Disabilities**
Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability, which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC) (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5859, D-282 ASB.
January 8
Overview of Course Syllabus
History of Intelligence Testing: Key Names and Dates
Ethics of Assessment

January 15
Psychometrics
Vocabulary terms and concepts
Reading Assignment due:
- Contemporary Intellectual Assessment: Chapters 1 & 2

January 22
WISC-IV
Critical Review of WISC-IV:
Reading Assignment due:
- Contemporary Intellectual Assessment: Chapter 14
- Essentials of Assessment Report Writing: Chapter 1

January 29
WAIS-III
Critical Review of WAIS-III:
Reading Assignment due:
- Contemporary Intellectual Assessment: Chapter 5
- Essentials of Assessment Report Writing: Chapter 2

February 5
Stanford-Binet Intelligence Scales, 5th Edition
Critical Review of Stanford-Binet, 5th ed:
Reading Assignment due:
- Contemporary Intellectual Assessment: Chapter 13
- Essentials of Assessment Report Writing: Chapter 3

February 12
WJ-III Tests of Cognitive Abilities
WJ-III Tests of Achievement
Critical Review of WJ-COG:
Critical Review of WJ-ACH:
Reading Assignment due:
- Contemporary Intellectual Assessment: Chapter 17
- Essentials of Assessment Report Writing: Chapter 4

February 19  NO CLASS – MONDAY INSTRUCTION

February 26
Guest Lecturer: Edward Martinelli, Jr., Ph.D.
Learning Disability Assessment
Reading Assignment due:
- Contemporary Intellectual Assessment: Chapters 13 & 24

March 4
Guest Lecturer: Melissa Allen Heath, Ph.D.
Response to Intervention

**Reading Assignment due:**
- Essentials of Assessment Report Writing: Chapters 5 & 6

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**March 11**

**MIDTERM EXAMINATION – IN CLASS**

K-ABC, 2nd Edition

KAIT

Critical Review of KAIT: _______________________
Critical Review of K-ABC: _______________________

**Reading Assignment due:**
- Contemporary Intellectual Assessment: Chapter 16
- Essentials of Assessment Report Writing: Chapter 7

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**March 18**

Nonverbal Measures

LEITER-R

UNIT

Critical Review of LEITER-R: _______________________
Critical Review of UNIT: _______________________

**Reading Assignment due:**
- Contemporary Intellectual Assessment: Chapters 19 & 26

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**March 25**

Guest Lecturer: Michael Brooks, J.D., Ph.D.

Forensic Assessment

Effort Testing

Report Writing

**Reading Assignment due:**
- Essentials of Assessment Report Writing: Chapter 8 & 9

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**April 1**

Testing Students of Diverse Backgrounds

VIDEO: Portraits of the Children: Culturally Competent Assessment (NASP, 2003)

Critical Review of CTONI

**Reading Assignment due:**
- Contemporary Intellectual Assessment: Chapters 11 & 25

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**April 8**

Critical Review of WPPSI-III:

Critical Review of WMS-III:

**Reading Assignment due:**
- Essentials of Assessment Report Writing: Chapter 10

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**April 15**

Critical Review of WIAT:

**Reading Assignment due:**
- Contemporary Intellectual Assessment: Chapter

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**FINAL EXAM SATURDAY April 19 11:00 a.m. – 2:00 pm**
CRITICAL REVIEW OF TEST

Each student will choose 1 test to review. The due date is listed in the syllabus.

______________________________
WISC-IV

______________________________
WAIS-III

______________________________
STANFORD-BINET-5th EDITION

______________________________
WJ-COG

______________________________
WJ-ACH

______________________________
KAIT

______________________________
K-ABC

______________________________
LEITER

______________________________
UNIT

______________________________
CTONI

______________________________
WPPSI-III

______________________________
WMS-III

______________________________
WIAT

DIRECTIONS: Prepare a brief 2-page summary of the test. Please use the following outline to organize your information. Your summary will be due on the day we discuss that particular test in class. Make copies for all class members. You will be the class expert. Please prepare a 10-20 minute presentation.

(1) History of Test Development
(underlying theory of test, key people in development of test, need for/use of test, previous editions of the test)

(2) Test Construction-
(a) Format of test:
   Types of questions/activities?
   How were the test questions/activities selected?
(b) Norming (identify norming sample: # and age of subjects in norming sample, ethnicity, location of sites used to norm the test)
(c) Reliability and validity (this part of the critique should show evidence of your knowledge of the different types of reliability and validity)
   Does this test measure what it purports to measure?
   How stable are the test results?
   How do the test results compare with other IQ tests?

(3) Current Use of Test
What are the lower and upper age limits of those individuals who can be tested with this instrument? Who uses this test? What are the test results typically used for? Would the results of this test stand up in a court case? What do current practitioners/professionals think of this test? (Ask a few school psychologists, a few clinical psychologists, and a college professor who teaches an assessment course). Look in the current critical reviews for critiques of this test (in assessment journals, test review articles, and letters to editors)

(4) Pros and Cons
(a) Ease and length of time to administer test
(b) $$$$: Cost of test and protocol
(c) Time: time to score test --also, is the test fairly easy to score?
(d) Training/qualifications to administer test (who can administer this test?)
(e) Does the test have a unique use with a specific group that is difficult to test with other assessment instruments?
(f) Overall, how does this test stand up against other similar tests in use?
(g) How current are the test norms?
(h) How has this test withstood the test of time?
"Critical Review" Resources from the Harold B. Lee Library

NOTE: Collected & Summarized by Steve Bird

The Supplement to the Eleventh Mental Measurements Yearbook
Jane Close Conoley and James C. Impara, Eds.
BF 431 .X1 C66 1994

Buros Desk Reference: Psychological Assessment in the Schools
James C. Impara and Linda L. Murphy, Eds.
General Note: "Reviews and information for over 100 frequently used instruments."
LB 3051 .B87x 1994

The Mental Measurements Yearbook on CD-ROM and Master Index to Test Information
Jack J. Kramer and Jane Close Conoley, Eds.
LB 3050 .M46x CD-ROM (1993-)

Tests in Print V: An Index to Tests, Test Reviews, and the Literature on Specific Tests
Linda L. Murphy, James C. Impara, Barbara S. Plake, Eds.
Summary: "The most comprehensive index to commercially available tests published in the English language, Tests in Print V contains information on over four-thousand instruments. Along with a brief description, entries include population, scoring, pricing, publisher information, and a reference list of professional literature citing articles relevant to individual instruments. Indexes of titles, classified subjects, names, and scores, as well as a publishers directory and index are included, with notations for out-of-print instruments. Information is given for tests in a wide range of areas, including education, psychology, counseling, management, health care, career planning, sociology, personnel, child development, social science, and research. Tests in Print V also provides a comprehensive index to the Mental Measurements Yearbook by directing readers to the appropriate volume or volumes for reviews of specific tests."
BF 431 .T47x 1999 Vol. 1
BF 431 .T47x 1999 Vol. 2 (1994 edition is also available as Tests in Print IV)

Test Critiques Compendium: Reviews of Major Tests From the Test Critiques Series

Tests: A Comprehensive Reference For Assessments in Psychology, Education, and Business
Richard C. Sweetland, Daniel J. Keyser, Eds.
BF 176 .T43 1986 (1983 edition also available)

Educational and Psychological Measurement and Evaluation
Kenneth D. Hopkins, Julian C. Stanley, B.R. Hopkins
LB 3051 .R59x 1990

Tests and Measurements
W. Bruce Walsh
BF 176 .W34 1989

Measures for Clinical Practice: A Sourcebook
Kevin Corcoran, Joel

Journal of Psychoeducational Assessment
LB 1131.18

Journal of Personality Assessment
BF 698.4 .J67
# GRADE-SHEET----CPSE 647

Winter Semester 2007

NAME: __________________________________________

## CLASS ATTENDANCE & READING ASSIGNMENTS

T=TARDY, A=ABSENT, P=PRESENT

Attendance (5 points each day)  Reading Assignments (10 points each)

<table>
<thead>
<tr>
<th>Date</th>
<th>Attendance</th>
<th>Reading Assignments</th>
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<tbody>
<tr>
<td>Jan 8</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Jan 15</td>
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<td>April 1</td>
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<td>Apr 8</td>
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<td>April 15</td>
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</table>

__TOTAL (max 70)  TOTAL (max 130)  

## CRITICAL TEST REVIEW

__TOTAL (max 50)

### 10 PROTOCOLS (10 points per protocol)

<table>
<thead>
<tr>
<th>#</th>
<th>Protocol</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>WISC-IV</td>
<td>Self &amp; Peer-reviewed</td>
</tr>
<tr>
<td>2</td>
<td>WISC-IV</td>
<td>Self &amp; Peer-reviewed</td>
</tr>
<tr>
<td>3</td>
<td>WAIS-III</td>
<td>Self &amp; Peer-reviewed</td>
</tr>
<tr>
<td>4</td>
<td>WAIS-III</td>
<td>Self &amp; Peer-reviewed</td>
</tr>
<tr>
<td>5</td>
<td>SB-5</td>
<td>Self &amp; Peer-reviewed</td>
</tr>
<tr>
<td>6</td>
<td>WJ-COG</td>
<td>Self &amp; Peer-reviewed</td>
</tr>
<tr>
<td>7</td>
<td>WJ-COG</td>
<td>Self &amp; Peer-reviewed</td>
</tr>
<tr>
<td>8</td>
<td>WJ-ACH</td>
<td>Self &amp; Peer-reviewed</td>
</tr>
<tr>
<td>9</td>
<td>UNIT, KAIT, KABC-II, WMS-III, or WPPSI-III</td>
<td>Self &amp; Peer-reviewed</td>
</tr>
<tr>
<td>10</td>
<td>UNIT, KAIT, KABC-II, WMS-III, or WPPSI-III</td>
<td>Self &amp; Peer-reviewed</td>
</tr>
</tbody>
</table>

__TOTAL PROTOCOL POINTS (max 100 points)  

## VIDEO-TAPED TEST ADMINISTRATIONS (75 points per tape)

<table>
<thead>
<tr>
<th>#</th>
<th>Protocol</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>WISC-IV or WAIS-III</td>
<td>self-reviewed</td>
</tr>
<tr>
<td>2</td>
<td>WISC-IV or WAIS-III</td>
<td>self-reviewed</td>
</tr>
</tbody>
</table>

__TOTAL VIDEO TAPED TEST ADMINISTRATION (max 150 points)  

## WRITTEN REPORTS (50 points per report)

<table>
<thead>
<tr>
<th>#</th>
<th>Report</th>
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<tbody>
<tr>
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<tr>
<td>2</td>
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</tbody>
</table>

__TOTAL WRITTEN REPORTS (max 100 points)  

__
FINAL TEST ADMINISTRATION- WISC-IV OR WAIS-III

- Video (Self & Peer-reviewed)----------------50 points
- Protocol (Self & Peer-reviewed)----------50 points
- Written report (Self & Peer-reviewed)--50 points
- TOTAL FINAL TEST ADMINISTRATION (max 150 points)

- MIDTERM (max 100 points)

- FINAL EXAM (max 150 points)

TOTAL Points (max 1000 points)

GRADE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>940 - 1000</td>
<td>94 - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>900 - 939</td>
<td>90 - 93%</td>
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<tr>
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</tr>
<tr>
<td>B-</td>
<td>800 - 829</td>
<td>80 - 82%</td>
</tr>
</tbody>
</table>
Final video, protocol and report
CPSE 647, Winter 2007

Student: ____________________

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____ 50 Video (self & peer reviewed)
____ 50 Protocol--fill out as directed on previous protocols- record responses (self & peer reviewed)
____ 50 WRITTEN REPORT (self & peer reviewed)
____ 150 TOTAL

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____ VIDEO: 50 points
____ 15 points Accurate directions (word for word for each subtest)- starting & stopping at correct place
____ 15 points Watch for timing. Be accurate.
____ 15 points Smoothness of testing administration

NOTE: Before testing make sure you read the sections that require you to determine 0, 1, or 2 point responses. This will make you familiar with the responses.
____ 5 points Quality of recording (SO I CAN HEAR IT and SEE IT)

____ PROTOCOL: 50 points
____ 25 points Accurate recording of responses
____ 25 points Accurate scoring of responses, accurate addition /arithmetic, accurate conversion to standard scores

____ REPORT: 50 points
____ 5 points Accuracy of info taken from the protocol
____ 10 points Using the outline/skeleton and filing in appropriate information
____ 15 points Appropriate interpretation
____ 5 points Professional language- but understandable to the average person
____ 5 points Grammar/style/ clarity of writing
____ 5 points Clean concise summary
____ 5 points Recommendations that are on target, research based, and practical

Accuracy is VERY important. I will make students re-do their testing/video/report if the student earns below 93%.

If there are questions regarding the grading, please come in and talk with me.