

## **CPSY 538 Academic Theory & Assessment Fall, 2007**

**Instructor:** Colleen M. Hanson, Ed.D.  
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**Office Hours:** By appointment

**Text: (Required)**

1. Mather, N., Wendling, B., & Woodcock, R., Essentials of WJ-III Tests of Achievement Assessment, John Wiley & Sons, Inc., New York, 2001.
2. Sattler, J., Assessment of Children (4<sup>th</sup> ed.), Jerome M. Sattler, Publisher, Inc., San Diego, CA., 2001
3. Flanagan, D. & Kaufman, A., Essentials of WISC-IV Assessment, John Wiley & Sons, Inc, New Jersey, 2004.
4. Schrank, F. and all, Essentials of WJIII Cognitive Abilities Assessment, John Wiley & Sons, Inc, New Jersey, 2002.

### **COURSE DESCRIPTION:**

This course is the first of two designed to give you instruction and practical experience in the measurement of individual differences. The purpose and focus of these two courses will be cognitive and academic evaluation: assessing the learner's ability & achievement levels in the course of formal education, as well as providing a comprehensive conceptual and practical overview of the current state of the art cognitive & academic assessment.

During this course you will become familiar with formal and informal techniques for assessing cognitive and academic skills spanning the age and developmental levels from early childhood through adulthood. In addition, you will become familiar with contemporary theories of the structure of cognitive ability, academic achievement and personal competencies, new assessment technology, and current scientific knowledge of the most popular measures of cognition and achievement used today. Both verbal and nonverbal measures will be explored. In the first of these two classes, particular emphasis will be placed on the practical experience of test selection, administration, and results interpretation. Response to Intervention, the pre-referral process, as well as the legal and ethical aspects of the school psychologist's job will also be integral parts of your study. This course, and it's partner, Cognitive Theory and Assessment (Spring, 2008), culminates in the development of a comprehensive psychoeducational report that will include the design recommendations and intervention plans sensitive to the needs of the diverse student populations and cultures within which you might expect to work as a school psychologist.

### **COURSE OBJECTIVES:**

- To provide students with an overview of a wide variety of prominent theories of cognition & achievement and issues related to the utility of current comprehensive assessment batteries for special populations (e.g., preschoolers, culturally and linguistically diverse, etc.).
- To provide students with the experience of assessing cognitive & academic skills using tests that focus on specific areas and age levels from early childhood through adulthood.
- To provide students with an exposure to a variety of instruments in each area or age level.
- To provide students with the opportunity to explore and articulate ways of linking assessment and intervention through report writing, designing recommendations and through direct consultation.

### **COURSE REQUIREMENTS:**

Each student will:

1. Administer and Score **(2)** WJIII's [Standard :Cognitive Ability]
2. Administer and Score **(2)** WISC-IV's
3. Administer and Score **(2)** DAS 2
4. Administer and Score **(1)** WIAT 2 **or** WJIII [Achievement]
5. Administer and Score **(2)** additional tests from the following:
  - a. Comprehensive Test of Non-Verbal Intelligence [CTONI]
  - b. Test of Nonverbal Intelligence-III [TONI-3]
  - c. Universal Nonverbal Intelligence Test [UNIT]
  - d. Stanford Binet-V [SB-V]

**NOTE: These 2 tests may be administered to one of your classmates but each of you will need to administer, score and turn in 2 tests**

6. Administer and Score **(1)** Brigance Screener (selected portions) **or** Comprehensive Brigance Inventory of Skills (CBIS) [selected portions]
7. Complete Final (Due last night of class)

### **GRADES:**

|                       |          |   |       |
|-----------------------|----------|---|-------|
| WJIII [ACH] or WIAT-2 | [ 5 pts] | = | _____ |
| BRIGANCE              | [ 5 pts] | = | _____ |
| EXTRA TESTS (2)       | [ 5 pts] | = | _____ |
| WJIII -COG (2)        | [20 pts] | = | _____ |
| WISC-IV (2)           | [20 pts] | = | _____ |
| DAS-II (2)            | [20 pts] | = | _____ |
| TAKE HOME FINAL       | [25 pts] | = | _____ |
| TOTAL                 |          | = | _____ |
| FINAL GRADE           |          | = | _____ |

**GRADE DISTRIBUTION:**

|               |          |           |                                |
|---------------|----------|-----------|--------------------------------|
| <b>98-100</b> | <b>=</b> | <b>A+</b> |                                |
| <b>93-97</b>  | <b>=</b> | <b>A</b>  |                                |
| <b>90-92</b>  | <b>=</b> | <b>A-</b> |                                |
| <b>87-89</b>  | <b>=</b> | <b>B+</b> |                                |
| <b>83-86</b>  | <b>=</b> | <b>B</b>  |                                |
| <b>80-82</b>  | <b>=</b> | <b>B-</b> | <b>...etc., etc., etc. ...</b> |

**CPSY 538 Academic Theory and Assessment  
Fall, 2007**

**CALENDAR**

**Thursday:** 5:15pm - 8:15pm  
September 6<sup>th</sup> – December 15<sup>th</sup>, 2007

**Instructor:** Colleen M. Hanson, Ed.D.  
E-Mail: [forskykids@yahoo.com](mailto:forskykids@yahoo.com)  
[cmhanson@lclark.edu](mailto:cmhanson@lclark.edu)

**September 6<sup>th</sup>** (Class 1)  
**Topics:**

1. Overview of Course & Next Semester
2. Review of Syllabus
3. Discussion of Take-Home Final
4. Hand Out Articles
5. Permission to Test forms
6. Test Kit checkout

**September 13<sup>st</sup>** (Class 2)  
**Topics:**

1. Why Do We Test?
2. Reviewing Types of Test Scores
3. Assessing Different Modalities
4. Emotional & Other Types of IQ

**Readings: Sattler: Chapters 1, 2, 3, 6 & 7**

**Handouts:** “Legal Issues in Testing”  
“Using/Understand. Test Scores”  
“Standard Scores & Percentiles”  
“Where is Intelligence?”  
“Why do we Test?”  
“Descriptive Statistics”  
“History of Influence...Testing”

**September 20<sup>th</sup>** (Class 3)  
**Topics:**

1. WJ-III – COG
  - a. Scoring
  - b. Subtest Factors
2. WJ-III – ACH
  - c. Scoring
  - d. Subtest Factors

**NOTE:** See next page for readings

**Readings:** Sattler: Chapter 5 & 16 (selected test)  
Chapter 17 (selected tests)  
Essentials: Chap.[WJ-III-COG] 1, 2 & 3  
Chap.[WJ-III-ACH] 1, 2 & 3  
**Handouts:** “WJIII-COG: Subtest Descriptors”  
“WJIII – Complete Battery”  
“WJIII: COG #1 & #2”  
“WJIII: Organization of 22...tests”  
“WJIII: Test of ACH...Extended”  
“WJIII: Compuscore”  
Appendix B: Writing Samples [in examiner’s manuel]

September 27<sup>th</sup>

(Class 4)

**Topics:**

1. WIAT II (ACH)
  - a. Overview
  - b. Principles of Administration
2. WISC-IV Part I
  - a. Scoring
  - b. Subtest Factors

**Readings:** Sattler: Chapters 8, 9, & skim 10, & 17  
**Essentials:** Chapters [IAA] 1 &  
[WISC-IV] 1, 2 & 3  
**Handouts:** “WISC-IV Subtests”  
“WISC-IV Handout”  
“WIAT-II Frequently Asked Question”  
“WISC-IV (FAQs)”  
“WISC-IV Technical Report #4”  
“WISC-IV: Task Requirements”

**DUE: First Test Draft**

October 4<sup>th</sup>

(Class 5)

**Topics:**

1. WISC-IV Part II
  - a. Scoring
  - b. Subtest Factors

**Readings:** Sattler: Chapters skim 11, 12 & 13

**DUE: Second Test Draft**

**October 11<sup>th</sup>**

**(Class 6)**

- Topics:**
1. **Stanford Binet-V**
  2. **Brigance Scales (Video)**
  3. **Early Childhood Assessment**
  4. **Differential Ability Scale (DAS)**  
**Part I**

- Readings:** **Sattler:** **Chapters 14 (skim), 15, & 16 (selected tests)**
- Handouts:** **“How did the Stanford-Binet”**  
**“Stanford Binet 5<sup>th</sup> Edition”**  
**“Brigance Screens”**  
**“School-Age Transition Chklist”**  
**“The Dance of Partnership...”**  
**“Parent Input....Intervention”**  
**“Kindergarten: Producing....”**  
**“Comparing the Two”**

**DUE: Third Test Draft**

**October 18<sup>th</sup>**

**(Class 7)**

- Topics:**
1. **Differential Ability Scale (DAS)**  
**Part 2**
- Handouts:** **“Differential Abilities Scales-2”**

**DUE: Fourth Test Draft**

**October 25<sup>th</sup>**

**(Class 8)**

- Topics:**
1. **Universal Nonverbal Intelligence Test (UNIT) & Video**  
**Speaker: Linda Wall Sch Psy-PPS**
  2. **Catch Up Session**

- Readings:** **Sattler:** **Chapter 16 (selected test)**
- Handouts:** **“Overview of the UNIT”**

**DUE: Fifth & Sixth Test Drafts**

**November 1<sup>st</sup>**

**(Class 9)**

- Topics:**
1. **Other Non-verbal Tests**  
**Leiter -R**  
**TONI-3**  
**CTONI**  
**Ravens Progressive Matrix**
  2. **Catch Up Session**

**Readings:** **Sattler:** **Chapter 16 (selected tests)**  
**Handouts:** **“UNIT: Comparative Features...”**

**DUE: Seventh & Eighth Test Drafts**

**November 8<sup>th</sup>**

**(Class 10)**

- Topics:**
1. **Special Education: A Principal’s View**  
**Speaker: Linda Woolley, Retired Special Ed Supervisor & Principal-PPS**
  2. **Other Tests**  
**Bayley Scales Infant Development**  
**Abbreviated scales of intelligence**  
**Tests as processing instruments**

**Readings:** **Sattler:** **Chapter 16 (selected tests)**

**DUE: Nine & Tenth Test Drafts**

**November 15<sup>th</sup>**

**(Class 11)**

- Topics:**
1. **The Assessment of People w/ Disabilities**
  2. **Culturally & Linguistically Diverse Populations**

**Readings** **Sattler:** **Chapters 19 & 20**  
**Handouts** **“The School Psychologist – Basic Academic Skills in Spanish...”**  
**“The Ethics of Assessment with Culturally & Linguistically...”**  
**“Baker’s Dozen..Nonverbal Tests”**  
**“Culture-Language Test...Matrix”**

**November 22<sup>nd</sup>**

**(Class 12)**

**NO CLASS: HAPPY THANKSGIVING!!!!!!!!!!!!**

|                           |            |                                                                                                                                                                                                                                        |
|---------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| November 29 <sup>th</sup> | (Class 13) |                                                                                                                                                                                                                                        |
|                           | Topics:    | <ol style="list-style-type: none"> <li>1. Catch Up Time!</li> <li>2. Test Interpretations: A place to Start!</li> <li>3. Stakeholder Information</li> <li>4. Other types of Intelligence</li> <li>5. Types of Learners</li> </ol>      |
|                           | Readings   | Handouts      “Teaching Cognitive Assessment”<br>“Interpretive Rationales”<br>“Some factors Involved....”<br>“Teacher’s Checklist”<br>“Parent’s Checklist”<br>“Beyond IQ”<br>“Modalities: The Single...Tool”<br>“Testing Common Sense” |

|                          |            |                                                                                                                                                                                                                                                                              |
|--------------------------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| December 6 <sup>th</sup> | (Class 14) |                                                                                                                                                                                                                                                                              |
|                          | Topics:    | <ol style="list-style-type: none"> <li>1. Last minute Final Questions</li> <li>2. Q &amp; A</li> <li>3. More on Test Interpretation</li> <li>4. Returning Test kits</li> <li>5. In-Class scoring opportunities</li> <li>6. In-Class Partner Testing opportunities</li> </ol> |

|                           |            |                                                                                                                                                                                                             |
|---------------------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| December 13 <sup>th</sup> | (Class 15) |                                                                                                                                                                                                             |
|                           | Topics:    | <ol style="list-style-type: none"> <li>1. Everything You wanted to Know about School <math>\Psi</math></li> <li>2. Looking ahead to next Semester<br/>PIZZA, PIZZA, PIZZA, PIZZA, PIZZA !!!!!!!!</li> </ol> |
|                           | Due:       | <ol style="list-style-type: none"> <li>1. TAKE-HOME FINAL &amp; all Final Test Scoring due</li> <li>2. Course Evaluations due</li> </ol>                                                                    |

**NOTE:**

**Missed classes will require a make-up assignment: An article review with 3 page written review and reflection**

**Late Assignments will result in a 5 pt. deduction in grade**