



## School Psychology 545 - Assessment I Spring 2024

**Instructor:** James Alsip, Ed.S., NCSP  
**Class day and time:** Thursdays 5:00-8:00 PM  
**Class location:** York Graduate Center 115  
**Office hours:** Phone or Zoom by appointment  
**Email:** jalsip@lclark.edu  
**Credits:** 3 semester hours

### Required text:

Sattler, J.M. (2023). *Assessment of Children: Cognitive Foundations - 7th edition*. San Diego: Jerome M. Sattler, Publisher, Inc.

### Course description:

This course is a part of a three-part assessment sequence that addresses the psychoeducational, social, emotional, and behavioral assessment of children and adolescents. In this course, the focus is on gaining competency with the skills and tools needed to collect, interpret, and present data using psychoeducational assessments involving cognitive and academic measures.

This course is designed to prepare students to (a) understand and learn the process of assessment, (b) critically evaluate various standardized measures of cognitive and achievement functioning, (c) employ an empirically-based method of analyzing information obtained during the assessment process and linking data to interventions, (d) communicate assessment findings orally and in writing in a clear and professional manner to a variety of audiences, and (e) appreciate the theoretical constructs and psychometric properties that underlie cognitive and achievement assessment instruments.

Students will use empirically supported procedures for collecting, analyzing, and presenting assessment data used in making educational and clinical decisions. All measures discussed in the course will be presented as *tools* that complement other facets of assessment. The course emphasizes both “how to” administer specific tests, as well as general principles and theoretical grounding to guide the use and application of these and other assessment tools throughout the individual’s professional career. Ethical administration and interpretation is emphasized, including understanding the theory and specific uses and limitations of intellectual assessment tools, standardization procedures, properties of the normative sample, data-based interpretation of results, and issues of special populations and human diversity.

The course format stresses the formative evaluation of students' progress towards a criterion of competence. Students are expected to master the administration, scoring, and basic interpretation of specific cognitive and achievement measures to a high level of mastery. Additional training and

experience will be necessary, however, to further develop and refine skills and to apply them to diverse individuals in a variety of settings. Students demonstrating initial competence following this course will be ready for further training in individual intellectual assessment in supervised practicum experiences, but not for unsupervised/independent practice.

**Course goals and objectives:**

1. Demonstrate initial competence in the standardized administration, scoring, interpretation, and reporting of the Woodcock Johnson IV Tests of Cognitive Abilities (WJ-IV COG), Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V), and Woodcock Johnson IV Tests of Achievement (WJ-IV ACH).
2. Develop initial proficiency in report writing for cognitive and achievement testing.
3. Demonstrate knowledge of basic principles of Cross Battery Assessment for identification of a specific learning disability using a patterns of strengths and weaknesses (PSW) model.
4. Demonstrate basic knowledge of psychometrics and test development including an application of psychometric theory in practice.
5. Recognize measurement principles for selecting, using, and interpreting assessment tools.
6. Become familiar with ethical and legal standards and responsibilities in regard to tests.
7. Exhibit interpersonal relationship skills including the ability to develop and maintain rapport with an examinee and communicate in a sensitive manner.
8. Develop an appreciation and awareness of the use and limitations of standardized assessment tools, particularly for students from diverse linguistic, cultural, and socioeconomic backgrounds.
9. Demonstrate knowledge of issues surrounding the intellectual assessment of children and adults from special populations, such as preschoolers, children/adults with disabilities, and children/adults for whom English is a second language.
10. Demonstrate the Professional Standards associated with the School Psychology program.

**Course assignments:**

Each student must achieve mastery of the three major tests taught in this course. Course assignments include test protocols, test administration videos, psychoeducational reports, and chapter summaries.

**Test Protocols:** Students will complete three administrations of the WJ-IV-COG, two administrations of the WJ-IV-ACH, and three administrations of the WISC-V. The first administration of each test may be completed with a classmate or another student in the program. The second administration of the WJ-IV-COG and WISC-V may be completed with a child or an adult that is not in the program. The final administration of each test must be completed with a school-aged child between grades K-12. *It is highly recommended that you begin making preparations immediately.* Protocols for each test will be administered one week prior to their due date. Students must earn at least 80% of possible points on each test administration. Protocols receiving less than 80% must be resubmitted and students can earn up to half of the points originally missed (e.g., students earning 18 out of 25 points on their original submission may earn a maximum of 21.5 points on their resubmission).

**Test Administration Videos:** Students will be responsible for recording their final administration of the WJ-IV-COG and WISC-V. All subtest administrations must be visible and audible. Any subtest not recorded in its entirety, not visible, or not audible must be completed again. Protocols must align exactly with video recordings and students must earn at least 80% of possible points on both video administrations to pass the class. Students earning less than 80% may resubmit corrected subtest administration videos for up to half of the points originally missed (e.g., students earning 35 out of 50 on their original video submission may earn a maximum of 42.5 points on their resubmission). Alternatively, students may arrange to complete the make-up test administration with their TA or instructor outside of class/lab time for half of the originally missed points. Recording equipment will be provided as necessary.

**Psychoeducational Reports:** Students will complete one report for each of the three tests taught in this course. Sample score reports will be provided for the WJ-IV-COG and WJ-IV-ACH report. Students are expected to use scores from their WISC-V administration for their final report. Feedback will be provided on each report. It is expected that students apply this feedback on each subsequent report.

**Chapter Summary:** It is important that students keep up with the reading, as not all content will be reviewed in class. The chapter summaries are used to ensure students are keeping up with the assigned chapter readings.

**Additional information regarding each component and grading rubrics will be provided in class and on Moodle.**

**Course grading:**

Test Protocols	8 x 25 points = 200 points
Reports	3 x 50 points = 150 points
Videos	2 x 50 points = 100 points
Chapter Summaries	10 x 5 points = 50 points
<b>Total</b>	<b>= 500 points</b>

<b>Scale:</b>	[93-100% = A]	[90-92.9% = A-]	[87-89.9% = B+]	[83-86.9% = B]
	[80-82.9% = B-]	[77-79.9% = C+]	[73-76.9% = C]	[70-72.9% = C-]
	[<70% = F]			

**Turning in any item late:**

Students will incur deduction of 5 points per day for late assignments. Videos submitted without an accompanying properly completed consent form are considered late until the point when the consent is received by the instructor.

**Attendance Policy:**

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit). In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

**Additional requirements/expectations:**

- Each student must have a stopwatch, black/blue and red ink pens, and a clipboard.
- Each student is expected to find their subjects for testing.
- Students should not test family members or significant others.
- Scores cannot be shared with students, families, schools, or other concerned parties.
- Students will be provided with test protocols one week before the due date.
- Testing should not take place more than one week prior to the due date.
- Test protocols cannot be copied, faxed, or scanned.
- No requirements in this course may be scanned or emailed to the instructor.
- Reports must be in final form on the date due and uploaded prior to class.
- All students are expected to act professionally in setting up testing appointments and conducting the test sessions.
- Careful consideration must be given to environmental conditions during testing.

**Professional Conduct and Academic Integrity Policy:**

All Lewis & Clark students are responsible for knowing the standards of professional conduct and academic integrity. Please refer to the Lewis & Clark graduate catalog for the Standards of Professional Conduct and Academic Integrity Policy.

**Disability Services Statement:**

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

**Cell Phones and Laptops:**

Please silence your phone and put it away. Please refrain from checking or sending texts/email during class time. Laptops/tablets can be used for note-taking purposes only.

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**Test Kits:**

It is your responsibility to follow the check-out schedule or make alternate arrangements so that you have the kit for the test we are discussing in class. The test kit check-in and check-out schedule is as follows:

DATE	TIME	ACTION
January 11	4:15-5:00pm	Check out WJ-IV-COG
February 22	4:15-5:00pm	Return WJ-IV-COG; Check out WJ-IV-ACH
March 14	4:15-5:00pm	Return WJ-IV-ACH; Check out WISC-V
April 18	4:15-5:00pm	Return WISC-V

All test kit check-ins or check-outs, including the times described above, are to be set by completing the **School Psychology Test Kit Request Form** at <https://forms.gle/aNcS9UsW4ZaDjfXT6> (link also provided in Moodle). Using this form, you will make an appointment to pick up test kits between 4:15 and 5:00pm on the dates listed above. Please use the form for requests, but feel free to contact Leslie Dawson for changes in schedule, etc. ([gradloaner@lclark.edu](mailto:gradloaner@lclark.edu); 503-768-6013). The contents of each kit will be inventoried during test kit check-in appointments. **Students will be financially responsible for any missing components** and all test kits must be returned in their entirety prior to receiving a grade for the course.

This is a very rigorous course which requires a lot of outside work. All testing, scoring, and report writing is done outside of class hours. The applied skills (practice) components of this course will require much additional time, and students must be aware of time management issues as they progress throughout the semester. Any concerns that arise regarding the inability to meet course and time demands should be discussed with the professor immediately when these arise. **Due to the nature of this course, it may be necessary on several occasions to go overtime. This is especially true on practice days that involve learning test administration and the scoring of protocols.**

**Changes:**

The instructor reserves the right to make appropriate changes in the syllabus and course schedule/sequence.

**Communication:**

Email is the preferred method of communication. I will typically respond to inquiries within 24 hours on weekdays. Any changes to class times, expectations, assignments, etc. will be communicated via email.