Instructor: Ellen Rowe, Ph.D., NCSP  
Email: erowe@gmu.edu  
Office location: 10340 Democracy Lane, #202C  
Office Hours: 1:15-3:15 Fridays or by request

Prerequisites/Corequisites
None

Catalog Description
Introduces school psychology graduate students to issues and methods of cognitive/intellectual assessment. Provides experience in administration, scoring, and interpretation of major, individually-administered infant, child, and adult tests of cognitive ability. Examines the development of intelligence tests, theories of intelligence/cognitive abilities, and current trends and developments in cognitive abilities. Notes: Open only to school psychology MA students.

Course Description
SPSY 709 introduces school psychology graduate students to the issues and methods of cognitive/intellectual assessment. This course will provide information on the scholarly aspects of cognitive abilities and assessment, as well as on the practice oriented aspects. Students are expected to acquire both a fundamental knowledge of cognitive assessment and the specific assessment skills that are used by practicing psychologists.

Course Delivery Method
This course will be delivered using a lecture and lab format.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:

1. Identify key professional issues relating to assessment, for example, historical developments, test bias, and test misuse.
2. Demonstrate an understanding of test derived scores and their proper interpretation.
3. Correctly administer, score, and interpret several major cognitive assessment measures (WISC V, WAIS IV, WJ IV Cog, Stanford-Binet V, KABC-II; DAS-II) and an achievement measure (e.g., K-TEA-II).
4. Exhibit acceptable interpersonal skills when evaluating clients and adhere to generally accepted practice and ethical standards.
5. Use research and theory to interpret test scores within the constraints of the existing scientific literature on test inference validity.
6. Effectively communicate, orally and in writing, the results of a cognitive evaluation.

Professional Standards
This course contributes to the development of knowledge and skills in the following National Association of School Psychologists (NASP) professional standards:
II. Data Based Decision Making

**Required Texts**

**Test Manuals (optional—all can be borrowed from CAP or CPS test kits)**

**Relevant Readings**


Additional relevant readings may be assigned throughout the semester.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor.

Assignments for lab and lecture topics are shown in the course out-line. The materials are to be read before the designated lecture.
In order to develop mastery of standardized test administration procedures, you will be administering the tests to child and adult volunteers from the community. The test interactions in this course are for learning purposes only. Test results are not considered valid and may not be communicated in any form to any individual or organization, nor may they be used as research data. All data collected and submitted must be non-identifiable to preserve confidentiality. Tests administered within the context of this course may not be used for any purpose other than learning to administer, score and interpret the assessment instruments. Any breach of this policy, or falsification of data, will result in immediate failure.

Attendance and Participation: Students are expected to attend class and participate in the discussions and activities. Classroom participation involves sharing information and ideas, contributing to a positive and enthusiastic class atmosphere through asking questions and volunteering ideas. At times, particular students, with advance notice, may be asked to lead the class in discussion of specific assessments; please bring relevant materials to class regularly.

You are responsible for all information from each class and lab meeting. If you miss a class, you should borrow notes from a classmate. You are also responsible for turning in assignments on the date due, even if you are not in class.

Grading: The percentage of the final grade contributed by each of the seven requirements is as follows:

Midterm examination 100 points
Final examination 100 points
Reading requirements/Class participation/Class Presentation 40 points
8 test protocols 160 points (20 each*)
1 Psychological report 100 points*
Administration tape (must meet minimum standard) 100 points*
7 tip sheets for instrument use 20 points (3 points each but WJ=2)
Total Points Possible 620

*Students may submit additional record forms, tapes, or reports if they are not satisfied with their grade. Students will be asked to redo assessments, tape, report, or live assessment if basic proficiency is not demonstrated (basic proficiency = grade of B or better).

N.B. If your grade is within a borderline range, class and lab participation may be weighed more heavily in your favor. Additionally, improvements in performance will be taken into consideration.

Grading Scale (Please note: A course grade less than B- requires that you retake the course. A grade of “F” does not meet requirements of the Graduate School of Education. Students must maintain a minimum GPA of 3.0 [B average] to remain in good academic standing.)

The final grade will be determined on the following scale:

A  =  93 - 100% (571 – 620)
A- =  90 - 92%  (553 – 570)
B+ =  88 – 89%  (540 - 552)
B  =  83 – 87%  (509 – 539)
B- =  80 - 82%  (491 – 508)
C  =  70 - 79%  (429 – 490)
F  = Less than 60%

All assignments must be completed by their due dates. Grade deductions may occur for assignments not turned in by the date due.

### Class Schedule

<table>
<thead>
<tr>
<th>Class #</th>
<th>Topic</th>
<th>Readings/Assignments</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (8/28)</td>
<td>Goals &amp; History</td>
<td>Wasserman in Flanagan &amp; Harrison, Chapter 1; Kranzler &amp; Floyd, Chs. 1-2; Skim article: Lilienfeld et al. 2012.</td>
<td>Assessment procedures &amp; consent; Demonstration of WISC-V test administration.</td>
</tr>
<tr>
<td>2 (9/4)</td>
<td>Research &amp; Measurement</td>
<td>Intelligences: Knowns and unknowns (Neisser et al., 1996); Intelligence: New findings and theoretical developments (Nisbett et al., 2012); Validity &amp; Reliability chapters (1&amp;2) from Standards; Kranzler &amp; Floyd, Ch. 5</td>
<td>Read WISC-V Manual; Administration and Scoring of WISC-V</td>
</tr>
<tr>
<td>3 (9/11)</td>
<td>Theory</td>
<td>Alfonso, Flanagan, &amp; Radwan in Flanagan &amp; Harrison, Chapter 9 pages 185 – 198 to Impact of CHC Theory…; Schneider &amp; McGrew, Chapt 4, Cattell-Horn_Carroll Model of Intelligence, pp. 99-105 to Gf-Gc Assessment</td>
<td>Read WAIS-IV Manual; Administration and Scoring of WAIS-IV.</td>
</tr>
<tr>
<td>5 (9/25)</td>
<td>Standards &amp; Ethics; Assessment Process, Practice Issues, Interviewing</td>
<td>Kranzler &amp; Floyd, Chs. 3-4</td>
<td>No lab! VASP convention</td>
</tr>
<tr>
<td>7 (10/9)</td>
<td>Woodcock Johnson IV Tests of Cognitive Ability (WJ IV COG)</td>
<td>Kranzler et al. (2016a); Flanagan &amp; Schneider (2016); Kranzler et al. (2016b) read articles in order listed</td>
<td>Read WJ IV COG Administration Manual; Administration and Scoring of WJ IV COG; WAIS-IV Protocol; Tips sheets for WISC-V &amp; WAIS-IV due.</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment/Event</td>
<td>Reading Material</td>
<td>Notes</td>
</tr>
<tr>
<td>-------</td>
<td>------------------</td>
<td>------------------</td>
<td>-------</td>
</tr>
<tr>
<td>8 (10/16)</td>
<td>Stanford-Binet Intelligence Scales, Fifth Edition (SBV)</td>
<td>Kranzler &amp; Floyd, Ch. 7, p 110. Bain &amp; Allin (2005); Canivez (2008); <strong>WISC-IV Assessment recording due</strong></td>
<td>Read SBV Manual; Administration and Scoring of SBV.</td>
</tr>
<tr>
<td>9 (10/23)</td>
<td>Midterm examination</td>
<td></td>
<td>Administration and Scoring of SBV cont.</td>
</tr>
<tr>
<td>10 (10/30)</td>
<td>Interpretation and Report writing</td>
<td>Kranzler &amp; Floyd, Chs. 6 &amp; 8; Beaujean &amp; Phipps. (2016). McGill, Dombrowski, &amp; Canivez (2018); Benson, Beaujean, McGill, &amp; Dombrowski (2018) <strong>read articles in order listed</strong></td>
<td>Lab activity up to students and TAs; <strong>WJ IV COG Protocol due; WJ III tips sheet due</strong></td>
</tr>
<tr>
<td>11 (11/6)</td>
<td>Differential Ability Scales (DAS)</td>
<td>Marshall, McGoey, &amp; Moschos (2011); Kranzler &amp; Floyd, Ch. 7, pp 104-106;</td>
<td>Read DAS-II Manual; Administration and Scoring of DAS-II; <strong>Stanford Binet Protocol due; SBV tips sheet due.</strong></td>
</tr>
<tr>
<td>13 (11/20)</td>
<td>Assessment of Academic Achievement &amp; Cognitive Assessment, do we need it?</td>
<td>Gresham &amp; Vellutino (2010); Burns et al. (2016); Fletcher &amp; Miciak (2017) <strong>read articles in order listed</strong></td>
<td>Read KTEA-II Manual; Administration and Scoring of Achievement Tests (KTEA-II &amp; WIAT-III); <strong>DAS-II Record Form; DAS-II tips sheet due.</strong></td>
</tr>
<tr>
<td>14 (11/27)</td>
<td>Happy Thanksgiving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 (12/4)</td>
<td>Make up Day! Whew</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/11</td>
<td>Exam 1:30-4:15</td>
<td></td>
<td><strong>KTEA-II Achievement Record Form due; KTEA-II tips sheet due.</strong></td>
</tr>
</tbody>
</table>

**Professional Dispositions**

See [https://cehd.gmu.edu/students/polices-procedures/](https://cehd.gmu.edu/students/polices-procedures/)
Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: [http://cehd.gmu.edu/values/](http://cehd.gmu.edu/values/).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code [https://catalog.gmu.edu/policies/honor-code-system/](https://catalog.gmu.edu/policies/honor-code-system/)

- Students must follow the university policy for Responsible Use of Computing (see [http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/)).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see [http://ods.gmu.edu/](http://ods.gmu.edu/)).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or [https://cehd.gmu.edu/aero/tk20](https://cehd.gmu.edu/aero/tk20). Questions or concerns regarding use of Blackboard should be directed to [http://coursessupport.gmu.edu/](http://coursessupport.gmu.edu/).

- For information on student support resources on campus, see [https://ctfe.gmu.edu/teaching/student-support-resources-on-campus](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus)

For additional information on the College of Education and Human Development, please visit our website [https://cehd.gmu.edu/students/](https://cehd.gmu.edu/students/).
SPSY 709 Lab Policies and Procedures

Requirements: As part of the class requirements, you are expected to administer 7 cognitive tests and 1 achievement test. Response sheets for the tests will be turned into your Teaching Assistants (TAs). Your amazing TAs are Akiyah Brown and Danielle Spears

You will also be asked to turn in a video of one of your WISC-V assessments. The tapes will be given to me. A brief report summarizing the assessment findings for one of your WISC-V is to be turned in to me. Examples will be provided.

Volunteer Recruitment: Practice tests will be administered to volunteers. Children and adult volunteers will be recruited in the community. If possible, you may want to use volunteers for more than one testing session. Obviously, you cannot use the same child for two administrations of the same test. You may want to offer incentives such as small toys or games, stickers, gift certificate, or movie passes to children who serve as volunteers. Please ask Ellen if you would like some incentives.

Volunteers and their parents (!!!) must be told from the beginning that they will be given NO feedback regarding their results. Because you are in training, the tests you administer are no reliable or valid.

Volunteers over 18 must sign a consent form. Children must have a consent form signed by a parent. Test protocols without a signed consent form will NOT be accepted. Parents should be given an unsigned copy of the consent form with the name of the test at the top. That way, they have a record of the test administered.

Test record forms, reports, and all information about volunteers are confidential. Protocols and reports should be identified with a number or pseudo name such as volunteer 1, Ironman Avenger, or Widow Avenger. Leave materials for the TA or me in envelopes (although the results are not valid, confidential information must be handled privately) in our mailboxes at the Clinic.

Grading of Response Sheets: All examinee and examiner responses are to be recorded on the response sheet. Grading will be as follows:

- Minor Errors (-.5 points) include: Failure to query/clarify a response that should be queried. Scoring errors that involve judgment of a response.

- Moderate Errors (-1 point) are scoring errors likely to result in an incorrect score on one subtest (i.e. incorrect ceiling or basil rules on one subtest or minor addition mistake on one subtest).

- Major Errors (-2 points) are errors that result in systematic scoring problems for the entire test or a scale (i.e. use of incorrect tables for scoring; miscalculations of a child’s age that results in use of incorrect table; and incorrect addition on front sheet of record form).

- N.B. If you make an administration error that affects the accuracy of the scoring (i.e. terminated a subtest too quickly) and you recognize your mistake, you can note the error on the record form, and your recognition of the error will reduce the points deducted by half.

Questions: Please feel free to come to your TA or me with questions about administration and scoring. When we give an answer, just mark it on the record form. Also, feel free to have other students check your work.