

Grand Valley State University
PSY 623: Intellectual Assessment
(Assessment II)
Winter 2016

Instructor: Kristen Schrauben, Ph.D. Course Time: Th – 10:00 – 12:45
 Psychology Department Course Location: 1115 ASH
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Course Summary

Building directly upon Psychology 622, Psychology 623 will allow students to continue to develop competency in the area of assessment, an important component of school psychological practice. In this course, students will learn to select, administer, and interpret assessments. In addition, students will begin to integrate the assessment results from a variety of measures to develop instructional recommendations for students. Students will become proficient in administering and interpreting a range of assessments with school-age children, as well communicating the results of these assessments orally and in written reports. This course will also include important discussions of assessment ethics and assessment with diverse populations, as well as introduce students to the Michigan special education criteria.

Course Objectives

Upon successful completion of this course, students will be able to:

1. Administer, score, and analyze a variety of assessment tools following standardized procedures.
2. Demonstrate knowledge and skill in summarizing, interpreting, and reporting data, including communicating results to teachers and family members both orally and in written reports.
3. Develop instructional recommendations for students based on the synthesis of an intellectual assessment and other assessment tools.
4. Explain issues related to cultural bias in intelligence testing and develop cross-culturally sensitive assessment practices.
5. Demonstrate knowledge of and adherence to professional and ethical standards in relation to the selection, administration, and interpretation of assessment tools.
6. Apply basic measurement principles to the selection, administration, and interpretation of individual measures of intellectual and academic functioning.

Corresponding Program Goals:

This course will specifically address the following program goals:

1. Students will engage and practice in a legal, professional and ethical manner that demonstrates respect for student, family, and school diversity.
2. Students will demonstrate the knowledge and skills needed to collaborate and consult with school professionals, families, and other partners to improve current systems of service delivery to meet the educational and mental health needs of children and adolescents.
3. Students will demonstrate the knowledge and skills to conduct standardized assessments and use a variety of techniques to evaluate the cognitive, academic, and behavioral strengths and needs of students and the environmental contexts in which these competencies develop.

Readings & Materials

Required Texts & Materials:

Kranzler, J. H., & Floyd, R. G. (2013). *Assessing Intelligence in Children and Adolescents: A Practical Guide*. New York: Guilford Press.

[Note: Fully available online through library]

Selected chapters from: *Best Practices in School Psychology VI*. Bethesda, MD: National Association of School Psychologists. [Note: You should have already purchased this for other classes]

Clipboard (any kind you like as long as it is not transparent)

Stopwatch (preferably a timer that can count up and count down, with no/soft beep, that has large “digits”). The instructor will have timers available for students to use in class and borrow for the semester if they would like to wait to purchase a stopwatch.

Additional Required Readings:

Selected chapters from: Flanagan, D. P., & Harrison, P. L. (Eds.). (2012). *Contemporary intellectual assessment: Theories, tests, and issues* (3rd ed.). New York: Guilford Press.

Selected additional readings will be placed on Blackboard.

Course Format

The format of the class will include lecture, discussion, “lab” time, and individual meetings with me or the second year teaching assistant. Lecture will be used to introduce new topics, to present background information, and to highlight important points in the readings. Discussion will be used to discuss how this relates to practicum experiences and explore current issues in the field. “Lab” time will provide opportunities to practice assessment skills with peers and receive feedback. The teaching assistant and I will have individual meetings with you outside of the regular class time to provide personalized feedback and check-in.

Course Website

Many course materials (e.g., syllabus, presentation slides, readings, assignment rubrics, and additional supplemental materials) will be made available through Blackboard, an online course management system. You can access the materials by going to the following website: <https://mybb.gvsu.edu/>, and providing your GVSU username and password. If you have problems accessing materials through this system, you can call the IT Help Desk at 855-435-7488 or E-mail bbadmin@gvsu.edu for assistance.

Policies and Procedures

Students are expected to abide by the GVSU student code (<http://www.gvsu.edu/studentcode/>) and the ethical principles of the National Association of School Psychologists (<http://www.nasponline.org/standards/ethics/ethical-conduct-professional-practices.aspx>). These principles serve as a guide to students' behavior both on and off-campus. This includes (1) arriving on time, (2) leaving at the scheduled time and not before, (3) appropriately engaging during courses and practicum activities, and (4) respecting confidentiality. When in the schools, students represent the School Psychology program as well as the University and we expect students' behavior to be professional, respectful, and responsible. Violations of the ethical and professional standards may result in a lowered grade and may be grounds for dismissal from the program.

Accommodations for Students with Disabilities

If you need academic accommodations because of a learning, physical, or other disability, please contact Disability Support Resources (DSR) at 331-2490. Although students with disabilities are held to the same academic standards as all other students, accommodations will be provided for you, as appropriate. Furthermore, if you have a physical disability and think you will need assistance evacuating the classroom and/or building in an emergency situation, please contact me so I can develop a plan to assist you.

Academic Integrity and Plagiarism

It is your responsibility as a student to maintain academic integrity and not give any appearance of a violation. Students will do original work and will not take or receive the efforts of another person on any test or assignment, use unauthorized resources on quizzes or tests, plagiarize, or give/sell other students papers or assignments not authorized by the instructor. You are responsible for making yourself aware of and for understanding the policies and procedures that pertain to academic integrity. To that end, be sure to familiarize yourself with the GVSU Student Code [Section 223.01] related to academic integrity. Furthermore, be sure to reference sources at all times. If you are uncertain about such an issue prior to submission of an assignment, project, or test, please see me so we can eliminate that uncertainty.

Canceled Classes

If classes are canceled at the university, any lecture or activity missed due to cancellation will take place at the next class meeting.

Attendance

You are expected to attend and participate in all classes. It is expected that you will be on time for the start of class and stay for the duration of class (i.e., not leave early). Please contact me in advance if you anticipate missing a class or have a legitimate reason for coming late or leaving early. As this class only meets once per week, missing a class will involve missing a *significant* amount of course content. If you miss a class for any reason, you are responsible for obtaining any information missed through a classmate and meeting with me to go over any questions you have.

Student absences due to religious holidays will be accommodated per the GVSU policies on inclusion. If a conflict exists between the course and a religious observance, students must request a religious accommodation from me within the first two weeks of the semester or as soon as possible so alternative arrangements can be made.

Technology Use

You are strongly encouraged to take notes during class and you are welcome to use a computer to do so. However, the use of computers for personal reasons (e.g., checking E-mail or using Facebook) during class is *highly* inappropriate and disrespectful to other students and myself. I will use my discretion in reducing grades for those students who are using computers in a disrespectful manner when class is in session. Please silence cell-phones during class. You should not answer phones in class unless you have primary caretaking responsibilities for another person.

Testing Children/Students: Consent & Confidentiality

When you collect individual data on students for the purposes of this course, parents must sign a written consent form prior to your work with the child. Permission must be obtained before you begin working with the child. Consent forms must be attached to any protocols in order for them to be graded. To protect the identity of any children and their settings, please keep any reports and discussions about cases confidential. In written and oral reports, **always use pseudonyms** (fictitious names, not initials) for the child, parent, teacher, school, and appropriately disguise other demographic information so that they cannot be identified.

Assignments & Late Work

The work to be done for this class includes completing the assigned readings, participating in class discussions, taking quizzes, administering assessments, writing reports, and giving presentations. All written assignments should be turned in via Blackboard by the start of class on the due date unless otherwise noted. Professional writing is an important part of your training as a psychologist and your writing will be evaluated in all assignments. Professional writing is clear, well-organized, uses sentence and paragraph structure to convey content, avoids passive voice, and is free from typographical error, misspellings, and grammatical errors. Further, professional writing balances critical reflection with strengths of the material or information. All work for the course MUST be completed in 12-point Times New Roman font with 1-inch page margins (note that often times the default is 1.25-inch margins and must be changed). With the exception of school-based reports, papers should use APA style when citing sources within text as well as in preparing the reference list. Refer to the publication manual for specific guidelines: American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.) Washington, D.C.: Author.

Late work is strongly discouraged. Due to the intensive nature of this semester, I recommend that you avoid late work as much as possible. Assignments turned in after the deadline will be penalized by 25% of the original point value. After three days, assignments will not be graded and be assigned a "0." However, if you provide at least one week's notice and have a valid reason, I can provide extensions for a limited number of assignments to allow for late submissions without penalties. This should be last resort so you can show faculty that you are prepared to meet the legal deadlines associated with real cases for second year practicum.

Grading

Grades will be based on your knowledge and understanding of the issues as evidenced by the standardized assessments, quizzes, written work, and contributions to class discussions. Review the "Assignment Descriptions" document for more information about these assignments. Final grades will be based on the total points as indicated below:

<u>Assignment</u>	<u>Point Value</u>
Class Participation	10
Quizzes	30
Standardized Test(s) Presentation	20
Protocols/Rubrics/Videos	95
Assessment Result Reports	65
<u>Assessment Result Presentations</u>	<u>30</u>
Total Points:	250

<u>Grading Scale</u>	
94 above	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
60-66	D
59 & below	F

Course Schedule

Schedule is subject to change at the instructor's discretion. Additional readings may be announced and posted on Blackboard. Assignment deadlines will remain the same unless otherwise indicated by the instructor.

(Week) Date	Seminar Topics/ Reading Assignments	Assignment Due
(1) 1/11	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Introduction to Course • Interviewing Parents • WISC Refresher/Intro to WISC Interpretation <p>Readings:</p> <ul style="list-style-type: none"> • Best Practices (Data-Based)- Chapter 21 • Kranzler & Floyd (2013)- Chapter 4 	
(2) 1/18	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • WISC Interpretation <p>Readings:</p> <ul style="list-style-type: none"> • WISC-V Technical & Interpretive manual pp. 149-165 • Kranzler & Floyd (2013)- Chapter 6 	Quiz 1 (in class)
(3) 1/25	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Introduction to the Special Education Evaluation Process (Guest Speaker) • Communicating Assessment Information <p>Readings:</p> <ul style="list-style-type: none"> • Heward (2017) pp. 38-44 (on Blackboard) • Kranzler & Floyd (2013)- Chapter 8 • Hass & Carriere (2014)- Chapter 3 (on Blackboard) 	
(4) 2/1	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Standardized Achievement Tests: KTEA-3 <p>Readings:</p> <ul style="list-style-type: none"> • KTEA-3 Administration manual pp. 1-43 	
(5) 2/8	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Testing students with severe disabilities • Assessment for CI/ID • Adaptive behavior assessment <p>Readings:</p> <ul style="list-style-type: none"> • Kranzler & Floyd (2013)- Chapter 10 • "Presume Competence" (on Blackboard) • Crepeau-Hobson & Vujeva (2012) (on Blackboard) 	WISC 1: Consent Form, Protocol, Protocol Rubric, & Video

(6) 2/15	<p>NO FACE-TO-FACE CLASS: NASP Convention</p> <p><u>Topics:</u></p> <ul style="list-style-type: none"> • Assessment Ethics • Other Standardized Tests: WAIS, WPPSI <p>Readings:</p> <ul style="list-style-type: none"> • Kranzler & Floyd (2013)- Chapter 3 • Best Practices (Foundations)- Chapter 32 	<p>WISC 1: Report</p> <p>View online video intro & PowerPoint</p>
(7) 2/22	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Assessment for EI (Guest Speaker) • Case Conceptualization (Discussion) <p>Readings:</p> <ul style="list-style-type: none"> • Best Practices (Data-based)- Chapters 24 • Hass & Carriere (2014)- Chapter 4 (on Blackboard) 	<p>Schedule WISC 1 Feedback Meeting this week</p> <p>KTEA 1: Protocol & Protocol Rubric</p>
(8) 3/1	<p><u>Topics: (Presentations)</u></p> <ul style="list-style-type: none"> • Other Standardized Tests: <ul style="list-style-type: none"> • DAS-II • SB-5 • WJ-IV Cog 	<p>Presentations (3 pairs)</p> <p>KTEA 1: Report</p> <p>Schedule WISC 1 Report Presentation this week</p>
(9) 3/8	<p>NO CLASS (SPRING BREAK)</p>	
(10) 3/15	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Intro to Neuropsychological Assessment (Guest Speaker) • Visual-motor Integration Assessment <p>Readings:</p> <ul style="list-style-type: none"> • Best Practices (Data-based)- Chapter 16 • Possible additional article(s) added at guest speaker's request 	<p>ABAS: Protocol & Protocol Rubric</p>
(11) 3/22	<p><u>Topics: (Presentations)</u></p> <ul style="list-style-type: none"> • Other Standardized Tests: <ul style="list-style-type: none"> • TBD 	<p>Presentations (3 pairs)</p> <p>Quiz 2 (in class)</p> <p>WISC 2: Consent Form, Protocol, Protocol Rubric, & Video</p>

(12) 3/29	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Assessment for SLD (Discussion) <p>Readings:</p> <ul style="list-style-type: none"> • Flanagan & Harrison (2012)- Chapter 23 (on Blackboard) • Kranzler & Floyd (2013)- Chapter 12 • Best Practices (Data-based)- Chapter 22 	<p>WISC 2: Report</p> <p>KTEA 2: Protocol, Protocol Rubric, & Video</p>
(13) 4/5	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Case Conceptualization (Discussion) <p>Readings</p> <ul style="list-style-type: none"> • Reread or review Hass & Carriere (2014)- Chapter 4 (on Blackboard) 	
(14) 4/12	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Early Childhood Assessment • Assessment for Gifted <p>Readings:</p> <ul style="list-style-type: none"> • Kranzler & Floyd (2013)- Chapter 11 • Flanagan & Harrison (2012)- Chapters 24 & 25 (on Blackboard) 	<p>Other Intellectual Test: Consent Form, Protocol, & Protocol Rubric</p> <p>Other Intellectual Test: Report</p>
(15) 4/19	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Assessment of Culturally/Linguistically Diverse Populations (Guest Speaker) <p>Readings:</p> <ul style="list-style-type: none"> • Best Practices (Foundations)- Chapter 5 • Kranzler & Floyd (2013)- Chapter 13 • Flanagan & Harrison (2012)- Chapter 22 (on Blackboard) 	<p>Quiz 3 (on Blackboard)</p>
(Exam Week)	<p>Integrated Report Presentations (to be scheduled in small groups)</p> <p>Integrated Reports due Thursday 4/26 at 10am</p>	<p>Integrated Report</p> <p>Integrated Presentation</p>

PSY 623: Intellectual Assessment (Assessment II)
Assignment Descriptions

Winter 2018

10 pts **Class Participation**

I consider your participation in class discussions an integral and valuable part of the course. I expect you to attend classes and to come prepared to share your ideas in constructive ways in both small group and large group discussions and activities. Please notify me in advance if you will not be able to attend class. The success of the class depends on the thoughtful participation and engagement of both you and I.

30 pts **Quizzes** (3 quizzes, 10 points each)

There will be three quizzes during the semester and each will be worth 5 points. Quizzes may include, but are not limited to, content from assigned readings or previous lectures, case conceptualization, and assessment scoring/interpretation. More details about each quiz will be provided in advance during class.

- Quiz 1: January 18 (In class)
- Quiz 2: March 22 (In class; open notes/book)
- Quiz 3: April 19 (On Blackboard; open notes/book)

20 pts **Standardized Test(s) Presentation**

You will work with 1-2 peers to review published standardized tests. Some groups will present on one comprehensive intellectual assessment and some groups will present on two or three assessments (which are less complex in scope and administration). A sign-up sheet with the test choices will be provided in class. All tests are available through the program assessment library. As a partner pair, you will prepare an approximately 30-40-minute presentation for the class focusing on the most important information about the test and tips to help your classmates learn to administer the test. A rubric will be provided.

WISC-V TEST ADMINISTRATIONS & RELATED ASSIGNMENTS

- Use pseudonyms for ALL protocols, reports, and presentations.
- As you will be sharing kits, please **plan ahead** so ensure that each of your classmates has ample time to practice and administer the assessment prior to the due date.

15 pts **WISC 1 Administration** (Consent Form, Protocol, Protocol Rubric, & Video)

You will complete the WISC-V with a school-aged child (6:0 – 16:11) **outside the practicum/work setting and your immediate family**. This child should be “typically developing”, who does NOT qualify for special education and who is NOT likely to be tested in his/her own school setting. Please consult me if you have questions about a potential child for this assignment. Under no circumstances will test scores be shared with parents or students. All volunteers must have a parent sign a written consent form. The required consent form will be provided. You will turn in a signed consent form, protocol including a completed score Summary page, a protocol rubric, and your video.

Your video (flash drive, DVD/CD) of your administration and completed protocol of the WISC-V should be free of major errors as and you should be able to identify any of your own minor errors. Note that the video must be one continuous administration of all the core subtests (meaning it was all completed the same day although you are allowed to take breaks with the child and stop the video as needed). You should incorporate feedback you received on your first WISC in PSY 622 to demonstrate growth in your test administration skills. You will have a one-on-one meeting with me or the teaching assistant to receive feedback on this administration.

10 pts **WISC 1 Report**

You will write a report for the results of your first WISC-V administration. More details about writing reports will be provided in class and a sample/template report is on Blackboard.

10 pts **WISC 1 Presentation**

You will present the results of your first WISC-V administration orally as if you were presenting the results to a parent. This presentation will occur one-on-one with me or the teaching assistant. I anticipate that these presentations will be approximately 15 minutes in length, but will not be timed. More details about the presentation will be provided in class and online.

25 pts **WISC 2 Administration** (Consent Form, Protocol, Protocol Rubric, & Video)

You will complete a second WISC-V with a school-aged child (6:0 – 16:11) **outside the practicum/work setting and your immediate family**. This child should be “typically developing”, who does NOT qualify for special education and who is NOT likely to be tested in his/her own school setting. Please consult me if you have questions about a potential child for this assignment. Under no circumstances will test scores be shared with parents or students. All volunteers have a parent sign a written consent form. The required consent form will be provided. You will turn in a signed consent form, protocol including a completed score Summary page, a protocol rubric, and your video. Your video (flash drive, DVD/CD) of your administration and completed protocol of the WISC-V should be free of major errors as and you should be able to identify any of your own minor errors. Note that the video must be one continuous administration of all the core subtests (meaning it was all completed the same day although you are allowed to take breaks with the child and stop the video as needed). This assignment is worth more points than your first WISC because you should incorporate feedback you received on your first WISC administration this semester to demonstrate growth in your test administration skills.

10 pts **WISC 2 Report**

You will write a report for the results of your second WISC-V administration. More details about writing reports will be provided in class and a sample/template report is on Blackboard. You should incorporate feedback you received on your first WISC report to demonstrate growth in your report writing skills.

KTEA-3 TEST ADMINISTRATIONS

- Use pseudonyms for ALL protocols, reports, and presentations.
- As you will be sharing kits, please **plan ahead** so ensure that each of your classmates has ample time to practice and administer the assessment prior to the due date.

10 pts **KTEA 1 Administration** (Protocol & Protocol Rubric)

You will administer the core subtests of the KTEA-3 to a classmate. Your classmate should pretend to be an 8-year old (3rd grader) for this administration. You will turn in a protocol including a completed score Summary page and a protocol rubric. As this administration is NOT videotaped, you can take your time, practice getting comfortable with the directions, and focus on accurate scoring. This initial administration will give me an opportunity to provide you with important introductory feedback to assist you with videotaped administration this semester.

10 pts **KTEA 1 Report**

You will write a report for the results of your first KTEA-3 administration. More details about writing reports will be provided in class and a sample/template report is on Blackboard.

20 pts **KTEA 2 Administration** (Protocol, Protocol Rubric, & Video)

You will complete a second KTEA-3 with a school-aged child (6:0 – 16:11). The core subtests should be administered to **one of the same children you administered a WISC-V to**. In addition to the WISC you administered already and the KTEA-3, you will conduct an interview and ABAS-3 with the parent. Under no circumstances will test scores be shared with parents or students. You will turn in a protocol including a completed score Summary page, a protocol rubric, and your video. Your video of your administration and completed protocol of the KTEA-3 should be free of major errors as defined by specific criteria and you should be able to identify any of your own minor errors. Note that the video must be one continuous administration of the core subtests (meaning it was all completed the same day although you are allowed to take breaks with the child and stop the video as needed). You do NOT need to videotape your parent interview or ABAS-3. This assignment is worth more points than your first KTEA because you should incorporate feedback you received on your first KTEA administration this semester to demonstrate growth in your test administration skills.

OTHER ADMINISTRATIONS

- Use pseudonyms for ALL protocols, reports, and presentations.
- As you will be sharing kits, please **plan ahead** so ensure that each of your classmates has ample time to practice and administer the assessment prior to the due date.

10 pts **ABAS Administration** (Protocol & Protocol Rubric)

You will complete the ABAS-3 with a parent/guardian of one of the children you have tested this semester. As this administration is NOT videotaped, you can take your time

and focus on accurate scoring. You will turn in a completed protocol including a completed score Summary page and a protocol rubric.

15 pts **Other Intellectual Test Administration** (Consent Form, Protocol, & Protocol Rubric)
You will administer the core subtests of an additional intellectual assessment with a child **outside the practicum/work setting or your immediate family**. Depending on which test you choose to administer, you can also choose a preschooler or an adult (but not a classmate or significant other). You can choose from any of the following tests:

- Differential Ability Scales-II (ages 2:6-17:11)
- Woodcock-Johnson-IV Cognitive (ages 6-90) [Plan ahead- scoring software needed to convert raw scores]
- Wechsler Preschool and Primary Scale of Intelligence-IV (ages 2:6-7:7)
- Wechsler Adult Intelligence Scale-III (ages 16:0-90:0)
- Stanford-Binet-5 (ages 2-85)

Please contact me for assistance in choosing a test to administer. If needed, the child you test can be a child that you already tested this semester or a child that a classmate has tested (i.e., you can “swap” students) if the child is willing to do another assessment. This should still be an individual **outside the practicum setting and your immediate family**. This child should be “typically developing”, who does NOT qualify for special education and who is NOT likely to be tested in his/her own school setting. Please consult me if you have questions about a potential child for this assignment. Under no circumstances will test scores be shared with parents or students. All volunteers must sign, or have a parent sign, a written consent form (even adults). The required consent form will be provided. You will turn in a protocol including a completed score Summary page and a protocol rubric. Your completed protocol must be free of major errors as defined by specific criteria and you should be able to identify any of your own minor errors. As this administration is NOT videotaped, you can take your time, practice getting comfortable with the directions, and focus on accurate scoring. In addition, it is recommended that you seek additional support from me outside of class (I have administered all of these assessments), as you will be administering tests that are not as thoroughly covered in class.

10 pts **Other Intellectual Test Report**

You will write a report for the results of your other intellectual assessment. More details about writing reports will be provided in class, however, you will NOT be provided with specific samples/templates for this report. Instead, you should incorporate the format/organization of the WISC-V reports and reflect the contents of the specific test you administered. I encourage you to use the test manuals and seek support from me if you require assistance for this report; I am happy to review sections of report drafts in advance of the due date as my schedule allows.

INTEGRATED ASSIGNMENTS

- Use pseudonyms for ALL reports and presentations.

25 pts Integrated Report

You will write a report for the results of your parent interview, one of your WISC-V administrations, your second KTEA-3 administration, and ABAS-3 assessment. More details about writing reports will be provided in class and samples will be posted to Blackboard. This assignment is worth more points than your other reports because it is larger in scope and you should incorporate feedback you received on your previous reports (WISC 2 & KTEA 1) to demonstrate growth in your report writing skills.

20 pts Integrated Presentation

You will present the results of your integrated report (parent interview, WISC-V, KTEA-3, ABAS-3) orally as if you were presenting the results to a parent (i.e., me) and the rest of a school-based team (i.e., 2-3 peers). This presentation will occur during scheduled times during finals week. I anticipate that these presentations will be approximately 25 minutes in length. This assignment is worth more points than your other presentation because it is larger in scope and you should incorporate feedback from your first WISC presentation to demonstrate growth in your assessment presentation skills.

IMPORTANT NOTE ABOUT COMPETENCY WITH ASSESSMENT:

If your second WISC and second KTEA protocols/videos still include major errors or a concerning number of minor errors, I may decide (in consultation with the other faculty) that additional administrations or activities are required to ensure you are developing the necessary assessment competencies. You will not be able to begin a second year practicum placement until I give you the “green light” for assessments.

All Testing Related Assignments

I have organized the list of assessment-related assignments three different ways below. Utilize whichever one makes the most sense to you.

Organized by TEST:

WISC	KTEA	ABAS	Your Choice
WISC 1 Protocol, Rubric & Video	KTEA 1 Protocol & Rubric	ABAS Protocol & Rubric	Other Intellectual Test Protocol & Rubric
WISC 1 Report	KTEA 1 Report		Other Intellectual Report
WISC 1 Presentation	KTEA 2 Protocol, Rubric, & Video		
WISC 2 Protocol, Rubric & Video			
WISC 2 Report			
Integrated Report			
Integrated Presentation			

Organized by WHO you are testing:

Peer	Child 1	Child 2	Other Individual
KTEA 1 Protocol & Rubric	WISC 1 Protocol, Rubric & Video	WISC 2 Protocol, Rubric & Video	Other Intellectual Test Protocol & Rubric
KTEA 1 Report	WISC 1 Report	WISC 2 Report	Other Intellectual Test Report
	WISC 1 Presentation	KTEA 2 Protocol, Rubric, & Video*	
		Interview (w/ parent)*	
		ABAS (w/ parent)*	
		Integrated Report*	
		Integrated Presentation*	

*Can be done with Child 1 instead of Child 2

Organized by what you are TURNING IN/completing:

Protocols & Protocol Rubrics	Videos	Reports	Presentations
WISC 1	WISC 1	WISC 1*	WISC 1
WISC 2	WISC 2	WISC 2*	Integrated
KTEA 1	KTEA 2	KTEA 1*	
KTEA 2		Other Intellectual	
ABAS		Integrated*	
Other Intellectual			

*Templates/Samples provided on Blackboard