George Mason University

Course: PSYC 709 Measurement of Intelligence/Cognitive Assessment
Instructor: Ellen W. Rowe, Ph.D. (703) 993-4266, erowe@gmu.edu
Office Hours: Tuesdays 2:00 – 4:00 and by appointment
Lecture: Monday 1:00 - 3:40 p.m. (Clinic)
TAs: Alex Pawlush (apawlush@gmail.com) & Anna Bukont (abukont@gmu.edu)
Lab: Wednesdays 5:00pm - 7:00pm (Clinic)

Course Description: PSYC 709 introduces school psychology graduate students to the issues and methods of cognitive and 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 Objectives:
1. Learn 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. Learn to correctly administer, score, and interpret several major cognitive assessment measures (WISC-IV, WAIS-IV, Woodcock-Johnson III COG, Stanford-Binet V, DAS-II, and KABC-II) and an achievement measure (e.g., WIAT-III or KTEA-II).
4. Exhibit acceptable interpersonal skills when evaluating clients and adhere to 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.

Course Structure and Requirements: This course consists of a lecture portion and lab meetings. Reading assignments for lab and lecture topics are shown in Table 1. The materials are to be read before the designated lecture.

Honor Code: Compliance with the GMU Honor Policy is expected. At the same time, I encourage you to study together (midterm) and practice assessments with one another.

Special Issues: If you are a student with a disability and you need academic accommodations (i.e. extended time, large type, etc.), please see me during the first week of class and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through that office.

Attendance: 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.

The add and drop deadlines for classes are as follows:
Last day to add - Sept. 6th
Last day to drop - Sept. 6th (no penalty; Sept. 30 with tuition penalty)
Reference Books:

Test Manuals:

Relevant Readings:

Additional relevant readings will be assigned throughout the semester.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
<th>Lab</th>
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<tbody>
<tr>
<td>8/29</td>
<td>Why cognitive assessment? / History</td>
<td>Wasserman &amp; Tulsky in Flanagan &amp; Harrison, Chapter 1</td>
<td>Assessment procedures &amp; consent; Demonstration of WISC-IV test administration.</td>
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<td>9/5</td>
<td>No class; Labor Day</td>
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<td>Read WISC-IV Manual; Administration and Scoring of WISC-IV; Begin Reading WISC-IV Essentials.</td>
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<tr>
<td>9/12</td>
<td>Measurement</td>
<td>Intelligence: Knowns and Unknowns (Neisser et al., 1996); Sattler, Chapter 4 &amp; 8; Validity &amp; Reliability chapters (1&amp;2) from Standards</td>
<td>Read WAIS-IV Manual; Administration and Scoring of WAIS-IV.</td>
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<td>9/19</td>
<td>Theory</td>
<td>Sattler, Chapter 7; Alfonso, Flanagan, &amp; Radwan in Flanagan &amp; Harrison, Chapter 9 pages 185 – 198 to Impact of CHC Theory...; Student Presentations on theories</td>
<td>Administration and Scoring of WPPSI-III;</td>
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<td>9/26</td>
<td>Wechsler Tests (WISC-IV/WAIS-III/WPPSI-III/WASI)</td>
<td>WISC-IV Essentials; Sattler pp. 310-312 (WISC Strengths &amp; Weaknesses) &amp; pp. 561-562</td>
<td>1st Wechsler Record Form due to TAs.</td>
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<td>10/3</td>
<td>Culture and Bias/Nonverbal Measures</td>
<td>Sattler, Chapter 5; Ortiz &amp; Dynda in Flanagan &amp; Harrison Chapter 25; Braden &amp; Athanasaiou in Flanagan &amp; Harrison, Chapter 26; Fairness in Testing Chapter (7) from Standards;</td>
<td>No Lab</td>
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<tr>
<td>10/10</td>
<td>Woodcock Johnson III Tests of Cognitive Ability (WJ III COG)</td>
<td>WJ Essentials, COG; Sattler, pp. 697-700</td>
<td>Read WJ III COG Administration Manual; Administration and Scoring of WJ III COG; 2nd Wechsler Record Form due.</td>
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<td>10/17</td>
<td>Stanford-Binet Intelligence Scales, Fifth Edition (SBV)</td>
<td>Sattler, Chapter 16</td>
<td>Read SBV Manual; Administration and Scoring of SBV; 3rd Wechsler Record Form due; Tips sheets for WISC-IV &amp; WAIS-III due.</td>
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<td>10/24</td>
<td>Midterm examination</td>
<td>WISC-IV Assessment Tape due</td>
<td>No Lab, but WJ III COG Record Form due; WJ III tips sheet due.</td>
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<td>10/31</td>
<td>Interpretation and Report writing</td>
<td>Watkins, Glutting, &amp; Youngstrom in Flanagan &amp; Harrison, Chapter 12; briefly</td>
<td>SBV live assessment</td>
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<td>Assignment</td>
<td>Reading/Notes</td>
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<td>11/7</td>
<td>Differential Ability Scales (DAS)</td>
<td>Sattler, Chapter, 17; <strong>WISC-IV Report due</strong></td>
<td>Read DAS-II Manual; Administration and Scoring of DAS-II; <strong>Stanford Binet Record Form due; SBV tips sheet due.</strong></td>
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<td>11/14</td>
<td>Standards &amp; Ethics; Assessment Process, Practice Issues, Interviewing</td>
<td>Sattler, Chapters 1-3 &amp; 6</td>
<td>No Lab</td>
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<td>11/21</td>
<td>No Class; Thanksgiving week</td>
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<td>No Lab <strong>but DAS-II Record Form due this week; DAS-II tips sheet due.</strong></td>
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<td>11/28</td>
<td>Kaufman Tests (KABC-II &amp; KAIT) and Cognitive Assessment System (CAS)</td>
<td>Kaufman et al., in Flanagan &amp; Harrison, Chapter 16; Sattler pp. 682-684 (KABC-II); Sattler 678-680 (CAS)</td>
<td>Read KABC-II Manual; Administration and Scoring of KABC-II &amp; CAS.</td>
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<td>12/10</td>
<td>Assessment of Academic Achievement &amp; Cognitive Assessment in the context of Response to Intervention (RTI)</td>
<td>Lau, Sieler, Muyskens, Canter, VanKeuren, &amp; Marston (2006); Stanovitch (2005); Fletcher, Francis, Morris, &amp; Lyon, 2005; Read WIAT-II Manual; Administration and Scoring of Achievement Tests (KTEA-II &amp; WIAT-III); KABC-II Record Form due; KABC-II tips sheet due.</td>
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<td>12/19</td>
<td>Exam 1:00-3:40</td>
<td>WIAT-III or KTEA-II Achievement Record Form due; WIAT-II or KTEA-II tips sheet due.</td>
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**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: 20 points
- 8 test protocols: 160 points (20 each*)
- 1 Psychological report: 100 points*
- Administration tape (must meet minimum standard): 100 points*
- Live Assessment: 20 points*
- 7 tip sheets for instrument use: 20 points (3 points each/WJ=2)

**Total Points Possible** 620

*Students may submit additional record forms, tapes, or reports if they are not satisfied with their grade. Students may 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.
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)
- **D** = 60 - 69% (372 – 428)
- **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.