The College of Education and Behavioral Sciences  
School of Psychology  
Houston Baptist University  

Course Syllabus  

PSYC 6305 Individual Psychological Evaluation  
Spring 2015  

COURSE DESCRIPTION  

Review of theory underlying individual ability tests; supervised practice in administration, scoring, and interpretation of the Weschler tests. Skills in report preparation are addressed. The Wechsler scales are emphasized.  

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION  

This course is designed for students pursuing the licensed specialist in school psychology credential, and other professionals whose vocation requires the need for knowledge of, and application of psycho-educational assessment procedures, special education services, and alternative learning programs. Prerequisite PSYC 6302.  

DATE AND TIME OF CLASS MEETINGS  

Thursdays 630-900 pm, Hinton 116  

INSTRUCTOR INFORMATION  

Name: Susan Fascio-Vereen, Ph.D.  
E-mail: svereen@hbu.edu  
Office Phone: x3240  
Office Location: Hinton 3rd floor  
Office Hours: TBA  

LEARNING RESOURCES  

Required Texts:  


Recommended Texts:


Other Required Materials:
Protocols and testing equipment/materials:

- Four (4) sets Wechsler Adult Intelligence Scale 4th edition (WAIS-IV)
- Eight (8) sets Wechsler Intelligence Scale for Children 4th edition (WISC-IV)
- Eight (8) sets of Wechsler Individual Achievement Test 3rd edition (WIAT-III)
- Red pen
- Pencil
- Stopwatch
- Wechsler Test Kits

RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, “Jesus Christ is Lord.”

In relation to the mission of the University, this course will provide a practical learning experience that will help to prepare special educators, educational diagnosticians, school counselors, licensed specialists in school psychology, and other professionals whose vocation requires the need for knowledge of, and application of psycho-educational assessment procedures, special education services, and alternative learning programs to pursue their calling and impact the lives of children and families, and the educational system positively.

RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
• essential learning experiences that will provide opportunities to develop knowledge, skills and wisdom; and
• an understanding of their Christian mission and calling to influence individuals and the larger society

In relation to the stated goals and purpose of the College of Education and Behavioral Sciences, this course will provide students with a hands-on learning experience in the field of educational diagnostics and insight to explore their Christian mission and calling as it relates to the profession of licensed specialist in school psychology.

RELATION TO DEPARTMENTAL GOALS AND PURPOSES (Dept of Psychology)

This course contributes to students pursuing a graduate degree in psychology by providing an education program that is “committed to academic excellence in an intellectually free and objective environment…” that provides “physical resources and a campus environment which acknowledges the uniqueness of the individual…and encourages the development of the whole person.” Thus, this course endeavors to:

• Provide students the opportunity to develop interpersonal communication skills,
• Promote the development of critical thinking skills,
• Create a learning environment based on constructivist teaching/learning strategies,
• Contribute to the student’s degree program by enhancing his/her basic understanding of the scientific and systematic study of behavior and mental processes.

This course offers the core learning in educational/intellectual assessment, which is a large part of the core job duties of the LSSP and critical to helping students reach their potential in an educational system that is ethical and effective.

COURSE LEARNING OBJECTIVES

This course covers basic features of the Wechsler individual intelligence and achievement assessments. Upon completion of this course, students should be able to:

1. Administer, score, and interpret WAIS IV, WISC IV, and WIAT III
2. Develop professional report writing skills.
3. Professionally analyze and interpret evaluation data and assessment information to support appropriate educational planning.
4. Understand and interpret statistics, standardized assessment, evaluation procedures, and synthesis of test variables utilized in psychometric testing.
5. Integrate assessment data into a clear, descriptive report including but not limited to the following components: physical functioning, oral language skills, mental status, educational history, background data, current levels of academic and functional performance, adaptive behavior, cognitive strengths and weakness, and recommendations for instruction and accommodations to meet the student’s needs.
6. Recognize intervening variables that affect test performance and obtained results of intelligence assessment, including but not limited to cultural, social, and physical factors.
7. Recognize ethical issues regarding assessment, learn to prevent misinterpretation and misuse of assessment scores and data.

RELATED TO STATE AND NATIONAL STANDARDS
This course fulfills the Texas State Board of Examiners of Psychologists’ academic requirement for licensure as a specialist in school psychology regarding “Psychoeducational Assessment” as noted in the Texas Administrative Code Title 22, Part 21, Chapter 463, Rule 463.9 (b)(4)(A).

This course fulfills the requirements of the National Association of School Psychologist’s Standards for Graduate Preparation of School Psychologists (2010), domains:

2.1 Data-Based Decision Making and Accountability
School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

2.3 Interventions and Instructional Support to Develop Academic Skills
School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

2.8 Diversity in Development and Learning
School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

2.10 Legal, Ethical, and Professional Practice
School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

**TOPICAL OUTLINE**
A course agenda is included at the end of this syllabus. It includes the following topics:

1. Demonstrate basic understanding of intelligence and achievement testing.
2. Administer, score, and interpret intelligence/achievement tests. Students will explain the procedures and findings of test administration.
3. Write professional reports incorporating the following: history of the client, behavioral observations, analysis of data, determination of learning and/or other possible disabilities,
conclusions and implications for further assessment/educational strategies. Two comprehensive reports will be written using a combination of these assessments: WISC-IV, WAIS-IV, and WIAT-III.

4. Read summarize and present assigned chapters.

The content of this outline and schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

1. Readings
2. Group Discussion
3. Cooperative Learning
4. Technology- email, word processing, online training
5. Presentations
6. Lecture
7. Independent Assignments

ASSESSMENT OF LEARNING

Foundational learning experiences required for all students seeking educational diagnostician certification are included in this course.

Course Requirements. See the agenda at the end of this syllabus for due dates.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Objectives</th>
<th>Standards/Competencies/ Domain (TAC &amp; NASP)</th>
<th>Possible Points (330)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>1-7</td>
<td>TAC Title 22, Part 21, Chapter 463, Rule 463.9 (b)(4)(A).; NASp 2.1, 3, 8, 10</td>
<td>50</td>
</tr>
<tr>
<td>Administration of WISC-IV, WAIS-III, WIAT-III-and Protocol Check</td>
<td>1-7</td>
<td>TAC Title 22, Part 21, Chapter 463, Rule 463.9 (b)(4)(A).; NASp 2.1, 3, 8, 10</td>
<td>60</td>
</tr>
<tr>
<td>Full and Individual Evaluation Report WAIS-III</td>
<td>1-7</td>
<td>TAC Title 22, Part 21, Chapter 463, Rule 463.9 (b)(4)(A).; NASp 2.1, 3, 8, 10</td>
<td>60</td>
</tr>
<tr>
<td>Full and Individual Evaluation Report WISC-IV and WIAT-III</td>
<td>1-7</td>
<td>TAC Title 22, Part 21, Chapter 463, Rule 463.9 (b)(4)(A).; NASp 2.1, 3, 8, 10</td>
<td>60</td>
</tr>
<tr>
<td>Chapter Study Questions and Discussion</td>
<td>1-7</td>
<td>TAC Title 22, Part 21, Chapter 463, Rule 463.9 (b)(4)(A).; NASp 2.1, 3, 8, 10</td>
<td>50</td>
</tr>
<tr>
<td>Course Exam I-Chapter Questions</td>
<td>1-7</td>
<td>TAC Title 22, Part 21, Chapter 463, Rule 463.9 (b)(4)(A).; NASp 2.1, 3, 8, 10</td>
<td>25</td>
</tr>
</tbody>
</table>
1. Descriptions and rubrics for assignments are included at the end of this document.
2. These assignments/activities develop and/or assess state and national standards including Texas State Board of Examiners of Psychologists’ criteria for LSSP and National Association for School Psychologists’ guidelines for graduate training programs.
3. Total points earned for all assignments will determine the student’s percentage and letter grade for the course.

Grading Standards

<table>
<thead>
<tr>
<th>COEBS Letter Grades</th>
<th>COEBS Percentages for Letter grades</th>
<th>Points Earned to Correlate with COEBS Grading Scale</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>330-307</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>306-297</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>296-287</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>286-274</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>273-264</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>263-254</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>253-242</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>241-231</td>
<td>Student must retake course</td>
</tr>
<tr>
<td>F</td>
<td>69 and below</td>
<td>230 and below</td>
<td>Student must retake course</td>
</tr>
</tbody>
</table>

Student Evaluation of Faculty and Course

Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

ATTENDANCE: Absence and Tardy Policies. In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course. This means that if more than 4 absences occur, the course grade will be “F” no matter what test and paper scores might be. Attendance and participation is expected at every class session.

- Two tardies are permitted for all classes.
- Medical notes for excused absences will be accepted only one week after the absence.
- Absences, tardies, and early departure from class are strongly discouraged. It is very important to be on time for class and to stay for the entire class session. Your performance in this course will be better if you attend classes and participate in the discussions. This course will be highly interactive and you will need to be in class. If you arrive late or leave early, you will NOT receive full credit for participating or for attendance. If you do work not pertaining to this class during class time, you will not receive full credit for participating.

Academic Accommodations
Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard. Documentation of Difficulties: If an education student fails to demonstrate an acceptable level of performance on one or more professional educator standards during any class or field experience, a form is filed in the Education Office (a PMID: Progress Monitoring & Intervention Documentation). If two such forms occur, a conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific interventions will be required.] A third form will result in a committee hearing to review difficulties and means for improvement and to determine conditions for continuance in the program. Professional standards include knowledge, skills and dispositions.

**Late Work**

University Policy: Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup.

Additional Policy for this class: All assignments submitted after the due date will be assessed a 10% penalty. Please ensure that all assignments are submitted on time. Assignments are due at the beginning of class or at the posted time for assignments turned in on line. No work will be accepted after the date posted on your syllabus.

**Missed Tests**

All the tests should be taken on the day and at the time when they are scheduled. Make-up tests will be given ONLY when the instructor is notified prior to the exam, and there is a documented excused reason for missing the exam. Legitimate reasons include documented illness, death in the family, etc. A make-up test will then be completed at a time mutually agreed upon by both the professor and student—as soon as possible after the exam date. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.

**Electronic Device Use in the Classroom**

University Policy: During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.

Additional Policies for this class:
- You must turn off all electronic devices in your possession to avoid distractions to the climate of the classroom. This includes cell phones. These should remain out of sight during instructional
- Answering cell phones, reading or responding to text messages during class will lower your participation grade. If this is a continuing distraction, the student will be asked to leave class and this will be reflected in the course grade.
- No cell phones will be allowed in the classroom for exams. Should you forget, you may leave any cell phones with the professor during the testing time. Any cell phone that goes off in a student’s possession during an exam will be an automatic F on the exam.
- No recording devices will be allowed in the classroom.
- The use of personal laptop computers is only permitted at appropriate times when class note taking is beneficial, not during any activities and/or presentations.
- The use of the Internet and computer for personal means during class time will result in a reduction in the class participation grade and loss of class use of the computer for the remainder of the semester.
Additional Information for this Course

1. Students are expected to act in a professional manner. This includes, but is not limited to: adhering to APA Ethical Standards of Psychology; maintaining test security and subject confidentiality.

2. Subject’s name will not appear on test protocols, reports, etc. Please use pseudonym.

3. Students CANNOT release test scores to subjects, subject’s parents/guardians, schools and/or their personnel.

4. Test protocols CANNOT be copied or faxed

5. Each student is expected to find their own subjects (2-3) for testing

6. All scoring and quantitative analysis of instruments must be calculated by the student.
   COMPUTER SCORING IS NOT ALLOWED (where appropriate). Reports must be written by the student.

7. Please keep all your work until grades have been assigned.

8. Protocols must be destroyed (shredded) at the end of the course. Protocols must be turned in with reports.

9. Classroom Behavior Expectations
   Working on or reading of other materials and/or projects during this designated class time will not be permitted and will result in the lowering of the class participation grade. Group work demands a high level of accountability and collaboration. Therefore, the professor reserves the right to adjust and/or remove group members from small group work, if needed. If a student is removed from a working group for any reason, the student is expected to complete all components of the task/assignment entirely on an individual basis on the original due date with a reduction in grading points as is warranted. Drinks and snack food are permitted in class as long as all trash is removed.

Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS:

Renee Kwiatek/Stephanie Ellis January 2015
COURSE ACKNOWLEDGEMENTS – PSYC 6305 – Spring 2015

Syllabus Statement
I am aware of all topics described in the course syllabus. These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (TexES competencies, IDA standards, etc);
- topical outline and learning strategies;
- assessment for learning: requirements & grading standards;
- HBU CLASS POLICIES: the University document posted on Blackboard;
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement
To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course.

Cheating is a catch-all term for not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

DO NOT:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, I affirm that I have read and understand the contents of this course Syllabus Statement, the Professional Integrity Statement, and the University Class Policies. I understand that at any time during the course, I may request clarification, if needed.

Printed Name

Signature

Date

[After reading the course syllabus and this page, please print and sign this form then turn it in to the professor.]
### PSYC 6305 Individual Psychological Evaluation

#### TENTATIVE CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Due Dates</th>
<th>Class topics and readings</th>
<th>Task(s)/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 29</td>
<td>Introductions; course assignment review; Review WIAT-III; Review report template; Review protocol</td>
<td>Students identify individuals to test (minimum 8) per test; pass out WIAT-III Kits and protocol; students make notes on protocol; review/discuss individual subtests in WIAT-III; discuss report template;</td>
</tr>
<tr>
<td>Feb 5</td>
<td>Read chapters 1, 2, &amp; 3 of text (Introduction to Behavioral, Social, and Clinical Assessment of Children, Primer on Statistics and Psychometrics and Conducting the Assessment)</td>
<td>Discuss study questions for chapters 1-3 page numbers are included with each set of questions; be able to discuss the questions that were most difficult to answer; demonstrate administration of WIAT-III subtests in class; 2 administrations of WIAT-III; show video tapes of testing sessions (make 2 tapes)</td>
</tr>
<tr>
<td>Feb 12</td>
<td>Read chapters 4, 25, &amp; 8 (Culturally and Linguistically Diverse Children, Report Writing and Observational Methods Part I and II); Review assessments on clients 1 &amp; 2 on WIAT-III; Review protocol for WISC-IV; Pass out WISC-IV Kits</td>
<td>Discuss study questions for chapters 4, 25 &amp; 8 page numbers included with each set of questions- see assignments on Blackboard; Complete assessments of clients 1 &amp; 2 on WIAT-III; Complete Part 1 of FIE completed (see rubric) for both clients; check protocol of tests administered and FIE Part 1; demonstrate administration of WISC-IV subtests in class; students make notes on WISC-IV protocol; assistance with grading protocol will be provided; 3rd administration of WIAT-III should be completed</td>
</tr>
<tr>
<td>Feb 19</td>
<td>Read chapters 9, 5, &amp; 6 (Observational Methods Part I and II; General Interviewing Techniques; Interviewing Children, Parents, Teachers, and Families); Review WAIS-III protocol; pass out WAIS-III kits</td>
<td>Discuss study questions for chapters 9, 5, &amp; 6 page numbers are included with each set of questions; be able to discuss the questions that were most difficult to answer; Complete Parts 2 &amp; 3 of FIE (see rubric) for clients 1 &amp; 2; Complete assessments of clients 3 &amp; 4 on WISC-IV (if appropriate you may test clients 1 &amp; 2 on WISC-IV so that you will have a complete assessment for the FIEs) Check WISC-IV protocol and parts 2 &amp; 3 of FIE; demonstrate administration of WAIS-III subtests in class; students make notes on WAIS-III protocol; assistance with grading protocol will be provided; 4th administration of WIAT-III and 1st administration of WISC-IV completed; show video tapes of testing sessions (make 2 tapes)</td>
</tr>
<tr>
<td>Feb 26</td>
<td>Read chapters 7, 10, &amp; 11 (Other Considerations Related to the Interview; Broad Measures of Beh., Social, &amp; Emotional Functioning and Adaptive Behavior); Review completed FIEs</td>
<td>Discuss study questions for chapters 7, 10, &amp; 11 page numbers are included with each set of questions; be able to discuss the questions that were most difficult to answer; Complete Parts 4 &amp; 5 of FIE (see rubric) for clients 1 &amp; 2 - by this time the entire FIEs for clients 1 &amp; 2 should be completed; discuss FIEs in class; team members will give each other feedback on completed FIEs; assistance with grading protocol will be provided; 1st administration of WAIS-III completed, 5th administration of WIAT-III, 2nd administration of WISC-IV</td>
</tr>
<tr>
<td>Mar 5</td>
<td>Read chapters chapters 12, and 13 (Visual Motor Perception and Motor Proficiency and Functional Beh. Assessment); Review protocols of assessments</td>
<td>Discuss study questions for chapters 12 &amp; 13; be able to discuss the questions that were most difficult to answer; discuss protocols of additional assessments administered (WIAT-III, WISC-IV, and WAIS-III); 6th administration of WIAT-III, 3rd administration of WISC-IV; 2nd administration of WAIS-III</td>
</tr>
<tr>
<td>Due Dates</td>
<td>Class topics and readings</td>
<td>Task(s)/Assignments</td>
</tr>
<tr>
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<tr>
<td>Mar 12</td>
<td>Catch up</td>
<td>Catch up</td>
</tr>
<tr>
<td>Mar 19</td>
<td>SPRING BREAK</td>
<td>SPRING BREAK</td>
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<tr>
<td>Mar 26</td>
<td>Read chapters 14, 15 and 16 (Disruptive Disorders, etc; ADHD, and LD) Review protocols for assessments</td>
<td>Discuss study questions for chapters 14, 15, &amp; 16; 7th administration of WIAT-III, 4th administration of WISC-IV, and 3rd administration of WAIS-III</td>
</tr>
<tr>
<td>Apr 2</td>
<td>Read chapters 17, 18 and 19 (LD, ID, and Giftedness); Review protocols for assessments</td>
<td>Discuss study questions for chapters 17, 18, &amp; 19; 8th administration of WIAT-III, 5th administration of WISC-IV and 4th administration of WAIS-III</td>
</tr>
<tr>
<td>Apr 9</td>
<td>Read chapters 20 and 21 (Visual Impairments and Hearing Loss) Review protocols for assessments</td>
<td>Discuss study questions for chapters 20 &amp; 21; 6th administration of WISC-IV</td>
</tr>
<tr>
<td>Apr 16</td>
<td>Read chapters 22 and 23 (Autism Spectrum Disorder and Brain Injuries); Review protocols for assessments</td>
<td>Discuss study questions for chapters 22 &amp; 23; 7th administration of WISC-IV</td>
</tr>
<tr>
<td>Apr 23</td>
<td>Complete all assignments Review protocols for assessments</td>
<td>Complete all assignments; 8th administration of WISC-IV</td>
</tr>
<tr>
<td>Apr 30</td>
<td>Catch up</td>
<td>Catch up</td>
</tr>
<tr>
<td>May 7</td>
<td>Complete all assignments</td>
<td>Complete all assignments</td>
</tr>
<tr>
<td>Week of 5/11 - TBA</td>
<td>LAST DAY FOR CLASSES – at Final Exam Time Complete all assignments</td>
<td></td>
</tr>
</tbody>
</table>
ASSIGNMENT DESCRIPTIONS

1. **Class Participation**
   No more than 2 absences, tardies, or early leaves; completion and submission of all assignments on time.

2. **Written Educational Reports**
   A professional report will be written after the scoring and interpretation of each assessment. Students will use correct grammar, spelling, write in a cohesive fashion, and submit neat, orderly work. Students will present reports to the class. (See rubric for required criteria)

3. **Read/Discuss/ Complete Study Questions Chapters 1-25**
   Students will read chapters and complete study questions. Study questions that caused them the most difficulty will be discussed in depth in class. Students should mark those questions by using bold type.

4. **Administer Tests**
   The students will administer Wechsler tests to individuals. Students will score and analyze the test results. Protocols will be checked for accuracy. Two video tapes will be made of test sessions for the WISC-IV and WIAT-III. (See rubric for required criteria)

   **TEST ADMINISTRATION DUE DATES (see Tentative Schedule)**

<table>
<thead>
<tr>
<th>DUE DATES</th>
<th>WIAT-III</th>
<th>WISC-IV</th>
<th>WAIS-III</th>
<th>FIE REPORTS (2)</th>
<th>VIDEO TAPES</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/8/2014</td>
<td>Two (2) admin.</td>
<td></td>
<td></td>
<td></td>
<td>1 tape WIAT-III</td>
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<tr>
<td>9/15/2014</td>
<td>3rd admin.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9/22/2014</td>
<td>4th admin.</td>
<td>1st admin.</td>
<td></td>
<td></td>
<td>1 tape WISC-IV</td>
</tr>
<tr>
<td>9/29/2014</td>
<td>5th admin.</td>
<td>2nd admin.</td>
<td>1st admin.</td>
<td></td>
<td>1st completed FIE (WIAT/WISC and WAIS)</td>
</tr>
<tr>
<td>10/6/2014</td>
<td>6th admin.</td>
<td>3rd admin.</td>
<td>2nd admin.</td>
<td></td>
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<tr>
<td>10/13/2014</td>
<td>7th admin.</td>
<td>4th admin.</td>
<td>3rd admin.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/27/2014</td>
<td>8th admin.</td>
<td>5th admin.</td>
<td>4th admin.</td>
<td></td>
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<tr>
<td>11/10/2014</td>
<td>7th admin.</td>
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<tr>
<td>11/17/2014</td>
<td>8th admin.</td>
<td></td>
<td></td>
<td>Final FIE due</td>
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</table>

5. **Exam I- Chapter Questions**

6. **Final Exam**-Written educational reports will serve as final exam
PSYC 6305. Individual Psychological Evaluation

RUBRIC

Name: ___________________________________

Score _____ (Possible Points- 50) Class Participation

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Criteria</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>No more than 2 absences, tardies, or early leaves; completion and submission of all assignments on time</td>
<td>50</td>
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</table>

Chapter Readings and Discussion

Score _____ (Possible Points-50)

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Criteria</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Chapters and questions</td>
<td>Read chapters and complete study questions (25 chapters)</td>
<td>50</td>
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Exams

Score _____ (Possible Points-50)

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Criteria</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I-chapter questions</td>
<td>Complete exam</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Final Exam-FIEs</td>
<td>Complete exam</td>
<td>25</td>
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</table>
Score _____ (Possible Points-50) **Administration of Protocol**

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Criteria</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>____Sample items administered and scored</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>____Practice items administered and scored</td>
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<td>10</td>
<td></td>
</tr>
<tr>
<td>____Basal determined</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>____Ceiling determined</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>____Raw scores for subtests scored correctly</td>
<td></td>
<td>10</td>
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</tbody>
</table>
Score ______ (Possible Points-130) **Full and Individual Evaluation Report** (2 Reports-65 points each)

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Criteria</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographic Data, Reason for FIE, Background Info, Sources of Data, Review of Educational Records</td>
<td>Student’s name; Grade; Date of Birth; Age; Gender; Parent/Guardian; Address; Parent’s email address; Phone number; Date of Report; State the purpose of the testing; Previous school performance; Onset of learning difficulties; Discuss client’s behavior during the testing; Describe the testing environment; Create a table which includes the following columns: Sources of Information; Informant/Position; Dates of Assessments; Discuss client’s previous academic performance: report cards, bench marks, norm referenced or criterion referenced exams, ACT, SAT, PSAT, etc</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Speech/Lang, Physical Info, Sociological, Emotional Behavioral</td>
<td>Address Listening Comprehension; Address Oral Expression; Address the resource that supports your findings; Vision and Hearing; Medications; Any physical limitations</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Intellectual, Adaptive Behavior</td>
<td>Describe the intelligence test; Describe the abilities that can be measured with the test; Describe all subtests administered; Discuss the mean and standard deviation for the test; Describe the scores on the test; standard scores; percentile ranks; RPI; CHC Factors; qualitative descriptions; difference between actual and predicted scores; significance; base rate; age scores; Describe the degree of independence the client exhibits</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Academic Dev., Assistive Tech, Transition</td>
<td>Describe client’s current academic performance report cards, bench marks, norm referenced or criterion referenced exams, ACT, SAT, PSAT, etc; Describe the achievement test; Describe the abilities that can be measured with the test; Describe all subtests administered; Discuss the mean and standard deviation for the test; Describe the scores on the test; standard scores; percentile ranks; RPI; CHC Factors; qualitative descriptions; difference between actual and predicted scores; significance; base rate; age scores; Discuss the client’s plans for future employment after graduation</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Conclusion, Recommendations, Assurances, Signature, Report errors</td>
<td>Discuss the client’s areas of strengths and weaknesses; Discuss the client’s performance on the tests as it relates to the 7 IDEA areas; Discuss tasks/actions that the client may benefit from using to be successful in the workplace or school; Assurances must be included in the report; Report must include the evaluator’s signature; No more than 2 errors on each page of the report; Numbers on tables must be aligned; Tables must be clearly labeled and addressed in the body of the report narrative</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>