

### About the Instructor

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Office Hours: Tues 1:00 – 2:00 pm or by appt

### Course Description and Objectives

- This course is designed to provide students with the skills necessary to administer, score, and interpret cognitive assessments of exceptional children and adolescents according to standardized administration procedures.
- In addition to a variety of cognitive measures, students will gain proficiency in the administration, scoring, and interpretation of specific measures of achievement (including specific measures of reading and mathematics skill).
- Students will also gain experience in the identification of exceptional students and communication of diagnostic information through both oral and written reports.
- Student involvement in classroom discussions and activities is expected throughout the semester.

### Required Texts

Dombrowski, S. C. (Ed.). (2020). *Psychoeducational assessment and report writing* (2<sup>nd</sup> Ed). Springer Nature. **(PARW)**

Kranzler, J. H., & Floyd, R. G. (2020). *Assessing intelligence in children and adolescents: A practical guide for evidence-based assessment*. Rowman & Littlefield Publishers. **(AICA)**

Schneider, W., J., Lichtenberger, E. O., Mather, N., Kaufman, N. L., & Kaufman, A. S. (2018). *Essentials of assessment report writing* (2<sup>nd</sup> Ed). John Wiley & Sons. **(EARW)**

### Recommended Text

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7<sup>th</sup> Edition). Washington, D.C.: American Psychological Association.

### NASP Domains for Graduate Preparation of School Psychologists (2020) Addressed:

#### 1 Data-Based Decision Making & Accountability

- Knowledge of varied methods of assessment and data collection
- Skills in using psychological and educational assessment... to design, implement, and evaluate response to services and programs

#### 3 Interventions and Instructional Support to Develop Academic Skills

- Knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional collaboration
- Skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills

#### 5 School-Wide Practices to Promote Learning

- Implement practices and strategies to create and maintain effective and supportive learning environments for children and other

#### 8 Diversity in Development & Learning

- 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
- 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

#### 9 Research & Program Evaluation

- Knowledge of research design, statistics, measurement.... sufficient for interpreting data in applied settings

#### 10 Legal, Ethical, and Professional Practice

- 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
- 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

### **Grading Procedures**

| <b>Assignment</b>   | <b>Total Points</b> |
|---|---------------------|
| Padlet Reflections (3-2-1)  | 150                 |
| Test Administration Critique  | 50                  |
| Self-Evaluation   | 50                  |
| 6 Test Administrations  | 300                 |
| Report 1 (WISC-V)   | 100                 |
| Report 2 (WISC-V & WIAT-IV)   | 150                 |
| Report 3 (KABC-NU-II & KTEA-3)  | 150                 |
| Assessment Selection Activity   | 50                  |
| Case Study Presentation   | 150                 |
| Participation   | 50                  |
| <b>Total</b>  | <b>1200</b>         |
| <p>Course Averages<br/>A = 92.5% or above = 1110 points or above<br/>B = 84% to 92.4% = 1008 points to 1109 points<br/>C = 77.5% to 83.9% = 930 points to 1007 points<br/>D = 929 points and below</p> <p><b>*Grades will not be assigned until ALL assignments are completed and turned in, and all test administrations have been completed at an acceptable level of accuracy.</b></p> |                     |

## Course Assignments

3-2-1 Reflections (150 pts, 15 pts each) - Students will reflect on the assigned reading/videos before class, check understanding of material, and prepare questions for discussion. Your contributions will also help shape our in-class activities. Before class, add your post to the Padlet located in Blackboard for that week's class materials. In the first column, share three key ideas you took away from the readings/videos. In the second, list two questions you still have or want to explore further. In the third, make one connection to something we've covered, your own experience, or the real world. Be specific, use complete sentences, and post by **Mondays at 4:00 pm**. Thoughtful, on-time posts earn 10 points; partial, vague, or late entries earn fewer. Your responses will help guide our in-class discussion.

Test Administration Critiques (50 pts) –Students will observe a video of assessments being administered by a model and provide a critique of the administration. Administration critiques will allow the student to review the model's adherence to standardized administration procedures. *The administration critique will be scored on the student's ability to identify strengths and weaknesses (including mistakes related to standardized administration procedures) regarding the test administration.*

Self-Evaluation (50 pts) – Students will use their assessment recording as the basis for a self-critique of their own assessment performance. Specifically, students will critique their first WISC-V paper pencil administration performance via a form provided on Blackboard. *The self-evaluation will be scored on the student's ability to identify personal strengths and weaknesses (including mistakes with regard to standardized administration procedures) regarding test administration.*

Test Administrations and Protocols (300 pts) – Protocols will be scored on appropriate calculation of chronological age, scoring accuracy, and adherence to standardized administration procedures. Students will administer a total of 6 protocols over the course of the semester:

1. WISC-V paper and pencil (50 pts)
2. WISC-V via Q-Interactive Ipad (50 pts)
3. WIAT-IV via Q-Interactive (50 pts)
4. KABC-II-NU (50 pts)
5. KTEA-3 via Q-Interactive (50 pts)
6. WJ-COG (50 pts)

Please adhere to the following administrations guidelines:

1. You will need to work with 4 different volunteers between the ages of 6-16 throughout the semester to administer your assessments. If you are not from the area, please talk with me about the best way to recruit families for assistance with your administrations.
2. The protocol packet to be submitted in an envelope must include:
  - a. Signed Parental Consent Form
  - b. Completed Parent Interview Form
  - c. Protocol and related workbooks or record forms.
3. All assessments must be recorded via an electronic device and turned in via OneDrive Submission by the protocol due date. Each student will be given a unique folder in OneDrive that will be shared with only the instructor and the teaching assistant. **NO ASSESSMENT PROTOCOLS WILL BE ACCEPTED WITHOUT RECORDED DOCUMENTATION.**
4. Students will be expected to repeat administrations of the WISC-V until they have obtained a score of 35 out of 50 or higher; **any test protocol earning less than 65% of all available points will be required to be repeated.**
5. If a student **obtains a C or below average on all test administrations** (including re-administrations) in this course, the student will be required to complete repeat administrations during a one-hour "readings" course in the spring semester.
6. **Be aware that students are not permitted to administer any standardized assessments before they are formally introduced in class.**

Reports (400 pts) – Students will write three reports over the course of the semester. The first will focus on a single cognitive battery, the last two will require reporting on both a cognitive and an achievement measure.

Please adhere to the following guidelines for all reports:

1. **All reports are to be de-identified as either “John Doe or Jane Doe” and be double spaced to allow for appropriate feedback and critique.**
2. Reports should include tables presenting standard/scaled/T-scores for ALL subtests and composites, percentile ranks, and 95% confidence intervals, as well as narrative descriptions of behavioral observations, any unusual responses, patterns of responding, and the extent to which performance might be affected by external conditions (e.g., fatigue, hunger) and/or other measured abilities or skills. Examples will be given in class.
3. *Reports will be graded according to the thoroughness of information presented, quality and level of data synthesis (interpretation), clarity, and writing style. Reports earning a superior grade will contain well-chosen vocabulary, high quality sentence structure, and excellent grammar.*

Case Study Presentation (150 pts) - During the final week of class, students will provide a brief presentation to the instructor on a case (of their choice) consisting of an assessment battery composed of cognitive and achievement (or other supportive) assessments. The presentation should be structured as a mock IEP (school psychology students) or clinic feedback (clinical child students) meeting with parents, and should include

- (a) relevant background information
- (b) behavioral observations
- (c) test results
- (d) data interpretation

This presentation will take place via Teams and should be no longer than 15 minutes, including time for questions/discussion.

Class Participation (50 pts). Students are required to attend class (unless prior arrangements have been made), be prepared, and participate. For this course, preparation and participation mean taking individual ownership of a shared class responsibility for meaningful, challenging, critical, respectful, and engaging discourse. Students are expected to actively participate in all class activities, asynchronous online activities, and ensure that each class member can participate in all class activities. If there are concerns about your participation in this course, the instructor will arrange an individual meeting with you to discuss your performance. You may contact the instructor at any time throughout the semester for feedback on your performance in this course.

### **Student Expectations**

Class attendance. Perfect class attendance is expected except for illness. Any student who is absent due to an illness/emergency should contact the professor as soon as possible regarding the absence, although students remain responsible for any material/assignments missed. Two or more unexcused absences will result in a one letter grade deduction.

Academic engagement. Students are expected to attend to and always participate in classroom discussions and activities, and the level and quality of classroom interaction is included in calculating final grades for the semester. Personal technology should be prepared in such a way as to minimize distractions to oneself and fellow students. The receipt and transmission of personal phone calls or messages during class time should be limited to vital correspondence; so vital in fact, that you should feel compelled to leave the room to attend to it because it is a SIGNIFICANT PERSONAL NEED of an EMERGENCY nature. Failure to comply with these procedures may result in being asked to leave the classroom.

### Assignment Submission.

- 3-2-1 Reflections are due on Padlet by 4:00 pm on Mondays.
- Administration Critique and Self Critiques are due *hard copy* by the start of class.
- Protocol packets are always due *hard copy* at in the instructor's mailbox located in the main office at 4 pm on Tuesdays unless other accommodations are made.
- Video recordings of assessment administrations are due in your OneDrive Folder at 4:00 pm on Tuesdays.
- Reports will be due via blackboard. Dates and times vary and are noted in the calendar.
- No late work will be accepted without prior arrangements. **All assignments must be completed to receive a grade in this course.**

Test Battery and iPad Use. The multiple versions of each test that are available for student use are provided via the **generosity of the Psychology Department** and are a luxury that can only be ensured if everyone takes responsibility for their care and maintenance. To do so, please observe the following:

- 1) Be aware of the Resource Center hours and work with the graduate assistant on duty to check out and return your kits. Always communicate with the resource center if you need more time with a kit and follow rental guidelines appropriately.
- 2) iPad kits can be checked out from Christine in the main office. Please make sure to complete the checkout sheet and return these as promptly as possible.
- 3) Please review the cleaning protocols included in the kits to ensure safe exchange of materials.
- 4) DO NOT under any circumstances store a test kit/iPads in your vehicle.

Communication. All students must have an SIUE email address to participate fully in this course, as email will be used to communicate information regarding assignments, any changes to course structure, and to provide individual student feedback, when necessary. Blackboard will be used throughout the semester to provide materials and communicate regarding course expectations.

Online materials. Discussion forum questions and online assignments will be posted on SIUE's Blackboard site at <https://bb.siue.edu/>. Simply click each link to access the materials. I have labeled each link and content area as intuitively as possible.

Late or Missed Assignments. If any part of an assignment is turned in after the due date, the grade for the entire assignment will drop by an additional 5% each business day until the completed assignment is turned in. Please speak with me if you need an extension.

### **Course and University policies**

Academic integrity/plagiarism. Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the SIUE academic dishonesty policy. Students are responsible for complying with university policies about academic honesty as stated in the University's Student Academic Conduct Code. **In addition, it is expressly prohibited for students to work together on, review, or look at each other's homework, papers, or presentations for this class, except for assignments that are described above as being group assignments.**

GenAI Use Policy – Level 1: Organizational Use Only. This course follows GenAI Usage Expectation Level 1, as defined by Illinois State University.

What This Means for You: You are expected to create your own, original work in this class. However, you may use Generative AI (GenAI) tools like ChatGPT, Gemini, or Copilot for personal efficiency. This includes:

- Summarizing lecture notes or assigned readings
- Clarifying difficult concepts
- Organizing study materials
- However, you may not use GenAI to generate or draft work that you submit for a grade. All submitted work must be fully your own and created without GenAI assistance unless otherwise specified by the instructor.
- *If you're ever unsure about what's allowed, please ask before using a GenAI tool for any assignment-related purpose.*

Why This Matters: This policy ensures that your learning and development remain authentic, while still allowing you to benefit from technology as a support tool. Being transparent about GenAI use helps uphold academic integrity and supports fair learning experiences for all students. (*Attribution statement: This syllabus policy was created in collaboration with ChatGPT (OpenAI). The AI was used to draft and refine the wording, and all instructional decisions and final edits were made by the course instructor.*)

#### APA Format in Written Work

- Students are expected to be familiar and/or to familiarize themselves with APA standards for citations and references, per the 7<sup>th</sup> edition of the Publication Manual of the American Psychological Association.

#### Department of Psychology Writing Policy

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted paper including headings, citations and references, per the 7<sup>th</sup> edition of the APA manual.
- Suspected GenAI usage over Level 1

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siu.edu/lss/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

- **The penalty for unacceptable writing in this class is as follows: if your paper violates any of the above stipulations, or is otherwise inconsistent with the stated expectations for a written assignment, it will be returned to you for resubmission, and 20% of the total available points will be deducted.**

### Department of Psychology Policy on Incomplete Grades and Withdrawal

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siue.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic.

It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

### The Psychology Department's Policy on Plagiarism

Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siue.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siue.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University.

### Technical Support

Contact ITS at 618-650-5500 or at [help@siue.edu](mailto:help@siue.edu) with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS Knowledge Base](#) for various how-to and troubleshooting guides.

### University Policies and Information

University policies and guidance that address teaching, learning, and student support services are available at: <https://kb.siue.edu/132378>. Students are encouraged to visit this resource site for current information on:

- Regular and Substantive Interaction
- Recordings of Class Content
- Diversity and Inclusion
- Pregnancy and Newly Parenting Policy
- Services for Students Needing Accommodations (ACCESS)
- Academic and Other Student Services (Library, Academic Success, Tutoring, etc.), Cougar Care, etc

### Course Calendar (Subject to Change)

| Date  | Topic  | Readings/Videos for Class  | Assignment Due  | Protocol Due       |
|-------|--|--|---|--------------------|
| 8/19  | Introduction to the Course   |  |   |                    |
| 8/26  | What is Intelligence?<br>(History, Construct, Controversy)           | AICA: 1<br>PARW: 1<br>Graves & Nichols, 2016<br>Podcast: <b>G: The Miseducation of Larry P</b> | 3-2-1 due Mon @ 4pm   |                    |
| 9/2   | What Are We Actually Measuring?<br>(Theory, Measurement, Bias)       | AICA: 4<br>PARW: 2<br>Graves et al (2020)<br>Lichtenstein (2020)                               | 3-2-1 due Mon @ 4pm   |                    |
| 9/9   | How Do We Do it?<br>(Ethics, Behavior Observations)                  | AICA: 5<br>PARW: 3<br>EARW: 5 pp. 97-111<br>Podcast: <b>G: Problem Space</b>                   | 3-2-1 due Mon @ 4pm   |                    |
| 9/16  | WISC-V administration PP   | *WISC-V videos on BB<br>(AICA: 6)  | <b>Administration Critique</b>                              |                    |
| 9/23  | Report Writing: Intro to Scoring, Interpretation, & Report Structure | *Scoring Video on BB<br>AICA: 8<br>PARW: 6-9<br>EWRA: 3, 5 pp.116-127                          | <b>Self-evaluation</b>                                      | WISC-V # 1 PP      |
| 9/30  | WISC-V administration via Q-Interactive                              | *WISC-V Q video on BB  | 3-2-1 due Mon @ 4pm   |                    |
| 10/7  | WIAT-IV administration via Q-Interactive                             | *WIAT-IV Videos on Q-Interactive   | 3-2-1 due Mon @ 4pm   | WISC-V #2 via Ipad |
| 10/14 | Cultural, Disability, and Gifted Considerations in Assessment        | AICA: 11, 12, 14<br>NASP Implicit Bias Articles  | 3-2-1 due Mon @ 4pm<br><b>WISC-V #1 Report: Fri, 10/17</b>  | WIAT-IV via Ipad   |
| 10/21 | WJ-V COG Brief administration and scoring                            | * WJ-V COG video on BB   | 3-2-1 due Mon @ 4pm   |                    |
| 10/28 | Reading Day: No Class  |  | <b>WISC-V #2 &amp; WIAT-IV Report: Fri, 10/31</b>           | WJ-V COG           |
| 11/4  | KABC-II-NU administration and scoring                                | * KABC video on BB   | 3-2-1 due Mon @ 4pm   |                    |
| 11/11 | <u>KTEA-3 administration and scoring</u>                             | *KTEA-III video on BB  | 3-2-1 due Mon @ 4pm   | KABC-II-NU         |
| 11/18 | Thinking Critically about Assessment Practices                       | AICA: 7<br>Wilcox & Schroeder (2018)<br>Farmer et al (2022)                                    | 3-2-1 due Mon @ 4pm<br><b>Assessment Selection Activity</b> | KTEA-3 via Ipad    |
| 11/25 | <b>THANKSGIVING BREAK</b>  |  |   |                    |
| 12/2  | <b>Online Class:</b><br>How Do We Communicate Assessment Results?    | AICA: 10<br>PARW: 21<br>EWRA: 6<br>*Sharing Results Video on BB                                | <b>KABC-KTEA Report: Fri, 12/5</b>                          |                    |
| 12/9  | <b>Case Study Simulation via Zoom (Individually Scheduled)</b>       |  |   |                    |