I. TITLE: Psychoeducational Assessment

II. COURSE DESCRIPTION AND PREREQUISITE(S): Theory and assessment of educational disabilities, and the supervised use of formal and informal diagnostic methods, such as observations, interviews, biographical information, academic tests and behavioral assessments. This course is designed for school psychology students and school counselors seeking the Individual Intelligence Assessment Endorsement.

Prerequisite(s): CNS 690 and permission of instructor.

III. COURSE OBJECTIVES:
(NASP domains are in parentheses. New counselor standards are in brackets). EPSB standards are in italics. Experienced Teacher Standards are underlined. Students will gain knowledge of:

A. individual testing and appraisal principles, including RTI principles (1,2,3)[C,7];
B. the strengths and limitations of academic, intellectual, socio-behavioral, and adaptive behavior assessment (1,2,10)[3,7] Literacy;
C. the administration, scoring, and interpretation of academic, intellectual, socio-behavioral, and adaptive behavior test instruments for children and adolescents (1,2,3)[C] 7;
D. how to communicate test results orally and in writing (2,8) Leadership 1;
E. how to effectively use screening procedures and techniques (1,2,3) [7];
F. how to effectively use informal assessment techniques (e.g., behavior observations, interviews) (2,3);
G. the special education diagnostic categories employed in Kentucky (2)[2,7];
H. the strengths and limitations of assessment of persons for diverse populations (5)[2,7] Diversity;
I. how to access and incorporate information from pertinent professional organization websites (11) Technology 10;
J. how to identify resiliency factors in children (7)[3];
K. school-based consultation theories and models (2.2); and
L. effective academic and behavioral interventions (2.3).

IV. CONTENT OUTLINE:
See attached

V. INSTRUCTIONAL ACTIVITIES:
A. Lecture, class participation, and discussion
B. Test administration and interpretation with written reports and feedback
C. Role-play activities
VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
A. Students will practice administering, scoring, and interpreting the Key-Math-III, WJ-IV, KTEA-2, and other memory, behavior, and achievement tests.
B. Students will practice integrating and interpreting information from allied procedures (e.g., interviews, behavior observations, CBA) with standardized test results.
C. Students will practice and gain expertise in written and oral interpretation of test results.

VII. TEXT(S) AND RESOURCES:
All test manuals, protocols, scoring records, and related materials to those instruments identified above will be utilized. In addition, the latest edition of the Sattler text is required:
The following websites will also be used:
• www.nasponline.org
• http://education.ky.gov/educational/int/ksi/Documents/KSIRtIGuidanceDocument

VIII. EVALUATION AND GRADING PROCEDURES:
Below are the nine assignments required for this course. All tests and procedures for each assignment are with the same student unless otherwise specified

Assignment 1  WJ-IV Achievement protocol
Assignment 2  WJ-IV/Observation report (data provided)
Assignment 3  Key Math-3 protocol
Assignment 4  Key Math-3/Observation report (data provided)
Assignment 5  WJ-IV Achievement protocol
Assignment 6  WJ-IV/Observation report (data provided)
Assignment 7  Key Math-3 protocol
Assignment 8  Key Math-3/Observation report (data provided)
Assignment 9  Rey memory protocols
Assignment 10  Rey report (data provided)
Assignment 11  WJ-IV protocol and Rey Memory protocols
Assignment 12  WJ-IV and Rey reports (data provided)
Assignment 13  KTEA-3 protocol and report due
Assignment 14  Academic intervention paper
Assignment 15  KTEA-3 Protocol and report due
Assignment 16  RTI paper
Assignment 17  CBA protocols and report due

Please note that data will be provided for the reports (except for Assignments 13, 14, & 15)
See Content Outline for Due Dates

Listed below are the grading requirements for this class. An incomplete (INC) will be given only in extremely unusual circumstances. You may administer/interpret/write additional tests (as indicated by the instructor) should the need arise to meet the competencies this course is designed to teach. Students enrolled in this course are encouraged to reflect upon the social and ethical responsibility they are assuming in undertaking this area of professional development. This course requires a significant amount of time and effort to master the course objectives. Students are encouraged to read the assigned materials, examine test materials, and read the manuals for each test as soon as they are assigned. Students are also expected to participate in class discussions and assigned activities. It is also expected that students have had at least two formal assessment courses (Tests and Measures and beginning Intelligence Testing) and that they will use those skills in this course. Grades will be earned using the following guideline.

Protocol and Report Scoring Criteria: Each error in scoring and technical administration is counted as a half point or a full point, depending upon the error. For example, failure to follow standardization procedure or errors of a careless nature (e.g., wrong chronological age computation, wrong table) will count one point. Scoring errors requiring fine distinctions in judgment will not be penalized. Reports will be graded using the Feedback form (see attached).

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final exam</td>
<td>100 pts</td>
</tr>
<tr>
<td>4 WJ-IV ACH protocols</td>
<td>10 pts each</td>
</tr>
<tr>
<td>4 WJ-IVACH reports</td>
<td>20 pts each</td>
</tr>
<tr>
<td>2 Key Math-3 protocols</td>
<td>10 pts each</td>
</tr>
<tr>
<td>2 Key-Math-3 Reports</td>
<td>20 pts each</td>
</tr>
<tr>
<td>RTI paper</td>
<td>50 pts</td>
</tr>
<tr>
<td>2 KTEA-3 protocols/reports</td>
<td>30 pts each</td>
</tr>
<tr>
<td>2 KTEA-3 and Rey reports</td>
<td>20 pts each</td>
</tr>
<tr>
<td>1 set Rey protocols</td>
<td>20 pts</td>
</tr>
<tr>
<td>1 CBA protocol and report</td>
<td>30 pts</td>
</tr>
<tr>
<td>Academic intervention paper</td>
<td>50 pts*</td>
</tr>
</tbody>
</table>

A = 427   B = 344

*These will be discussed in class prior to deadline

Note: This is a competency-based course. Grades below “B” are unacceptable for the school psychology and IIA programs. Grades below “B” will automatically be “flagged” and prompt a faculty review of the student’s progress in the program. Grades below 7 on a report or protocol may be reassigned until an acceptable level of competency has been met.
IX. ATTENDANCE POLICY:
Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletin.

X. ACADEMIC HONESTY POLICY:
Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:
- **Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.
- **Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.
- **Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.
- **Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:
1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.
A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:
Policy Statement
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities
Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

XII. OTHER REQUIRED DEPARTMENTAL OR COLLEGIATE COMMITTEE INFORMATION
A. All electronic devices, i.e., cell phones, blackberries, pagers, computers, must be powered off and out of sight during class meetings. Upon prior consent of the instructor, a student may obtain permission to use any of these devices in case of emergency or in family critical situations.

B. Only officially enrolled students are allowed in the class.

C. Please check your email prior to each class. In the event of very severe weather and/or unforeseen circumstances, class cancellations will be sent to you. Every effort will be made to inform you of any changes in the schedule due to unforeseen circumstances.

D. Attendance is expected and attendance will be recorded. Excessive absences (>2) will lower your grade.
## Tentative Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduction; syllabus review</td>
</tr>
<tr>
<td></td>
<td>Behavior observations; WJ-IV kits assigned</td>
</tr>
<tr>
<td></td>
<td>WJ administration and interpretation</td>
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<tr>
<td></td>
<td>WJ Interpretation cont./report writing <strong>Assign 1 due</strong></td>
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<tr>
<td></td>
<td>Key Math-3 administration and scoring. <strong>Assign 2 due</strong></td>
</tr>
<tr>
<td></td>
<td>Learning Disability models; KTEA-3 admin./scoring <strong>Assign 3 due</strong></td>
</tr>
<tr>
<td></td>
<td>Developmental Delay; manifestation determination</td>
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<tr>
<td></td>
<td>Re-evals; Accommodations. <strong>Assign 4 due</strong></td>
</tr>
<tr>
<td></td>
<td>Interviewing; Assessment planning; multicultural issues <strong>Assign 5 due</strong></td>
</tr>
<tr>
<td></td>
<td>Rey administration, scoring, interpretation</td>
</tr>
<tr>
<td></td>
<td>Consultation. <strong>Assignments 6 &amp; 7 due</strong></td>
</tr>
<tr>
<td></td>
<td>Special education forms/procedures; eligibility forms</td>
</tr>
<tr>
<td></td>
<td>Writing summaries. <strong>Assignments 8 &amp; 9 due</strong></td>
</tr>
<tr>
<td></td>
<td>Academic interventions. <strong>Assignments 10 &amp; 11 due</strong></td>
</tr>
<tr>
<td></td>
<td>Progress Monitoring; AIMSweb</td>
</tr>
<tr>
<td></td>
<td>CBA. <strong>Assignments 12 &amp; 13 due</strong></td>
</tr>
<tr>
<td></td>
<td>CBA cont.</td>
</tr>
<tr>
<td></td>
<td>CBA cont.; staffing/ARC practice <strong>Assign 14 &amp; 15 due</strong></td>
</tr>
<tr>
<td></td>
<td>Case studies; RTI and intervention paper presentations</td>
</tr>
<tr>
<td></td>
<td>Paper presentations continued. <strong>Assignments 16 &amp; 17 due</strong></td>
</tr>
<tr>
<td></td>
<td>Exam; course evaluations</td>
</tr>
</tbody>
</table>
Assessment Requirements

1. Each student is required to “supply” their own volunteer examinees for the course and is encouraged to begin locating examinees immediately (you will need at least 3 cooperative subjects). All examinees must be children ages 6 to 16 years, 11 months. Parent permission (see attached) must be obtained prior to testing. Providing any feedback to parents or the examinee regarding test performance or providing answers to the child at any time is unethical and a violation of test security and may result in dismissal from the course. No persons except you and the instructor are to know the score of any examinee. Do not present yourself as a representative of Murray State University or the Department of Educational Studies, Leadership, and Counseling.

2. You are to make no recommendations for psychological, educational, or medical treatment to the examinee or parents on the basis of your evaluation. You will be expected, however, to make recommendations in reports to or discussions with the instructor. If you have difficulty coping with an anxious parent who is pressing you for advice, consult the instructor.

3. Due to the intensity and time limitations of this course, test protocols and reports have specific due dates. Late assignments will result in a reduction in overall grade unless cleared with instructor. Tests cannot be administered before they are assigned—you must receive feedback on the previous test before you can administer another test.

4. Do not test your own children. However, you may test nieces/nephews and exchange children and relatives with classmates. On the test booklet, designate examinees by their first name and initial of their last name.

5. All test booklets will be provided. Always attach the completed Consent Form to the front of the protocol and the Checklist for Rating Psychoeducational Reports to the front of each report. All materials must be turned in in an envelope to protect the confidentiality of the examinees.

6. Keep reports, protocols, and test materials in a safe place. Do not share items or concepts in the tests with non-assessment personnel under any circumstances. You are ethically and financially responsible for the test kit.

7. Record all examinee responses neatly and clearly using pencil. Scoring cannot be checked unless the record book is legible.

8. The data for your reports will be provided by the instructor and will include contrived developmental history information as well as contrived cognitive ability, academic achievement, adaptive behavior, and behavioral test data.
CONSENT FOR TEST ADMINISTRATION

I give permission for my child to be administered the individual tests listed below:

I fully realize that ________________________ is taking a testing course, which is designed to help him/her become proficient in administering, scoring, and interpreting various tests. Because the student is gaining experience, I acknowledge that the test results may be invalid and that the student will not be reporting any results to me.

Parent Signature       Date

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Parent Signature       Date

Name: ________________________ Date:____________________
# CNS 677 Protocol scoring Rubric

## 20 points

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Proficient</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographic Information and relevant history</td>
<td>Includes all information (5 pts)</td>
<td>Includes half the information (2 pts)</td>
<td>Includes none of the information (0 pts)</td>
</tr>
<tr>
<td>Test Name and Description</td>
<td>Provides an in-depth, detailed summary of each area (2 pts)</td>
<td>Provides a summary of each area, but lacks details (1 pt)</td>
<td>Does not provide a summary of each area (0 pt)</td>
</tr>
<tr>
<td>List the subtest, standard score, confidence band, category, GE in table</td>
<td>Provides all required information (1 pt)</td>
<td>Provides some required information (.5 pt)</td>
<td>Provides none of the required information (0 pt)</td>
</tr>
<tr>
<td>Summary: describes reason for referral, demographic information, test performance, implications</td>
<td>Includes all components (3 pts)</td>
<td>Includes some components 1.5 pts</td>
<td>Includes no components (0 pts)</td>
</tr>
<tr>
<td>Interpretations and Recommendations</td>
<td>Provides an in-depth, detailed interpretation of the testing results of each area and includes at least 2 recs (13 pts)</td>
<td>Provides an interpretation of the testing results of each area which includes at least 1 rec. (5 pts)</td>
<td>Does not provide an interpretation of each area or includes an interpretation but only includes one recommendation (2 pts)</td>
</tr>
<tr>
<td>Grammar/Spelling</td>
<td>0 - 1 errors (1 pts)</td>
<td>2 - 4 errors (.5pt)</td>
<td>5 or more errors (0 pt)</td>
</tr>
</tbody>
</table>

This rubric is designed to assess the following School Psychology standards:

2.1 Data Based Decision Making  
2.3 Interventions and Instructional support to Develop Academic Skills  
2.8 Diversity in Development and Learning  
2.9 Research and Program Evaluation