I. TITLE: Individual Testing

II. COURSE DESCRIPTION AND PREREQUISITE(S):
Supervised practice in the administration and interpretation of a variety of individual cognitive tests such as the WJ-III Cognitive and WISC-IV. This course is designed for individuals in the school counseling, Individual Intelligence Assessment endorsement, and school psychology programs.

Prerequisite(s): CNS 683 and permission of instructor.

III. COURSE OBJECTIVES
Following each objective, and enclosed in brackets, are numbers that reference the Council for Accreditation of Counseling & Related Education Programs (CACREP) Standards addressed by that objective. In parenthesis are the school psychology standards. Upon successful completion of this class, students will be able to

A. gain knowledge of understand of Individual testing, measurement concepts, and appraisal principles (1)[SC H1, H2, H3, H5];
B. identify the strengths and limitations of intellectual assessment (1,10);
C. discuss critical issues related to cultural biases of testing (1,5)[SC E1, E2, E3, E4];
D. speak to ethical standards for assessment (1,10) [ASCA Ethics];
E. write reports and prepare parent feedback (1,3,4,6,10) [SC F1; SC H1; SC G1];
F. understand basic assessment principles of rapport and managing the client (5,10);
G. understand Kentucky’s special educational referral process (1,3,6,8) [SC H4]; and
H. assess exceptional populations (e.g., learning disabilities, mental retardation) (1,3,5)[SC H1, H2, H3, H5; SC G1, G3].

The CAEP/EPSB themes of assessment and diversity will be addressed via students gaining knowledge regarding the impact of culture on the efficacy of administration and interpretation of assessments. Furthermore, this course promotes reflective decision making as students increase their awareness and understanding of how one’s biases and judgements can impact assessment results.

IV. CONTENT OUTLINE:
A. Myths and role of IQ testing
B. Measurement concepts
C. Woodcock-Johnson III
D. Wechsler Intelligence Scale for Children

V. INSTRUCTIONAL ACTIVITIES:
A. Lecture, class participation, and discussion
B. Test administration and interpretation with written reports and feedback

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
A. Students will practice administering and scoring the WJ-III Cognitive and WISC-IV
B. Students will practice integrating and interpreting information from allied procedures (e.g., interviews, behavior observations).
C. Students will practice written and oral interpretation of test results

VII. TEXT AND RESOURCES:
A. Required Text:

B. Resources:

C. Websites:
Kentucky System of Interventions
Kentucky Special Education Forms and Documents
VIII. EVALUATION AND GRADING PROCEDURES:

A. Course Requirements:
   - 2 Exams (mid-term/final) 100 pts each
   - 4 WJ-III reports 20 pts each
   - 4 WJ-III protocols 10 pts each
   - 1 WJ-III Video Scored pass/fail
   - 3 WISC-IV reports 20 pts each
   - RTI Paper 50 pts
   - 430 pts total

B. Grading Scale:
   - A = 387 points
   - B = 344 points
   - C = 301 points

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*. Regular attendance is expected. Discuss any absence with the instructor. All required work and activities must be completed. Only under unusual extenuating circumstances will missed or late examinations and projects be accepted. More than one absence may result in a letter grade reduction.

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).
<table>
<thead>
<tr>
<th>School Counseling Objectives:</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>Diversity and Advocacy E1</td>
<td>Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.</td>
</tr>
<tr>
<td>Diversity and Advocacy E2</td>
<td>Identifies community, environmental, and institutional opportunities that enhance – as well as barriers that impede – the academic, career, and personal/social development of students.</td>
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<tr>
<td>Assessment G1</td>
<td>Understands the influence of multiple factors that may affect the personal, social, and academic functioning of students.</td>
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<tr>
<td>Assessment G3</td>
<td>Identifies various forms of needs assessments for academic, career, and personal/social development.</td>
</tr>
<tr>
<td>Assessment H1</td>
<td>Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.</td>
</tr>
<tr>
<td>Assessment H2</td>
<td>Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.</td>
</tr>
<tr>
<td>Assessment H3</td>
<td>Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.</td>
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<tr>
<td>Assessment H4</td>
<td>Makes appropriate referrals to school and/or community resources.</td>
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<tr>
<td>Assessment H5</td>
<td>Assesses barriers that impede students’ academic, career, and personal/social development.</td>
</tr>
<tr>
<td>Assessment F1</td>
<td>Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development</td>
</tr>
</tbody>
</table>
# Tentative Course Schedule

## School Counselor Standards in Brackets

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Subject</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction; review syllabus; Review of myths &amp; role of IQ testing; Ethics in testing</td>
<td>[SC H.1, 2, 3, 5]</td>
</tr>
<tr>
<td>2</td>
<td>Measurement concepts; WJ3 admin. WJ3 test kits assigned</td>
<td>WJ-III Workbook &amp; Examiner’s Manual [SC H.1,2,3,5]</td>
</tr>
<tr>
<td>3</td>
<td>WJ3 interpretation/application</td>
<td>Handouts Ch. 5, 6 [SC H.1,2,3,5; SC E.1,2,3,4]</td>
</tr>
<tr>
<td>4</td>
<td><strong>WJ protocol 1 due</strong>; testing children Report writing</td>
<td>Ch. 1, 2, 21 [SC F.1; SC H.1; SC G1]</td>
</tr>
<tr>
<td>5</td>
<td><strong>WJ Report 1 Due</strong> Developmental history Referral forms; RTI; KYSystem/Interven.</td>
<td>Handouts [SC H.1, 2, 3, 4,5; SC G.1,3]</td>
</tr>
<tr>
<td>6</td>
<td><strong>Test 1; WJ protocol 2 due</strong></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td><strong>WJ report 2 due</strong>; WISC4 review WISC4 interpretation</td>
<td>Handouts [SC H.1,2,3,5]</td>
</tr>
<tr>
<td>8</td>
<td><strong>WISC report 1 due</strong>; Behavior Observations Learning disabilities/Models</td>
<td>Handouts [SC H.1,2,3,4,5; G.1,3]</td>
</tr>
<tr>
<td>9</td>
<td><strong>WJ Protocol 3 due</strong>; BIF; Ach. testing</td>
<td>Handouts [SC H.1, 2,3,5]</td>
</tr>
<tr>
<td>10</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td><strong>WISC report 2 due</strong> Mental disabilities; adaptive testing Behavior disorders</td>
<td>Handouts [SC H.1,2,3,4,5; G.1,3]</td>
</tr>
<tr>
<td>12</td>
<td><strong>WJ Protocol 4 and Video due</strong>; Case studies</td>
<td>Handouts</td>
</tr>
</tbody>
</table>
13  **WISC Report 3 due**  
Case Studies; Feedback/Staffing  
[SC H.1.2,3,4,5; G1,3;E.1.2.3.4]  
[Handouts]

14  **Feedback/Staffing cont.**  
[SC F.1; H.1; G.1]

15  **Test 2; Instructor evaluation**

16  **WISC Report due**
General Testing Considerations

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 4 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, spouse, partner, or parents. However, you may 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.
# Checklist for Rating Psychoeducational Reports

Examiner: __________________________ Date: ________________

Examinee: __________________________ Assignment Number: _____

Test Name(s): __________________________

<table>
<thead>
<tr>
<th>Rating Scale:</th>
<th>10 = Above Average</th>
<th>≤ 7 = Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 - 9 = Average</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Observations and Relevant Background Factors
   (clear, relevant, complete, logical)
   Rating 10 9 8 7 6 5 4 3 2 1

2. Results (accurate tables, accurately reported in text)
   and Interpretations (accurate and meaningful, consistent
   with available data, lack of incongruities, linked to the
   classroom or vocation, linked with existing data)
   Rating 10 9 8 7 6 5 4 3 2 1

3. Recommendations (logical, realistic,
   based upon obtained data)
   Rating 10 9 8 7 6 5 4 3 2 1

4. Integrated Summary (contains only essential facts and
   interpretation, logical)
   Rating 10 9 8 7 6 5 4 3 2 1

5. Style and Communication (comprehensible for a novice
   reader, explanations clearly communicated, sentences not too
   long/too short, no first person or fragments, personalized
   vs generalized style)
   Rating 10 9 8 7 6 5 4 3 2 1

6. Spelling/Grammar (subject/verb agreement, consistent
   tense, evidence that report was carefully proofread)
   Rating 10 9 8 7 6 5 4 3 2 1

7. **Overall Rating** (#2 and 4 are weighed more than others)
   Rating 10 9 8 7 6 5 4 3 2 1
   \[ \times 2 \]

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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

CONSENT FOR TEST ADMINISTRATION

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

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