Department of Educational Psychology and Higher Education  
University of Nevada, Las Vegas  

EPP 710  
Assessment of Intelligence by School Psychologists  
Fall, 2016  
03 Credits

Instructor:
Time: Thursdays, 4:00 pm to 6:45 pm  
Location: Carlson Education Building (CEB)  
Phone:  
Office:  
E-mail:  
Website:  
Office Hours:

Introduction  
Assessment of intelligence and cognitive abilities are a core component of most psychological evaluations. This course is designed to cover the underlying theory, administration, scoring, interpretation, and evaluation of commonly used tests of intelligence and cognitive abilities. This course will provide students with the knowledge and skills needed to perform clinical assessments of cognitive functioning in children, adolescents, and adults. The class will include lectures, class discussions, role-play exercises, case study analysis, and written assignments designed to help students achieve proficiency in ethical and responsible testing practices.

Learning Outcomes  
Learning outcomes are selected to reflect the following standards from the National Association of School Psychologists (NASP):

- 2.1 - Data-Based Decision-Making & Accountability  
- 2.3 - Effective Instruction & Development of Cognitive Academic Skills  
- 2.5 - Student Diversity in Development & Learning  
- 2.10 - School Psychology Practice & Development  
- 2.11 - Information Technology

Specific Course Objectives:  
1. Students will become knowledgeable about the historical background of intelligence testing.  
2. Students will become knowledgeable about the major theories that underlie modern intelligence tests and their interpretation.  
3. Students will become proficient in the administration and scoring of cognitive assessment instruments.  
4. Students will become proficient in the use computerized scoring software.  
5. Students will become proficient in the use of interpretive methods to identify individual strengths and weaknesses in intellectual and cognitive abilities.  
6. Students will become aware of limitations inherent to the use of intelligence and cognitive abilities tests.  
7. Students will become aware of issues related to cultural bias in intelligence and cognitive abilities testing.  
8. Students will develop cross-culturally competent assessment practices.  
9. Students will be able to examine and critically appraise intelligence tests through knowledge about psychometric properties.  
10. Students will become proficient in reporting psychological evaluation results in written form.
Course Requirements

1. Participation in small group and full class discussions and activities designed to facilitate critical thinking about content presented in the course

2. Complete assigned readings.

3. 7 practice administrations with video peer assessments.
   a. IQ testing is a complex and demanding clinical assessment task. Examiners must follow administration and scoring guidelines accurately to ensure valid results while simultaneously interacting with and observing the examinee’s behavior, affect, mood, interest, and effort. Practice is the most effective way for new examiners to develop comfort and fluency with these tasks. Practice administrations are designed to provide opportunities for students to build fluency with administration and scoring procedures for each test covered in the course.
   b. Students will complete the following practice administration assignments with self-assessments:
      i. WISC-V (3 practice administrations)
      ii. WJ-IV (4 practice administrations)
   c. The UNLV PRACTICE is a teaching-oriented community mental health clinic supporting graduate programs in the Departments of Psychology, Educational Psychology & Higher Education, and Educational & Clinical Studies. The PRACTICE maintains a test library where students can access tests and support materials related to the course. Test availability varies as a function of demand, which includes students in assessment courses, practicum, and advanced clinicians. Tests can be checked out from the PRACTICE but cannot be removed from the Carlson Education Building (CEB) and cannot be held overnight. Please plan to complete practice administrations in the CEB.
   d. Practice administration submissions will include the following:
      i. A video recording of the session.
         1. Sessions can be recorded using equipment available within the UNLV PRACTICE. However, students are free to use their cameras.
         2. Dr. Loe’s Graduate Assistant will coordinate room scheduling at the UNLV PRACTICE.
         3. Students must follow all policies and procedures established by the PRACTICE while using the facility.
      ii. A video-self assessment.
         A video-peer assessment.
   e. Evaluation of practice administrations
      i. The instructor will evaluate for administration and scoring accuracy. One point will be earned for each correctly computed subtest scaled/standard score and one point for each correctly computed test composite score/percentile rank/confidence interval combination. Points will not be awarded for incorrect subtest or composite scores. Test composite scores refer both to overall test composite scores and factor scores defined within a specific test battery.
      ii. Practice administrations without accompanying video-self assessments will not be accepted.
   f. Sequence of events for each practice administration and video self-assessment
      i. Perform and video-record a practice administration.
      ii. Have a peer review your video recording and complete a video-peer assessment worksheet
         1. Students are encouraged to meet with their peer reviewers to compare results from the video-self assessment and video-peer assessment.
         2. Students will utilize a different peer reviewer for each practice administration.
      iii. Correct as many scoring or administration errors as possible based on your video self-assessment.
      iv. On the designated due date for each practice administration, you must submit the following:
         1. Your completed test protocol
         2. A copy of your video recording
3. The video-peer assessment worksheet for your administration.

g. Materials / Equipment You Will Need for Test administration:
   i. Stopwatch (inexpensive digital models are available at sporting goods stores)
   ii. Audio Player, with Two Headphone Jacks
   iii. Two sets of headphones (one for you, one for your client)

4. 4 Interpretation Summaries
   h. Students complete an interpretation summary for 4 practice protocols (2 WISC-V & 2 WJ-IV).
      Summaries will include the following elements:
      i. An operational description of the test instrument given
      ii. Interpretation of the standard scores obtained from the administration
      iii. Interpretation of the examinee’s strengths and weaknesses as identified on the profile.
      iv. Summaries must be typed, double spaced, and submitted along with their associated practice protocols.

   i. Evaluation of interpretation summaries
      i. Summaries will be evaluated using the rubric included in the next section

5. 2 Psychological Reports
   a. Psychological reports require accurate interpretation of test results within a broader context of individuals’ presenting difficulties, prior development, psychosocial/family history, learning history, and culture.
   b. Psychological Reports will be based on de-identified case files provided by the instructor.
   c. Guidelines for Written Psychological Reports
      i. Each written report will contain the following sections.
         1. Background Information
         2. Behavioral Observations
         3. Test Results and Interpretation
         4. Summary
         5. Recommendations
         6. Appendix: Tabled Test Scores

      • Sample reports and specific guidelines regarding report writing will be provided and discussed in class.
   d. All reports will be typed and double-spaced using the report template provided by the instructor.
      i. Students must complete one report using the WISC-V, and one report using the WJ-IV.
   e. Evaluation of Psychological Reports
      i. Reports will be evaluated using the rubric included in the next section.
   f. Guidelines for working with volunteer test subjects:
      i. All test subjects must be volunteers.
      ii. Informed consent must be obtained from parents to test children under age 18, and directly from the subjects if over age 18, prior to testing. Forms will be provided.
      iii. The parents of children or the adults who will be tested must be told in advance that the IQ’s and other scores obtained cannot be disclosed to them. However, following all evaluation and grading of the test protocol and report, they can receive a summary of their child’s specific strengths and weaknesses that were identified if desired. The parent or adult examinees must be told that you are learning how to administer the tests and are not allowed to convey the specific numerical results because of questionable reliability among
beginning examiners. When recruiting examinees, you can emphasize that the session may be interesting and challenging learning experience. Parents often appreciate the fact that the test will be a pleasant and positive learning experience for their child.

iv. Students will present themselves only as graduate students when obtaining informed consent. You are not authorized to present as a representative of the college or department in any other manner. You are not authorized to present yourself as a school psychologist or psychologist.

v. Because the purpose of testing is to train graduate students, the results obtained are not considered to be valid estimates of test subjects’ cognitive functioning. Results will only be shared with the course instructor.

vi. Subjects’ confidentiality will be strictly maintained when reporting results as part of course assignments. Test subjects are to be identified by first name only on all test forms and in all reports.

vii. Students are not authorized to solicit volunteers from a school system, agency, clinic, or any other organization.

6. Final Exam
   a. A cumulative final exam will be administered during finals week. The exam will utilize a mixed question format and administered on WebCampus. Students are encouraged to consult their course materials when completing the exam.

7. Scholarly Review of Literature (Ph.D. Students Only)
   a. Ph.D. Students must complete a scholarly review of literature, which summarizes available construct validity research for a cognitive test not covered in elsewhere in the course. Papers must include research published in primary sources (i.e., research journals) and address the following:
      i. Synopsis of the test’s underlying theory (i.e., CHC Theory, PASS theory, Luria’s Theory, etc.).
      ii. Synopsis and critical analysis of construct validity research (i.e., assess how well the test measures the intended theoretical constructs?)
      iii. Synopsis of evidence examining measurement invariance (i.e., does the test measure the same constructs in different gender, age, racial, or linguistic groups?)
      iv. Recommendations for future research that add to the validity literature for your chosen test.
### PSYCHOLOGICAL REPORT RUBRIC

(60 Points Possible)

<table>
<thead>
<tr>
<th>Excellent (10 pts.)</th>
<th>Adequate (8 pts.)</th>
<th>Unsatisfactory (5 pts.)</th>
<th>Section Omitted (8 pts.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background Information</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source(s) of &amp; methods used to obtain background information are clearly and accurately described. All relevant domains of the client’s background and developmental history are clearly, concisely, and accurately described. Minimal use of technical jargon.</td>
<td>Source(s) of &amp; method(s) used to obtain information are accurately but not clearly described. All relevant domains of the client’s background and developmental history are accurately but not clearly described. Some unnecessary use of technical jargon</td>
<td>One or more elements for Adequate are excluded from the section or cannot be deciphered from the text. Extensive use of technical jargon.</td>
<td>Section omitted from the report.</td>
</tr>
</tbody>
</table>

<p>| <strong>Behavioral Observations</strong> | | | |
| Source(s) of &amp; methods used to obtain information are clearly and completely described. All relevant domains of client’s behavior and mental status during the testing session are clearly and accurately described. Effects of client’s behavior and mental status on the validity of test results are clearly and accurately described. Minimal use of technical jargon. | Source(s) of &amp; method(s) used to obtain information are accurately but not clearly described. All relevant domains of client’s behavior and mental status during the testing session are accurately but not clearly described. Effects of client’s behavior and mental status on the validity of test results are accurately but not clearly described. Some unnecessary use of technical jargon. | One or more elements for Adequate are excluded from the section or cannot be deciphered from the text. Extensive use of technical jargon. | Section omitted from the report. |</p>
<table>
<thead>
<tr>
<th>Test Results &amp; Interpretation</th>
<th>Section omitted from the report.</th>
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</thead>
<tbody>
<tr>
<td>Source(s) of &amp; methods used to obtain information are clearly and accurately described.</td>
<td></td>
</tr>
<tr>
<td>Abilities assessed are accurately and clearly described.</td>
<td></td>
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<tr>
<td>Test results are reported accurately and clearly in text using appropriate descriptive statistics and terms.</td>
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<tr>
<td>Client’s cognitive strengths and weaknesses are accurately and clearly described.</td>
<td></td>
</tr>
<tr>
<td>Minimal use of technical jargon.</td>
<td></td>
</tr>
<tr>
<td>Source(s) of &amp; method(s) used to obtain information are accurately but not clearly described.</td>
<td></td>
</tr>
<tr>
<td>All necessary elements for excellent are included, but section lacks clarity.</td>
<td></td>
</tr>
<tr>
<td>Some unnecessary use of technical jargon.</td>
<td></td>
</tr>
<tr>
<td>Excellent (10 pts.)</td>
<td>Adequate (8 pts.)</td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>Section clearly and concisely integrates information described in prior sections of the report and describes an individual person rather than a collection of scores or diagnoses.</td>
<td>All necessary elements for excellent are included, but the summary is not clear or concise.</td>
</tr>
<tr>
<td>Section clearly and concisely evaluates the impact of the client’s functioning in the evaluated domains on his or her academic functioning.</td>
<td>Some unnecessary use of technical jargon.</td>
</tr>
<tr>
<td>Areas of cognitive strength and weakness are summarized using clear and concise language.</td>
<td>All interpretations are based on information summarized in prior sections of the report.</td>
</tr>
<tr>
<td>All interpretations are based on information described in prior sections of the report.</td>
<td>Minimal use of technical jargon.</td>
</tr>
<tr>
<td>Minimal use of technical jargon.</td>
<td></td>
</tr>
<tr>
<td>Recommendations are clearly linked to assessment findings.</td>
<td>All necessary elements for Excellent are included, but the Recommendations lack clarity.</td>
</tr>
<tr>
<td>A clear explanation, based on assessment results, is given when recommendations are not warranted.</td>
<td>Some unnecessary use of technical jargon.</td>
</tr>
<tr>
<td>Recommendations provide clear and concise instructions for the client regarding how to implement and monitor an intervention or access recommended support services.</td>
<td>Minimal use of technical jargon.</td>
</tr>
<tr>
<td>All composite and subtest scores are listed with corresponding percentile rank and confidence range.</td>
<td></td>
</tr>
<tr>
<td>All composite and subtest scores are listed with corresponding percentile rank and confidence range.</td>
<td>One or more elements for Excellent are excluded.</td>
</tr>
</tbody>
</table>
### INTERPRETATION SUMMARY RUBRIC

<table>
<thead>
<tr>
<th>Excellent (10 pts.)</th>
<th>Adequate (8 pts.)</th>
<th>Unsatisfactory (5 pts.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source(s) of &amp; methods used to obtain information are clearly and accurately described.</td>
<td>Source(s) of &amp; method(s) used to obtain information are accurately but not clearly described.</td>
<td>One or more elements for Adequate are excluded or cannot be deciphered from the text.</td>
</tr>
<tr>
<td>Abilities assessed are accurately and clearly described.</td>
<td>Abilities assessed are accurately and clearly described.</td>
<td>Section contains inaccurate information.</td>
</tr>
<tr>
<td>Test results are reported accurately and clearly in text using appropriate descriptive statistics and terms.</td>
<td>Test results are reported accurately and clearly in text using appropriate descriptive statistics and terms.</td>
<td>Extensive use of technical jargon.</td>
</tr>
<tr>
<td>Client’s cognitive strengths and weaknesses are accurately and clearly described.</td>
<td>Client’s cognitive strengths and weaknesses are accurately and clearly described.</td>
<td>Section omitted from the report.</td>
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</table>

### SCHOLARLY REVIEW OF LITERATURE RUBRIC (Ph.D. Students Only)

<table>
<thead>
<tr>
<th>Excellent (60 pts.)</th>
<th>Adequate (48 pts.)</th>
<th>Unsatisfactory (36 pts.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper based on primary source material (i.e., research journal articles).</td>
<td>Paper based on primary source material (i.e., research journal articles).</td>
<td>Paper based mostly on secondary sources (i.e., textbooks or test manuals)</td>
</tr>
<tr>
<td>Paper reflects through understanding of relevant theoretical constructs.</td>
<td>Paper reflects basic understanding of relevant theoretical constructs.</td>
<td>Paper contains inaccurate information.</td>
</tr>
<tr>
<td>Paper reflects an understanding of research methods used to evaluate construct validity, which is reflected in discussion of future research.</td>
<td>Paper reflects a basic understanding of research methods used to evaluate construct validity.</td>
<td>Paper fails to address construct validity or measurement invariance evidence.</td>
</tr>
<tr>
<td>Paper reflects a ability to develop a research question based critic analysis of existing research findings and methods.</td>
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<td>Paper reflects a ability to develop a research question based critic analysis of existing research findings and methods.</td>
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</tbody>
</table>
## Method of Evaluation

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>Points Possible</th>
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</thead>
<tbody>
<tr>
<td><strong>Practice Administrations -</strong></td>
<td></td>
</tr>
<tr>
<td>Practice Protocol #1 (WISC-V)</td>
<td>15</td>
</tr>
<tr>
<td>Practice Protocol #2 (WISC-V)</td>
<td>15</td>
</tr>
<tr>
<td>Practice Protocol #3 (WISC-V)</td>
<td>15</td>
</tr>
<tr>
<td>Practice Protocol #4 (WJ-IV Basic Battery)</td>
<td>11</td>
</tr>
<tr>
<td>Practice Protocol #5 (WJ-IV Basic &amp; Extended Battery)</td>
<td>22</td>
</tr>
<tr>
<td>Practice Protocol #6 (WJ-IV Basic &amp; Extended Battery)</td>
<td>22</td>
</tr>
<tr>
<td>Practice Protocol #7 (WJ-IV Basic &amp; Extended Battery)</td>
<td>22</td>
</tr>
<tr>
<td><strong>Interpretation Summaries -</strong></td>
<td></td>
</tr>
<tr>
<td>Summary #1 (WISC-V)</td>
<td>10</td>
</tr>
<tr>
<td>Summary #2 (WISC-V)</td>
<td>10</td>
</tr>
<tr>
<td>Summary #3 (WJ-IV)</td>
<td>10</td>
</tr>
<tr>
<td>Summary #4 (WJ-IV)</td>
<td>10</td>
</tr>
<tr>
<td><strong>Psychological Reports -</strong></td>
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<tr>
<td>Psychological Report #2 (WISC-V)</td>
<td>60</td>
</tr>
<tr>
<td>Psychological Report #3 (WJ-IV)</td>
<td>60</td>
</tr>
<tr>
<td><strong>Scholarly Review Paper</strong></td>
<td>60</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>342</td>
</tr>
</tbody>
</table>

**Grades:**
Grades will be assigned based on the percentage of total points earned for all graded assignments according to the following scale:

- A= 95-100
- A- = 90-94
- B+= 86-89
- B= 83-85
- B- = 80-82
- C+= 76-79
- C= 73-75
- C- = 70-72
- D+= 66-69
- D= 63-65
- D- = 60-62
- E= Below 60

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**Comment [sL1]:** How About adding a requirement that the students perform a test review to include:
1. Psychometric Properties,
   a. Describe underlying theory of the test.
   b. Evaluate construct validity (from the manual)
   c. Evaluate the reliability of the scales (is it sufficient for clinical use?)
   d. Evaluate predictive validity
   i. Which achievement areas are predicted the best
   ii. Which achievement areas are predicted the worst
2. Areas of possible Racial/Linguistic bias
3. Evaluate the quality of the normative sample
   a. Adequate sample size?
   b. Any underrepresented groups?
4. Write a brief lit review around the construct validity of a major test (Ph.D. students only)

**Comment [sL2]:** Add a CHC theory Quiz?
This might be a little too much given the other requirements.
Or
A quiz covering each test that includes underlying theory, scoring, and interpretation. Do it in class.
**Required Texts**


**Required Reserve Texts**


**Optional Texts**

Collection of Student Assignments for Program Accreditation Purposes
Assignments completed for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated.

Evaluation of New Teaching Methods
The evaluation of new teaching methods may be conducted as part of this course. Such evaluation is necessary to establish the effectiveness of new methods and would be done with the intent of improving the course. This process may involve the assignment of students to groups who receive different methods of instruction. At the end of an evaluation period, all students will be provided access to the methods deemed to be the most beneficial to their achievement of course objectives.

GENERAL UNLV POLICIES

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/; 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:
Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

Tentative Course Outline

• All reading assignments and due dates should be adhered to unless otherwise noted by the instructor. Students will be given appropriate notice of any changes made to the schedule during the semester.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>9/1/16</td>
<td>Introductions, Review Syllabus, Course Overview</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>9/8/16</td>
<td>Historical Overview of Intelligence Testing &amp; Theory</td>
<td>Flanagan &amp; Harrison: Chapters 1, 2, &amp; 3</td>
</tr>
<tr>
<td>Week 3</td>
<td>9/15/16</td>
<td>Psychometric Overview</td>
<td>Flanagan &amp; Harrison: Chapter 16; Krach, Loe, Jones, &amp; Farrally (2009); Nelson &amp; Kanivez (2012)</td>
</tr>
<tr>
<td>Week 4</td>
<td>9/22/16</td>
<td>Wechsler Scales, Overview, Administration &amp; Scoring</td>
<td>Flanagan &amp; Harrison: Chapter 9; Weiss, et al.: Chapter 1 &amp; 2,</td>
</tr>
<tr>
<td>Week 5</td>
<td>9/29/16</td>
<td>Wechsler Scales, Administration &amp; Scoring (cont.)</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>10/6/16</td>
<td>Wechsler Scales, Interpretation</td>
<td>Flanagan &amp; Harrison: Chapter 20; Weiss, et al.: Chapter 3 &amp; 4</td>
</tr>
<tr>
<td>Week 7</td>
<td>10/13/16</td>
<td>Wechsler Scales &amp; Academic Achievement</td>
<td>Flanagan &amp; Harrison: Chapter 21; Weiss, et al.: Chapter 8,</td>
</tr>
<tr>
<td>Week 8</td>
<td>10/20/16</td>
<td>Wechsler Scales, Report Writing</td>
<td>Lichtenberger, et al.: Chapters 3, 4, 6, &amp; 8,</td>
</tr>
<tr>
<td>Week 9</td>
<td>10/27/16</td>
<td>Overview of CHC Theory &amp; the Woodcock Johnson-IV Tests of Cognitive Abilities (WJ-IV:COG)</td>
<td>Flanagan &amp; Harrison, Chapters 4 &amp; 12; Schrank, et al.: Chapter 1,</td>
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<td>Week 10</td>
<td>11/3/16</td>
<td>Woodcock Johnson-IV (WJ-IV:COG) - Basic Battery Administration &amp; Scoring</td>
<td>Schrank et al.: Chapters 2 &amp; 3</td>
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<td>Week 11</td>
<td>11/10/16</td>
<td>Woodcock Johnson-IV (WJ-IV:COG) Extended Battery - Administration &amp; Scoring</td>
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<td>Week 12</td>
<td>11/17/16</td>
<td>WJ-IV Interpretation</td>
<td>Flanagan &amp; Harrison: Chapter 10; Schrank et al.: Chapter 4,</td>
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<td>Week 13</td>
<td>11/24/16</td>
<td>THANKSGIVING HOLIDAY – NO CLASS MEETING</td>
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<td>Week 14</td>
<td>12/1/16</td>
<td>WJ-IV Tests of Oral Language &amp; Achievement</td>
<td>Practice Administration #6 (WJ-IV Basic &amp; Extended: Subtests Subtests 1 through 10, 12, 13, 14 &amp;17) &amp; Interpretation Summary #3 (WJ-IV Basic &amp; Extended Batteries)</td>
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</table>
**Week 15 (12/8/16) - STUDY WEEK - Diversity Issues in Testing & Assessment**  
*Due:* Practice Administration #7 (WJ-IV Basic & Extended: Subtests 1 through 10, 12, 13, 14 & 17); Interpretation Summary #4 (WJ-IV Basic & Extended Battery)

**Week 16 (12/15/16) - Final Class:**  
*Due:* Psychological Report #2 (WJ-IV) & Completion of Final Exam