EAST TEXAS A&M

PSY 573 Intellectual Assessment I/SPED 573 Principles of Cognitive Assessment
COURSE SYLLABUS: Spring 2025

INSTRUCTOR INFORMATION

Instructor: Anabel V. Meyer, Ph.D., Assistant Professor
Office Location: Henderson 225
Office Hours: Tuesdays 12:00pm – 3:00pm online, Thursdays 3:00pm – 5:00pm at Mesquite,
or by appointment. If you have any questions or difficulties with the course
material, please contact me.
Office Phone: (903) 886-5940
University Email Address: anabel.meyer@tamuc.edu
Preferred Form of Communication: University email
Communication Response Time: 24-48 hours during business days

COURSE INFORMATION

Class Meeting Time & Location:
Thursdays 5:00pm - 7:40pm at **Mesquite Metroplex Center,** Room TBD

Materials Required:
 Clip board
 Pencils with and without an eraser
 Black or Blue pen
 Stopwatch that does not beep (you can use your phone)

Textbook(s) Required:

Sattler, J.M. (2024). *Assessment of Children, Cognitive Foundations and Applications, Seventh Edition*, La
Mesa, CA: Jarome Sattler.

Suggested Supplementary Textbooks:

Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C (2013). *Essentials of cross-battery assessment with CD Rom,
3rd Ed*. Hoboken, NJ: Wiley & Sons, Inc. ***This can be a used edition and you do not need a copy with the
disc.*** **(AVAILABLE ONLINE)**

Zuckerman, E. (2019). Clinician's Thesaurus: The Guide to Conducting Interviews and Writing Psychological
Reports, 8th Edition. Guilford Press. **(AVAILABLE ONLINE OR FREE DOWNLOAD)**

Other Required Article Readings will be uploaded to D2L: East Texas A&M University's Gee Library
provides access to thousands of online journals. Of particular interest to this class are resources found in
the ERIC and PsychInfo databases. You may access these resources on campus or from home by using your
CWID and password at http://www.tamuc.edu/library/

COURSE DESCRIPTION

Course Catalog Description: The purpose of this course is to attain knowledge of cognitive functioning and
develop skills in the cognitive assessment of children and adolescents. This course integrates the skills of
administration, scoring, and interpretation of major cognitive assessment instruments (e.g., KABC-II, WISC-
V/WAIS-V, & WJ-IV COG) in the context of recent cognitive theories and research. The Cattell-Horn-Carroll
(CHC) Theory of Cognitive Abilities will be the primary underlying framework for interpreting test data. Also,
an emphasis will be placed on utilizing the Cross- Battery Assessment approach when utilizing the CHC theory

of cognitive abilities. Issues of assessing culturally and linguistically diverse children and adolescents are integrated throughout the course in addition to specified lectures. Prerequisites: Prior enrollment in PSY/SPED 572 or consent of instructor.

Links to NASP Model 10 Domains of Practice

Domain 1: Data-Based Decision Making: School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 4: Mental and Behavioral Health Services and Interventions: School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: School-Wide Practices to Promote Learning: School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 8: Equitable Practices for Diverse Student Populations: School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 10: Legal, Ethical, and Professional Practice: School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists 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 effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Student Learning Outcomes

This course will provide instruction in the administration, scoring, and interpretation of the most commonly used assessment instruments. The objectives in this course are to develop student competency in:

- Establishing and maintaining rapport with children and adolescents
- Administering tests of cognitive functioning, including handling test materials, following test directions, and demonstrating competency in timing tests
- Scoring test protocols
- Interpreting test findings
- Writing reports

COURSE REQUIREMENTS

Class Format

This course will consist of lecture, discussion groups, small group work, simulations, role- playing, and other active learning exercises if time permits. **Since much of the time will be spent in discussion, it is critical that students read assigned material before class so that all students will be able to actively participate in the learning process.**

There is **a high amount of testing** (administration of various cognitive assessments) required for this course. **Students are responsible for finding participants to test to fulfill requirements for this course.** It is strongly advised that you do not test your own children or family members but instead test the children of friends. If this is not possible then you are permitted to test your own children or family members. **However, I caution you to choose wisely because in your professional role as you and I are mandated reporters of any issues pertaining to child maltreatment. Thus, if necessary, you may be asked to make a report against a family member in an instance of child maltreatment.**

- **School Psychology and Diagnostician** students will need to test **THREE** children during this course.
- **Applied/Clinical** students are required to test **ONE** child.

Thus, I recommend that you find these children early, and schedule assessment times with them as soon as you can. ***Do not*** ***wait until the last minute to complete an assessment.*** Parental consent forms must be completed before testing can occur, even if you are testing your own children. When giving consent you must address the issue of confidentiality and when it will not be maintained. Consent forms must be submitted with your protocol(s). You are **NOT** to disclose any results from the testing to the examinee, school, or parent because you are just learning how to administer the tests and the results may **NOT** be accurate or reliable and should **NOT** be disclosed. In addition, you are to make **NO** recommendations for psychological services to the examinee, school, or parent (but you will make recommendations in your psychological report).

Course Activities & Assignments

1. **Class Attendance/Participation: (50 points)**

Discussion, presentations, and simulations (if time allows) require your active attendance and participation. Attendance is critical for success in this course, as is coming to classes prepared. You are expected to complete the readings scheduled for each class and to come to class prepared to discuss them. The course offers frequent opportunities for learning through the exchange of ideas, classroom discussions, and skill practice during class. These skills cannot be developed without each student being in class. Regarding an unavoidable absence, **only a significant personal and/or medical emergency or religious observance will be considered as an acceptable excuse, and this must be confirmed and approved**. Do not assume absences will be automatically excused. Do not ask me for a link to attend class virtually if you cannot attend an in-person class. Also, weekly quizzes, activities, presentations, simulations, and discussion questions may be given, and your active participation in them will count towards your participation grade. For any online synchronous classes, you must have your camera turned on and actively participate to get credit for attendance.

Absences should be minimized as an excessive number of absences, whether excused or unexcused, could result in an incomplete grade for this class. Unexcused or excessive absences will result in loss of that class's attendance, participation, and activity points. Each class is generally worth 5 points each. If you are absent or late, it is up to you to ensure you obtain any information missed. After the first occurrence of arriving late to class, each subsequent occurrence will result in losing half of that class's points and being more than 15 minutes late will result in losing all points for that class, but any points for activities that were completed will be retained. (See more information regarding attendance below).

2. Protocol Review: (50 points)
Students will review 1 protocol provided by instructor and need to score/find errors. If errors are found, student will provide details about the error, why it constitutes an error, and how it should be corrected and/or modified.

3. Protocols and Reports: (600 points)
Standardized testing is a complex and demanding clinical assessment task. Examiners must follow administration and scoring guidelines with absolute accuracy 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. The administration assignments are designed to provide opportunities for students to build fluency with administration and scoring procedures for each test covered in this course. _Students are responsible for obtaining volunteer subjects to test._

Students are required to complete 2 peer protocols, 3 protocols with a K-12 student/volunteer for a total of 5 administrations. Additionally, there is 1 report per K-12 student/volunteer protocol for a total of 3 reports. Completing protocols properly is of essential importance as a school psychologist, diagnostician, and clinician. Do not rush. Give yourself time. Triple check for accuracy. Do **NOT** use real names, rather use first and last initial or pseudonyms on all reports and protocols.

All protocols, record forms, consent forms, strength/deficit forms, and assignments/videos must be turned in at the beginning of class in the student's folder to receive full credit. If any of the aforementioned documents are missing, 2 points per day will be deducted from the total assignment grade.

Protocols
Students are required to turn in their protocols with each report and consent forms for protocols with a K-12 student. If consent forms are not submitted with the protocols a grade of **ZERO** will be given. NO EXCEPTIONS. Students are also required to turn in the completed strength/deficit form with each protocol. Students are responsible for keeping up with their protocols. Extra protocols will NOT be provided. **The rubric for reports will be uploaded to D2L. Scoring is extremely strict due to the importance of accuracy.**

WISC-V/WAIS-IV test administrations will consist of the 10 core subtests. WJ-IV test administrations will consist of the 14 extended cognitive battery subtests.

Wechsler Intelligence Scale for Children 5 Edition: (375 points)

- WISC-V protocol with peer (50 points) & brief reflection (25 points)
- WISC-V protocol (50 points) & report with a student (provide consent form) (100 points)
- WISC-V protocol (50 points) & report with a student (provide consent form) (100 points)

Woodcock-Johnson IV Cognitive Assessment (225 points)

- WJ-IV COG protocol with peer (50 points) & brief reflection (25 points)
- WJ-IV COG protocol (50 points) & report with a student (provide consent form) (100 points)

Scoring System for Protocols

Major Errors	Minor Errors	Percentage of Points
0	0	100 A+
0	1	95 A
0	3	90 A-
0	4	85 B
0	5	80 B-
1	0	75 C
1	1	70 C-
1	2	65 D
1	3	60 D-
1	4	55 F
1	5	50 F
2	0	45 F
2	1	40 F
2	2	35 F
2	3	30 F
2	4	25 F
2	5	20 F
3	0	15
3	1	10
3	2+	5
4+	0+	0

<u>**Reports**</u>
All reports must be uploaded to D2L under the specified assignment as a Word document in 12- point font (examples will be given). Reports should include the five sections mentioned below and will be graded based on the instructor's clinical judgement. Be sure to use all of your resources when writing your reports. You must use a different student/volunteer for each report.

Guidelines for Writing Psychological Reports.
Each written report will contain the following sections:
1. Brief background Information
2. Behavioral Observations
3. Test Results and Interpretation
4. Summary
5. Recommendations
6. Appendix: Tabled Test Scores

4. Video Administrations (200 points)
Students are required to record 1 administrations of the WISC-V using: iPhone, laptop, or another digital format, so that it can be shared with the professor via Google Drive or YouTube.

Students are required to record 1 administration of the WJ-IV using: iPhone, laptop, or another digital format, so that it can be shared with the professor via Google Drive or YouTube.

<u>**Guidelines for Written Work**</u>
Papers should be typed and double-spaced, using APA style when citing sources within text as well as in preparing the reference list. Refer to the publication manual for specific guidelines:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.) Washington, D.C.: Author.

Assignment Points Possible:

Assignments	Points
Class Attendance/Participation	50
Protocol Review	50
Protocols and Reports	600
Video Administration	200
Total Points	**900**

A = 90%-100% (810-900 points)
B = 80%-89% (720-809 points)
C = 70%-79% (630-719 points)
D = 60%-69% (540-629 points)
F = 59% or Below (less than 540 points)

Assessment Directions:
All testing instruments/materials must be checked out. Please become familiar with the instruments before use during a testing session. **This means it is up to you to study, review, and become familiarized with the assessment instruments outside of regular class time.** Please keep in mind that the assessment instruments are **VERY** expensive, and **YOU** will be responsible for them

while they are checked out under your name. **DO NOT** leave test materials in your car or unattended at any time. You will need a stopwatch (your cell phone stopwatch can be used) and a clipboard for administering tests.

Again, all students are required to find their own examinees. **Also, please be aware that finding participants can take longer than expected so please start early.** Also, testing can take longer due to your lack of experience so please provide yourself with enough time to conduct these assessments. Feel free to check out equipment to better learn the materials and begin testing as soon as you are comfortable.

Due to the limited number of testing equipment, we may have to share test kits. Students that share test kits need to take responsibility for the transfer of these kits. I will set up a checkout list for me to keep up with who has what kits, so we can help arrange for sharing. If you have access to a current diagnostician, you might be able to "borrow" theirs to allow for more practice time without as many time constraints.

OTHER THINGS TO REMEMBER

- Do not wait until the last minute to complete an assessment.
- Parental consent forms must be completed before testing can occur, even if you are testing your own children or an adult. When giving consent you must address the issue of confidentiality and when it will not be maintained. Consent forms must be submitted with your protocol(s). <mark>A permission form will be posted in D2L.</mark>
- You are **NOT** to disclose any results from the testing to the examinee, school, or parent because you are just learning how to administer the tests and the results may **NOT** be accurate or reliable and should **NOT** be disclosed.
- In addition, you are to make **NO** recommendations for psychological services to the examinee, school, or parent (but you will make recommendations, as practice, in your psychological report).

TECHNOLOGY REQUIREMENTS
LMS
All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: Personal computer and internet connection problems do not excuse the requirement to complete all

course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support
If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

COURSE AND UNIVERSITY PROCEDURES/POLICIES
Course Specific Procedures/Policies

Professional Conduct. Students are expected to conduct themselves as mature and responsible adults while enrolled in this course. Be cognizant that side conversations in class can be distracting to the instructor and your classmates. Please show respect for others when they speak. If you do not agree with their point of view, ask for clarification or offer alternative viewpoints. Behavior meant to demean or belittle a class member will not be tolerated. Also, student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional forum at East Texas A&M University. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor will seek the assistance form the proper authorities (e.g. Chair of Psychology, Counseling, & Special Education and/or Dean's Office).

Finally, please turn off all phones or put them on silent. Laptops are permitted in class but should be used to enhance learning. Students should not use them for checking email or posting messages on Facebook, Twitter, or other social networks (the same with cell phones). If students are found to be using laptops or cell phones for purposes not related to class the instructor will ask the student to reframe from using their laptops/cell phones during class.

E-mail and myLEOonline (D2L Brightspace). All Students should activate and regularly check their Leo Mail and myLEOonline (D2L Brightspace) accounts associated with this class. All assignments will be turned in on myLEOonline (D2L Brightspace) (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through D2L. I **WILL NOT** send communication about the class to personal email accounts.

Late Assignments: Late assignments will **NOT** be accepted unless you have provided adequate documentation allowing your absence to be excused (doctor's note in case of illness or copy of a funeral program in case of a death of a loved one). In the event your absence is excused, the missing assignment or exam must be completed **within 1 week** of your return to class or the student will receive a grade of 0.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be

announced in advanced.

University Specific Procedures

Student Conduct
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: https://www.britannica.com/topic/netiquette

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors 'guidelines. If no instructions are provided the student should assume that the use of such software is disallowed. For this course, such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources. 13.99.99.R0.03 Undergraduate Academic Dishonesty 13.99.99.R0.10 Graduate Student Academic Dishonesty

East Texas A&M University Attendance
For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01. http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Drop Policy. Students are responsible for officially dropping/withdrawing themselves from the course; failure to do so will result in a grade of "F." Please refer to the academic calendar in order to be aware of drop dates. The instructor reserves the right to do an administrative drop in certain situations.

Academic Integrity
All students are expected to conform to the East Texas A&M University's Code of Student Conducted Procedures as it relates to academic integrity. This states in part that all instances of cheating, fabrication and plagiarism are prohibited and will be reported. Any student who assists in any form of dishonesty is equally as guilty as the student who accepts such assistance. Any work submitted to me with your name alone on it should represent your work alone. Even in the event you are assigned group projects each student is still expected to complete their own part of the assignment. To the extent that others contribute ideas, suggestions, they must be directly credited by name (and fully cited as appropriate). Disciplinary action will be taken against any student found in violation of the Code, which may include failure of the

given assignment, failure in the course, and possible expulsion from the University. In the event a student fails to abide by the rules set forth in the East Texas A&M University policy, they will receive a grade of 0 on that assignment with no opportunity to make that grade up and the student will be reported to the appropriate university officials.

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03
Undergraduate Student Academic Dishonesty Form

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf

Graduate Student Academic Dishonesty Form

http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
East Texas A&M University
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise

authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M University Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M University Supports Students' Mental Health

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counsel**

COURSE OUTLINE / CALENDAR

Spring 2025 Course Schedule PSY/SPED 573 (Subject to Change)

Week	Date	Topic	Readings	Assignment Due
1	1/16	• Greetings and introductions • Review syllabus and course requirements • Overview of cognitive assessments/special considerations/best practices	• Sattler, Chapters 1, 2, 4 • Readings on D2L	Check out test kits GA: Grace Hackney ghackney1@leomail.tamuc.edu
2	1/23	• Intelligence Research & Theory • CHC Theory & Cross-Battery Overview • Nature/Nurture	• Sattler, Chapters 5-6 • Readings on D2L	
3	1/30	• Statistical Concepts related to cognitive assessments • Types of test scores • Reliability & Validity	• Readings in D2L	
4	2/6	• WISC-V Overview, Administration, and Scoring • In-class practice	• Sattler, Chapters 7-8 • Readings on D2L • WISC-V Manual	
5	2/13	• WISC-V Interpretation & Report Writing • In class practice	• Sattler, Chapters 9 • Readings on D2L WISC-V Manual	Protocol Review WISC-V Peer Protocol & Reflection
6	2/20	• NASP Convention – No Class		
7	2/27	• Culturally Competent Testing • Report Writing • Sample Reports •	• Sattler, Chapter 3 & 20 • Readings posted on D2L	WISC-V Protocol & Consent 1
8	3/6	• Woodcock-Johnson IV Overview & Administration	• Sattler, Chapter 15 • WJ-IV Manual	WISC-V Report 1

9	3/13	Spring Break – Enjoy!		
10	3/20	• WJ-IV Scoring • In-class practice	• Readings posted on D2L • WJ-IV Manual	WISC-V Protocol & Consent 2
11	3/27	• WJ-IV Interpretation & Report Writing	• Readings posted on D2L • WJ-IV Manual	WISC-V Report 2 Video Administration due by 3/26 at 11:55pm
12	4/3	• KABC-II- NU	• Sattler, Chapter 16 • KABC-II Manual	WJ-IV COG Peer Protocol & Reflection
13	4/10	• Intellectual Disabilities • Nonverbal Assessment • UNIT /WNV	• Sattler, Chapter 18 • Readings posted on D2L	WJ-IV COG Protocol, Consent, & Report with Student
14	4/17	• Specific Learning Disabilities • Cross-Battery Assessment • DEMO XBASS	• Sattler, Chapter 17 • Readings posted on D2L	Video Administration due by 4/16 at 11:55pm
15	4/24	• Early Childhood Assessment • WPPSI • DAS II	• Sattler, Chapters 10-12, 14 • Readings in D2L	
16	5/1	• Check out/Conferences with instructor		
17	5/8	Finals Week		