

Cognitive Assessment of Children in Schools (SPSY 6/77951)

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Required Texts:

1. Flanagan, D.P., & Harrison, P.L. (2005). *Contemporary Intellectual Assessment: Theories, Tests, and Issues* (2nd Edition). New York: Guilford.
2. Schrank, F.A., Flanagan, D.P., Woodcock, R.W., & Mascolo, J.T. (2002). *Essentials of WJIII™ Cognitive Abilities Assessment*. New York: Wiley.
3. Ohio's Model Policies and Procedures for the Education of Children with Disabilities
4. Additional Readings (available from the instructor).

Recommended Texts: (Note: you don't need to purchase these, but they are helpful resources)

1. Sattler, J.M. (2001). *Assessment of Children: Cognitive Application* (4th Edition). San Diego, CA: Jerome M. Sattler Publishing.
2. Sattler, J.M., & Dumont, R. (2004). *Assessment of Children: WISC-IV® and WPPSI-III Supplement*. San Diego, CA: Jerome M. Sattler Publishing.
3. Flanagan, D.P., & Kaufman, A.S. (2004). *Essentials of WISC-IV® Assessment*. New York: Wiley.
4. Lichtenberger, E.O., Mather, N., Kaufman, N.L., & Kaufman, A.S. (2004). *Essentials of Assessment Report Writing*. New York: Wiley.

Catalog Description:

Training and experience in administrating, scoring, and interpreting cognitive measures for children and adolescents and writing reports.

Course Content:

This course is designed to enable students to develop initial competence in administering, scoring, interpreting, and reporting of three frequently used co-normed tests of intellectual functioning for school aged children (i.e., WJ-III Tests of Cognitive Ability, WISC-IV, KABC-II). In addition, this course is designed to provide students with cultural sensitivity in the administration and interpretation of assessment instruments; the appropriate selection and use of tests with special populations; knowledge of how to proceed in learning a new test; the current controversies in our field related to the discrepancy model vs. the problem-solving model/RTI; and an understanding of how norm-referenced testing fits within a problem-solving model.

Course Objectives:

The overall objective of this course is to introduce students to the basic practice of administering cognitive assessment instruments. As a result of participation in this course, students will:

1. demonstrate initial competence in the standardized administration, scoring, interpretation, and reporting of the WISC-IV, WJ-III Tests of Cognitive Abilities, and KABC-II;
2. demonstrate appropriate means for establishing and maintaining rapport in testing situations;
3. demonstrate the ability to observe, record, and report relevant student behaviors in a testing situation;

4. demonstrate cultural sensitivity in the administration and interpretation of assessment instruments;
5. explain how race, culture, and social class may impact scores on tests of intellectual functioning;
6. demonstrate an understanding of the guidelines to follow when assessing children from special populations (e.g., LEP and bilingual; gifted, preschoolers, low-incidence handicaps, language impaired, etc.);
7. demonstrate knowledge of legal, professional, and ethical standards regarding the assessment and reporting of intellectual and academic functioning;
8. demonstrate an understanding of exceptional student education categories and criteria for placement in the state of Ohio;
9. demonstrate initial competence in the ability to integrate information from multiple sources in a written report suitable for parents and educators;
10. demonstrate an understanding of how to explain to parents and educators the results of a psycho-educational assessment in jargon-free language; and
11. describe how norm-referenced assessment may be useful within a problem-solving model.

Organization of Course:

Class sessions will typically be devoted to the scheduled topic for the day, which will be covered through lecture, discussion, and experiential learning formats. A number of test administrations and opportunities for practice are scheduled throughout the semester.

Students are expected to attend each class, to have read the assigned material before each class period, and to turn in assignments for each class period on time. **Make sure you know what is coming up and manage your time effectively. If you find yourself having difficulty with any aspect of this course, please see me as soon as possible. I am happy to help you...but you must let me know when you need assistance.** Failure to complete all course requirements during the semester will result in a grade of Incomplete until all course requirements have been fulfilled.

Course Competencies:

This course provides competencies toward the following Blueprint III goals:

- Diversity Awareness and Sensitive Service Delivery
- Professional, Legal, Ethical, and Social Responsibility
- Data-Based Decision Making and Accountability
- Enhancing the Development of Cognitive and Academic Skills

Course Assignments/Evaluation:

Assignments and the evaluation criteria are based on the idea that students learn more and perform better when high expectations are established, when they attend regularly, participate actively, and receive frequent feedback on their work. The assignments for this course are:

1. Test Protocols

Due Date: Ongoing

Points Possible: 800 (100 points X 8 Protocols)

Each student is required to administer, score, and submit **ALL** WISC-IV, KABC-II, and WJ-III test protocols. Both the instructor and the teaching assistant will review these initial test protocols for accuracy and provide feedback to the student using the Protocol Review Form (see Appendix B). After feedback has been provided, the student can proceed with further practice for these instruments.

Each student will be responsible for obtaining his/her own subjects. **One subject should be the same child used for your academic assessment during the Fall semester.** Informed parental consent and permission will be obtained for all minor volunteers. A signed informed consent form must accompany all materials submitted for instructor/teaching assistant review. A copy of the Informed Consent Form appears in Appendix C.

2. Test Reports

Due Date: Ongoing

Points Possible: 250 (50 points X 5 Reports)

Each student is required to submit five (5) reports over the course of the semester. Three of these reports will consist of a traditional format, and two (2) will be in accordance with school-based assessments (MFE format). Reports will be written on the following tests: WISC-IV, KABC-II, and WJ-III. Both the instructor and the teaching assistant will review test reports for and provide feedback to the student using the Report Rating Form (see Appendix D).

3. Buddy Observations (in Dyads)

Due Date: WISC-IV – 2/21; WJ-III – 4/11

Points Possible: 20 (10 points X 2 Observations)

Each student will observe and evaluate another member of the class administering the WISC-IV and WJ-III Tests of Cognitive Abilities. It is recommended that such observations occur after you complete the first administration of either instrument. The objective of this assignment is to observe and evaluate the testing skills of a fellow colleague administering a cognitive assessment battery. Students will evaluate one another using the Evaluation of Testing Skills Rating Form (see Appendix E).

4. Administration Videos

Due Date: WISC-IV – 2/28; WJ-III – 4/18

Points Possible: 100 (50 points X 2 Videos)

Each student will videotape the administration of the 3rd WISC-IV and the 3rd WJ-III test administrations. The administration of this test **MUST** be observed by the instructor or by the teaching assistant. Both administrations will be reviewed and evaluated using the WISC-IV Videotape Administration Evaluation (Appendix F) and the WJ-III Videotape Administration Evaluation (Appendix G) forms respectively.

5. Integrative Report

Due Date: 5/9

Points Possible: 50

Using one child, each student will administer a minimum of one intellectual assessment measure (i.e., WISC-IV, KABC-II, or WJ-III) and use the achievement results obtained for a student from the Fall semester (or re-administer an achievement test to the same student). That is, **the student MUST be the same for each assessment.** In addition, **the two measures that are used MUST be co-normed.** Students are also encouraged to conduct

teacher or parent interviews, as well as conduct classroom observations. After all the information has been gathered, each student will integrate all assessment data and write a final report. The objective of this project is to gain initial competencies in the daily functioning of a school psychologist in practice. Both the instructor and the teaching assistant will evaluate the reports and provide written feedback regarding the integration of assessment information.

Criteria for Evaluation of Student Performance

Below is a breakdown of how your grade will be calculated, as well as the grading scale for the class.

Required Course Activities	Points Possible
Test Protocols	800 points (8 X 100 points each)
Test Reports	250 points (5 X 50 points each)
Buddy Observations	20 points (2 X 10 points each)
Administration Videos	100 points (2 X 50 points each)
Integrative Report	50 points
Total Points Possible:	1220 points

Points for Grading	1190 – 1220 = A +	1070 – 1097 = B +	950 – 975 = C +
	1129 – 1189 = A	1010 – 1069 = B	885 – 949 = C
	1098 – 1128 = A -	976 – 1009 = B -	854 – 884 = C -

IMPORTANT NOTES ABOUT THIS COURSE:

Procedures for Administering Tests to Volunteers

Test results and/or reports may not be shared with students, adults, parents, or other interested or concerned parties. In addition, test results that are obtained for purposes of this course may not be used for instructional planning, classification, screening, programming decisions, or recommendations. These conditions must be clarified with volunteers prior to obtaining their participation.

The confidentiality of all test results, protocols, conclusions, and recommendations will be strictly maintained in class discussions and peer review. All references to volunteers will be by first name and last initial only.

Informed parental consent and permission will be obtained for ALL minor volunteers. A signed informed consent form must accompany all materials submitted for instructor/teaching assistant review. A copy of the Informed Consent Form appears in Appendix C.

My Expectations and “How to Survive this Course”

I expect everyone to come to class well prepared and ready to learn and discuss new material. This means that you should: (a) do the assigned readings or activities **prior** to coming to class, (b) review information periodically and prepare any questions that you may have, and (c) think about how the information relates to your own personal experience or the experiences you expect to have when working as an educator. In addition, you should always be ready to discuss relevant material with the rest of the class. Please be advised that I will call on students to answer questions or provide viewpoints on class topics **EVEN WHEN they are not actively volunteering to do so.**

The following are suggestions from students in previous semesters for how future students can best survive this course:

1. Coming to class is the most important way to survive Frank's class!
2. Track your points, if your grade falls below 70%, make an appointment to talk to Frank!
3. If you are confused about something from the class, first ask your other classmates for clarification. If you need additional direction, please make an appointment to discuss it further. ***Be proactive rather than reactive...it is far more effective!!!***

My Commitment to Help You: I will do my best to grade your assignments in time for the next scheduled class session. I will also make myself available to meet with you during my scheduled office hours or by appointment. If you ever need any help in this class, or even if you have general questions about the field, PLEASE don't hesitate to contact me. I've listed my office phone number and email above and I encourage you to use them whenever you have a question. So please don't feel embarrassed or ashamed for asking for help. Those who ask for it always do best on assignments.

Notes About Grading: All assignments are due at the beginning of class on the assigned dates. The quality of assignments/activities will be considered in determining your grade. Please attend to the "appearance" of your written work and refer frequently to a dictionary and/or APA publications manual for article summaries and application project. Finally, students are encouraged to learn from each other by discussing their work. Any student who believes they are having difficulty understanding the lectures, readings, or assignments should see the instructor as soon as possible.

Academic Dishonesty: **Do Not Cheat or Plagiarize!** If you are caught cheating on an exam, or any other assignment, or you are caught plagiarizing you will be immediately referred to the Dean's office for disciplinary action. Punishment for Academic Dishonesty will depend on the seriousness of the offense and will be handled in accordance with departmental and Kent State University-based policy.

Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own, segments or the total of another person's work.

Disability Policy: University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must verify your eligibility through Student Disability Services (330-672-3391 or visit www.kent.edu/sds for more information).

Electronic Equipment: All beepers, cell phones, or any other device that makes an audible noise should be **TURNED OFF** prior to coming to class. Such devices are distracting to both the instructor and other students. If you wish to use a laptop during class time, please discuss this with the course instructor by the second class meeting.

Course Calendar: Topics, Readings, and Assignments

(NOTE: The Course Calendar is subject to change as deemed appropriate or necessary)

Date	Topic(s) and Reading Assignments	Assignment Due
	<p align="center">Course Introduction/ History of Intelligence Testing</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ Flanagan – Chapters 1 & 2 	None
	<p align="center">Contemporary Theories of Intelligence</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ Flanagan – Chapters 3, 4, & 8 	None
	<p align="center">Interpreting Contemporary Intelligence Tests/ Writing Reports</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ Flanagan – Chapters 9 & 12 ○ Sattler – Chapter 21 	None
	<p align="center">WISC-IV -- Administration</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ Flanagan – Chapter 14 ○ WISC-IV Manual ○ AR # 1 ○ AR # 2 	<p align="center">QUIZ # 1</p>
	<p align="center">WISC-IV – Scoring</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ Flanagan – Chapter 14 ○ WISC-IV Manual 	<ul style="list-style-type: none"> ▪ WISC-IV Protocol 1
	<p align="center">WISC-IV – Interpretation</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ Flanagan – Chapter 14 ○ WISC-IV Manual ○ AR # 3 	<ul style="list-style-type: none"> ▪ WISC-IV Protocol 2 ▪ WISC-IV Buddy Observation
	<p align="center">Assessing Culturally/Linguistically Diverse Students</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ Flanagan – Chapters 11 & 25 	<ul style="list-style-type: none"> ▪ WISC-IV Protocol 3 ▪ WISC-IV Administration Video <ul style="list-style-type: none"> ▪ WISC-IV Report
	<p align="center">KABC-II – Administration</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ Flanagan – Chapter 16 ○ KABC-II Manual 	<p align="center">QUIZ # 2</p>
	<p align="center">KABC-II – Scoring/Interpretation</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ Flanagan – Chapter 16 ○ KABC-II Manual 	<ul style="list-style-type: none"> ▪ KABC-II Protocol 1 ▪ All Wechsler Products Due (Protocol, Video, & Report)
	<p align="center">WJ-III – Administration</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ Flanagan – Chapter 17 ○ Schrank – Chapters 1, 2, & 5 ○ AR # 4 	<ul style="list-style-type: none"> ▪ KABC-II Protocol 2 ▪ KABC-II Report
SPRING BREAK/NASP – No Class		
	<p align="center">WJ-III – Scoring</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ Flanagan – Chapter 17 ○ Schrank – Chapter 3 	<p align="center">QUIZ # 3</p> <ul style="list-style-type: none"> ▪ WJ-III Protocol 1
	<p align="center">WJ-III – Interpretation</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ Flanagan – Chapter 17 ○ Schrank – Chapters 6 & 7 	<ul style="list-style-type: none"> ▪ WJ-III Protocol 2 ▪ WJ-III Buddy Observation
	<p align="center">Cognitive Assessment and Learning Disabilities</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ Flanagan – Chapters 13 & 24 	<ul style="list-style-type: none"> ▪ WJ-III Protocol 3 ▪ WJ-III Administration Video <ul style="list-style-type: none"> ▪ WJ-III Report

	Assessing Students with Low-Incidence Disabilities <ul style="list-style-type: none">▪ <i>Required Readings:</i><ul style="list-style-type: none">○ AR # 5	QUIZ # 4
	Future Directions in Intellectual Assessment <ul style="list-style-type: none">▪ <i>Required Readings:</i><ul style="list-style-type: none">○ Flanagan – Chapter 29○ AR # 6	<ul style="list-style-type: none">▪ All WJ-III Products Due (Protocol, Video, & Report)
	Wrap-Up	<ul style="list-style-type: none">▪ Integrative Report Due

Appendix A
Additional Readings (AR) List

1. Williams, P.E., Weiss, L.G., & Rolfhus, E. (2003). *WISC-IV technical report #1: Theoretical model and test blueprint*. San Antonio, TX: Psychological Corporation.
2. Williams, P.E., Weiss, L.G., & Rolfhus, E. (2003). *WISC-IV technical report 21: Psychometric properties*. San Antonio, TX: Psychological Corporation.
3. Sattler, J.M., & Dumont, R. (2004). Interpreting the WISC-IV. In J.M. Sattler & R. Dumont, *Assessment of Children: WISC-IV and WPPSI-III Supplement* (pp. 113-152). San Diego, CA: Sattler Publishing.
4. Read, B.G., & Schrank F.A. (2003). Qualitative analysis of Woodcock-Johnson III test performance. In F.A. Schrank & D.P. Flanagan (Eds.), *WJ III clinical use and interpretation: Scientist-practitioner perspectives* (pp.47-91). San Diego, CA: Academic Press.
5. Cole, C.L., & Shapiro, E.S. (2005). Perceptions of trainers and practitioners regarding assessment and intervention for students with low incidence disabilities. *Psychology in the Schools, 42*(7), 677-689.
6. Kanaya, T., Scullin, M.H., & Ceci, S.J. (2003). The Flynn effect and U.S. policies: The impact of rising IQ scores on American society via mental retardation diagnoses. *American Psychologist, 58*(10), 778-790.

Appendix B Protocol Review Form

Student: _____

Score: _____

Testee: _____

Date of Test: _____

Chronological Age	<i>Freq:</i>	1	0					
	<i>Score:</i>	0	10					

All errors calculating the chronological age are CA Errors

Recording	<i>Freq:</i>	26+	21 – 25	16 – 20	11 – 15	6 – 10	1- 5	0
	<i>Score:</i>	0	1	2	3	4	5	6

Every administered item should have (a) the subject's verbatim response where possible, and (b) the subject's score for that item. Items not administered should not be scored or have a response. Items not administered for which credit was given should be so indicated. Responses and scores should be legible!

Scoring	<i>Freq:</i>	6+	5	4	3	2	1	0
	<i>Score:</i>	0	1	2	3	4	5	6

A scoring error occurs when an item is scored incorrectly (for example, when a 1-point response is scored 2-points, or when a failing response is scored as a pass).

Clerical	<i>Freq:</i>	6+	5	4	3	2	1	0
	<i>Score:</i>	0	3	6	9	12	15	18

Clerical errors included errors in the adding of scores, counting the number of correct responses, transferring scores to the front of the protocol, or calculating raw scores.

Administration	<i>Freq:</i>	6+	5	4	3	2	1	0
	<i>Score:</i>	0	4	8	12	16	20	24

An administration error occurs when a basal and/or ceiling is not obtained, when an incorrect subtest is administered or when an appropriate subtest is not administered. When this occurs, the subtest cannot be scored. Generally, this is a total error in administration.

Query	<i>Freq:</i>	9+	7 – 8	6	4 – 5	3	1 – 2	0
	<i>Score:</i>	0	1	2	3	4	5	6

Failing to question a query response is a Query Error. Query Errors are important because query responses cannot be scored as pass or fail without questioning. Questioning unnecessarily is not an error, but should be maintained to facilitate rapport and smoothness of administration.

Norms Tables	<i>Freq:</i>	6+	5	4	3	2	1	0
	<i>Score:</i>	0	4	8	12	16	20	24

Errors in using the norms tables in the tests manual included using the wrong table, transferring the wrong score, transposing scores, etc.

Supplemental Table	<i>Freq:</i>	11+	9 – 10	7 – 8	5 – 6	3 – 4	1 – 2	0
	<i>Score:</i>	0	1	2	3	4	5	6

As an assist in interpreting test results, supplementary tables are used to obtain confidence intervals, percentile ranks, strengths and weaknesses, factor scores, reliable differences, and atypical differences. Errors in the use of supplementary tables would be copied on the protocol or appear in reports.

Appendix C
Informed Consent Form

(Use Kent State Letterhead)
(Today's Date)

Dear (insert parent/guardian's name):

I am currently taking a course, "Cognitive Assessment of Children in Schools," taught by Dr. Frank J. Sansosti, Assistant Professor of School Psychology at Kent State University. The class is composed of graduate students who are learning to become school psychologists. As a requirement of this class, we are expected to give a variety of individual intellectual assessment tests to a child. For me to meet this requirement, I would like your permission to give one or more intellectual assessment tests to your child. The total administration time of each test should take no more than two hours and will take place at a time that is most convenient for you and your child.

At the completion of this course, I should be able to select appropriate educational intellectual assessment techniques, correctly administer and score the tests, and write clear and concise interpretative reports. However, at this time, I will just be learning to administer the test instruments, and the results I obtain may not be reliable or valid. As a result, it would be inappropriate to discuss the results I obtain with you.

Information obtained from your child's results will be kept strictly confidential and will be shared only with my course instructor. However, I am legally required to break this confidentiality if it is suspected that your child may be at risk for harm to self or others. I may also be required to notify proper authorities if there is reasonable suspicion of a child being neglected and/or abused.

If your child does participate, he or she will gain valuable experience in taking these tests. The assessments are usually interesting and challenging to most children. Allowing your child to participate will enable me to gain valuable practice and experience in giving these tests. If you have any questions or require additional information, please do not hesitate to contact Dr. Sansosti directly at 330.672.0059.

Thank you for your consideration of this request.
Sincerely,

(insert your name)
School Psychology Graduate Student,
Kent State University

Telephone Number: _____ Email: _____

_____ I **GIVE** my consent for _____ (*my child's name*) to be given an individual achievement assessment.

_____ I **DO NOT GIVE** consent to allow my child to participate in the administration of an individual achievement test.

Parent or Guardian's Signature: _____

Today's Date: _____

Appendix D Report Rating Form

Examiner: _____ **Date:** _____
Examinee: _____ **Test:** _____
Evaluator: _____

Rating Scale: **5** = Excellent **4** = Good **3** = Average **2** = Poor **1** = Very Poor

		<u>Circle One</u>			
1 Referral Question (e.g., clear, relevant)	5	4	3	2	1
2 Background Information/Interviews/Observations (e.g., presented in clear manner and free from jargon)	5	4	3	2	1
3 Results (e.g., clearly explained and presented)	5	4	3	2	1
4 Interpretations (e.g., reasonable and accurate, traced sources and development of problem, answered specific referral questions)	5	4	3	2	1
5 Recommendations (e.g., clear, realistic)	5	4	3	2	1
6 Summary (e.g., covered essential facts, interpretations, and recommendations covered)	5	4	3	2	1
7 Style and Communication (e.g., readable, clichés or jargon absent, inconsistencies absent, test data clearly differentiated from other data)	5	4	3	2	1
8 Organization (e.g., logical, meaningful)	5	4	3	2	1
9 Spelling/Grammar	5	4	3	2	1
10 Overall Rating	5	4	3	2	1

Comments:

Appendix E
Evaluation of Testing Skills Rating Form

Examiner: _____ **Date:** _____
Examinee: _____ **Test:** _____
Evaluator: _____

Criteria	Possible Points	Score		
Arranged testing materials in a systematic manner	½	0	½	
Kept testing materials, toys, and other equipment at hand but out of sight when not in use	½	0	½	
Put the examinee at ease and made sure the examinee was physically comfortable before beginning the examination	1	0	½	1
Began and ended the test at the proper level	1	0	½	1
Administered the test smoothly—followed instructions exactly, but did not have to read each question directly from the manual	3	0	1	2 3
Adjusted the speed of administering the test to the temperament of the examinee	½	0	½	
Praised the examinee adequately	1	0	½	1
Watched for signs of boredom, fatigue, etc., and did something about alleviating the problems	1	0	½	1
Recorded responses and scores in an unobtrusive manner	1	0	½	1
Provided closure for the examinee	½	0	½	
TOTAL:	10			

Comments:

Appendix F
WISC-IV Videotape Administration Evaluation

Student's Name: _____

Evaluator's Name: _____

Date: _____

The following form summarizes your performance on administering the WISC-IV. Scores range from 0 for failing to demonstrate a particular evaluation item, 1 for partial credit, and 2 for full credit. In situations where a specific skill could not be evaluated due to videotape difficulties or interruptions to the assessment situation, No Chance to Observe (NCO) is documented. Your final score represents the sum of the points you earned divided by 2 to reach a maximum score of 50 points for this assignment.

General Testing Procedures & Behaviors		
1	Established rapport before beginning the WISC-IV.	0 1 2 NCO
2	Arranged the test environment to minimize distractions	0 1 2 NCO
3	Gave child ample encouragement and praise	0 1 2 NCO
4	Wore appropriate attire for test administration	0 1 2 NCO
5	Spoke at an appropriate volume	0 1 2 NCO
6	Appeared at ease and comfortable with the child	0 1 2 NCO
7	Maintained frequent eye contact with child	0 1 2 NCO
8	Test materials were conveniently organized and arranged	0 1 2 NCO
9	Arranged materials and manual to prevent child from reviewing test items other than one in use	0 1 2 NCO
10	Manipulated materials with ease and confidence	0 1 2 NCO
11	Read all directions verbatim	0 1 2 NCO
12	Used accurate timing procedures	0 1 2 NCO
13	Used unobtrusive timing procedures	0 1 2 NCO
14	Paced the examination to suit the child's need and style	0 1 2 NCO
15	Explained test procedures adequately	0 1 2 NCO
16	Used developmentally appropriate vocabulary	0 1 2 NCO
17	Handled fatigue appropriately	0 1 2 NCO
18	Handled emotional upsets appropriately	0 1 2 NCO
19	Provided necessary breaks during administration	0 1 2 NCO
20	Handled child's attempts to manipulate/control test situation	0 1 2 NCO
21	Gave appropriate explanations or clarifications	0 1 2 NCO
22	Made inquiries in a non-threatening manner	0 1 2 NCO
23	Used additional questions to clarify, not improve, answers	0 1 2 NCO
24	Praised child appropriately and without reinforcing correct answers	0 1 2 NCO
25	Ended testing session appropriately	0 1 2 NCO

Core Subtests		
Block Design		
26	Places blocks and stimulus booklet appropriately	0 1 2 NCO
27	Scrambles blocks between designs and lays out blocks so that different colored surfaces face up (only one red and white block facing up for the 2 and 4 block designs; only two red and white blocks facing up for 9 block design)	0 1 2 NCO
28	Says "But you see, the blocks go this way" and corrects design first time a rotation is observed	0 1 2 NCO
Similarities		
29	Allows sufficient time for child to respond to each question	0 1 2 NCO
Digit Span		
30	Pronounces digits one at a time, at the rate of one digit per second	0 1 2 NCO
31	Drops voice inflection slightly on last digit	0 1 2 NCO
Picture Concepts		
32	Administers sample items correctly (points finger across the rows and reads directions)	0 1 2 NCO
33	Provides appropriate prompts (Pick one picture from each row, one here and one here or you can only give one answer. Just choose the best one) as often as necessary if no picture is selected or more than one picture in a single row	0 1 2 NCO
34	Shortens directions only after student understands the task	0 1 2 NCO
Coding		
35	Administers sample items correctly	0 1 2 NCO
36	Proves pencil without eraser	0 1 2 NCO
37	Provides proper instruction while child completes task ("That's ok. Just keep working as fast as you can", "Do them in order. Don't skip", etc.)	0 1 2 NCO
Vocabulary		
38	Places stimulus book with words in front of child	0 1 2 NCO
39	Asks appropriate queries (What do you mean or tell me more about it)	0 1 2 NCO
Letter-Number Sequence		
40	Administer sample items properly	0 1 2 NCO
41	Pronounces letter/number one at a time, at the rate of one per second	0 1 2 NCO
42	Drops voice inflection slightly on last letter/number	0 1 2 NCO
43	Specific prompts are given as needed (1, 4, 5)	0 1 2 NCO
Matrix Reasoning		
44	Points to responses and box with question mark as speak to child	0 1 2 NCO
45	If child give more than 1 response, "there is only one correct answer to each problem. Just choose the best one".	0 1 2 NCO
46	Provides assistance on Samples A-C only	0 1 2 NCO
Comprehension		
47	Gives a few 2 point answers for item 1 if child gives a 0 or 1 point response	0 1 2 NCO
Symbol Search		
48	Administers sample items properly	0 1 2 NCO
49	Offers praise for each correctly completed practice item	0 1 2 NCO
50	Proceeds with test items only when child understands task	0 1 2 NCO

Supplemental Subtests		No Score	
Picture Completion			
	Provides prompts/clarification as needed	Y	N
Cancellation			
	Proves red pencil without eraser	Y	N
	Administers sample and practice items properly (praise for each practice item correct)	Y	N
Information			
	Does not ask leading questions or spell words	Y	N
Arithmetic			
	Does not allow child to use paper and pencil	Y	N
	Repeats a problem only once	Y	N
	Asks child to select only one response by querying, "You said ____ and you said _____. Which one do you mean?"	Y	N
Word Reasoning			
	Cues child that new item is being administered by saying, "Let's try another one"	Y	N
	Restates preceding clues as more clues are added	Y	N
TOTAL POINTS EARNED			

General Comments:

Appendix F WJ-III Videotape Administration Evaluation

Student's Name: _____

Evaluator's Name: _____

Date: _____

The following form summarizes your performance on administering the WJ-III Cognitive. Scores range from 0 for failing to demonstrate a particular evaluation item, 1 for partial credit, and 2 for full credit. In situations where a specific skill could not be evaluated due to videotape difficulties or interruptions to the assessment situation, No Chance to Observe (NCO) is documented. Your final score represents the sum of the points you earned divided by 2 to reach a maximum score of 50 points for this assignment.

General Testing Procedures & Behaviors		
1	Established rapport before beginning the WJ-III.	0 1 2 NCO
2	Arranged the test environment to minimize distractions	0 1 2 NCO
3	Gave child ample encouragement and praise	0 1 2 NCO
4	Wore appropriate attire for test administration	0 1 2 NCO
5	Spoke at an appropriate volume	0 1 2 NCO
6	Appeared at ease and comfortable with the child	0 1 2 NCO
7	Maintained frequent eye contact with child	0 1 2 NCO
8	Test materials were conveniently organized and arranged	0 1 2 NCO
9	Arranged materials and manual to prevent child from reviewing test items other than one in use	0 1 2 NCO
10	Manipulated materials with ease and confidence	0 1 2 NCO
11	Read all directions verbatim	0 1 2 NCO
12	Used accurate timing procedures	0 1 2 NCO
13	Used unobtrusive timing procedures	0 1 2 NCO
14	Paced the examination to suit the child's need and style	0 1 2 NCO
15	Explained test procedures adequately	0 1 2 NCO
16	Used developmentally appropriate vocabulary	0 1 2 NCO
17	Handled fatigue appropriately	0 1 2 NCO
18	Handled emotional upsets appropriately	0 1 2 NCO
19	Provided necessary breaks during administration	0 1 2 NCO
20	Handled child's attempts to manipulate/control test situation	0 1 2 NCO
21	Gave appropriate explanations or clarifications	0 1 2 NCO
22	Made inquiries in a non-threatening manner	0 1 2 NCO
23	Used additional questions to clarify, not improve, answers	0 1 2 NCO
24	Praised child appropriately and without reinforcing correct answers	0 1 2 NCO
25	Ended testing session appropriately	0 1 2 NCO

Individual WJ-III Cognitive Subtests		
Test 1: Verbal Comprehension		
26	Administers all four subtests (1a, 1b, 1c, 1d)	0 1 2 NCO
Test 2: Visual-Auditory Learning		
27	Begins with Introduction 1 and administers Test Story 1 to all subjects	0 1 2 NCO
28	Makes sure subject verbalizes each symbol when introduced	0 1 2 NCO
Test 3: Spatial Relations		
29	Gives corrective feedback on Sample Items A through D only	0 1 2 NCO
30	Items 1-22, asks "and what else?" if subject names 2 pieces when 3 are required	0 1 2 NCO
Test 4: Sound Blending		
31	Presents Sample A orally and Sample B and all test items using audio recording	0 1 2 NCO
32	Provides only one reminder about saying word smoothly during test	0 1 2 NCO
Test 5: Concept Formation		
33	Provides corrective feedback on errors through item 35	0 1 2 NCO
34	Acknowledges correct responses through Item 35 with "right," "good" or head nod	0 1 2 NCO
Test 6: Visual Matching		
35	Administers VM1 for ages 2-4 and VM2 for ages 5+, with a stopwatch	0 1 2 NCO
Test 7: Numbers Reversed		
36	Administers only Sample A-C and Items 1-10 orally, the remainder with audio tape	0 1 2 NCO
37	Reminds subject to say numbers backward only when indicated in Test Book	0 1 2 NCO
Test 11: General Information		
38	Administers both subtests 11a & 11b	0 1 2 NCO
39	Gives only 1 reminder if subject answers "what" question with "where" response	0 1 2 NCO
Test 12: Retrieval Fluency		
40	Administers all three items to each subject	0 1 2 NCO
41	Does not interrupt subject by asking him/her to repeat a word	0 1 2 NCO
Test 13: Picture Recognition		
42	Begins with sample items for all subjects	0 1 2 NCO
43	Shows stimulus page for only 5 seconds	0 1 2 NCO
Test 14: Auditory Attention		
44	Presents sample items orally to all subjects	0 1 2 NCO
45	At end of training, retrains subject on items missed before administering test items	0 1 2 NCO
Test 15: Analysis-Synthesis		
46	Before testing, administers Color Pretest to all subjects	0 1 2 NCO
47	Begins with Introduction 1 and sample items for all subjects	0 1 2 NCO
Test 16: Decision Speed		
48	Adheres to 3 minute time limit & uses a stopwatch	0 1 2 NCO
Test 17: Memory for Words		
49	Presents sample items orally	0 1 2 NCO
50	Follows standardized procedures for auditory tests	0 1 2 NCO
TOTAL POINTS EARNED		

General Comments: