

**LOYOLA UNIVERSITY CHICAGO  
SCHOOL OF EDUCATION**

**CIEP 480-001/002: Assessment of School-Aged Children and Adults  
Spring 2019**

**Instructor:** Amy Nelson Christensen, PhD  
**Phone:** (312) 915-6854  
**Email:** [anelsonchristensen@luc.edu](mailto:anelsonchristensen@luc.edu)

**Graduate Assistant:** Melissa Bravo  
**Phone:** (773) 387-1446  
**Email:** [mbravo1@luc.edu](mailto:mbravo1@luc.edu)

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**COURSE DESCRIPTION**

A necessary component of becoming a skilled school psychologist who can engage in socially just practices is the development of technical competencies in the administration and interpretation of a wide variety of intellectual measures from a culturally competent perspective. In this course, students are exposed to the theory of “intelligence,” theories of the measurement of intelligence, a diverse variety of intellectual measures (both verbal and nonverbal), and the interpretation of scores from intellectual measures in the context of special education referrals. The importance of issues such as ethical test use, standardization, reliability, and validity will be emphasized. Students are also required to have a basic background in statistical applications to education, including an understanding of measures of central tendency, standard deviation, standard error of measurement, norms, and the limitations of norm-referenced tests and measurement.

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**REQUIRED TEXTBOOKS**

Flanagan, D. P., McDonough, E. M., & Kaufman, A. S. (2018). Contemporary intellectual assessment, fourth edition: Theories, tests, and issues. Guilford Press: New York, NY.

Other articles or sources will be assigned and made available via Sakai.

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**ESSENTIAL COURSE OBJECTIVES**

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Learning to apply knowledge and skills to benefit others or serve the public

## **NASP STANDARDS**

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The school psychology program at Loyola University Chicago is also a NASP accredited EdS program. This course is aligned with NASP Standards for Graduate Preparation of School Psychologists in Domain II to support the development of school psychologists who employ an integrated model of service delivery. Specifically, in this course, you will learn content aligned to the following standards:

- Data-based Decision-Making (2.1)
- Diversity in Development and Learning (2.8)
- Legal, Ethical, and Professional Practice (2.10)

## **APA COMPETENCY BENCHMARKS**

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The school psychology program at Loyola University Chicago is an APA accredited PhD program. This course is aligned with the APA Benchmarks for Competency Development of Psychologists in the areas of:

- Relational (#5 Relationships)
- Application (#9 Assessment)
- Systems (#16 Advocacy)

## **METHOD OF INSTRUCTION**

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Students should expect to dedicate 6-8 hours per week on average to completing work for this course (inclusive of class meeting time). This course will consist of mainly group discussions and group activities, with some lectures from time to time. Students are expected to have read the assigned readings so they are prepared to apply the material in class activities.

## **CLASS COMMUNICATION**

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Email and Sakai will be the primary methods of communication with students enrolled in this course. Because Sakai uses your Loyola computer account, students are responsible for making sure that their account is in good working order. Also, students are responsible for checking their account for emails related to this class. If you have a personal email you would rather use, you may forward emails from your student account to the personal account. Emails will only be sent to Loyola email accounts.

## **ENGAGEMENT**

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*Supportive Learning Environment.* Students will be engaged in a community building and norms session on the first day of class in order to collectively build the expectations for behavior while

together in class. Once these norms are set, students will be responsible for ensuring that they are upholding these norms and respecting their peers to support the establishment of a safe and supportive classroom environment. These norms will be revisited at the beginning of each class.

*Attendance.* Considering the method of instruction, attendance is an important part of a student's engagement in this course. Students should do their best to attend all classes and make up work they might have missed. Attendance can be excused in advance by contacting the instructor before an absence, otherwise it will be considered an unexcused absence. Examples of excused absences include illness or unforeseen personal circumstances.

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## **DISPOSITIONS**

Students enrolled in the school psychology program at Loyola University Chicago are expected to demonstrate dispositions of professionalism, inquiry, and social justice throughout their time in the program. Dispositions will be assessed through LiveText and are not factored into a student's grade. The descriptions for the expected behaviors for these dispositions can be found in the rubric posted in LiveText for this course. A description of how faculty uses disposition data in the SOE is included in the SOE syllabus addendum.

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## **TECHNOLOGY**

Technology is an essential tool for developing one's own professional skills and for completing any degree program. This course assumes a basic and practical knowledge of technology. Students are expected to be proficient at word processing (including creating tables and figures), preparing PowerPoint presentations, communicating via Loyola Outlook e-mail and Sakai, and downloading Microsoft Word and Acrobat Reader files. In terms of performing article searches, it is helpful to have had experience; however, resource librarians are usually more than happy to assist students in navigating library resources.

Although the use of technology is encouraged to assist with tasks related to the course and your development as a school psychologist, cell phones are expected to be put away and silenced during class time. If a laptop or iPad is brought to class, it is expected that it be used only for class activities such as taking notes. Checking email, completing assignments during instructional time, social networking, and Internet surfing should not be done during class time. This is aligned with expected behaviors for practicing school psychologists.

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## **SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK**

The School of Education at Loyola University Chicago supports the Jesuit ideal of knowledge in the service of humanity. Social action through education is addressed within this course. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. This course will equip

students with the knowledge, skills of inquiry, and ethics necessary to be professional and socially just practitioners. The framework components fulfilled by this course are:

CFS1: Candidates critically evaluate current bodies of knowledge in their field.

CFS3: Candidates demonstrate knowledge of ethics and social justice.

Here is the link to the LUC SOE Conceptual Framework: [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/).

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## **DIVERSITY**

In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. Students who display insensitive behaviors to diversity will be provided feedback and, depending on the behavior, may receive a disposition warning.

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## **PEOPLE-FIRST LANGUAGE**

Students and the instructor will use people-first language in all communication that describes people as people first before their group identity or prescribed classification. For example, we will practice saying child on the Autism spectrum, instead of “Autistic kid.” See section 3.15 of the Publication Manual of the American Psychological Association for further clarification or the National Inclusion Project for great resources.

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## **ASSIGNMENTS**

All assignments are expected to be completed as a Word document and submitted via Sakai. No work will be accepted via email or in hard copy. Assignments should also be written using Times New Roman and 12-point font with 1-inch margins. Assignments that do not comply with this formatting will not be graded.

*Personal Statement on Intelligence.* Students will begin the semester connecting with their own experiences related to the assessment of intelligence. For this assignment, students will write a 2-3 page essay on their position related to intelligence. This position must include:

1. a definition of intelligence in her/his own words,
2. a personal story that explains how intelligence is demonstrated or expressed,
3. a statement on the importance of assessing for intelligence to inform the understanding of the functioning of children, and
4. a self-assessment of one’s performance using the provided rubric for the assignment.

*Test Administration Case #1.* After learning about the SB-5, WISC-V, and KABC-II NU, students will be expected to practice one of these assessments on a child or an adult. Components of the administration should include:

1. a signed consent form for the child/adult to be assessed for training purposes,

2. an age appropriate assessment of intelligence,
3. a completed protocol for the assessment given,
4. a video recording of the student administering the assessment where the stimulus book and student are clearly visible, and
5. a self-assessment of one's performance using the provided rubric for the assignment along with a 1-2 page self-reflection on the strengths and areas for growth for subsequent test administrations.

Students should bring the completed protocol to class on the date the assignment is due for an in class activity. The video should be transferred to a link via VoiceThread or Panopto and then the link can be shared via the assignment comments box in Sakai. The self-assessment and reflection should be uploaded to Sakai before class along with the video.

*Test Administration Case #2 and Case Report.* Students will be expected to assess a second case using the SB-5, WISC-V, or KABC-II NU. The case for this assignment must be a child between the ages of 8 and 18. If the student assessed a child for Case #1, a different child must be assessed for this assignment. Components of the administration must include:

1. a signed consent form for the child to be assessed for training purposes,
2. a completed protocol for the assessment given,
3. a report formatted based on best practices discussed in class that demonstrates the student's ability to analyze a profile of component scores from an assessment, provide a hypothesis based on an analysis, and create recommendations for the child based on the hypothesis, and
4. a self-assessment of one's performance using the provided rubric for the assignment along with a 1-2 page self-reflection on the strengths and areas for growth for subsequent test administrations.

*Engagement.* As a form of check for understanding after a class session, students will be asked to complete regular reflections as part of their engagement grade. When a reflection is assigned, students will be given a prompt or question to guide their reflection. Students who do not complete a reflection when assigned, will have 10 points deducted from their engagement grade in the course. Absences that accrue more than one day may result in a deduction of 5 points from a student's engagement grade in the course. Students are highly encouraged to connect with the instructor before missing a class.

## **EVALUATION & GRADING PROCEDURES**

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Grades will be assigned based on one's collective performance on graded assignments, engagement in the classroom, and reflection on course content. All assignments will be graded using a rubric that clearly indicates the criteria for grading in order to provide consistency and transparency. The rubric for each assignment is posted in Sakai for the respective assignment. Before an assignment is due, the instructor will go over the rubric in class for clarity. Students

are responsible for asking questions and seeking further clarification if the expectations for the assignment based on the rubric are unclear. The components of one's grade are as follows:

<b>Assignments</b>	<b>Points Possible</b>
Personal Statement on Intelligence	100
Test Administration Case #1	100
Test Administration Case #2 and Case Report	100
Engagement	100

Grades will be given using the following scale:

<b>Grade</b>	<b>%</b>
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	< 60

## COURSE OUTLINE

*(This outline is subject to change to accommodate extenuating circumstances. Students will be notified in advance if any changes to this outline are made.)*

Date	Topics	Readings	Assignments
January 15th	Introduction to the requirements of the course	None	Get started on reading for next week!
January 22nd	The Origins of Intellectual Assessment; Cultural Issues in Assessment	Chps. 1, 2, & 25 Sakai: Crash Course Psychology video #23; Braden (1999); Helms-Lorenz & Van de Vijver (1995)	
January 29th	Contemporary Theoretical Perspectives	Chps 3, 5, & 6	Personal statement on Intelligence due. Bring a hard copy to class in addition to submitting via Sakai.
February 5th	SB-5	Sakai: Roid & Pomplun (2012)	
February 12th	WISC-V	Chps. 9 & 11	
February 19th	KABC-II NU	Chp. 12 Sakai: Scheiber (2016)	
February 26th	NASP Convention		
March 5th	Spring Break		
March 12th	WJ-IV & DAS-2	Chps. 13 & 14	Test Administration due.
March 19th	UNIT-2	Chp. 20	
March 26th	Test Administration Feedback One-on-One Sessions via Zoom		
April 2nd	Relevance of Intelligence Tests	Chps. 21-23	
April 9th	Interpretation and Reporting of Results: SLD	Chps. 36 Sakai: SLD Criteria	
April 16th	Interpretation and Reporting of Results: ID	Chp. 37 Sakai: ID Criteria	
April 23rd	Linking Results to Intervention	Chps. 26, 28, 29, & 39	Case Report due.

**Loyola University Chicago**  
**School of Education**  
**Syllabus Addendum**

**IDEA Course Evaluation Link for Students**

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

**Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

**LiveText**

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

**Syllabus Addendum Link**

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.