

EDPC 5344 Use and Interpretation of Cognitive Measures
The University of Texas at El Paso
Course Time: M 5:00PM-7:50PM
Bldg/Rm: Online Course

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Course Catalogue Description:

This course identifies techniques and procedures of standardized administration of verbal and nonverbal cognitive tests with an emphasis on interpretation of results and program recommendations. **It is designed to cover the basic skills needed to administer and interpret individual intelligence test and prepare individualized professional reports.**

Assessments Administered and/or reviewed for this course:

Woodcock Johnson IV Test of Cognitive Abilities (WJ IV)
WJIV Early Cognitive and Academic Development (ECAD)
Bateria de Habilidades Cognitivas III (IV)
Wechsler Intelligence Scale for Children V (WISC V)
Kauffman Assessment Battery for Children II NU (KABC II)
Universal Nonverbal Intelligence Test 2(UNIT-2)
Slosson Intelligence Test – 4 (SIT – 4)
Leiter International Performance Scale Third Edition – (Leiter – 3)

Course Objectives:

- To gain an understanding in the assessment process and hypothesis testing consistent with ethical and professional standards.
- To gain an understanding of the historical background underlying intelligence testing, development of cognitive tests, and the theoretical frameworks associated with current cognitive testing underlying test result interpretation.
- To acquire beginning competency in administering and scoring cognitive assessments, interpreting results and using assessment results to make appropriate intervention and program recommendations.
- To acquire knowledge in developmentally appropriate test selection and psychometrics (e.g., standardization sample, reliability, validity, test floors and ceiling.)
- To gain knowledge around assessing culturally and linguistically diverse children and adolescents through appropriate test selection, understanding cultural and linguistic demands of tests, and developing awareness of the influences of acculturation level and language proficiency on test performance.
- Become familiar with the characteristics and limitations of norm-referenced measures of cognitive functioning and how to select tests for an appropriate assessment utilizing referral information.

- To expand on building skills in communicating test findings including cognitive data into written summary reports.

Required Text:

Dehn 1. M. (2014). *Essentials of Processing Assessment 2nd Edition*. Hoboken, NJ: John Wiley & Sons

Required Additional Reading: (will be provided)

Sattler, J.M. (2001). *Assessment of children: Cognitive applications* (5th ed.) Chapter 4. San Diego, CA: Jerome M. Sattler, Publishers.

Kanaya, T., Ceci S., Scullin M. (2003). The rise and fall of IQ in special ed: Historical trends and their implications. *Journal of School Psychology*, 41 (6), 453-465.

Recommended Books for Purchase although not required for this course:

Flanagan, D. (Editor), McDonough, M. (Editor), Kaufman, A.S. (Foreword)(2018). *Contemporary Intellectual Assessment, 4th Edition: Theories, Tests, and Issues*. Guilford Press. ISBN 9781462535781

Alfonso, V.C., Flanagan, D.P. (2018). *Essentials of Specific Learning Disability Identification 2nd Ed*. Hoboken, NJ: John Wiley & Sons. ISBN 9781119313847

Required Additional Documents: (These documents along with other documents will be provided; you need to print them out, hole punch, and place in a 1 ½ - 2 in 3 ring binder. You will be adding tools throughout the semester to this binder.

Resources:

- Differentiating ID, GLD and SLD
- WJIV ECAD Bulletin 4
- A Primer on Statistics and Psychometrics Sattler Chapter 4
- Principles of Report Writing Sattler Chapter 21

CHC:

- Carroll-Horn-Cattell (CHC) Theory of Cognitive Processing Revised
- CHC Theory to Academic Learning
- Linking CHC to Intervention
- Appendix A CHC Narrow Ability Definitions and Task Examples
- Appendix B Broad and Narrow Abilities Classification Tables

SLD:

- Specific Learning Disability
- Utilizing Professional Judgement within the SLD Eligibility Determination Process
- X-BASS Dual Discrepancy/Consistency (DD/C) Model
- PASS Theory
- WJIV Cognitive Core Tests and the C-SEP Model
- WJIV C-SEP applied to Identification of SLD Bulletin 8
- Using the Pattern of Strengths and Weakness, or Third Method, for SLD Identification
- What is SLD vs. What is not SLD

ID:

- Quick Guide: Intellectual Disability

Required Materials:

- Test kits and protocols (from the UTEP Lab)
- Stop Watch
- CD Player
- Sharpened pencils
- Binder with dividers

House Notes:

Professionalism and Courtesy:

- Due to the critical nature of this course, attendance will be closely monitored. Any more than two absences (including excused) you will be asked to drop the course. A grade of an “I” will only be issued with the instructor’s permission and with the approval of a specific plan that details when the remainder of the course work will be submitted.
- As professionals in the field of education, you are expected to conduct yourselves as such in the virtual classroom environment. Be respectful to one another and respectful of our time together.
- This syllabus is subject to change at the discretion of the instructor. Make sure you keep up with any changes and keep yourself informed by monitoring emails.
- As a student you will need to devote considerable time to master the course objectives, read the test manuals, and study the materials. The assignment sheet provides a timeline for the completion of each task and recommended readings. You are expected to participate in class discussions.
- **Due to the nature of the current COVID – 19 pandemic, this course has been designated as online.**
- **Guidance will be provided for safe face-to-face testing measures.**

Academic Integrity:

- Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are not attributable in or in part to another person, taking an examination for another person, any act designated to give unfair advantage to a student or the attempt to commit such acts. Proven violation the detailed regulations as printed in the handbook of Operating Procedures and available in the office of the Dean of Student may result in sanctions ranging from disciplinary probation to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Assignment Expectations:

- All assignments are expected on due dates. It is up to the instructor to accept “late” assignments. Late papers may result in a grade penalty.
- All assignments which require written responses must be typed. All written assignments will be evaluated on the basis of organization of ideas, clarity of expression, grammar, spelling, and punctuation. PLEASE PROOFREAD YOUR WORK before submitting!
- Students may be asked to submit additional protocols and/or schedule observations in the event that the course instructor considers additional practice necessary. Until the remedial work has been completed to the satisfaction of the course instructors, the grade of “I” will be issued.

Availability of Test Kits and Protocols:

- A limited number of the standardized test kits are available for checkout in the testing library at UTEP. Each group will have a collection of test kits to share. Be respectful and mindful of your peer. Once you administer a test to **one** of your students, pass the kit to your peer. Do not keep test kits until you finish administering to all your students. Students can also work closely with a diagnostician and/or borrow test kits from their respective districts. ***Students must be diligent and proactive in securing test kits.*** Failure to return a UTEP test kit will result in an “Incomplete”. Please assure all test kits are complete upon checkout and return, otherwise you may be charged.

Test Administration Details:

1. Students are responsible for recruiting and contacting their own volunteer examinees. Try to test students from a variety of age ranges. **Volunteers should not be used that have been previously identified as having a disability or are suspected of having a disability.** The current situation may result in the need for students to test their own children or children of family or friends who you have already been in contact with and exposed to during this pandemic.
2. Prior to testing, parent of any volunteer **MUST** be informed that **TESTING SCORES** identified during evaluation will not be disclosed and written permission must be obtained. (Informed Consent form within this syllabus) Failure to provide evidence of permission is considered an ethical violation. **Always explain that you are a student being trained in the administration of these tests, and thus your test results are not considered reliable. Test results are confidential and will not be shared with anyone. NO EXCEPTIONS! Identify children on protocols by their first name only. Sharing this information is considered an ethical violation.**
3. There will be one formal observation of your evaluation skills. When first learning how to administer a test, it is not uncommon for the student to make errors in administration. Be kind to yourself and understand that learning to conduct cognitive tests is a skill, dependent upon patience, awareness, and practice.

Students with Disabilities:

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 915-747-5148, or by email to cass@utep.edu or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at <https://www.utep.edu/student-affairs/cass/>

Course Assignments:

Assignment 1: Test Administration with summary:

(800 points – 100 each)

So that students may practice the administration and scoring procedures of the major assessments studied in class, you will practice administering and scoring cognitive assessments on your volunteer students. Protocols should be turned in to the instructor on the due date so that it may be returned with feedback. **All protocols submitted must be filled out legibly, completely, and must be scored in pencil.** A part of this assignment will be the summary of score interpretation. This summary should focus on the task demands of each subtest, what the student was required to do and include how they performed using behavioral observations. The summary should also include some individualized recommendations for the student. You will be provided additional guidance for the summary. There are many different options for organizing this assignment depending on the number of volunteers. **You can have from one to four volunteers.** As stated in the test administration skills the current situation may result in the need for you to test your own children or children

of family or friends who you have already been in contact with and exposed to during this pandemic. The following example is for two volunteers which may be the most feasible at this time. Due dates vary.

Example of how to organize this assignment if you have two volunteers:

- *Student A*
 - Informed Consent
 - *WJ IV (subtests # 1-10 standard & 11-18 extended)*
 - protocol / WJ scoring report printout / your summary of score interpretations
 - *WJ IV OL (subtests # 1-9)*
 - protocol / WJ scoring report printout / your summary of score interpretations
- *Student B*
 - Informed Consent
 - *KABC II (subtests – core tests for ages 7 - 18)*
 - protocol / hand scored / your summary of score interpretations
 - *WISC V (subtests # 1 – 10 for the 5 indexes & # 1 – 7 for the FSIQ)*
 - protocol / hand scored / your summary of score interpretations

Assignment 2: Formal Observation of Testing Skills:

(100 points)

A critical aspect of “testing” involves careful attention to directions, prior planning and preparation before actual testing session, understanding basal and ceiling, attention to scoring procedures, and integration of behavioral observations during testing sessions. One formal observation of testing skills will be conducted during the semester. This involves you choosing a cognitive test to administer and record a session. The Test Administration Observation Checklist will be completed by the instructor during this test administration and will be the basis for the 100 points. Remember, it is not uncommon for errors in administration as you are learning. **Due Date April 30, 2021.**

Assignment 3: Evaluation of Cognitive Tests:

(400 points – 100 each)

It is important to critically review tests that are available. Tests are revised and re-normed continually and to select the appropriate test one must be knowledgeable about those tests. Students will be provided the tools to conduct an evaluation of the main three cognitive tests that will be used in the course. **Complete the evaluation each time a test kit is in your possession. Due Date May 3, 2021.**

Assignment 4: Brochure:

(100 points)

Students will learn about the CHC Broad Abilities and create a brochure that describes the 7 G’s. **Due Date April 16, 2021.**

Assessment 5: Final Exam:

(100 points)

Your final exam will be analysis of a sample case, interpretation of the scores, and instructional recommendations. **Due Date May 3, 2021.**

Students will be required to submit all assignments in order to receive the grade based on the accumulated points. Students may be asked to submit additional protocols and or/schedule observations in the event that

the course instructor considers remedial work necessary. Until the remedial work has been completed to the satisfaction of the course instructors the grade of incomplete will be assigned.

In order to obtain clearance for EDPC 5348 you must obtain a grade of “B” or better in this course.

Grading:

A student’s final grade will be determined according to the total points earned on the assignments.

Total 1500 points

1350 – 1500 = A

1200 - 1349 = B

1050 - 1199 = C

Your success in this course will depend on you being prepared for class, keeping up with the reading and projects and paying careful attention to the test manuals and test administration procedures.

Date	Topic / Discussions	Assignments Due / Class Preparation
Jan 18	MLK Day	No Class
Jan 25	Zoom: Review course syllabus prior to class and instructor will answer questions	Make a plan for sharing the testing kits Begin to review the manual for assessments you checked out.
Feb 1	Zoom: Overview of WJ IV Cognitive Basals, Ceilings, Raw Scores. Administration and scoring	Review the WJIV Cog Demo prior to class
Feb 8	Zoom: Overview of WJ IV OL Basals, Ceilings, Raw Scores. Administration and scoring	Review the WJIV OL Demo prior to class
Feb 15	Zoom: Overview of KABC II Basals, Ceilings, Raw Scores. Administration and scoring	Review the KABC II Demo prior to class
Feb 22	Zoom: Overview of WISC V Basals, Ceilings, Raw Scores. Administration and scoring	Review the WISC V Demo prior to class
Mar 1	Zoom: Introduction to Psychological Processes	Chapter 1 Essentials of Processing Assessment
Mar 8	Zoom: CHC Theory a look at the Gs	CHC Theory Revised: A Visual-Graphic Summary of Schneider and McGrew’s 2018 CHC Update Chapter
Mar 15 - 19	Spring Break	No Class
Mar 22	Zoom: Interpreting Broad and Narrow Abilities to subtests	Appendix B: CHC Broad and Narrow Ability Classification Tables
Mar 29	Zoom: Patterns of Strength and Weakness for SLD	Learning Disabilities Volume 18 Number 2
Apr 5	Zoom: Linking CHC to Intervention	Areas of Processing Deficit and Their Link to Areas of Academic Achievement
Apr 12	Zoom: Best Practice Approach for Using Tests with ELs	Best Practices Handouts

Apr 22	Zoom: Exclusionary Factors	Evaluation and Consideration of Exclusionary Factors for SLD Identification Handout
Apr 26	Zoom: Elements of an Evaluation Report	Principles of Report Writing Chapter 21 Sattler
May 3	Final Exam on Blackboard	Be prepared to meet in ED Building Room 214 on May 8 to turn in test kits
May 8	Turn in Test Kits	

Any part or section of this syllabus is subject to change as deemed appropriate or necessary as per City Health Guidelines or at the discretion of the instructor.

Syllabus Statement Regarding COVID-19 Precautions:

The University of Texas at El Paso requires everyone to wear a mask in common spaces, or where two or more individuals are located, including, but not limited to, classrooms. You must wear a mask covering your nose and mouth at all times in this class. If you choose not to wear a mask, you may not enter the classroom. If you remove your mask, you will be asked to put it on and/or leave the classroom. Students who refuse to wear a mask and/or follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* as defined in the UTEP Handbook of Operating Procedures.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (<https://screening.utep.edu>). The website will verify if you are permitted to attend class in-person. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities will be transitioned to remote delivery.

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know anyone who should report any of these criteria, encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let the instructors know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact the instructors as soon as possible so we can arrange necessary and appropriate accommodations.

Students who are considered high risk according to the CDC guidelines and/or those who live with individuals who are considered high risk may contact [Center for Accommodations and Support Services](#) (CASS) to discuss temporary accommodations for on-campus courses and activities.

Student Responsibilities:

- Wear a face covering at all times
- Maintain 6 feet of separation at all times, including when talking with other students
- Follow signage indicating specific entry and exit doors and pathways
- Do not cluster in groups and keep hallways open
- Wash hands and/or apply hand sanitizer prior to entering classroom and after leaving a classroom. Do not touch face until hands are washed/sanitized
- Use an alcohol wipe, provided outside of classrooms, to sanitize the desk, chair or table
- Follow faculty protocols for leaving and re-entering the classroom

Informed Consent
EDPC 5344 Use and Interpretation of Cognitive Measures

Each year graduate students in the Educational Diagnostician program at the University of Texas at El Paso take a course in cognitive assessment. This course is a learning experience for these diagnosticians-in-training and gives them experience with students at a variety of different age levels. You have volunteered to let your child be tested by one of these students. If at any time you or your child feels uncomfortable with the process, you have the right to end your participation. Since this testing session is part of a learning experience, it may be videotaped by the professor or the student so that the student can receive feedback from the professor. All information will be kept confidential and only your child's first name will be used. The person giving the test to your child is a student and, because of his/her inexperience with cognitive testing, the results are not valid and cannot be shared with you.

If you are willing to let your child be involved in this experience, please sign this consent. If at any time you have additional questions about the testing process, please contact the instructor for the course, Norma Castillo at (915) 588-7437.

I give permission for _____ to be tested as part of the training of Educational Diagnosticians at UTEP. I understand that my child's participation is voluntary and that the information will be kept confidential. Although the professor and other students in the class may view parts of a videotape of the test session, only my child's first name will be used and no results of the test will be shared with me without the advice of the course instructor.

Parent or Guardian _____

Address _____

Home phone _____

Date _____

Parent or Guardian Signature _____

Scoring Criteria for Evaluating Testing Skills

Examiner: _____ Date: _____ Examinee: _____

Test: _____ Subtests: _____

Criteria	Possible Points	Score
1. Arranged testing materials in a systematic manner	5	
2. Kept testing materials, toys, and other equipment at hand but out of sight when not in use	5	
3. Put the examinee at ease and made sure the examinee was physically comfortable before beginning the examination	10	
4. Began and ended the subtests at the proper level	10	
5. Read instructions in a natural tone of voice	10	
6. Followed instructions for administering items exactly	10	
7. Made fluid transitions between subtests	10	
8. Adjusted the speed of administering the subtests to the temperament of the examinee	5	
9. Praised the examinee adequately	10	
10. Watched for signs of boredom, fatigue, etc., and did something about alleviating the problems	10	
11. Recorded responses and scores in an unobtrusive manner	10	
12. Provided closure for the examinee	5	
Total	100	

Comments:
