Course:	Psychology 722 – Advanced Assessment
Instructor:	Jack A. Naglieri, Ph.D. (703) 993-3811, naglieri@gmu.edu
Office Hours:	Tuesdays 2:00 – 3:00 and by appointment
Lecture:	Mondays 1:30-4:10 p.m. (Classroom)
TA:	Rachel Hutchinson (rhutchi2@gmu.edu)(cell 703.673.6747)
Lab:	Mondays 4:30 – 6:20 (Clinic Classroom)

Course Description: The purpose of this class is to further develop: (1) a strong understanding of the principles of psychological assessment; (2) expand skills related to the administration, scoring, and interpretation of tests; (3) expand skills for communicating assessment results [e.g., report writing]; (4) expand an understanding of fair assessment for diverse populations, (5) extend assessment results to interventions; (6) learn state regulations and definitions of various disabilities; (7) specific learning disability eligibility methods (discrepancy models, response to intervention (RTI), basic psychological processing disorders); (8) assessment of MR, LD and ADHD; (9) universal screening of academic and mental health problems; (10) ongoing progress monitoring; and (11) curriculum based assessment procedures. Topics will include a number of intellectual, academic, and personality assessment issues with emphasis on scientifically supported practice and state/Federal regulations.

Course Structure and Requirements: This course is comprised of lecture portion and lab meetings. Reading assignments for lecture topics are shown in Table 1. The material should be read before the designated lecture. Each student will be required to complete one assessment in the Clinic, report on that case in the class, give a report on an intervention (with written document suitable for publication in NASP Communiqué), and participate in an RTI Cognitive Assessment debate.

Grading will be determined according to the values which appear in the course schedule (see next page) on the student's *first draft (prior to comments from the practicum supervisor) and final report (due finals week)*. Cases must include the following core: clinical interview (including mental status exam, if possible), WISC-IV and CAS; achievement (WIAT or KTEA or WJ3); Bender or VMI; Draw A Person (SPED); Behavior Rating Scales (CBC or YSR or BASC or Devereux); intervention recommendations. Add other tests as deemed appropriate by the supervising psychologist (e.g., TAT, MMPI-A, anxiety scales, CDI, sentence completion test, BRIEF, etc.). All reports must include intervention recommendations (with handouts as appropriate). *Case study presentations* must include a handout of data and interpretation with interventions. All assignments must be completed by their due dates. Failure to do so may result in significant penalties. Case #1 must be assigned by September 26, 2008.

Required Reference Books
1. Goldstein, S. & Brookes, R. (2007). Classroom strategies. New York: Wiley. ISBN 978-0-471-74212-8
2. Naglieri, J. A. (1999). *Essentials of CAS Assessment*. New York: Wiley. ISBN#0-471-29015-7
3. Naglieri, J. A., & Pickering, E. (2003). *Helping Children Learn: Intervention Handouts for use in School and at Home*. Baltimore: Brookes. ISBN#1-55766-646-6
4. Pressley, M. & Woloshyn, V. (1995). Cognitive *strategy instruction that really improves children's academic performance* (Second Edition). Cambridge, MA: Brookline ISBN# 1-57129-005-2

Strongly Recommended:

Helping Children at Home and School. (2004).PUBLISHER: National Association of school Psychologists, Bethesda MD.

Mastropieri, M. A., & Scruggs, R. E. (1991). Teaching Students Ways to Remember: Strategies for Learning Mnemonically. Cambridge, MA: Brookline. ISBN # 0-914797-67-0.

Mastropieri, M. A., & Scruggs, T. E. (2000). *Inclusive classroom strategies for effective instruction*. Columbus, OH: Merrill. ISBN# 0-13-496472-1.

Minskoff, E., & Allsopp, D. (2003). *Academic success strategies for adolescents with learning disabilities and ADHD*. Baltimore: Brookes. ISBN#1-55766-625-3.

Scheid, K. (1993). Helping students become strategic learners. Cambridge, MA: Brookline. ISBN # 0-914797-85-9.

NOTE: You are responsible for all information from each class and lab meeting. If you miss a class, you should borrow notes from a classmate. If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703.993.2474. All academic accommodations must be arranged through that office. Additionally, Honor Code and professional codes of Ethics apply to this course.

Table 1. Lecture and Lab Sequence and Requirements

Date:	722 Lecture	Lecture Class Assignment / Readings	Lecture	722 LAB	Lab
25-Aug week 1	Intro to course, Statistics and test interpretation & test Selection	Assmt of Autism PDF	Points per task	Bender and VMI VMI	Points per task
1-Sep 2	**LABOR DAY** **NO CLASSES**	Read Bender WMI DAP:SPED Manuals			
8-Sep 3	Pass theory Cognitive Interventions	Read chapter 1 and 2 in Naglieri & Pickering		Competency test on Bender, VMI	10 10
15-Sep 4	PASS interpretation, valildity, ADHD, LD	Read chapter 3 and Handouts Read CAS folder		Review Bender VMI Tests TOWL	
22-Sep 5	Case Studies PASS and Intervention	Section 2 Naglieri & Pickering Read CAS folder		Comp test TOWL CTOPP & GORT	10
29-Sep 6	Intervention Presentations	Review Curry Site (see web address below)	15	DAP SPED Reading GORT Comp Test	10
6-Oct	SLD Eligiblity: RTI & Cognition Ongoing Progress Monitoring	Read: RTI folder articles Read: OPM folder		CTOPP Comp Test	10
13-Oct 8	DAP SPED Devereux Scales & IEP Guide	DSF Reister IEP Guides Folder DAPSPED Folder		DAP SPED Comp Test	10
20-Oct 9	Report Writing	See Report Examples folder		Devereux Scales (DSMD & DSF)	
27-Oct 10	LD, MR, ADHD State Rules and Regulations	Read VA Special Ed Rules & IDEA 2004 and Federal Regulations		Wechsler Nonverbal Scale of Ability	
3-Nov 11	Wechsler Nonverbal Scale of Ability	WNV Technical Manual WNV folder		UNIT & NNAT-I	
10-Nov 12	Test Bias GT Assessment Issues	**First Report Draft Due** NNAT Gifted and Gender Papers Folder	60	UNIT Comp Test	20
17-Nov 13	RTI vs TRADITIONAL TEST DEBATE	Base opinion on IDEA and RTI research IDEA and RTI folders	15	WNV Comp Test	20
24-Nov 14	CASE PRESENTATIONS	See Report Examples folder	10	Individual Report Writing	
1-Dec 15	CASE PRESENTATIONS	See Report Examples folder		Individual Report Writing	
8-Dec	Finals Week	**Final Report _Due Dec 12_**	100		100

CURRY	http://curry.edschool.virginia.edu/sped/projects/ose/information/mega/toc.html
NCLB	http://www.ed.gov/legislation/ESEA02/
LD Summit	http://www.air.org/ldsummit/paper.htm
APA site	http://www.apa.org/monitor/feb03/intelligent.html AND http://www.apa.org/monitor/sep03/disabled.html
NASP	http://www.nasponline.org/publications/cq325instruction.html

Table 2: Report Scoring System Response Costs (approximate)

Mechanics & Paragraph structure	point value
1 Redundant paragraph	2
2 No paragraph when needed (i.e. one paragraph has too many ideas)	3
3 Poor integration of information / generally rough paragraph	2-4
4 Disjointed, disorganized confusing paragraph	4
5 One sentence paragraph	2-5
6 Paragraph too test focused	4
7 Paragraphs are by test rather than by concept or do not follow factors	3-5
8 No topic sentence	2-4
9 Grammar or spelling error	2
10 Sentences are redundant (e.g., many sentences start with the same word)	2
11 Using labels inappropriately	2
12 Past tense not used when it should be	4
13 Similar tests not presented in one sentence	3
14 Misleading - wrong statement	5
15 Source of information not identified	2
Clinical Observations	
16 Clinical Observations only reported but not interpreted	5
17 Results provided in Clinical Observations when they should not be	2
18 Clinical Observations too brief and therefore not informative	2-4
19 Behaviors associated with the interpretation not provided	3
Test Results & Interpretation	
20 No achievement scores presented in the 1st Test Interpretation paragraph	3-5
21 Listing scores without proper interpretation	5
22 Poor description of tests	2
23 Strategies used by the person not reported	3
24 Omitted Base Rate (actuarial data)	4
25 Omitted Significance of Difference	4
26 Omitted score	2
27 Contradiction (1 statement contradicts another)	3
28 Any test left out	5
29 Abilities' for ability	2
30 Calling achievement ability	3
31 Error reporting score or in Strength or Weakness interpretation	6
33 poor integration (DAP, PPVT-R, MAT-EF, etc. added at end of paragraph)	4
34 Confidence Interval omitted	7
35 Underlying ability not provided	4
36 Failure to follow data (i.e. what you say doesn't follow the results)	3-8
37 False statement	5-8
38 'Nonverbal intelligence' not 'general intelligence using nonverbal content' or similar	3
39 Not including problem items in Devereux	3-5
40 using subtest names	3
Summary / Recommendations	
41 Summary too long or too short or does not synthesize the results	2
42 Recommendations do not follow from the results	3
43 Interventions do not follow from the results	3-5
44 Interventions incomplete or inadequate	3-8
45 Interventions not provided when they could have been	3-8