

**LOYOLA UNIVERSITY CHICAGO  
SCHOOL OF EDUCATION**

**CIEP 480-001/002: Assessment of School-Aged Children and Adults  
Spring 2021**

Tuesday 1:15-2:15pm CST  
Online

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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, especially in the context of cultural responsiveness. 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**

In addition to articles and sources posted on Sakai, students are expected to obtain the following text for this course:

Brue, A. W. & Wilmshurst, L. (2016). Essentials of intellectual disability assessment and identification. Wiley & Sons, Inc: Hoboken, NJ.<sup>1</sup>

Flanagan, D. P. & Alfonso, V. C. (2018). Essentials of specific learning disability identification. Wiley & Sons, Inc: Hoboken, NJ.<sup>2</sup>

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<sup>1</sup> Note that this text is available electronically through the Loyola University Library.

<sup>2</sup> Note that this text is available electronically through the Loyola University Library.

Flanagan, D. P., McDonough, E. M., & Kaufman, A. S. (2018). Contemporary intellectual assessment, fourth edition: Theories, tests, and issues. Guilford Press: New York, NY.<sup>3</sup>

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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

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### **NASP DOMAINS OF PRACTICE**

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 NASP Domains of Practice (2020):

- Domain 1: Data-based Decision-Making
- Domain 8: Equitable Practices for Diverse Student Populations
- Domain 9: Research and Evidence-Based Practice
- Domain 10: Legal, Ethical, and Professional Practice

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### **APA COMPETENCY BENCHMARKS**

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)

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### **METHOD OF INSTRUCTION**

Class meetings will be held synchronously via Zoom on a weekly basis with an opportunity to apply assigned readings and class lectures asynchronously. Meetings will be held **Tuesdays from 1:15-2:15pm CST**, as indicated at the top of this syllabus, followed by asynchronous assignments that students can complete on their own time.

This course is a graduate level course and therefore graduate level instructional practices will be used. Students should expect to dedicate 6-8 hours per week on average to completing work for this course (inclusive of class meeting time). Students are expected to come to class

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<sup>3</sup> Note that this text is available electronically through the Loyola University Library and a copy is on reserve at the Lewis Library on the 6<sup>th</sup> floor of the Corboy Law Center.

having read the assigned readings as the instructor does not make a habit of providing lectures on reading assignments. This course will consist of mainly group discussions, group activities, and some lectures.

To support students, lab sessions will be provided throughout the semester that are facilitated by the TAs. During these sessions, students will be able to check protocol answers, ask any questions related to the assessments, and practice report writing. Students should have scores completed before attending lab sessions. All dates and times are listed below in CST. Students should reach out to the TA responsible for the specific lab date with questions.

#### *WISC-V*

- February 25<sup>th</sup> 1pm-3pm <https://luc.zoom.us/j/6080493996> [Jesus]
- February 26<sup>th</sup> 2pm-4pm <https://luc.zoom.us/j/86304999225> [Maria]

#### *SB-5*

- March 4<sup>th</sup> 1pm-3pm <https://luc.zoom.us/j/6080493996> [Jesus]
- March 5<sup>th</sup> 2pm-4pm <https://luc.zoom.us/j/86304999225> [Maria]

#### *KABC-II NU*

- March 18<sup>th</sup> 1pm-3pm <https://luc.zoom.us/j/6080493996> [Jesus]
- March 19<sup>th</sup> 2pm-4pm <https://luc.zoom.us/j/86304999225> [Maria]

#### *Report Writing*

- April 8<sup>th</sup> 1pm-3pm <https://luc.zoom.us/j/6080493996> [Jesus]
- April 9<sup>th</sup> 2pm-4pm <https://luc.zoom.us/j/86304999225> [Maria]

### **CLASS COMMUNICATION**

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Email and Sakai will be the primary methods of communication with students enrolled in this course. Students should expect a response from the instructor to any communication within 24-48 hours. 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. 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. Students are not permitted to miss class for work-related obligations.

## **DISPOSITIONS**

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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.

## **TECHNOLOGY**

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In order to be successful in online learning, students will need access to internet and a computer with a built-in video camera or a separate webcam. For further guidance on technology for online learning, please revisit the [Technology Recommendations for Online Learning on the School Psychology Orientation site](#).

In addition to mastering the online learning technology, such as Sakai, Panopto, Zoom, and VoiceThread, 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 downloading Microsoft Word and Acrobat Reader files.

## **SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK**

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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/).

## **DIVERSITY**

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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.

## **LANGUAGE AND IDENTITY**

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Our use of language as school psychologists can serve a tool for creating an inclusive community. 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 with an Autism Spectrum Disorder, instead of “Autistic kid.” In terms of race, we may say student of color. Further, we will practice using the pronouns “they” and “them” to represent individuals who are gender non-binary. Note that some in the disabled community prefer that you use their identity first in describing them. For instance, someone who is Deaf may prefer that you refer to them as a Deaf woman, man, or person. See chapter 5 of the Publication Manual of the American Psychological Association, 7<sup>th</sup> edition for further clarification or the National Inclusion Project for great resources.

## **STUDENTS WITH SPECIAL NEEDS**

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If you are a student who requires accommodations due to a special need and would like to receive those accommodations while taking this course, please notify the instructor as soon as possible, preferably before the start of the course, so that these accommodations are provided. All accommodations will be considered in order to ensure that students with special needs have equal access to the course. Please note that the instructor will be in regular communication where necessary with the Student Accessibility Center (SAC) to ensure your needs are being met at Loyola standards. If you would like to learn more about supports that would make this course more accessible, please contact the SAC for assistance by visiting their website at <https://www.luc.edu/sac/>.

## **TEST SECURITY AND RESPONSIBILITY**

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Many of the testing materials (e.g. manuals, protocols, scoring templates, kits, etc.) utilized in this course are secure tests. Sharing the materials or allowing others (e.g., friends, relatives, or co-workers who are not in/have not taken this course) to look at, play with, or examine materials violates test security and is a breach of ethical and professional standards. You are responsible for any damage, loss, or theft that occurs while test materials are signed out to you. As necessary, follow procedures for checking out test kits from the library. Each time you check out a test kit, you should ensure all necessary items are present and intact. Please notify me immediately if you find any piece missing from a test kit. Failure to do so will result in you being charged for the missing item or for the purchase of an entirely new test kit.

## **COURSE EVALUATION**

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Loyola uses the Smart Evaluation system for course evaluations. Students are encouraged to take the evaluation at the end of the semester to provide feedback based on their experience with the course and instructor. Students will be contacted via email regarding the window for evaluation near the end of the semester. Please take the time to complete this evaluation and provide feedback. For more information on the course evaluation system, refer to the addendum on the last page of this syllabus.

## ASSIGNMENTS

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All work submitted for grading should follow the following expectations across all assignments:

- All papers submitted should be completed as a Word document. No PDFs or RTF files will be accepted. Work that is submitted as a PDF or RTF file will be returned and the student may lose points for not following directions.
- Students should save their work using the following file saving conventions: LastName\_CIEP480\_assignmentname.doc.
- Work should be uploaded to Sakai in the Assignments tab. No work will be accepted via email.
- Students should use APA format 7<sup>th</sup> edition to structure papers and presentations. This includes using an accepted font type, 12 pt font size, double-spaced, and 1-inch margins.
- Work should be free of significant grammatical, spelling, and typographical errors. Papers submitted that are not legible due to the amount of errors will be returned to the student with a possible failing grade.

*Personal Statement on Intelligence.* Students will begin the semester connecting with their own experiences and beliefs related to the assessment of intelligence. For this assignment, students will write a 3-5 page essay on their position related to intelligence. See the end of this syllabus for the rubric for this assignment. This position must include:

1. a definition of intelligence in her/his/their own words,
2. an argument for whether intelligence tests are biased and research to support one's argument,
3. a personal story that explains how intelligence is demonstrated or expressed, and
4. a statement on the utility of assessing for intelligence to inform the understanding of the functioning of children.

*Test Scoring Protocols.* After learning about the WISC-V, SB-5, and KABC-II NU, students will be expected to practice scoring protocols of each test to better understand how the tests should be administered and scored. Students will watch videos of each test being administered to a child and will have to complete a scoring protocol for each administration in accordance with each video. All protocols and scoring tables will be provided. After completing the scoring protocol for each test, students should reflect on what they observed in how the examiner administered each test and how each test was different.

In order to meet the expectations for this assignment, students should do the following:

- Submit completely scored protocols in Sakai as three separate PDFs (one for each test) that are easily readable.

- Submit a 2-3 page reflection paper in Sakai that provides a high-level analysis of the three test administrations and what was learned through this assignment.

See the end of this syllabus for the rubric for this assignment.

*Assessment Report.* Students will be expected to compose a professional report of cognitive assessment data that will be provided. Components of the report must include 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. See the end of this syllabus for the rubric for this assignment.

*Engagement.* Due to the high application format of the course, attendance at each class session is mandatory. Students are expected to arrive on time and stay until the end of class. Attendance will be taken at the start of each class meeting. No make-up work will be given for absences. Any student who misses more than 1 class meeting may receive a 10-point deduction in their engagement grade. Further, any missed application activities from asynchronous meetings, whether individual and group projects, will also result in a 10-point deduction in one’s engagement grade.

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### **DEADLINES AND LATE ASSIGNMENTS**

Readings are due on the dates indicated in Sakai. Assignments are also due on or before the date on the course schedule and Sakai and must be submitted through Sakai. Please contact the instructor prior to a deadline in order to be eligible for an extension. If you have a significant medical problem or emergency situation, please contact the instructor as soon as possible to discuss making up work/turning in late assignments. All extensions/make-ups are at the instructor’s discretion. Without prior approval, late assignments will have 10% of the total points possible deducted for each day past the due date.

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### **EVALUATION & GRADING PROCEDURES**

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 and at the end of this syllabus. 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 Scoring Protocols (50 pts each)	150
Assessment Report	100
Engagement	100
<b>Total Points</b>	<b>450</b>

Grades will be given using the following scale:

Grade	%
A	94-100
A-	90-93
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

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### **RETURNING TO CAMPUS**

Although this course will be offered completely online, some students may be interested in coming to campus for a variety of reasons. For the most up to date resources on the University's procedures to keep you and others safe on campus, please check this website before coming to campus: <https://www.luc.edu/returntocampus/campusscenarios/>.

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### **PRIVACY STATEMENT**

Recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such meetings in which they will be recorded and asked for consent to be recorded. In the case that a meeting is recorded, the recording will not be used outside of this course.

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### **SCHOOL OF EDUCATION COMMITMENT- COVID-19**

Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers



information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

**COVID-19 Reporting Protocol:** In preparation for our upcoming semester, Loyola University Chicago’s Emergency Response Management team has been working to develop [protocols](#) in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at [covid-19report@LUC.edu](mailto:covid-19report@LUC.edu) or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to [covid-19support@LUC.edu](mailto:covid-19support@LUC.edu), not the new case reporting email address.**

## 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	Module	Topics	Readings	Assignments
January 19th		Introduction	None	
January 26th	Module I: Introduction to Intellectual Assessment and Issues	The Origins of Intellectual Assessment Issues in Intellectual Assessment	Flanagan et al. (2018) Chps. 1, 2 Washington (2019) Introduction	
February 2nd		Contemporary Theoretical Perspectives	Flanagan et al. (2018) Chps. 3, 6	
February 9th		Cultural Validity of Intellectual Assessments & Test Bias  <i>Guest Speakers:</i> <i>Brooke Soupenne,</i> <i>Spanish Speaking School</i> <i>Psychologist</i>  <i>Kao Vang Hathaway,</i> <i>Hmong Speaking School</i> <i>Psychologist</i>	Flanagan et al. (2018) Chp. 25 Flanagan & Alfonso (2018) Chp. 11 Hilliard (1994) Steele & Aronson (1995)	

February 16th	Module II: Exploration of the Landscape of Assessments	First Generation Cognitive Assessments: WISC-V	Flanagan et al. (2018) Chp. 9	Personal statement on Intelligence due February 16th before 1:15pm CST.
February 23rd		NASP Convention		
March 2nd		First Generation Cognitive Assessments Continued: SB-5	Roid & Pomplun (2012)	
March 9 <sup>th</sup>		LUC Spring Break		
March 16th		Second Generation Cognitive Assessments: KABC-II NU, CAS-2	Flanagan et al. (2018) Chps. 12, 15 Naglieri et. al. (2005) Naglieri et al. (2007)	
March 23rd		Nonverbal Intelligence Tests	Flanagan et al. (2018) Chps. 17, 20 Reesman et al. (2014) Romelse et al. (2015)	
March 30 <sup>th</sup> *		WJ-IV DAS-2 Tele-assessment	Flanagan et al. (2018) Chps. 13, 14 Farmer et al. (2020) Stifel et al. (2020) APA Guidance on Teleassessment	Test Scoring Protocols and Reflection due March 30th before 1:15pm CST.
April 6th*	Module III: Making Sense of Assessment Results	Report Writing	None	
April 13th		Intellectual Disabilities (ID)	Flanagan et al. (2018) Chp. 23 Brue & Wilmshurst (2016) Chps. 3, 6	
April 20th		Specific Learning Disabilities (SLD)	Flanagan et al. (2018) Chp. 22 Flanagan & Alfonso (2018) Chps. 6, 7 Benson et al. (2019) Kranzler et al. (2019) Grigorenko et al. (2020)	
April 27th		Giftedness  <i>Guest Speaker: Dean Malik Henfield, Founding Dean of the Institute for Racial Justice</i>	Flanagan et al. (2018) Chp. 21 Coleman (2016) Harradine et al. (2014)	Case Report due April 27 <sup>th</sup> before 1:15pm CST.

\*Class on these dates will be fully asynchronous. Students will not be expected to attend class via Zoom on these dates.

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

**Smart Evaluation**

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

**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](#).

**Center for Student Access and Assistance (CSAA)**

*Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: [www.LUC.edu/csaa](http://www.LUC.edu/csaa). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.*

**Syllabus Addendum Link**

<https://www.luc.edu/education/studentlife/resources/syllabi/>

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***.

### Personal Statement on Intelligence Rubric

Criteria	Does Student's Work Meet Criteria?	Strengths	Areas for Growth
<p><b>The Statement provided includes a definition of intelligence that is in the student's own words.</b></p> <p style="text-align: center;"><i>20 points</i></p>	<p style="text-align: center;">Yes</p> <p style="text-align: center;">Not Yet</p>		
<p><b>The Statement provided includes an argument for whether or not intelligence tests are biased.</b></p> <p style="text-align: center;"><i>20 points</i></p>	<p style="text-align: center;">Yes</p> <p style="text-align: center;">Not Yet</p>		
<p><b>In the Statement, a personal story is shared and it demonstrates how intelligence is expressed.</b></p> <p style="text-align: center;"><i>20 points</i></p>	<p style="text-align: center;">Yes</p> <p style="text-align: center;">Not Yet</p>		
<p><b>The Statement includes a position on the utility of assessing for intelligence in children.</b></p> <p style="text-align: center;"><i>30 points</i></p>	<p style="text-align: center;">Yes</p> <p style="text-align: center;">Not Yet</p>		
<p><b>The Statement is written professionally and does not contain spelling, grammatical, or typographical errors.</b></p> <p style="text-align: center;"><i>10 points</i></p>	<p style="text-align: center;">Yes</p> <p style="text-align: center;">Not Yet</p>		

### Test Protocol Scoring Rubric

Criteria	Does Student's Work Meet Criteria?	Strengths	Areas for Growth
<p><b>The calculation of raw scores is accurate and without significant errors for each protocol.</b></p> <p><i>15 points</i></p>	<p>Yes</p> <p>Not Yet</p>		
<p><b>The conversion of raw scores to standardized scores is accurate and without significant errors for each protocol.</b></p> <p><i>15 points</i></p>	<p>Yes</p> <p>Not Yet</p>		
<p><b>Basal and ceiling is accurately indicated on the protocols for each test.</b></p> <p><i>15 points</i></p>	<p>Yes</p> <p>Not Yet</p>		
<p><b>The student recorded qualitative notes on the protocol for each test.</b></p> <p><i>15 points</i></p>	<p>Yes</p> <p>Not Yet</p>		
<p><b>A reflection is provided that clearly explains the differences they observed between the three tests for this assignment.</b></p> <p><i>20 points</i></p>	<p>Yes</p> <p>Not Yet</p>		
<p><b>The reflection provided clearly explains what the student learned about intelligence testing after completing this assignment.</b></p> <p><i>20 points</i></p>	<p>Yes</p> <p>Not Yet</p>		

## Assessment Report

Criteria	Does Student's Work Meet Criteria?	Strengths	Areas for Growth
<p><b>A report is provided that is professional and formatted based on best practices (this includes spelling and grammatical errors).</b></p> <p style="text-align: center;"><i>20 points</i></p>	<p style="text-align: center;">Yes</p> <p style="text-align: center;">Not Yet</p>		
<p><b>The report includes professionally formatted data tables of results.</b></p> <p style="text-align: center;"><i>15 points</i></p>	<p style="text-align: center;">Yes</p> <p style="text-align: center;">Not Yet</p>		
<p><b>The report includes an analysis of profile scores at the general, domain, and subtest levels (i.e. domain and subtest scatter).</b></p> <p style="text-align: center;"><i>30 points</i></p>	<p style="text-align: center;">Yes</p> <p style="text-align: center;">Not Yet</p>		
<p><b>The report includes a hypothesis of the child's intellectual functioning based on the analysis of profile scores.</b></p> <p style="text-align: center;"><i>15 points</i></p>	<p style="text-align: center;">Yes</p> <p style="text-align: center;">Not Yet</p>		
<p><b>The report includes at least 3 recommendations for the child that will support her/his development based on the stated hypothesis.</b></p> <p style="text-align: center;"><i>20 points</i></p>	<p style="text-align: center;">Yes</p> <p style="text-align: center;">Not Yet</p>		