
California State University,
Northridge
Michael D. Eisner College of Education
Department of Educational Psychology and Counseling

Course Syllabus
EPC 663A/L: Clinical and Psychometric Assessment Techniques Lab
FALL 2025

Instructor: Vedeesh K. Saggar, MS, MA – School Psychologist

Class Meeting: Monday's: 4 – 6:50pm/7 – 9:50pm

Location: BH 1107 (4pm)/EDUCATION 1121 (7pm)

Office Hours: by appointment only

Telephone: 818-378-8058 Personal Mobile

E-mail: VSPsych@gmail.com

**MICHAEL D. EISNER COLLEGE OF EDUCATION CONCEPTUAL
FRAMEWORK**

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.

- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
 - We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
 - We value creative, critical, and reflective thinking and practice.
-

CATALOG DESCRIPTION

Prerequisite: EPC 663A/L. Recommended Co-requisite: EPC 659FC. Emphasis on assessment of socio-emotional abilities, personality, adaptive and life skills related to learning and adjustment. Supervised practice in test administration, interpretation of data from multiple sources and communication of results for program planning. (Limited to students accepted into the School Psychologist Credential Program.) Lab fee required.

Lab: Supervised practice in test administration and scoring will be conducted in a companion lab course. Course registration is limited to students accepted into the School Psychologist credential program.

COURSE DESCRIPTION

This lab will accompany EPC 663A. This lab will serve to assist the students in EPC 663A achieve the stated objectives listed on the 663A syllabus based on NASP performance standards and ethical guidelines. The lab is required as a critical component for the assessment courses given both the demands of this course, and the importance of becoming proficient in test administration, scoring, and interpretation. The lab will assist students to learn about the administration and scoring of social, behavioral, adaptive, and personality tests for children and adolescent, as well as specific sales appropriate for various exceptionalities. Classes will vary from group demonstrations of tests and scoring of specific instruments to individual supervision of student's administration and scoring of these instruments. Students will be required to submit protocols to the lab instructor, which will be graded. Lab instructor will also serve as a resource for assistance regarding difficulties in administration and scoring (Credit for this course is 3 Units).

This course is a required course to EPC 663A. Pre-requisites: EPC 600, 653, 663A. Co-requisites: EPC 659E and 659F.

Please note that handouts will be emailed or uploaded to Canvas to students to print when necessary. It is the responsibility of the students to check their email before attending class in case there is material sent that is necessary for use in class for the following class meeting. Every attempt will be made to email necessary handouts as soon as possible; however, students should check their email up to 1pm on the day of class and bring any handouts accordingly.

The course will be accompanied by a required Lab: **EPC 663A/L**, in which students will obtain supervised practice in the administration and scoring of the major tests introduced in this course.

The lab is required as a critical component for the assessment courses given both the demands of this course, and the importance of becoming proficient in test administration, scoring, and interpretation. Students are expected to fulfill requirements listed in the lab syllabus, as they are an integral component to this course (EPC663A). Grades for the lab and for this course will be separate. You will be required to submit protocols, which will be graded, to the lab instructor. You will attach face and grading sheets to your case studies. **Please note that students need to get a "notice of clearance" from our Berke assessment assistant saying that they do not have any outstanding tests in order to get the final grade.**

Program Student Learning Objectives

SLO 6: Assessment: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to show knowledge, skills, and competence in their assessment skills. **(NASP Domain 1: Data Based Decision Making; CCTC SPPE 1)**

SLO 7: Problem Solving Data Based Decision Making and Response to Intervention: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their knowledge, skills, and competence to use the problem-solving model to make data-based decisions as they gather, measure, and evaluate data to look at student, family, schools, and/or consumer's outcomes. **(NASP Domain 1: Data Based Decision Making; CCTC SPPE 1)**

SLO 10: Academic Interventions using Risk and Resiliency Theory/Research and Systems - Ecological Approach: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on knowledge, skills, and competence on the use of academic interventions based on evidence based practice, effective teaching and instruction, diversity in learning and language proficiency, effective data based assessment, monitoring, and evaluation, and a systems ecological approach to address individual and systemic factors to improve academic outcomes. **(NASP Domain 3: Academic Interventions and Instructional Supports; CCTC SPPE 3)**

Program Learning Objectives Associated to NASP and CCTC

The following are objectives of this course and are aligned with standards from the National Association of School Psychologists (NASP) and the California Commission on Teacher Credentialing (CCTC). In this, course students will gain an understanding and will incorporate the following in regards to assessment of children and youth:

Domain 1: Data-Based Decision Making and Accountability:

School psychology candidates will approach data-based decision making from a systems ecological approach and use the problem-solving framework as the basis for all professional activities, as they gather reliable and valid data through various means, which include observations, interviews, and formal and informal assessments in all relevant settings. In interpreting data, school psychology candidates will consider cultural, language, neuro-

developmental, and systemic factors that contribute to the eligibility of students for special education, as well as in the development of prevention and intervention plans. In designing intervention plans, school psychology candidates assist with design and implementation of interventions, use systematic data collection procedures to monitor progress and evaluate outcomes for students. School psychology candidates use the data to evaluate student outcomes, as well as the effectiveness of their own services. School psychology candidates use technology resources for assessment, intervention development, design, maintenance, data collection, and decision-making. (NASP Standard II; CCTC Standard 2 P/A, 4, 5, 6, 7, 15, 19, 22, 23, 25, & 26).

Domain 3: Interventions and Instructional Support to Develop Academic Skills:

School psychology candidates will have knowledge of biological, cultural, cognitive research and neuroscience, and social influences on academic skills, human learning and development, cognitive, and developmental processes and evidence-based curricula and instructional strategies. School psychology candidates will use all available assessment information in developing appropriate instructional, cognitive, academic, behavioral and/or self-regulation goals and strategies to support learning and adjustment through effective teaching, evidenced based instructional strategies, and assistive technology resources in order to enhance student's academic and cognitive skills and help them attain state and local academic benchmarks. (NASP Standard IV 4.1; CCTC Standard 2, 5, 11, 18, 22, 25, and 26). School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children (NASP Domain 3; CCTC SPPE 3).

Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 8: Diversity in Development and Learning:

School psychology candidates will have knowledge of individual differences, abilities, disabilities, and other diverse characteristics that are influenced by biological, social, cultural, ethnic, socioeconomic, gender, and linguistic factors in development and learning. In addition, candidates will know about principles and research related to diversity factors for children, families, and schools, including factors related to culture, contexts, and individual enrolled differences and evidence-based strategies to enhance services to address potential influences related to diversity. School psychology candidates will understand exceptionalities and be able to conduct appropriate, valid, and legal psychoeducational assessments, including bilingual assessments. School psychology candidates will have an understanding and respect for diversity

in development and learning and advocate for social justice in all aspects of service delivery. (NASP Standard VII; CCTC Standards 2, 3, 4, 5, 7, 10, 17, 20, 21, 22, 25, and 26).

Specific Course Objectives

The following are objectives of this course and are aligned with standards from the National Association of School Psychologists (NASP) and the California Commission on Teacher Credentialing (CCTC). In this course students will gain an understanding, and will practice incorporating the following in their assessment of children and youth, and will be assessed in their skills in using the data based decision making and RIOT model to analyze, interpret, and write clear, ethical and legally defensible psychoeducational reports that will address cognitive and academic strengths and weaknesses and relate these to recommended interventions. Students **will be assessed** using rubric in **Appendix D** to rate case studies, as well as quizzes to check for understanding. Please note: Where direct in-person activities are not feasible or allowable, based upon both University and LEA safety policies in response to the COVID-19 pandemic, alternative activities will be allowable as approved by both University and LEA. In this class, candidates will:

- 1. Understand, practice, and be assessed on data based decision making using individual evaluation and assessment** using a variety of assessment methods (RIOT model), including observation, interviews, standardized test administration, while considering ecological, SES, health, language, cultural factors, diversity and resiliency in a manner that produces valid inferences to demonstrate knowledge of appropriate models of assessment. (NASP Std II; CTCC Std. 2, 4)
- 2. Understand, practice, and be assessed in using** statistical analysis when determining strength and weaknesses using standardized measures. Candidates will use SS and SD to determine statistically significant strengths and weaknesses in a manner that produces valid inferences when evaluating needs of pupils and will demonstrate an ability to interpret and communicate results of standardized, norm-referenced, and other assessment information to parents, school staff, and the community (NASP II; CTC St 4).
- 3. Understand, practice, and be assessed** using **psychological foundations** in learning, biological, social, cultural, developmental, and individual differences and how they relate to the development and assessment of children and youth. (NASP Std VII; CTCC Std. 17)
- 4. Understand, practice, and be assessed in** incorporating **Socio-cultural Competence and Understanding of Student Diversity in Development and Learning**, including ability to understand the ways in which ethnic, cultural, socio-economic, sexual orientation, and environmental factors influence learning and achievement in conceptualizing, integrating, and summarizing case studies. (NASP Std VII; CTCC Std. 3, 4)
- 5. Understand, practice, and be assessed on** appropriate recommendation of community-based resources, special education and alternative service delivery systems to provide services to students. (NASP Std V, VII 8.2; CTCC Std. 3).

6. Understand and practice using legal and ethical guidelines in assessment. (NASP Std VIII 8.2; CTCC Std. 6, 19).

7. Understand and practice using **Information Literacy and Technology**, including ability to use current technology to access, evaluate, and utilize information sources relevant to assessment, interventions, and school psychology service delivery. (CTCC Std. 24).

8. Develop knowledge and application of appropriate and technically adequate methods of assessment for purposes of ensuring result-based accountability (CCTC Std. 4)

9. Demonstrate knowledge of assessment procedures including tests, record reviews, observations, and interviews as part of **the process of early identification of learning problems** (CCTC Std. 5)

Instructional Philosophy

The School Psychology program at CSUN is designed based on a learning-centered, outcome-based educational principles but also focuses on mastery of specific discipline specific skills, such as assessment, counseling, consultation, and intervention. The school psychology faculty encourage cooperative groups where they mediate each other's learning based on content, experience, and role playing of skills, while gathering data of the process and ultimately student (client) outcomes.

Learning Methods for this Class Include

- Class lectures, presentations and discussions
- Assigned readings in required text and other assigned materials
- Small group discussions/role play practice
- Independent research of subject materials in library/on internet/media.
- Completion of assigned papers

Signature Assignment

Each course in the program has a signature assignment(s) that is consistent across sections and designed to ensure that all students demonstrate competency in core knowledge and skills. These are graded using standardized scoring rubrics and is used to measure student learning outcomes in the program and to provide faculty with information about the effectiveness of the curriculum.

The signature assignment(s) for this course is:

1. **Administration and Scoring Case #2:** As a final evaluation of the student's administration and scoring of various assessment measures, each student will conduct a comprehensive psycho-educational assessment, under the supervision of their fieldwork supervisor, on a student currently in or being considered for special education services.

Students will be able to evidence their ability to administer and score, comprehensively and accurately, the given assessment measures utilizing the methods taught to them over the course of the year (fall and spring semesters).

Students will refer to the given assessment rubrics coupled with in-class lectures and fieldwork experiences to determine the most appropriate assessment measures to administer in order to comprehensively assess a student's needs.

Students will refer to the given assessment rubrics coupled with in-class lectures and fieldwork experiences to accurately administer and then score their given assessments in order to establish the data necessary to consider special education eligibility and services.

Please refer to scoring rubrics for each measure attached to guide you.

2. **Final Exam summative assessment:** All students will participate in a summative final exam administered at the conclusion of this course to assess student knowledge, skills and proficiency of the curricula provided throughout. This cumulative assessment will identify overall levels of achievement as related to the content outlined in this syllabus in order to improve learning while identifying individualized and specific student needs.

OTHER COURSE REQUIREMENTS

Students will have an opportunity to practice and be assessed on the above listed objectives based on:

1. Administration and Scoring of assessments (2 Cases)
 - a. Develop and in-depth knowledge of the uses, limitations, and research findings of a variety of psychological scales and tests:
 1. To train students in the selection of an appropriate test battery for either clinical, or psycho-educational assessment.
 2. To train students and provide practice in the administration and interpretation of behavioral rating scales, objective and projective testing.
 3. To train students in the interpretation of various scales and tests, given language and cultural factors with minority populations.
 4. To introduce students to the types of Psychological Assessment profiles common in varying types of atypical children and adolescents.

5. To enable students to develop educational plans for the classroom teacher based upon analyses of assessment results.
6. To enable students to communicate assessment results orally and in writing in meaningful ways for parents, teachers, and other professionals.

2. Role Plays

- a. Students will participate in several role-plays throughout the semester in order to practice articulating their assessment findings in various formats.

3. Writing

- a. Students will be given numerous opportunities to practice synthesizing assessment data into narrative/written form as continued practice of psycho-educational report writing.

4. Assessment and Evidenced-Based Intervention (EBI) Catalogs

- a. Students will work as one group to develop an Assessment Catalog and EBI Catalog based on specific guidelines provided by the professor.

5. Reflection

- a. Students will be periodically asked to complete Reflections on various topics related to the lectures or presentations conducted in class.

6. Quizzes

- a. Students may be administered up to three quizzes throughout the semester in order to cumulatively measure their knowledge of assessment administration and scoring.

7. Homework Assignments – As needed

- a. Student's may asked to complete homework assignments in order to have students practice material already presented in class so as to reinforce learning and facilitate mastery of specific skills.

ASSESSMENT MEASURES COVERED

The following measures will be discussed in detail in lecture and/or lab classes. Students are expected to administer and score each of the following intelligence tests. Additional tests will be reviewed/presented by course instructor, lab instructor, and/or students and discussed in class. For these additional tests, administration is encouraged and may be required.

1) Data Based Decision Making:

- Use of RIOT model
- Use of statistics when interpreting standardized measures to determine strength and weaknesses

2) Administration and Scoring of Cognitive/Intelligence Measures:

- Wechsler Intelligence Scale for Children – 5th Edition (WISC – V)
- Cognitive Assessment System – 2nd Edition (CAS2)

3) Administration and Scoring of Visual-Motor/Language Processing/Achievement Measures will be reviewed/covered (where necessary):

- Developmental Test of Visual-Motor Integration – 6th Edition (VMI – 6)
- Bender Visual Motor Gestalt Test – 2nd Edition (Bender II)
- Comprehensive Test of Phonological Processing Skills – 2nd Edition (CTOPP-2)
- Test of Auditory Processing Skills – 4th Edition (TAPS-4)
- Woodcock – Johnson Tests of Achievement – 4th Edition (WJ-IV)

Please note: A great deal of time will be needed to master the objectives for this course. You should begin to read your texts and to review developmental information about each age group from preschool through adolescence. In addition, you should begin reading the test manuals and become acquainted with tests discussed in class.

Please note: Considerable time will be needed to master the administration, scoring, and beginning interpretation for the test measures taught in this course. Students are advised to begin reading texts and test manuals, and to review developmental information about each age group from pre-school through adolescence. Since this class emphasizes breadth, rather than depth (i.e., limited exposure to a wide variety of tests, as opposed to in-depth mastery of a few), it is critical that students prepare for class instruction by being familiar with test manuals and related readings.

PERFORMANCE CRITERIA/OBJECTIVES

Students will be evaluated on certain performance standards. These are:

- 1) **Students will demonstrate proficiency for the administration of psychometric measures**

- 2) Students will demonstrate proficiency for the scoring, interpretation and writing of psychometric measures.
-

REQUIRED COURSE READINGS

Students are expected to do all the assigned readings for both the course and lab.

- Dawson, P. & Guare, R. (2010). Executive Skills in Children and Adolescents, Third Edition: N.Y. Guilford Press.
- Flanagan, D.P., & Alfonso, V.C. (2017). Essentials of WISC-V. Hoboken, N.J.: John Wiley and Sons, Inc. – **IMPORTANT FOR LAB COURSE**
- Hass, M.R, Carriere, J.A. (2014). Writing Useful, Accessible, and Legally Defensible Psychoeducational Reports. Hoboken, N. J.: John Wiley & Sons, Inc.
- Naglieri, J.A. & Otero, T.M. (2017). Essentials of CAS -2 Assessment. Hoboken, N.J.: John Wiley and Sons, Inc. - **IMPORTANT FOR LAB COURSE**
- Sattler, J. M. (2018). Foundations of Behavioral, Social, and Clinical Assessment of Children Sixth Edition. San Diego, CA: Jerome M. Sattler, Publisher, Inc.
- (Please note that this text will also be used in 663 B).
- Sattler, J. M., Dumont, R., Coalson, D.L. (2016). Assessment of Children WISC-V and WPPSI- IV. SD, CA: Jerome M. Sattler, Publisher, Inc.

Strongly Recommended Readings:

- Dombrowski, S.C. (2015). Psychoeducational Assessment and Report Writing. NJ: Springer.
- Kaufman, A.S., Raiford, S.E., Coalson, D.L. (2016). Intelligent Testing with the WISC-V. Hoboken, N.J.: Wiley & Sons, Inc.
- Reichenberg, L.W (2014). DSM-5 TM Essentials. Hoboken, N.J.: Wiley & Sons, Inc.
- Weiss, L. G., Saklofske, D.H., Holdnack, J.A., Prifitera, A (2016). WISC-V Assessment and Interpretation. El Sevier, NY.

Additional Assigned Readings: Additional reading may also be provided in class by the course instructor.

COURSE REQUIREMENTS

- 1) **Class Attendance:** Students are expected to attend all classes *in-person*, arrive promptly, and participate in class activities. Please leave a message or an email/text in advance if you will be absent from class. You will be required to obtain handouts from the instructor missed on the day you were absent. Students must understand that missing more than **two** classes **will** result in the student receiving a lower grade than earned. One point (1) will be given weekly for **on-time** attendance.
- 2) **PROMPTNESS** is required. Please inform your fieldwork supervisor that this is a required course, and that you need to be able to leave your assignment in time to arrive to class on time. If this becomes a problem for a student, instructor will confer with the student. More than 2 tardies will also result in a loss of points and/or receiving a lower grade than earned
- 3) **Professional Behavior** toward peers and faculty is expected in and out of class.
- 4) **Participation:** Students are responsible for material covered in the readings and in lectures. Students should be prepared to be called upon in class to discuss assigned readings. Students should be prepared to participate in class to discuss assigned readings. **Up to two points (2) per class will be given according to the level of student participation.**
- 5) Regularly scheduled quizzes will be given to assess student's progress and to promote timely reading of assigned material. **Although only three (3) quizzes have been listed in the course outline, the instructor reserves the right to reduce or add to the number of quizzes based on student performance and participation.**
- 6) **Readings:** Students are expected to do all the readings for the lecture course. The readings will assist the student in gaining competency in administration and scoring of various tests. Additionally, students are expected to review test manuals and administration instructions prior to class meetings. Students should also review lab assigned readings.
- 7) **Test administration and scoring of selected cognitive, perceptual, and achievement tests:** Together with EPC 663A lecture, students will be expected to become familiar with valid test administration and scoring of a wide variety of tests of intelligence, specialized cognitive abilities, and achievement.
- 8) Students will conduct two case studies with *two child and/or adolescent volunteers* who are willing to be tested and for whom written parental consent has been obtained.

Note: Students may NOT use public school students who are being referred for school evaluations in their fieldwork districts to fulfill the requirements for this course. However, as students develop test administration skills, additional practice with

referred school children, ***under close supervision by fieldwork supervisors***, is encouraged, provided the school district approves. Again, the abovementioned will be based on University requirements, due to the COVID-19 pandemic, to ensure your (and others) health and safety.

Students are to inform parents/others that they will not be permitted to share test results with them, as this administration is for practice and may not be valid.

Ideally, the two required child/adolescent volunteers should be selected from at least two of the three age ranges: a) ***Elementary grades 3-5 (ages 8–10)***, b) ***middle school grades 6-8 (ages 11- 13)***, and c) ***high school grades 9-12 (ages 14-18)***. ***Students in grades K–2 (age 5-7) do not provide enough information for the professor to assess students' administration skills, thus they will not be accepted as part of the 2 cases.***

Individual scored test protocols (***with Parent Consent Form***) will be turned in to the *lab instructor*, who will check scoring and grade protocols.

NOTE:

There are a limited number of tests available in both the EPC and PSY test labs, and tests can be checked out for only a limited time. Thus, students will need to share tests, and it will be necessary to plan ahead to avoid not having test kits available. Be aware that late return of tests may result in losing privileges in the test lab.

9) Protocols on various tests:

- a. Please check to see that your writing is legible on test protocols. Record verbatim students' responses and indicate when you have prompted (P), asked questions (Q) for elaboration/clarification, and whether the subject pointed (Po) as directed by test manuals. Your administration procedures will be graded based on how you documented test administration.
- b. A point system will be used to grade test scores and will differentiate between major errors (administration errors, failure to give mandatory examples, blatant scoring errors where no judgment is required), clerical errors (incorrect math, use of norm table, calculation of age, etc.) and minor errors (scoring errors of judgment).

10) Case Study requirements:

- a. File Folder (Pockets only)
- b. Table of Contents (**typed**)
 - i. Name
 - ii. Subject First Name/Last Initial + CA
 - iii. Contents
 - iv. Special notes
 - v. Scoring Sheets - Write-in CA on upper right hand corner
- c. File Folder contents
 - i. Assessment Plan/Authorization to Assess/Permission Slip
 - ii. Protocols/Response Books

- iii. Cover sheet
- iv. Special Notes
- v. Scoring Sheets
- d. Student Name should be on **ALL** contents within File Folder
- e. Legibility – Legibility issues will result in significant point-loss and possible redo of given assessment tool.
- f. ***Mari-Method: Students WILL BE REQUIRED to color- scan SOME assessment protocols and submit them via CANVAS on or prior to due date.***

11)Protocols on various tests:

- a. Please check to see that your writing is legible on test protocols. Record verbatim students' responses and indicate when you have prompted (P), asked questions (Q) for elaboration/clarification, and whether the subject pointed (Po) as directed by test manuals. Your administration procedures will be graded based on how you documented test administration.
- b. A point system will be used to grade test scores and will differentiate between major errors (administration errors, failure to give mandatory examples, blatant scoring errors where no judgment is required), clerical errors (incorrect math, use of norm table, calculation of age, etc.) and minor errors (scoring errors of judgment).

12)Case Study requirements:

- a. Table of Contents (**typed**)
 - i. Name
 - ii. Subject First Name/Last Initial
 - iii. Contents
 - iv. Special notes
 - v. Scoring Sheets – Write-in CA on upper right hand corner
- b. Table of Contents (**typed**)
 - i. File Folder contents
 - ii. Assessment Plan/Authorization to Assess/Permission Slip
 - iii. Protocols/Response Books. Each Protocol and/or Response Booklet, when scanned, should be done so as whole documents. Do NOT send a scan of 1 page at a time of each Protocol or Response Booklet page.
 - iv. Cover sheet – Front page of protocol with demo info and overall scores
 - v. Special Notes
- c. Student Name should be on **ALL** contents within File Folder
- d. Legibility – Legibility issues will result in significant point-loss and possible redo of given assessment tool.
- e. ***As noted above, Students will be REQUIRED TO color-scan assessment protocols and submit them via Canvas on or prior to due date. Please ensure that each protocol is in its own separate scan (NOT 1 scanned page at a time); and do NOT scan all protocols and attach as 1 document, i.e., VMI is one scan, WJIV protocol is one scan and WJIV response booklet is another scan.***

i. Attachment or Upload Title

1. You should ALWAYS include CA in file name.

- a. 10-8, Saggar, Vedeesh (CAS Protocol)***
- b. 10-8, Saggar, Vedeesh (CAS RB)***
- c. 10-8, Saggar, Vedeesh(VMI)***
- d. 10-8, Saggar, Vedeesh (Visual Perception)***

2. For WJ, please indicate Form (A, B, or C)

- a. 10-8, Saggar, Vedeesh (Form B WJ Protocol)***
- b. 10-8, Saggar, Vedeesh(Form B WJ RB)***

3. Each document should be a separate attachment

a. CAS would have the following

- i. CAS Cover Page (Pages with SS info)***
- ii. CAS P***
- iii. CAS RB***
- iv. CAS FM RB***
- v. Special Notes***

f. Items that will be turned-in as hard copies, in addition.

- i. VMI including supplementals***
- ii. Bender NOT including supplementals***
- iii. WJ Response Booklet***
- iv. WISC P, RBs***
- v. CAS P, RBs***

CRITERIA FOR GRADING OF TEST ADMINISTRATION AND SCORING

1	CAS2	45 POINTS
1	WISCV	73 POINTS
1	VMI – 6	30 POINTS
1	BENDER-II	30 POINTS
1	CTOPP-2	20 POINTS
1	TAPS-4	34 POINTS
1	WJIV ACH (FULL)	65 POINTS
1	WJIV ACH (Standard)	48 POINTS
3	QUIZZES	@ 10 POINTS EACH (30 POINTS TOTAL)
1	FINAL	25 POINTS (If applicable)
2	SPECIAL ASSIGNMENT (TBD)	@ 10 POINTS EACH (20 POINTS TOTAL)

**CLASS PARTICIPATION
ATTENDANCE**

2 points per class
1 point per class
(More than 2 absences can
result in a lower grade.)

= 28 POSSIBLE POINTS

= 14 POSSIBLE POINTS

437 TOTAL POINTS

(Approx. /subject to change: Does not include FINAL)

PLEASE NOTE:

Supplemental/Extended Battery should be administered to all subjects (Exception: WJ/IV –Only FIRST administration requires Supplemental/Extend Battery. However, Academic Knowledge section (Humanities, Social Studies, Science Subtests) is required in addition to Standard battery for both administrations.).

Examples of where 1 point could be deducted:

- Not having the correct Chronological Age
- Not having the correct Standard Score or Percentile
- Not having the correct Age or Grade Equivalent
- Not including parent permission (Parent permission and protocols should be dated)
- Paginating, Stapling, Name on your protocols or score sheets

Examples of where ½ point could be deducted:

- Errors in addition, transcribing, and others not impacting interpretation.

83% or less on any assessment protocol (i.e., CAS or VMI or WJIV) will result in the student having to assess another subject using the same assessment tool. Credit on the make-up assessment will result in a total score no greater than 83.5%.

Late Assignments:

- All protocol assignments that are late will result in the deduction of 1-point per protocol/per day – **ABSOLUTELY NO EXCEPTIONS.**

Grades:

The course grades are as follows:

A	=	93 – 100%	(404 – 437)
A -	=	90 – 92%	(391 – 403.5)
B +	=	87 – 89%	(378 – 490.5)
B	=	84 – 86%	(365– 377.5)

Please note that to pass this class you need to earn an A or B. Earning a grade of B- or below will require a student to retake the class.

Please note the syllabus, scoring and calendar can be adjusted at instructor's discretion and/or depending on student learning and needs.

Please note that having to redo more than 2 assessment protocols, will likely result in having to retake the course unless otherwise determined by the instructor.

POLICIES AND RESOURCES

Attendance

Students manifest their responsibility in the regularity and punctuality of their attendance. Since this course includes significant seminar and experiential components, attendance at each class meeting is mandatory and is calculated as part of the grade. ***In cases of absence, any scheduled assignments are due to the professor at the beginning of class unless other arrangements have been made prior to that time.*** If you are absent from class, it is your responsibility to check online and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments. You are responsible for and may be tested on any and all lecture materials presented in class that are not covered in your readings.

Due Dates and Times

Due dates are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for serious medical necessity.

Requests for Incompletes

Incompletes will only be considered in accordance with university policy, which requires that 75% of course be completed prior to unforeseen grave circumstances at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the university's Incomplete Request (www.csun.edu/anr/forms/request_incomplete.pdf).

Religious Holidays

If you celebrate a religious holiday that falls on a scheduled class meeting, please notify the instructor during the *first two weeks of class* so that proper and equitable accommodations can be made. Students are responsible for selecting presentation days that do not conflict with one of their religious holidays.

Professionalism

As a course in a professional training program, students are expected to consistently demonstrate professional behavior. This includes but is not limited to:

- Being on time to class and with assignments.
- Respectful interactions with all students and faculty.
- Proactive engagement in the learning process.
- Being organized and prepared.
- Managing paperwork effectively.
- Managing technology effectively
- Managing personal information (own and others') appropriately.

Students who have difficulty in one or more of these areas may have their participation grade lowered and in severe cases may be referred to the department of student affairs committee for further review.

Students with Disabilities

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify your course instructor within the *first two weeks of class*. Students

interested in accommodations should contact the university's office for students with disabilities; only this office can recommend and arrange for accommodations (Disability Resources and Educational Services, 818/677-2684). No accommodations may be made without their approval. Any and all reasonable efforts will be made to accommodate your special needs.

Policy on Cheating and Plagiarism

Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from the program/university on a *first offense*. See the University Catalog for further information.

Recording of Lectures

Due to the sensitive nature of content discussed in the program, no classes may be recorded without explicit written permission from the instructor. Students granted recording as an accommodation from Disability Resources and Educational Services (DRES) must develop a separate written plan in coordination with the instructor and DRES for how student and client confidentiality will be handled with permitted in-class recordings. Instructors are required to inform the entire class if recording is permitted for an accommodation.

RESOURCES

CSUN's Computer Support

<http://www.csun.edu/helpdesk/>

Request for Incomplete Grade

www.csun.edu/anr/forms/request_incomplete.pdf

Disabilities Resources and Educational Services

<http://www.csun.edu/dres/studentservices/index.php>

Writing Center

<http://www.csun.edu/lrc/>

CSUN Student Conduct Policies

<http://www.csun.edu/studentaffairs/policies/conduct.htm>

Research and Library Assistance

<http://library.csun.edu/ResearchAssistance/AskUs>

EPC 663A/L COURSE OUTLINE:

*** *Please note that course outline may be adjusted to meet course requirements. Students will be informed if this is to occur.*

*** *Please note that there could be classes on different days and/or some combined classes this semester, thus requiring you to maintain flexibility with your Monday/weekly afternoons/evenings.*

DATE	CLASS TOPICS/ACTIVITIES	ASSIGNMENTS DUE
Week 1 August 28	Introduction/Review Syllabus/Quizzes Review: Group Project Summer Review HW: 3 ?s per subtest WISCV: Gen. Testing Guidelines and subtests 1 – 7	WISC Checkout s/u
Week 2 September 4	NO CLASS HW: 3 ?s per subtest WISCV: Subtests 8 – 16	LABOR DAY HW DUE: 9/3/23: NOON
Week 3 September 11	Brain/ SUMMER REVIEW? Administration/Scoring/Practice/Activity: Practice/Activity: WISCV	HW DUE: 9/10/23: NOON
Week 4 September 18	Administration/Scoring/Practice/Activity: Practice/Activity: WISCV	Intelligence REFLECTION Due 9/16/23
Week 5 September 25	Introduction/Administration/Scoring/ Practice/Activity: WISCV	DUE CASE STUDY #1: Processing Tests Protocols Due (TAPS4/VM16/etc.) Quiz #1 – 10 Points
Week 6 October 2	Introduction/Administration/Scoring/ Practice: WISCV	DUE CASE STUDY #1: Academic Test Protocols Due: (WJIV)

Week 7 October 9	Introduction/Administration/Scoring/ Practice: WISCV	Soc/emot/beh/adaptive (SEBA) topic due
Week 8 October 16	Introduction/Administration/Scoring/ Practice: WISCV HW: 3 ?s per subtest CAS2: Gen. Testing Guidelines and subtests 1 – 6 (Planning/Simultaneous)	Quiz #2 – 10 Points
Week 9 October 23	Introduction/Administration/Scoring/ Practice: CAS2 HW: 3 ?s per subtest CAS2: 7 – 12 (Attention/Successive)	DUE CASE STUDY #1: WISC HW DUE: 10/22/23: NOON
Week 10 October 30	Introduction/Administration/Scoring/ Practice: CAS2	HW DUE: 10/29/23: NOON
Week 11 November 6	Introduction/Administration/Scoring/ Practice: CAS2	DUE CASE STUDY #2 Processing Protocols How are YOU? REFLECTION: Due 11/4/23 CASE STUDY #1 DUE: 11/9/23
Week 12 November 13	NO CLASS – Possible make-up based on student progress.	DUE CASE STUDY #2: WJIV Assessment Catalog due by 4pm
Week 13 November 20	Introduction/Administration/Scoring/ Practice: CAS2	Rtl/EBI Catalog due by 4pm
Week 14 November 27	Introduction/Administration/Scoring/ Practice: CAS2	DUE CASE STUDY #2: CAS Due Quiz #3 – 10 Points
Week 15 December 4	Introduction/Administration/Scoring/ Practice: CAS2	CASE STUDY #2 DUE: 12/14/23

Week 16 December 11	Individual Support Review for Final Discuss Spring Semester	
Week 17 December 12 – 16 Finals Week	FINAL EXAM	

DR. GOLDEN Case #1: WISCV WJIV CTOPP2 VMI6
 Case #2: CAS2 WJIV TAPS-4 Bender-2

MR. VOGEL Case #1: WISCV WJIV TAPS-4 Bender-2
 Case #2: CAS2 WJIV CTOPP2 VMI6

There are to be no substitutions to the above. Additionally, please make sure to consider age/race of your child, accordingly.