WILLIAM PATerson UNIVERSITY  
College of Education  
Department of Special Education and Counseling  

COURSE OF STUDY  

Theme: Preparing Inquiring Educators: Knowledge, Understanding and Application  

A. Course Title: SPED 531 Orientation to Psychological Testing  
Credits: 3  

B. Course Description: Acquaints students with the statistical and measurement concepts of test construction, and the theoretical and practical aspects of psychological testing, with an emphasis upon cognitive assessment. The theory, design and interpretation of individually-administered measures of intelligence, such as the Wechsler Intelligence Scale for Children-IV (WISC-IV), are reviewed. The uses and limitations of psychological testing are explored with emphasis upon the misuse of tests with students from varying culturally and linguistically diverse backgrounds.  

C. Prerequisites, Co-Requisites and Restrictions:  
- SPED 542 Foundations of Learning Disabilities  

D. Course Objectives: LDT-C candidates will . . .  
1. develop an understanding of selected theories of intelligence  
2. develop an understanding of the statistical concepts and methods used in the construction and evaluation of standardized tests.  
3. develop an understanding of the legitimate purposes, misuses, and limitations of psychological testing  
4. develop awareness of the ethical issues involved in psychological testing.  
5. develop an understanding of the procedures for selecting, administering, and scoring selected measures of cognitive ability, such as the WISC-III. (Please note that LDT-C candidates will not be learning to administer the WISC III as part of the course).  
6. develop the ability to interpret the results of the WISC III and other psychological tests in educationally relevant terms for parents and teachers  
7. develop sensitivity to the factors involved in assessing students from diverse cultural, ethnic, racial, and linguistic backgrounds.  
8. develop an understanding of the use of clinical impressions in psychological testing  

E. LDT-C Candidate Learning Outcomes: The LDT-C candidate will . . .
1. demonstrate their knowledge and understanding of the assumptions, terms and meanings of the basic statistical concepts upon which standardized tests are constructed and interpreted
2. demonstrate an understanding of different theories of intelligence.
3. demonstrate their knowledge and understanding of psychological testing through an analysis of the educational implications of the results of WISC-IV administered to a student with disabilities.

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<th>SLO’s</th>
<th>CEC</th>
<th>NJ PTS</th>
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<tr>
<td>Statistical Concepts</td>
<td>8</td>
<td>5</td>
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<td>Theories of Intelligence</td>
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<td>Analysis of the results of a WISC IV administration</td>
<td>2, 3, 4, 5, 6, 7, 8</td>
<td>1, 2, 3, 5, 6, 7, 8</td>
<td>All Standards</td>
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**F. Course Content:**
1. Statistical and measurement concepts – frequency distributions, means and standard deviations, standard scores, percentiles, standard error of measurement, standardization sample, scales
2. Reliability and validity
3. Theories of intelligence
4. Measurement of intelligence
5. Multiple intelligences
6. Purposes of intellectual assessment
7. Ethical considerations in assessment
8. Factors in the assessment of students from diverse cultural and linguistic backgrounds
9. WISC III – design and results
10. Interpretation and use of the results of psychological tests in making educational decisions
11. Legislation and case law relating to the assessment of students with disabilities
12. Clinical assessment of behavior - observations, self-reports, interviews, projective tests

**G. Teaching/Learning Methods:**
1. Lecture and discussion
2. Assigned readings
3. Small group projects
4. Case studies
5. Audio-visual materials
6. Guest lecturers

**H. Performance-Based Assessment:**
1. Knowledge and understanding of statistical concepts assessed through a written exam
2. Knowledge and understanding of theories of intelligence assessed through a written exam or research paper
3. Knowledge and understanding of psychological testing assessed through a written or oral analysis of the results of a WISC-IV and the implications for educational planning (students will use results of an actual or simulated WISC-IV administration provided by the instructor)


J. Preparer’s Name: Peter Griswold

K. Department Approval Date:

L. Current Revision: Peter Griswold

M. Current Department Approval Date: 10/02

N. Selected Bibliography:


Internet Sites
http://www.apa.org/monitor/feb03/intelligent.html
http://www.edwebproject.org/edref.mi.intro.html
http://www.psychcorp.com