

SPSY 7500 - Dynamic Assessment 1

Fall 2026 Syllabus, Section 01, CRN 41158,

Credit hours: 3

Instructor

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Ph.D., School Psychology, Indiana University of Pennsylvania, 2021

Master's, Educational Psychology, Indiana University of Pennsylvania, 2019

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Course Description

7500. Dynamic Assessment 1. This course includes the administration and interpretation of traditional, web-based, and iPad-based intelligence tests. The goal of this course is to provide candidates with a series of experiences which will lead to mastery in the administration, scoring, and interpretation of various cognitive and instruments. Candidates will become familiar with various traditional and alternative definitions of intelligence, gain knowledge of the general rules for administration and scoring of a variety of standardized cognitive assessment measures. Candidates will demonstrate mastery in the administration and scoring of various cognitive assessment batteries e.g., most current Wechsler, Kaufman, and Woodcock-Johnson test batteries. Candidates will also be introduced to academic achievement measures associated with these cognitive assessment batteries. Prereq.: EdS in SPSY Candidate. Coreq.: SPSY 7501 and SPSY 7502. 3 s.h.

Course Readings

Group	Title	Author	ISBN
Required	Assessment of Children: Cognitive Foundations and Applications, Seventh Edition	Sattler, J. M.	978-0-9861499-9-3

Required Readings (Supplied via Test Kit):

Pearson. (2014a). Wechsler administration and scoring manual. NCS Pearson/PsychCorp

Pearson. (2014b). Wechsler technical and interpretative manual. NCS Pearson/PsychCorp

Required Readings (Supplied in Blackboard):

Canivez, G. L., & Watkins, M. W. (2016). Review of the Wechsler Intelligence Scale for Children-Fifth Edition: Critique, commentary, and independent analysis. In A. S. Kaufman, S. E. Raiford, & D. L. Coalson (Authors), *Intelligent testing with the WISC-V* (pp. 683-702). Hoboken, NJ: Wiley.

Day, L. A., Adams Costa, E. B., & Raiford, S. E. (2015). *WISC-V technical report #2: Testing children who are deaf or hard of hearing*. Pearson Clinical Assessment.

Department of Education. (2006). Assistance to states for the education of children with disabilities and preschool grants for children with disabilities; Final rule, 71 Fed. Reg. 46785 (Aug. 14, 2006).

Lichtenstein, R. (2014). Writing psychoeducational reports that matter: A consumer-responsive approach, parts 1–3. *Communiqué*, 42(3), 20–23.

Lichtenstein, R. (2020). How we describe scores: Consensus or free for all? *School Psychology Review*, 49(4), 1, 32–34.

Mather, N., Wendling, B., Snader, E. H., & Jeantete, G. T. (2025). Examiner's Manual. *Woodcock-Johnson V*. Riverside Assessments, LLC.

National Association of School Psychologists. (2016). School psychologists' involvement in assessment. Bethesda, MD: NASP.

National Association of School Psychologists. (2020). Professional standards of the National Association of School Psychologists. Bethesda, MD: NASP.

Schneider, W. J., & McGrew, K. S. (n.d.). The Cattell-Horn-Carroll model of intelligence. In Theoretical perspectives (Chapter 4, pp. 99–144).

Schneider, W. J., & McGrew, K. S. (2017). The Cattell-Horn-Carroll theory of cognitive abilities. In D. P. Flanagan & E. M. McDonough (Eds.), Contemporary intellectual assessment: Theories, tests, and issues (4th ed.). Guilford Press.

Suggested Readings:

Flanagan, D. P., & Alfonso, V. C. (2017). Essentials of WISC-V assessment. Wiley.

Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C. (2013). Essentials of cross-battery assessment (3rd ed.). Wiley.

Schneider, W. J., Lichtenberger, E. O., Mather, N., Kaufman, N. L., & Kaufman, A. S. (2018). Essentials of assessment report writing (2nd ed.). Wiley.

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

Schedule of Topics and Assignments

Day	Date	Reading(s)	Proposed Topic	Due/To Prepare for Class
Wed	8/26	NASP (2016) Sattler (2024) Ch. 4 Syllabus	Course Overview; Foundations of Cognitive Assessment and the Role of the School Psychologist	Review Syllabus Check out WISC-V materials through Assessment Library
Wed	9/2	Sattler (2024) Ch. 5, 6, 7 Pearson (2014a) pp. 1-76 Schneider and McGrew (n.d.) Pearson (2014b) pp. 1-4	Theories of Intelligence and Foundations of the WISC-V Assessment	Bring to Class (9/2): WISC-V Test Kit WISC-V Record Form WISC-V Response Booklet
Wed	9/9	Pearson (2014a) pp. 77-188 Sattler (2024) Ch. 8 Canivez & Watkins (2016)	WISC-V Administration, Scoring, and Guided Practice - I	Bring to Class (9/9): WISC-V Test Kit WISC-V Record Form WISC-V Response Booklet
Wed	9/16		WISC-V Administration, Scoring, and Guided Practice - II	Bring to Class (9/16): WISC-V Test Kit WISC-V Record Form WISC-V Response Booklet
Wed	9/23	Pearson (2014b) pp. 149-180 Lichtenstein (2020) Schneider & McGrew (2017)	Advanced WISC-V Interpretation and Report Development Writing	
Wed	9/30	WISC-V Q-Interactive (Videos)	Technology-Enhanced Assessment: Q-Interactive Administration and Scoring	Bring to Class (9/30): Examiner iPad Examinee iPad WISC-V Response Booklet
Wed	10/7		WISC-V Administration Competency Exam #1	Bring to Class for WISC-V Administration Competency Exam #1 (10/7): WISC-V Test Kit WISC-V Record Form WISC-V Response Booklet
Wed	10/14	WJ Learning Journey (Video) Exploring the New WJ-V (Video) Mather et al. (2025) Ch. 1-3	WJ-V Cognitive Administration and Scoring Guided Practice	Bring to Class (10/14): Examiner iPad Examinee iPad WJ-V Response Booklet
Wed	10/21	Making Meaning from Scores (Video) Mather et al. (2025) Ch. 6	WJ-V Interpretation, Educational Implications, and Report Writing	



Wed	10/28	ODE The Essential ETR Parts 1 & 2 Videos (Ohio Only) The Evaluation Report (Video) and Annotated Evaluation Report (PA Only) Lichtenstein (2014) Parts 1-3 Sattler (2024) Ch. 1 Department of Education (2020)	Integrated Assessment Interpretation and Advanced Report Writing	
Wed	11/4		Professional Learning Experience: OSPA Conference or Alternate Assignment	Attend OSPA or Complete Alternate Assignment (Due 11/4)
Wed	11/11		University Closed - No Class	
Wed	11/18		WJ-V Administration Competency Exam #2	Bring to Class for WJ-V Administration Competency Exam #2 (11/18): Examiner iPad Examinee iPad WJ-V Response Booklet
Wed	11/25		University Closed - No Class	
Wed	12/2	NASP (2020) pp. 39-49 Ohio List of Approved Assessments (Link and File) Day et al. (2015)	Special Topic Presentations/Facilitation	*Special Topic Paper (Due 12/2) *Special Topic Presentation/Facilitation (Due 12/2)
Wed	12/9	Finals Week	Cognitive Assessment Theory-to-Practice	Cognitive Assessment Theory-to-Practice Reflection (Due 12/9)

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning.