

Subject Description Form

Subject Code	APSS 5010		
Subject Title	Psycho-educational Assessment I		
Credit Value	3		
Level	5		
Co-requisite	APSS 5014 Psycho-educational Intervention I APSS 5013 Professional Skills I		
Assessment Methods	100% Continuous Assessment		
		Individual Assessment	Group Assessment
	1. Class Attendance and Participation	20%	0%
	2. Seminar Presentation on assessment	0%	20%
	3. Assessment Reports of Required Psycho-educational Tests	60%	0%
	The grade is calculated according to the percentage assigned.		
	The completion and submission of all component assignments are required for passing the subject.		
Objectives	<p>The overall aim of this subject is to develop psycho-educational skills, knowledge and confidence of students (Educational Psychologists-in-Training, EPiTs) in carrying out assessment with individuals and groups. The relevant subject contents are divided into Part I and II. The EPiTs are in the early stages of professional development, and therefore expected to achieve two key objectives pertaining to basic proficiency and mastery of some essential skills by the end of this foundation subject. Firstly, EPiTs should conduct both formal and informal identification and assessments, make observations and interpret findings to gain accurate information on the cognitive, social, emotional and personal development of children and adolescents. Secondly, they should develop skills of composing psycho-educational reports and learn to communicate assessment results to such associated stakeholders as teachers, parents, other helping professionals, (e.g. school counsellors, social workers, inter-disciplinary psychologists, therapists, medical doctors) and/or organizations relevant to children/youth workforce development. Assessment practice is closely linked to professional standards, requirements and guidance. The EPiTs are therefore</p>		

	<p>required to internalize professional values, and comply with ethical principles and procedures adaptable to indigenous culture as well as relevant to different psycho-educational perspectives.</p>
<p>Intended Learning Outcomes</p>	<p>The overall aim of this subject, as the first part of psycho-educational assessment, is to prepare Educational Psychologists-in-Training (EPiTs) for practicum and future practice by acquiring assessment skills commonly used in local cultures, and considering how these can be utilized within a multi-professional context. During and upon successful completion of this subject in the first semester, the EPiTs should benefit from the following learning outcomes through written products, class discussions and activities, and be able to:</p> <ol style="list-style-type: none"> a. Demonstrate basic understanding of the process of test development, including test creation and statistical norms development; b. Demonstrate adequate skills, knowledge and confidence in applying a range of assessment tools, including norm referenced techniques; c. Examine psychometric properties of commonly used psycho-educational tests of assessing adaptive behaviours, intelligence, and cognitive functioning; d. Select and appropriately use formal and informal psycho-educational identification tools and assessment instruments in professional practice; e. Effectively communicate the results of psychological assessment /evaluation, both through verbal feedback and written report; f. Develop an appropriate level of skills in administering, scoring, and interpreting some commonly-used tests to “practice cases” in local and regional settings, that include, but not limited to, WISC-IV(HK), HKT-JS-II and HKT-P-III, WPPSI-IV (Hong Kong), Merrill-Palmer Scales of Dev. (Original & Revised edition), Bayley Scales of Infant and Toddler Dev. (Original & Third Edition), Raven’s Progressive Matrices, TONI-3(Taiwan), Stanford-Binet (Fourth & Fifth Edition), and other relevant tests, as deemed appropriate; and g. Acquire knowledge and understanding of the use and limitations of screening, identification, assessment techniques and procedures, for addressing special needs of children within their contexts, promoting equality of opportunity for inclusion and achievement, such as specific learning difficulties, dyslexia, intellectual deficits, high ability, creative gifted and talented, underachieving students, etc.
<p>Subject Synopsis/ Indicative Syllabus</p>	<p>The subject covers both formal and informal identification tools and assessment instruments that are commonly applied in most educational settings and organizations with a focus on child/adolescent development in Chinese cultures. The subject provides students (Educational Psychologists-in-Training, EPiTs) with an overview of theoretical foundations of psycho-educational assessment and contemporary development of tests and measurement, including assessment of cognitive functioning, intelligence, adaptive behaviours of infants and school-age children. The lecture topics are outlined, as follows:</p> <ol style="list-style-type: none"> 1. Theoretical Foundations and Professional Skills of Psycho-educational Assessment <ol style="list-style-type: none"> 1.1 Historical concepts of tests and measurement: An overview of psychometrics 1.2 Forms of assessment: norm-referenced assessment, criterion-referenced

	<p>assessment, observation, interviewing, other informal assessment</p> <p>1.3 Screening and identification tools</p> <p>1.4 Working with different age groups: working with young children (Under age 5) and school-age children</p> <p>1.5 Communicating results: communicating difficult assessment results to parents, relating results to other inter-disciplinary professionals</p> <p>2. Intellectual Assessment Instruments for Infants, Toddlers and School-Age Children: <i>Theoretical Underpinnings, Test Administration and Scoring, Demonstration and Practice, Interpretations of the following required tests:</i></p> <p>2.1 Historical and theoretical perspectives on intelligence</p> <ul style="list-style-type: none"> • Historical perspectives on intellectual assessment • Classic and contemporary theories of intelligence and cognitive abilities <p>2.2 Wechsler scales: historical overview and theoretical underpinnings;</p> <p>2.3 The Wechsler Intelligence Scales for Children, Fourth Edition (Hong Kong) (WISC-IV-HK);</p> <p>2.4 The Wechsler Preschool and Primary Scale of Intelligence, 4th Edition (Hong Kong) (WPPSI-IV-HK)</p> <p>2.5 The Hong Kong Comprehensive Assessment Scales for Preschool Children (HKCAS-P)</p> <p>2.6 The Merrill-Palmer-Revised Scales of Development, Original and Revised Editions (Merrill-Palmer, USA);</p> <p>2.7 The Bayley Scales of Infant and Toddler Development, Original and Third Edition, (Bayley-III, USA)</p> <p>2.8 The Stanford-Binet Intelligence Scales, Fifth Edition, (SB5, USA)</p> <p>2.9 Tests of Cognitive Abilities and Non-verbal / Performance Abilities:</p> <ul style="list-style-type: none"> • Raven’s Progressive Matrices, Standard version (UK & Australia); • Test of Nonverbal Intelligence, Third Edition (TONI-3, Taiwan); • Hong Kong Test of Specific Learning Difficulties in Reading and Writing for Junior Secondary School Students—Second Edition) (HKT-JS-II) • The Hong Kong Test of Specific Learning Difficulties in Reading and Writing for Primary School Students – 3rd Ed. (HKT-P-III) • The Hong Kong Dyslexia Early Screening Scale (HKDESS) <p>2.10 The Wechsler Adult Intelligence Scales, 4th Edition (WAIS-IV - HK): brief introduction</p> <p>2.11 Optional Psycho-educational Tests for students in international schools/overseas practicum/ attachment</p> <ul style="list-style-type: none"> • The British Ability Scales, Third Edition (UK) • The Cognitive Assessment System, Second Edition (CAS,UK) • The Kaufman Assessment Battery for Children, Second Edition (USA), and • The Woodcock-Johnson Tests of Cognitive Abilities, Third Edition (Woodcock-Johnson III, USA) <p>3. Assessment of Adaptive Behaviour:</p> <ul style="list-style-type: none"> • Vineland-II Survey Form, Examiner’s Manual; • Adaptive Behaviour Assessment System, Second Edition, Taiwan Chinese version (ABAS-II, Taiwan). <p>4. Synthesis and Communication of Findings: Written Reports and Informing</p>
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	<p>Sessions</p> <p>4.1 Conceptualizing data and synthesizing findings;</p> <p>4.2 Assessment and reporting skills;</p> <p>4.3 Report writing; and</p> <p>4.4 Tying data to recommendations: Case study.</p> <p>5. Roles of Professional Educational Psychologists in Assessment</p> <p>5.1 Basic professional values; and Ethical principles and guidelines for psychological assessment</p>
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Teaching/Learning Methodology	<p>A problem-solving model is promoted, which maximizes collaboration and involvement of children, parents, teachers and other professionals within the consultation framework. There is an emphasis upon assessment in context, which takes account of the learning and social environments, and investigates approaches to learning and perceptions of school-aged clientele. During class meetings, students (Educational Psychologists-in-Training, EPiTs) are expected to be active learners, developing team-building, and joint problem-solving skills through co-operative learning. Therefore they are required to spend some time discussing the required and supplementary readings as recommended. They are also provided with de-identified case examples for illustration of teaching points. When discussing specific psycho-educational instruments, the subject lecturer / experienced educational psychologists will bring authentic assessment instruments to class to demonstrate their administration, scoring, and interpretation. The EPiTs should invest time learning about all required psycho-educational tests and mastering their proper administration because intellectual, achievement, and adaptive assessment test results will hold real-life implications for school-aged clientele they evaluate in the future. They should strive for perfect administration every time. Through practice, they should be able to administer tests using standardized test administration and procedures with increasing ease. After learning the domains of psychometric theory, theories of intelligence and clinical practice, the EPiTs should achieve technical proficiency with commonly used measures of intelligence, achievement, and adaptive behaviours. Technical proficiency will not simply result in reliable test administration, but will allow the EPiTs become a skilled observer of children during formal testing, such as behaviour changes, self-talk, problem-solving strategies employed, etc. Both the technical proficiency and clinical observation should be balanced with understanding theories of test development, interpretation, and limitations of the tests. They should also plan to supplement the readings and test administrations with ‘real-life’ testing recommendations based on their clinical experiences. For example, they are guided to share approaches for establishing and keeping rapport, managing children’s behaviour during formal testing, communicating test results in parent and school feedbacks, etc. Discussions are focused on indigenous adaptation of imported psycho-educational instruments, and observation of professional conduct and codes for psychological assessment.</p>
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Assessment Methods in Alignment with Intended Learning Outcomes			
	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)

		a	b	c	d	e	f	g
1. Class Attendance and Participation	20%	✓	✓	✓	✓	✓	✓	✓
2. Seminar Presentation on assessment	20%	✓	✓	✓	✓			✓
3. Assessment Reports of Required Psycho-educational Tests	60%	✓	✓	✓	✓	✓	✓	✓
Total	100 %							

1. **Attendance and participation.** Class participation will be rated for each class based on preparation and participation in class discussion and activities. Students (Educational Psychologists-in-Training, EPiTs) are required to be present for **all** class meetings, and to notify subject teacher(s) concerned if he/she expects to miss class of psycho-educational assessment. Unexcused absences or coming late will reduce the grade. Make-up class in alternate format, say video-taped lecture, should be arranged to ensure rigorous training in assessment.

2. **Seminar presentation.** Students will form groups of three and they will select a condition for presentation. The presentation should be 1 hour. The presentation should include the nature of the condition, its assessment and intervention. For this subject, the assessment is based on the part on assessment of the condition. All students in the same group will get the same marks.

3. **Assessment report.** Students (EPiTs) are required to complete **three** psychological reports covering WISC-IV(HK), HKT-JS-II and HKT-P-III, i.e., **one report on WISC-IV(HK); one report on WISC-IV(HK) and HKT-JS-II/HKT-P-III; and one report on HKT-JS-II/HKT-P-III.** EPiTs are required to hand in scored test protocols or data collection forms for the tests and assessment methods taught in class. Requirements for sample reports are discussed in class. For each report, the EPiTs should describe the participant tested and summarize intellectual assessment data and adaptive functioning. Reports must include the following **five** components:

(a) Referral and Background Information.

(b) Behavioural Observations.

(c) Test Results and Interpretation.

(d) Summary and Diagnostic Impressions

(e) Recommendations.

Due to the practice nature of the reports, sections (a), (b) & (c) are the focus.

However the EPiTs are also required to practise writing a section on diagnostic impressions, and make a few general recommendations based on the assessment data. The diagnostic impressions section will most likely consist of statements such as within normal limits, average ability, etc. EPiTs are required to complete the "Parent Consent Form" for each practice participant, and **must include this**

	<p><i>completed form</i> when submitting the report to subject lecturer(s) for grading. Four protocols with no major administration, recording, and scoring errors are required for passing out.</p> <p>4. Peer observation and co-operative learning. In addition to the assigned cases, students (EPiTs) are required to work in pairs and make peer observations on at least two other cases handled by their peers (normally through one-way mirror) during assessment sessions. They are expected to be active learners, and to participate in co-operative learning through peer-observations and peer-sharing on areas of improvement, including test administration, scoring and interpretations, communicating results to practice cases, etc. Although it is mandatory for all EPiTs to submit the required peer evaluation forms, the results are mainly for self-regulated learning, and therefore are non-credit-bearing. EPiTs are required to complete the “Parent Consent Form” for each practice participant, and must include this completed form in the passing out log.</p>	
Student Study Effort Required	Class contact:	
	▪ Lecture	26 Hrs.
	▪ Seminar	13 Hrs.
	Other student study effort:	
	▪ Practice assessment cases	50 Hrs.
	▪ Private study	42 Hrs.
	Total student study effort	131Hrs.
Medium of Instruction	English	
Medium of Assessment	English	
Reading List and References	<p><u>Recommended Textbooks</u></p> <p>Aromur, E. T. (1998). <i>Assessing intelligence</i>. Newbury Park: Sage.</p> <p>Anastasi, A., & Urbina, S. (1997). <i>Psychological testing</i> (7th ed.). Upper Saddle River, NJ: Prentice Hall.</p> <p>Bracken, B. A. (1987). Limitations of preschool assessment and standards for minimal levels of technical adequacy. <i>Journal of Psychoeducational Assessment</i>, 5, 313-326.</p> <p>Cicchetti, D. V. (1994). Guidelines, criteria, and rules of thumb for evaluating normed and standardized assessment instruments in psychology. <i>Psychological Assessment</i>, 6, 284-290.</p> <p>Cohen, R. J. (2009). <i>Psychological testing and assessment: An introduction to tests and measurement</i>. (7th ed.). Singapore: McGraw-Hill Education (Asia). Text,</p>	

Exercise Workbook and IE. Website: <http://www.mhhe.com/cohentesting6>

Flanagan, D. P., & Harrison, P. L. (Eds.). (2005). *Contemporary intellectual assessment: Theories, tests, and issues*. (2nd Edition). New York: Guilford. [Referred to as F & H in reading list].

Flanagan, D. P., & Kaufman, A. S. (2004). *Essentials of WISC-IV assessment*. New York: Wiley. [Referred to as F&K in reading list].

Groth-Marnat, G. (1997). *Handbook of psychological assessment* (3rd ed.). New York: Van Nostrand Reinhold Company Inc.

House, A. E. (2002). *DSM-IV Diagnosis in the Schools*. New York: Guilford.

Kaplan, R.M., & Saccuzzo, D.P. (2007). *Psychological testing: Principles, applications and issues*. Website: www.wpcbj.com.cn

Kamphaus, R. W. & Campbell, J. M. (2006). (Eds.), *Psychodiagnostic assessment of children: Dimensional and categorical approaches*. New York: Wiley.

Lichtenberger, E. O., Mather, N., Kaufman, N. L., & Kaufman, A. S. (2004). *Essentials of assessment report writing*. New York: Wiley. [Referred to as L & M in reading list].

McBurnett, K. (1996). Development of the DSM-IV: Validity and relevance for school psychologists. *School Psychology Review*, 25, 259-273.

Murphy, K.R., & Davidshafer, C.O. (2006). *Psychological testing: Principles and applications*. Pearson Ed. Asia Ltd., Prentice-Hall, Inc.

Ornum, W. V., Dunlap, L. L., & Shore, M. F. (2008). *Psychological testing across the life span*. New York: Wiley. [PolyU serial no. [BF176.V363 2008](#)]

Payne, D.A. (2003). *Applied educational assessment*. (2nd ed.). Singapore: Wadsworth Cengage Learning. (with Book companion CD-ROM, Info Trac College edition).

Rupp, A.A., Lesaux, N.K., & Siegel, L.S. (2006). Meeting expectations? An empirical investigation of a standards-based reading assessment. *Educational Evaluation and Policy Analysis*, 28, 315-333.

Rutter, M, Bishop, D., Pine, D., Scott, S. Stevenson, J., Taylor, E. & Thapar, A. (2008). *Rutter's Child and Adolescent Psychiatry* (5 ed.) Carlton, Victoria: Blackwell Publishing Ltd.

Sattler, J. M. (2006). *Assessment of children: Cognitive applications*. San Diego, CA: Jerome M. Sattler, Publisher, Inc. [Referred to as Sattler in reading list] Ch. 21 Principles of Report Writing.

Wilson, M. S., & Reschly, D. J. (1996). Assessment in school psychology training and practice. *School Psychology Review*, 25(1), 9-23.

References

AERA, APA, & NCME (current). *Standards for educational and psychological testing*.

Washington, DC: AERA. [Referred to as Standards in reading list].

American Psychological Association (current). *Ethical principles of psychologists and code of conduct*. Washington, DC: Author. (Emphasis on Standard 9). Document retrievable at: <http://www.apa.org/ethics/code2002.pdf>

American Psychological Association (2001). (5th Edition). *Publication Manual of the APA*.

Association of Educational Psychologists (AEP), Durham, U.K. Document retrievable at: <http://www.aep.org.uk>

British Psychological Society (BPS). (2006). *Code of ethics and conduct*. Retrieved May 2, 2008, from the BPS Web site: http://www.bps.org.uk/the-society/code-of-conduct/code-of-conduct_home.cfm

British Psychological Society, Division of Educational and Child Psychology (current). *Specific codes of conduct*. Document retrievable at: <http://www.bps.org.uk/decp>

Children's Workforce Development Council and its Educational Psychology Administrative Team, Leeds, U.K. Document retrievable at: http://www.cwdcouncil.org.uk/educational_psychology/

Division of Educational Psychology, Hong Kong Psychological Society (2008). *Standards for the training of professional educational psychologists in Hong Kong*. The Hong Kong Special Administrative Region: China. Document retrievable at: <http://www.hkps.org.hk/dep>

Hong Kong Psychological Society (2009). *Revised code of professional conduct*. The Hong Kong Special Administrative Region: China. Document retrievable at: <http://www.hkps.org.hk>

海峽兩岸心理與教育測驗學術研討會論文集及撮要 (1992-現在)
(Translation: *Cross-Strait Conference on Psycho-educational Tests: Proceedings and Selected Papers* presented by psychometric scholars and psychoeducational test developers in Chinese mainland and Taiwan, 1992-current)

Recommended Academic and Professional Journals

1. *American Psychologist*
2. *British Journal of Educational Psychology*
3. *Canadian Journal of Education*
4. *Child Development*
5. *Journal of Educational and Child Psychology, and DCEP Newsletter*, published by Division of Educational and Child Psychology, British Psychological Society
6. *Journal of Educational Psychology*
7. *Journal of Psycho-educational Assessment*

8. *Journal of School Psychology*
9. *Psychological Assessment*
10. *School Psychology International*
11. *School Psychology Quarterly*
12. *School Psychology Review*
13. *The Psychologist, a monthly magazine published by British Psychological Society*
14. 台灣(中國)測驗學會期刊 *Periodicals of Taiwan Psychological Tests (Complicated Chinese)*
15. 中國心理測驗學報 *Journal of Chinese Psychological Tests (Simplified Chinese)*

Required Materials

1. DVD/VHS videotapes for preview of test administration sessions
2. Stopwatch
3. Tape recorder for test administration and scoring
4. Test protocols handed out in class or borrowed from Test Library of Department of Applied Social Sciences (APSS) should be kept in strict confidence
5. Large ring binders for organizing subject materials are strongly recommended.
6. Supplementary texts are placed in Reserved Section at HKPolyU Library. Some additional required readings will be placed on electronic reserves via WebCT or email attachment throughout the semesters.

Attachment: Recommended Readings on Test Administration and Scoring Manuals

Adaptive Behaviour Assessment System for Age 6- 17, Second Edition (ABAS-II): Examiner's Manual, USA: Western Psychological Services.

Bayley Scales of Infant and Toddler Development, Third Edition, (Bayley-III): Test Administration and Scoring Manual, Motor Scale Kit, all Accessories, Combo Tests, and Screening Test, U.S.A.

British Ability Scales, Third Edition, (BAS-III): Test Administration and Scoring Manual, U.K.

Chinese Cognitive Abilities Tests, First Edition (CCAT-I): Examiner's Manual, Norm-referenced in Chinese mainland (Simplified Chinese version). Beijing, China: Institute of Psychology, China Academy of Sciences.

Cognitive Assessment System, Third Edition, (CAS-II): Test Administration and Scoring Manual, U.K.

Flanagan, D.P., & Kaufman, A.S. (2004). *Essentials of WISC-IV[®] Assessment*. New York: Wiley.

Hong Kong-Wechsler Intelligence Scales for Children, First Edition (HK-WISC-I): Test Administration and Scoring Manual (Hong Kong Cantonese version),

	<p>Government of Hong Kong Special Administrative Region, China.</p> <p><i>Hong Kong-Wechsler Intelligence Scales for Children, Fourth Edition (HK-WISC-IV):</i> Test Administration and Scoring Manual, (<i>publisher pending</i>).</p> <p><i>Kaufman Assessment Battery for Children, Second Edition:</i> Test Administration and Scoring Manual, USA.</p> <p>Mathur, N. & Woodcock, R. (2001). <i>Woodcock-Johnson III Tests of Cognitive Abilities: Examiner's manual</i>. Riverside Publishing: Itasca, IL.</p> <p>McGrew, K. & Woodcock, J (2001). <i>Woodcock-Johnson III Tests of Cognitive Abilities: Technical Manual</i>. Riverside Publishing: Itasca, IL.</p> <p><i>Merrill-Palmer-Revised Scales of Development, Revised Edition (Merrill-Palmer-R):</i> Test Administration and Scoring Manual, all Manipulatives, Forms, & Books, USA.</p> <p><i>Oakland, T. (2000). Multigroup confirmatory factor analysis for the Adaptive Behaviour Assessment System, Parent Form for Ages 5- 21 (ABAS-II)</i>. USA: Western Psychological Services.</p> <p>Read, B.G., & Schrank F.A. (2003). Qualitative analysis of Woodcock-Johnson III test performance. In F.A. Schrank & D.P. Flanagan (Eds.), <i>WJ III clinical use and interpretation: Scientist-practitioner perspectives</i> (pp.47-91). San Diego, CA: Academic Press.</p> <p>Roid, G. H. (2003). <i>Stanford-Binet Intelligence Scales: Fifth Edition Examiner's Manual</i>. Riverside Publishing: Itasca, IL.</p> <p>Roid, G. H. (2003). <i>Stanford-Binet Intelligence Scales: Fifth Edition Technical Manual</i>. Riverside Publishing: Itasca, IL.</p> <p>Sattler, J.M., & Dumont, R. (2004). <i>Assessment of Children: WISC-IV[®] and WPPSI-III Supplement</i>. San Diego, CA: Jerome M. Sattler Publishing.</p> <p>Sattler, J.M., & Dumont, R. (2004). Interpreting the WISC-IV. In J.M. Sattler & R. Dumont, <i>Assessment of Children: WISC-IV and WPPSI-III Supplement</i> (pp. 113-152). San Diego, CA: Sattler Publishing.</p> <p><i>Stanford-Binet Intelligence Scales, Fifth Edition (SB-5):</i> Test Administration and Scoring Manual, all Manipulatives, Forms, and Books, Riverside Publishing: Itasca, IL.</p> <p><i>Tests of Cognitive Abilities: Examiner's Manual</i>, Taiwan edition. Taipei, Taiwan: National Taiwan Normal University.</p> <p><i>Test of Nonverbal Intelligence, Third Edition (TONI-3, Taiwan):</i> Examiner's Manual. (Complicated Chinese version). Taipei, Taiwan: Taiwan Psychological Publishing Company Limited.</p> <p><i>Vineland-II Survey Form</i>, Examiner's Manual.</p> <p><i>Wechsler Adult Intelligence Scales, First and Third Edition (WAIS, I & III):</i> Test</p>
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	<p>Administration and Scoring Manual, U.S.A.</p> <p><i>Wechsler Adult Intelligence Scales, Revised Edition (WAIS-R, Taiwan):</i> Test Administration and Scoring Manual (Taiwan Chinese Edition), Taipei, Taiwan: Chinese Behavioral Science Corporation.</p> <p><i>Wechsler Intelligence Scales for Children, Third Edition (WISC-III, Taiwan):</i> Test Administration and Scoring Manual (Taiwan Chinese Edition), Taipei, Taiwan: Chinese Behavioral Science Corporation.</p> <p>Wechsler, D. (2003). <i>WISC-IV Administration and Scoring Manual</i>. Psychological Corporation: San Antonio, TX.</p> <p>Wechsler, D. (2003). <i>WISC-IV Technical and Interpretive Manual</i>. Psychological Corporation: San Antonio, TX.</p> <p><i>Wechsler Intelligence Scales for Children, Third Edition (WISC-III, Taiwan):</i> Test Administration and Scoring Manual</p> <p><i>Wechsler Intelligence Scales for Children, Fourth Edition (WISC-IV, Chinese mainland):</i> Test Administration and Scoring Manual (Simplified Chinese version), publisher designated by Beijing Normal University, China.</p> <p><i>Wechsler Preschool and Primary Scale of Intelligence, Third Edition (WPPSI-III, Taiwan):</i> Test Administration and Scoring Manual (Complicated Chinese version), Taipei, Taiwan: Chinese Behavioral Science Corporation.</p> <p>Williams, P.E., Weiss, L.G., & Rolfhus, E. (2003). <i>WISC-IV technical report #1: Theoretical model and test blueprint</i>. San Antonio, TX: Psychological Corporation.</p> <p>Williams, P.E., Weiss, L.G., & Rolfhus, E. (2003). <i>WISC-IV technical report 21: Psychometric properties</i>. San Antonio, TX: Psychological Corporation.</p> <p>Schrank, F.A., Flanagan, D.P., Woodcock, R.W., & Mascolo, J.T. (2002). <i>Essentials of WJIIITM Cognitive Abilities Ass</i></p> <p>盧台華、陳心怡 (修訂者).(2008). 《適應行為評量系統 II (6至 17歲兒童版) 》: 中文指導手冊. 台北: 中國行為科學社. [Chinese original manuscript, translated English title: <i>Adaptive Behaviour Assessment System II (Age 6- 17), Second Edition (ABAS-II, Taiwan):</i> Examiner's Manual, (Taiwan Chinese Edition), Taipei, Taiwan: Chinese Behavioral Science Corporation.]</p>
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