

DOCTORAL DISSERTATION COMMITTEE

Co-Director

Frank Sansosti, Ph.D.

Director and Professor

School of Lifespan Development and Educational Sciences

College of Education, Health and Human Services

Co-Director

Adam Lockwood, Ph.D.

Associate Professor

School of Lifespan Development and Educational Sciences

College of Education, Health and Human Services

Member

Christopher Was, Ph.D.

Professor

Department of Psychological Sciences

College of Arts and Sciences

Graduate Faculty Representative

Andrew Wiley, Ph.D.

Associate Professor

School of Lifespan Development and Educational Sciences

College of Education, Health and Human Services

KENT STATE UNIVERSITY

College of Education, Health and Human Services

DOCTORAL DISSERTATION DEFENSE

of

Kelsey E. Klatka

for the degree of

Doctor of Philosophy

School Psychology

INVESTIGATORY ANALYSIS OF EXAMINER ERRORS
ON THE *WOODCOCK JOHNSON IV TESTS OF*
ACHIEVEMENT BY GRADUATE STUDENTS AND
SCHOOL PSYCHOLOGISTS

Tuesday, April 16th, 2024

1:00pm

White Hall 408

Kelsey E. Klatka

M.S., Rehabilitation Counseling & Psychology
The University of North Carolina at Chapel Hill, 2013

B.A., Psychology & Religious Studies
Case Western Reserve University, 2011

Kelsey has been a Licensed Professional Clinical Counselor for the past 10 years. She has worked in schools, private practice, and community mental health. She has extensive experience working with children, adolescents, and adults in providing comprehensive mental health and assessment services.

Kelsey's research interests include assessment practices, teacher mindfulness, social-emotional interventions, and culturally responsive practices for children and adolescents. She has published on topics of fidelity of assessment. Furthermore, she has presented at multiple conferences (local, state, and national), and received Kent State University's Outstanding Presenter Award.

Kelsey has served on the student editorial board for the *Assessment for Effective Intervention* journal. She has been a reviewer for *Psychology in the Schools* and *The Elementary School Journal*. Kelsey has held leadership roles on local and national committees within Kent State University's School Psychology program and the National Association of School Psychologists.

Investigatory Analysis of Examiner Errors on the *Woodcock Johnson IV Tests of Achievement* by Graduate Students and School Psychologists

Norm-referenced tests (NRTs) are administered within the field of psychology and education to assess students' academic achievement and/or cognitive ability. NRTs are conducted as part of a broader psychoeducational assessment within school settings and the data gathered from them are commonly used to make special education eligibility decisions (Braden, 2013; Benson et al., 2019). Therefore, it is important to verify that these NRTs are administered according to standardized procedures and scored with fidelity. This dissertation conducted a study to examine total, non-critical, and critical errors made by school psychologists and school psychology graduate students on the *Woodcock-Johnson IV Tests of Achievement* (WJ IV ACH; Schrank, Mather, & McGrew, 2014).

The first purpose of this dissertation was to identify the total errors in each group and a combined sample. Next, the second purpose was to compare differences made on non-critical and critical errors between the two groups. The methods used for the comparisons were descriptive statistics and independent samples t-tests. A convenience sample of 20 WJ IV ACH protocols from school psychologists and graduate students were compared. There were statistically significant differences between the non-critical errors, but no statistically significant differences between critical errors for the two groups. Results are comparable to earlier studies that found graduate students and practitioners make a high number of errors on NRTs of academic achievement and cognitive ability.