Supplementary Material

Assessment of a model for achieving competency in administration and scoring of the WAIS-IV in postgraduate psychology students

Rachel M Roberts¹*, Melissa C Davis²

¹School of Psychology, University of Adelaide, Adelaide, South Australia, Australia.

²School of Psychology and Speech Pathology, Curtin University, Bentley, Western Australia, Australia.

* Correspondence: Rachel M Roberts, School of Psychology, University of Adelaide, Adelaide, 5005, South Australia, Australia.
rachel.roberts@adelaide.edu.au

1. Supplementary Figure 1 Assessment rubric.

To pass the assignment all assessment criteria must be met at least at an adequate level.

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>Level of performance</th>
<th>Adequate</th>
<th>Not met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows test manual administration and instruction</td>
<td>All instructions in manual followed.</td>
<td>Occasional errors in testing but not sufficient to reduce the validity of the test</td>
<td>Significant errors in test administration which make this administration invalid</td>
</tr>
<tr>
<td>Organisation and familiarity with materials</td>
<td>Student is well organised during the testing and displays proficiency and confidence in handling test materials, application of discontinue rules, prompts etc, and manages use of record sheet smoothly</td>
<td>Student is moderately organised, shows some sings of hesitation or uncertainty in handling materials and administering items but this does not reduce the validity of the test</td>
<td>Student not appropriately prepared for administration of the test. Student is disorganised, confused or fails to respond appropriately to errors or misunderstandings made by ‘client’, or fails to seek additional information when required. Likely to make the administration invalid</td>
</tr>
<tr>
<td>Appropriate interpersonal interaction during testing</td>
<td>‘Client’ set at ease, manages a good pace in the assessment, speaks clearly, is pleasant and encouraging without violating administration rules</td>
<td>Student shows some nervousness in the interaction, make need to adjust the pace or volume of their speech a little or may make awkward remarks, but is generally pleasant and</td>
<td>Inappropriate feedback to ‘client’ about progress, speaks unclearly, (mumbles, too loud, too soft, too fast), shows own discomfort in situation. Likely to make the administration invalid</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Record form</th>
<th>appropriate and validity of test not reduced</th>
<th>Record form</th>
<th>appropriate and validity of test not reduced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has used all required parts of form and information is in correct sections</td>
<td>Mostly correct use of record form, with one or two minor omissions that make no significant impact to the outcome of the assessment, responses recorded verbatim</td>
<td>Student has not used the form correctly, multiple errors in form use, responses not recorded verbatim. Errors reduce validity of assessment</td>
<td></td>
</tr>
<tr>
<td>Mostly correct use of record form, with one or two minor omissions that make no significant impact to the outcome of the assessment, responses recorded verbatim</td>
<td>Student has not used the form correctly, multiple errors in form use, responses not recorded verbatim. Errors reduce validity of assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis is correct</td>
<td>Analysis is correct</td>
<td>Analysis is correct</td>
<td>Analysis is correct</td>
</tr>
<tr>
<td>There may be minor errors in analysis, that have no substantive impact of the outcome of the assessment</td>
<td>There may be minor errors in analysis, that have no substantive impact of the outcome of the assessment</td>
<td>There may be minor errors in analysis, that have no substantive impact of the outcome of the assessment</td>
<td>There may be minor errors in analysis, that have no substantive impact of the outcome of the assessment</td>
</tr>
<tr>
<td>Significant errors have been made in scoring such as failing to apply discontinue rules or to count all items, poor decisions made in applying scoring rules. Errors reduce validity of assessment</td>
<td>Significant errors have been made in scoring such as failing to apply discontinue rules or to count all items, poor decisions made in applying scoring rules. Errors reduce validity of assessment</td>
<td>Significant errors have been made in scoring such as failing to apply discontinue rules or to count all items, poor decisions made in applying scoring rules. Errors reduce validity of assessment</td>
<td>Significant errors have been made in scoring such as failing to apply discontinue rules or to count all items, poor decisions made in applying scoring rules. Errors reduce validity of assessment</td>
</tr>
</tbody>
</table>