



READ 5312
Diagnostic Reading Assessments Practicum
The University of Texas at Tyler
School of Education

Course:	READ 5312
Semester & Year:	Fall 2025
Location:	Graduate - Online

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It is my desire that each of you profit from this course. Please contact me via e-mail or phone or meet with me during office hours if you need any assistance. Appointments are NOT required, but are appreciated, preferred and given priority.

College of Education and Psychology (CEP) Vision and Mission

Core Purpose of the College of Education and Psychology

To prepare competent, caring, and qualified professionals in the field of education, psychology, and counseling; to foster discovery; and to advance the knowledge base in our respective disciplines.

Vision: The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Mission: The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

Course Description: Field experience focused on training reading specialist candidates in the administration and interpretation of diagnostic reading instruments for the evaluation of children with dyslexia. Specific emphasis will be placed on standardized assessment procedures for diagnostic reading instruments as well as the interpretations of the assessment results. **A field-based practicum is required.**

Important Notes Re: Dyslexia Certificate Requirements

Our MEd-Reading program places a great deal of emphasis on fieldwork that enables program candidates to apply knowledge and skills gained in real-world instructional settings. To earn the UT Tyler Dyslexia Certificate, you must successfully complete all program courses leading to the Master of Education in Reading degree plus READ 5312 *Diagnostic Reading Assessment Practicum* and READ 5313 *Dyslexia Reading Instruction and Intervention Practicum*.

Knowledge Base(s) and Rationale:

This graduate level course is designed as a practicum for prospective and practicing reading specialists and instructional leaders who wish to develop and/or expand their dyslexia knowledge, skills, and dispositions by studying and engaging in diagnostic reading assessments and interpretation of assessment results in authentic school settings.

Course content is informed by various research, policy, and practice resources, which contribute in different but complementary ways to the preparation of reading specialists and instructional leaders. Research and theory addressed in the course will draw from several fields of inquiry, including adult learning, professional development, teacher quality and student achievement, and school improvement.

Course content incorporates the following standards for the preparation of reading professionals:

- *International Literacy Association (ILA, 2017);*
- *Texas Examination of Educator Standards (TExES)*
- *Council for Educational Diagnostic Services (CEDS)*
- *International Society for Technology in Education Standards for Educators (ISTE),*
- *Interstate New Teacher Assessment and Support Consortium (InTASC) Standards,*
- *College and Career Readiness Standards (CCRS)*

Student Learning Outcomes (SLOs): Upon successful completion of the requirements for this course, teacher candidates will be able to:

1. Identify and discuss the characteristics of dyslexia.
2. Select and administer appropriate formal and informal measures of reading.

3. Interpret appropriate formal and informal measures of reading.
4. Discuss comprehensive assessment reports that describe the assessment findings.

Standards Matrix:

Student Learning Outcomes	Activities	Assessment	Standards Alignment
1. Identify and discuss the characteristics of dyslexia	Read Chapters 1 & 2 Essentials of Dyslexia. Dyslexia Handbook – Chapter 1	Overview of Dyslexia Quiz Self-Reflection on Common Myths and Misunderstandings of Dyslexia	ILA: 1.1 TExES: III CEDS: SEDS.3.S2 InTASC: 2 CCRS: II
2. Select and administer appropriate formal and informal measures of reading.	Read Chapter 5 – Essentials of Dyslexia Administration Videos Scoring Video Real-Time Group Meetings Article – Orthographic Processing Read Chapter 6 – Essentials of Dyslexia Administration Videos Scoring Video Article – Oral Language and Dyslexia Administration Videos Scoring Videos	CTOPP Quiz CTOPP #1, #2, Instrument Scoring Rubrics (Protocol and Video). Benchmark Assessment Video Scoring Rubric Instrument Scoring Rubrics (Protocol and Video). Benchmark Assessment Rubric WJ IV OL #1, #2 Instrument Scoring Rubrics (Protocol and Video). Article Review #1 & #2 Rubric RTGM Rubric	ILA: 3.1,3.2 TExES: II CEDS: SEDS.1.S1 ISTE: 2.7b,c InTASC: 6
3. Interpret appropriate formal and informal measures of reading	Interpretation Video Case Study Scenario Introduction to the Full Individual Evaluation (FIE)	Interpretation Quiz Interpretation Activity – Case Study	ILA: 3.2 CEDS: SEDS.1.S2 InTASC: InTASC: 6
4. Discuss comprehensive assessment reports that	Real-Time Group Meetings	RTGM Rubric	ILA: 3.4

describe the assessment findings.	Case Study Scenario	Interpretation Activity – Case Study	CEDS: SEDS.1.S4 ISTE: 2.7c CCRS: 1
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COURSE EVALUATION AND REQUIREMENT DESCRIPTION

Your grade will be determined based on your performance on particular assignments and/or category of assignments, which are weighted according to the percentage specified.

1. Online Meeting Sessions (RTGM & Zoom Conf.). (10%)

Zoom Video Conferences – Each student will participate in Zoom conferences throughout the semester. The primary purpose of these videoconferences is to facilitate conversations about assessment, report writing, and course assignments/activities. The secondary purpose is to build an on-line community of learners

Real Time Group Meetings – RTGM are held via Zoom. During these meetings, you and your group members (I will organize groups) will set up zoom conference times to discuss specified topics.

2. Quizzes (5%)

Quizzes Descriptions – After you have completed the module activities, you will take a quiz as noted on the course schedule. Items and learning activities contained in the module are potential questions for quizzes. For example -- chapter readings, outside reading assignments, articles, video clips, lectures, assignments/activities, etc.

3. Reflections (5%)

Reflections Descriptions – You will complete reflections throughout this course. Reflections are designed for you to pause and to take note of where you are in your assessment knowledge and what you plan to achieve in the future.

4. Poll & Post (2%)

Poll & Post Description - During the first week of class you will participate in a survey to discuss your thoughts about a particular topic that will be addressed throughout the course. At an appropriate time, you will complete a post assignment that specifically addresses the same topic.

5. Article Reviews (5%)

Article Review Descriptions – Articles will be provided for you to read and critique. A template for the article reviews and scoring rubric will be posted in Canvas.

6. Test Administrations Descriptions (25%)

Test Administration Descriptions – You will administer the CTOPP 2, TOC, and WJ OL three times during the semester. All standardized assessment procedures as stated in the instrument manuals and demonstrated on the administration videos in Canvas must be followed. To select clients for each test administration see the detailed participant guidelines at the end of the syllabus. No test administrations will be graded if these guidelines are not met.

The following are the specified ages/grades in which the graduate student must select to administer the specific assessment instruments to:

For the three test administrations you must select a variety of school-age children to evaluate. This means that by the end of the course you must have tested an elementary aged child (7 years 0 months to 5th grade), middle school aged child (6th through 8th grade), and a high school aged child (9th grade to 17 years 11 months).

For example, you may test an elementary aged child for the first test administration, and a high school aged child for the second test administration, and your benchmark assessment (i.e. third test administration) will be the client you select for READ 5306 and 5307 who may be a middle school aged child. This means that you must use the client from READ 5306 and 5307 for your final benchmark assessment, and the other two assessments must be from the other two grade levels.

Benchmark Assessment — You must administer the benchmark assessments to the client you selected for READ 5306 and 5307 assessment and instruction project.

Items to be Submitted for Each Test Administration (CTOPP 2 & WJ OL)

- **Consent for Testing** (*Consent must be completed fully (this includes signature, dates, phone numbers, etc. of the graduate student and parent)—failure to do so will result in a grade of zero for protocol*)
- **Protocols (Record Forms & Student Response Booklets)**
- **Video Recording of Test Administrations** uploaded to Edthena
- **Scoring Rubrics/Video Administration Rubric**
- **May also include other assignments as designated on course schedule (test narratives, interpretive reports, etc.)**

7. Benchmark Assessment (Test Administration #3) (33%)

Test administration #3 for the CTOPP 2 and the WJ OL, is a benchmark assessment in our program. You must earn a score of 90% on each of the following: CTOPP-2 and the WJ OL, to demonstrate mastery of test administration. If you do not obtain a 90% on the CTOPP-2 and the WJ OL, the highest grade you can earn in the class is a grade of “B.”

In addition, you must earn a 90% or higher on each of the instruments that are administered as part of the benchmark assessment in READ 5312 and READ 5313 in order to earn the UT Tyler Dyslexia Certificate.

Time Log - As a part of the practicum experience, and benchmark assessment, you are required to keep a time log of all activities completed in the field. Practicum field hours must **equal or exceed 25 hours**. These field hours include: test administration preparation videos, prepping the assessment and environment protocol, interviews, observations, assessment administration, data conversations, data analysis, and report writing. If the time log is incomplete, or falsified, will result in an incomplete for the course and will require that all benchmarks assessments and assessment activities related to the time log will be completed again.

Rescore Opportunities

1. You are allowed ONE rescore opportunity per semester. If you make a raw score error on a test administration and you have already taken advantage of your one rescore opportunity, the scoring analysis pages will not be graded. The grade recorded will be based on subtest administration without the scoring analysis portion of the test administration.
2. You are allowed ONE rescore opportunity per semester. If you make a raw score error on an already rescored test administration, the scoring analysis page will not be graded. The grade recorded will be based on subtest administration without the scoring analysis portion of the test administration.
3. The benchmark assessment (Test administration #3 cannot be rescored or readministered).

8. Interpretation Activity (RTGM #2) (10%)

Interpretation Activity Description — You will have the opportunity to discuss a case study scenario of a child with dyslexia. The purpose is on the interpretation of assessment findings and collaboration with the educational diagnostician and the multidisciplinary evaluation team.

9. Practice Assessment Analysis (Formative Assessment). The Practice Assessment Analysis on the first test administration is a formative assessment that will prepare you for the Assessment Analysis in the Literacy Instruction Report. No formal grade will be assigned in Canvas. However, the assignment will be reviewed according to the Assessment Analysis Rubric to help you prepare for the Literacy Instruction Report.

10. Program Portfolio Artifact (5%)

Portfolio Artifact Description: This assignment is designed to assure that you successfully and competently build your Program Portfolio the goal of which is to show ways in which your work in this program has enabled you to provide evidence, aligned with state and national standards, of your preparation to become a literacy leader. As you already know, the successful completion and presentation of your portfolio is a requirement for graduation from this program. Creating your portfolio will be an incremental process spanning the entirety of your time at UT Tyler. That is, this assignment is present in each course in your Master of Education in Reading program. In each course, including this one, you will (1) select your artifact from work already accomplished in this course this semester; (2) select an ILA national standard AND a TExES state standard for Reading Specialists about which this artifact is evidence of your mastery; (3) write your description of the course artifact; and (4) write your argument/rational for the course artifact.

PORTFOLIO NARRATIVE DIRECTIONS - You will write an entry, accounting for your COURSE ARTIFACT assignment, for your end-of Program Portfolio. You will write two dense (at least 6 sentences each), well-written paragraphs:

1: DESCRIPTION of the COURSE ARTIFACT assignment and how YOU completed it. (One Paragraph)

2: ARGUMENT/RATIONALE for the inclusion of your COURSE ARTIFACT as EVIDENCE of you meeting one of the ILA Standards (1-7) and one of the TExES Standards (I-IV). In other words, what standards and why (how) does your COURSE ARTIFACT PROVE that you are competent in the chosen standards? Provide specific evidence from your project in support of your argument for why various aspects prove your competency. Directly tie your argument/rationale back to the ILA and TExES Standards. (One Paragraph)

Evaluation and Grading Guidelines and Criteria: All written work should be typed (double-spaced, using a 12 pt. New Times Roman font, with one-inch margins, & page numbered), properly labeled, and carefully proofread and edited. Use APA guidelines for writing style, citations, and referencing. The criteria for determining your final grade are outlined below.

Last day to Withdraw from Course: Nov 3, 2025

Projects & Grading Criteria

Class Projects	Weight
Tier 1 Assignments	68%
Test Administration #1-2	25%
Benchmark Assessment	33%
Interpretation Activity	10%
Tier 2 Assignments	32%
Online Meeting Sessions	10%
Quizzes	5%
Self-Reflections	5%
Poll & Post	2%
Article Reviews	5%
Portfolio Artifact	5%
Totals	100%

Performance Standards

Points	Percent	Grade	Standard
93-100	93%	A	Superior
84-92	84%	B	Above Average
75-83	75%	C	Average
66-74	66%	D	Below Average
00-65	65% or Below	F	Mediocre

There are three specific grading policies that you need to be aware of.

1. It is my policy not to round grades at the end of the semester. The percentage you earn is the letter grade that will be recorded. For example, a percentage of 92.5 to 92.9 will be recorded as a B and a percentage of 83.5 to 83.9 will be recorded as a C.
2. It is also my policy not to extend extra credit or additional assignments/activities at the end of the semester.
3. Finally, it is my policy not to discuss grades via email. If you need to discuss grade issues, please email me to schedule a zoom conference. This will allow us time to review your concern and allow me to give you my undivided attention.

Required Texts, Materials, & Supplies:

1. *The Dyslexia Handbook* (2021 Update). Texas Education Agency. Austin: TX
2. Dykes, F., Rueter, J. A., & Zolkoski, S. (2024) *Everyday assessment for special education and inclusive classroom teachers: A case study approach*. Slack Publishing.
3. Mather, N. & Wendling (2024). *Essentials of dyslexia assessment and intervention (2nd ed)*. Hoboken, NJ: John Wiley & Sons.
4. Instrument Manuals (CTOPP, WJ OL)
5. Assigned Readings & Resources—Most available in electronic format.

In addition to the text, you need to purchase an Edthena license. If you have purchased a yearly license, you do not need to purchase it again. If you do not have a license to Edthena, please purchase one (<https://www.edthena.com>).

Note: *A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

6. Additional readings to supplement course content will be selected from various journal publications (see sample journals below), book chapters and reports.
 - a. *American Educational Research Journal* (www.aera.org)
 - b. *Educational Leadership* (www.ascd.org)
 - c. *Journal of Adolescent and Adult Literacy* (www.reading.org)
 - d. *Journal of Educational Psychology* (www.apa.org)
 - e. *Journal of Learning Disabilities* (www.ldanatl.org)
 - f. *Journal of Literacy Research* (<http://www.literacyresearchassociation.org/>)
 - g. *Language Arts* (www.ncte.org)
 - h. *Reading Research Quarterly* (www.reading.org)
 - i. *Tapestry Journal* (www.tapestry.usf.edu)
 - j. *The Reading Teacher* (www.reading.org)

Course Policies:

People First Language/Class Etiquette: Our language reflects our attitudes. Always refer to persons with disabilities with respect. Degrading terminology will not be tolerated. In this class,

we will strive to use “people first” language at all times. “People First” language always refers to the person first and not as a label or a category. For example, refer to “a student with autism” and not “an autistic child.”

Safe Zone: I consider this classroom to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. That said, if you have a specific pronoun that you would like to be addressed by, please let me know. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is my expectation that ALL students consider the classroom a safe environment.

Communication: You’ll need to log in to Canvas regularly (at least once a week) to view that week’s assignments and check announcements in the Coffee & Conversations discussion board – this is a forum in Canvas that is for you to pose questions and general musings about the course. Before emailing me with questions, please post them here because 1) your classmates will respond more quickly with an answer, and 2) everyone in the class has the benefit of that answer. My goal is to check this board periodically and answer any questions that have not been answered by your classmates or that still seems to be unclear. However, I reserve the right to respond or not respond to any question that is posed. That said, I encourage you to use Coffee and Conversations as an environment to interact with and support one another throughout the semester.

If you need to email me privately, I normally respond to emails within 24 hours during the week, and up to 48 hours on a weekend. If you email me over a weekend, holiday break, or semester break, there may be a longer response time.

Also, it is my policy to discuss grades in a live, one-on-one meeting so that we can clearly communicate and I can hear your perspective and you can hear mine as this promotes open dialogue. If you have questions about grades or your performance in this class, I’m happy to meet with you in a Zoom conference.

Course Organization and Frequent Logins: This course is organized into learning modules. The modules will open Mondays at 6:00 a.m. and close Sundays at 11:59 p.m. unless otherwise noted. Because this is an online course, on-campus attendance is not applicable. However, you must demonstrate self-motivation and be disciplined to complete the course activities and assignments in a timely manner. Thus, frequent (not less than once a week) logins to the course are expected.

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Late assignments: Because this is an online class, you have a lot of flexibility in where and when you complete many of your assignments. You have many opportunities to submit the assignment on time throughout the week. *You will need to be proactive and plan ahead to submit*

assignments on time even if you are temporarily unavailable or your student/client is temporarily unavailable (i.e. illness, vacations, family emergency, weddings, funerals, etc.).

Assignments are due Sundays at 11:59 p.m. as determined by the course schedule. The submission link expires at 11:59 p.m. so you will need to make plans to submit prior to this time. If you wait until 11:59 p.m. the submission link will have expired and you will not be able to submit your assignment. *Late assignments will not be accepted unless you have made prior arrangements with me 48 hours in advance of the due date/time.* Assignments and due dates are noted on the course schedule located in the syllabus.

There will be NO make-up activities or exams for this course unless there is an extended emergency that encompasses more than the time allowed in the module. Relevant documentation must be submitted (i.e. doctor's note) in the event of a make-up activity to receive full credit.

Assignment Submissions: Assignments will only be accepted via the designated submission links/sites that are specifically noted in each module. I do not accept assignments via email. If the submission link and/or time have expired you have lost the opportunity to submit your assignment.

Resubmissions: It is my policy that once an assignment is submitted that it is considered your best work and is the final draft. With the exception of the rescore opportunity, I do not allow for assignments to be resubmitted even when you do not obtain a passing grade.

UniCheck: All written assignments will be submitted via the Canvas submission link that utilizes UniCheck. UniCheck is a plagiarism detection device. A similarity match of 25% or greater indicates that you may have engaged in unethical behavior and a meeting with me will be scheduled.

Contract for Test Administration: You will be required to initial and sign a contract for test administration prior to the first test administration in this course.

Written assignments: Possessing the ability to clearly communicate in writing is an essential skill in our jobs as reading specialists for the children and families we serve. Therefore, written assignments must be typed using double spacing lines and have page numbers. In addition, work submitted must reflect a professional quality in terms of scope, depth, writing mechanics, and appearance. Proofread all assignments as only materials with minimal or no errors will receive high scores. *All written assignments must be submitted via Word – (NO PDFs).*

Canvas: You will access class lectures, assignments, grades, and course information through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas.

Technology: Because this is an online course, you are expected to possess basic technology skills. However, if you are struggling with technology, please post your questions on coffee and conversations, or in many cases you can find answers to your question on Google or other search engines.

Ethical Principles: All testing and handling of test materials, examinees, and information obtained will be in accordance with the American Psychological Association's Ethical Principles for Psychologists or the American Association for Counseling and Development. Falsification of records is subject to serious consequences. Any violation of these guidelines will result in failure of this course and possible dismissal from the program.

Consent for Testing: Before assessing or interviewing any child or adult, you must obtain informed consent. Consents must be submitted with the respective protocols. The Consent for Evaluation Form is included in this syllabus. If informed consent is not obtained and included with each assessment, a grade of zero will be recorded.

Test Kits: You are responsible for locating the required test instruments for READ 5312. You will need to borrow test instruments from your school district or local service center to meet the requirements of this course. UT Tyler is not responsible for any agreement that may be entered into between the district and the student as it relates to test instrument use. In the event that you are unable to locate a test instrument, you may check out test instruments from UT Tyler according to the test kit checkout guidelines. There are a limited number of available test kits and will be available on a first come first served basis.

Protocols: Protocols for the assessment instruments required in READ 5312 will be posted on Canvas. Protocols that are posted are to be used only for the purposes of this course and cannot be used for any other purpose.

Participant/Client Selection: You are required to find your own clients in which to administer the assessment instruments required for READ 5312. When selecting participants/clients, you *must follow the Participant Guidelines* that are noted at the end of the syllabus. Failure to do so will result in a grade of zero. There will be no substitutions or swapping of age/grade for specific test administrations. That said, be proactive and have backup plans for each test administration.

Zoom Conferences: Zoom conferences are face-to-face class meetings. Thus, face-to-face class etiquette will apply. Please create a distraction free environment while in our meeting. Zoom Conferences will begin at the time scheduled and will last approximately 30 to 45 minutes. To earn points for the Zoom conference you must do the following:

Zoom Attendance Guidelines

1. **All Zoom meetings that are scheduled are required.** You must be logged in within 1 to 3 minutes of the start time of the meeting you signed up for.
2. **You must attend the meeting you signed up for on the Google Doc.** Once the schedule is set, you cannot change your meeting time and date and you are obligated to attend the meeting you selected. We work very hard to keep our groups small. As teachers, you should appreciate the time it takes to organize meetings and to keep small groups balanced.
3. If you do not attend the Zoom you selected on the Google Doc or you are not on time to your meeting, **you will receive no credit even if you attend another meeting.**

Zoom Participation Guidelines:

1. Create an environment that is conducive for participating in Zoom conferences. For example, this could be your office at home or school or your kitchen table as long as it is distraction free. Participating in Zoom conferences in your car while driving or riding as a passenger or while engaged in activities not related to the conference will be considered as an inappropriate environment and you will not receive credit for attendance.
2. Please make sure that you have access to a webcam. We want to see your bright smiling face.
3. Make plans to sign in early and have your technology working before the start of the meeting.
4. If you have family members and or children in the home, please inform them that Zoom conferences are face-to-face class sessions and that you are expected to actively participate and contribute to the discussion without interruptions.
5. Make plans to attend the entire Zoom conference and contribute to the meeting. That is, have your commute and errands completed, family activities, obligations, and childcare taken care of before signing in for the meeting.

You will not earn points if the environment is inappropriate for the conference, you are absent, you are late to sign in, you attend a different meeting than the one you signed up for on the Google Doc, you exit the conference early, you leave the conference and reenter even if you are only gone for a minute or two, or there are significant interruptions during the meeting.

READ 5312: CLASS CONTENT AND READING ASSIGNMENTS / DUE DATES
Tentative Schedule

Topical Outline & Schedule: The following tentative course calendar is subject to change due to the nature of the course, which emphasizes wide reading, reflection, and critical inquiry. Adjustments to class sessions and modules will be made as determined by progress made in accomplishing the objectives of each class session.

Date	Topic	Reading/Assignment	What's Due
Aug 25 to Aug 31 Module 1	Course Orientation Syllabus Overview Overview of Dyslexia Assessment	Read Chapters 1 & 2 <i>Essentials of Dyslexia</i> . Read Chapter I <i>Dyslexia Handbook</i> - Definitions and Characteristics of Dyslexia Video: Embracing Dyslexia Documentary	Overview of Dyslexia Quiz Embracing Dyslexia Reflection Poll Survey
Sept 1 to Sept 7 Module 2	Basic Concepts of Measurement (Bell Curve, Standard Scores, etc.).	Overview of Assessment Video Read Chapters 1 & 2 <i>Basic Concepts of Measurement (Slack Publishing)</i> By The Numbers Video	Basic Concepts of Measurement & Dyslexia Assessment Quiz TEA Webinar Reflections Sign up for Zoom #1 Post Survey
Sept 8 to Sept 14 Module 3	Overview of the CTOPP, Test Administration, Scoring	Read Chapter 4 – Norm-Referenced Assessment (<i>Slack Publishing</i>) CTOPP-2 Administration and Scoring Videos	CTOPP Quiz Test Contract Zoom #1 – Test Administration Expectations and Procedures, Participant Guidelines

Sept 15 to Sept 21 Module 4	Field-Week – Administer CTOPP #1 to a client	Read Chapter II <i>Dyslexia Handbook</i> – Screening Read Chapter 5 – <i>Assessment of the Cognitive and Linguistic Correlates of Dyslexia (Essentials of Dyslexia)</i>	CTOPP #1
Sept 22 to Sept 28 Module 5	Overview of the WJ IV OL, Test Administration, Scoring	Article – Oral Language and Dyslexia Administration Videos Scoring Videos	WJ IV OL Quiz Article Review #1 – Oral Language and Influence on Dyslexia
Sept 29 to Oct 5 Module 6	Field-Week – Administer WJ IV OL#1 to a client		WJ IV OL #1
Oct 6 to Oct 12 Module 7		Read Chapter 5 – Formative and Summative Assessments (<i>Slack Publishing</i>) Read Chapter 8 – Assessments of Reading (<i>Slack Publishing</i>)	RTGM #1
Oct 13 to Oct 19 Module 8	Field-Week – Assessments #2 CTOPP #2 WJ OL #2		CTOPP #2 WJ OL #2 Sign up for Zoom #2
Oct 20 to Nov 2 Module 9	Introduction to FIE's and report writing	Read Chapter III <i>Dyslexia Handbook</i> - Procedures for the Evaluation and Identification of Students with Dyslexia Introduction to the FIE. Case Study Scenario Introduction to the Test Narrative	RTGM #2 Article Review – Orthographic Processing Zoom #2 – Test Admin Reflections and Feedback

		Multiple Sources of Data (TEA)	
Nov 3 to Nov 16 Module 10	Benchmark Assessments – CTOPP #3 WJ OL #3		Benchmark Assessments Due (CTOPP, WJ OL) Rescore Due Client must be the same child from 5306/5307.
Nov 17 to Nov 23 Module 11	Literacy Instruction Report: Assessment Analysis		Draft of Interpretations for Literacy Instruction Project.
Nov 24 to Nov 30	THANKSGIVING		☺
Dec 1 to Dec 12 Module 12	Course Wrap Up		Benchmark Assessment Redo Due Sunday Dec 7 11:59 p.m. Portfolio Artifact Due Monday Dec 8 11:59 p.m. Practicum Time Log – Indicating a Minimum of 25 Hours of Specified Activities. Due Monday Dec 8 11:59 p.m. Self-Reflections of Learning Due Monday December 8 at 11:59 p.m.

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Participant Guidelines

1. In seeking volunteers to serve as subjects for examination, the student should keep in mind four groups of individuals who should **not** be used as subjects: persons who are related to the student or with whom she or he has a close personal relationship (**children of the graduate student may NOT be used as participants for testing**); persons the student has any reason to believe might need a psycho-educational evaluation during the next six months; persons who will not sign a release giving up their right to see specific test results; and children of other graduate students currently enrolled in READ 5312.
2. Because the graduate student does not know which grade level he/she may be working at when they are employed as an reading specialist, a variety of different aged children as testing participants is required for this course. **You must select different clients for each test administration. That is, clients can be tested ONE TIME ONLY during a semester.**

The following are the specified ages/grades in which the graduate student must select to administer the specific assessment instruments to:

For the three test administrations you must select a variety of school-age children to evaluate. This means that by the end of the course you must have tested an elementary aged child (7 years 0 months to 5th grade), middle school aged child (6th through 8th grade), and a high school aged child (9th grade to 17 years 11 months).

For example, you may test an elementary age child for the first test administration, and a high school age child for the second test administration, and your benchmark assessment (i.e. third test administration) will be the client you select for READ 5306 and 5307 who is a middle school aged child. **This means that you must use the client from READ 5306 and 5307 for your final benchmark assessment, and the other two assessments must be from the other two grade levels.**

Benchmark Assessment — You must administer the benchmark assessments to the client you selected for READ 5306 and 5307 assessment and instruction project.

3. You may test a child whom you have tested in previous semesters. However, you must write a test narrative that is appropriate for the child based on the current assessment results. Be aware that if there is a high percentage match indicating that you have recycled or have copied a test narrative from a previous semester, you will not receive credit for the test administration.
4. When testing children, the student **must** obtain permission to do so from a parent or legal guardian. Failure to do so is a serious infraction and could result in the student being asked to withdraw from the course or the receipt of a failing grade.
5. Informed written consent needs to be obtained from adult examinees, as well. Consent forms pertaining to this course assignment are provided within this syllabus.

6. Material obtained from examinees is to be treated as **confidential**, meaning the student should identify subjects by their initials or pseudonyms on reports.
7. The student will make no recommendations for psychological or medical treatment to the examinee, parent, or legal guardian on the basis of his or her evaluation. Test results should not be shared with the examinee or guardian.

The University of Texas at Tyler
School of Education
903-566-7133

Permission Form

I give permission for my daughter/son, _____, to be administered an individual intelligence or achievement test by _____, a graduate student in the School of Education at The University of Texas at Tyler. I understand the purpose of this evaluation is instructional in nature and is being conducted only as a part of course requirements, that the results will be kept confidential, and that the results will not be used for placement or decision-making purposes. I further understand that because the graduate student involved is just learning to administer such tests, the results may not be reliable or valid; therefore, it would be inappropriate to have the results discussed with me. I understand that I may contact the instructor of the course, Dr. Jessica A. Rueter at 903-566-7047 should I have any questions or concerns.

Parent's or Legal Guardian's Signature: _____

Date: _____

Telephone Number: _____

Child's Date of Birth: _____

Signature of Graduate Student:

Date: _____