![UT Tyler - The University of Texas at Tyler]

READ 5313:060: Dyslexia Reading Instruction and Intervention Practicum
School of Education

Course:	**READ 5313**
Semester & Year:	**Spring 2026**
Location:	**Graduate - Online**
Instructor Information:	Cristina R. Chen, PhD
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Office Hours:	Monday & Wednesday 4:00 to 5:30 p.m. (Virtual – See Canvas Home Page for link). By appointment only.

Course Description: Field experience focused on training reading specialist candidates in selecting and implementing dyslexia reading instruction and interventions for PreK-12 students who have been diagnosed as being dyslexic. Prerequisite: READ 5312: *Diagnostic Reading Assessments Practicum*. **A field-based practicum is required.**

READ 5313 builds on the knowledge, skills, and experiences gained in READ 5312, which is designed to prepare you to administer and interpret diagnostic reading instruments for PreK-12 students. In this companion course, you will have an opportunity to apply what you learned about diagnostic literacy assessment as well as dyslexia reading instruction and interventions while working directly with the multidisciplinary evaluation team and PreK-12 students in real-world school settings.

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 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 literacy instruction and interventions 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, 2010);
- *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* (In TASC) 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. Select and administer appropriate formal and informal measures of reading.
2. Interpret appropriate formal and informal measures of reading.
3. Write comprehensive assessment reports that describe the assessment findings.
4. Recommend and/or implement evidence-based reading interventions and instructional strategies that derive from the assessment findings.
5. Collaborate with others as part of the multidisciplinary evaluation team to identify evidence-based reading interventions and instructional strategies that derive from the assessment findings.

Standards Matrix:

Student Learning Outcomes	Activities	Assessment	Standards Alignment
1. Select and administer appropriate formal and informal measures of reading.	Administer the GORT-V #1, 2 and WJ IV Achvt #1, 2 Administer Benchmark Assessment #3 Reading Instrument Manuals and view instrument admin & scoring videos Read Dyslexia Handbook (TEA) – Chapter III	GORT-V and WJ-IV ACH #1, #2 Instrument Scoring Rubrics (Protocol and Video). Instrument Quizzes RTGM (Admin & Scoring)	ILA: 3.1,3.2 TExES: ll CEDS: SEDS.1.S1 ISTE: 2.7b,c InTASC: 6

2. Interpret appropriate formal and informal measures of reading.	Read WJ-IV ACH. Interpretation (Manual) Read GORT-V Interpretation (Manual) View GORT-Vand WJ-IV ACH Interpretation Videos Meet with RTGM (Peer Review) Read IDA Dyslexia Assessment Fact Sheet	Literacy Instruction Report: Assessment Analysis Rubric RTGM Rubric (Peer Review Compare and Contrast Dyslexia Legislation and Identification procedures	ILA: 3.2 CEDS: SEDS.1.S2 InTASC: InTASC: 6
3. Write comprehensive assessment reports that describe the assessment findings.	Write Assessment Analysis Meet with RTGM (Peer Review) Attend Writing Conferences	Literacy Instruction Report: Assessment Analysis Rubric RTGM Rubric (Peer Review) Writing Conference Protocol Writing Conference/Zoom Rubric	ILA: 3.4 CEDS: SEDS.1.S4 ISTE: 2.7c CCRS: l
4. Recommend and/or implement evidence-based reading interventions and instructional strategies that derive from the assessment findings.	Essentials of Evidence-Based Academic Interventions Chapters 2 to 6 Depending on Assessment Results TEA Dyslexia Module (Self-Paced) Meet with RTGM Attend Writing Conferences Complete Post Survey Write Reflection of End of Course Self-Evaluation	RTGM Rubric (Peer Review) Writing Conference Protocol Writing Conference Rubric Certificate of Completion and 70% passing on post assessment. Poll and Post Rubric Literacy Instruction Report	ILA: 2.3, 7.1 TExES: ll CEDS: SEDS.1.S6 ISTE:2.6b InTASC: 7,8

5. Collaborate with others as part of the multidisciplinary evaluation team to identify the learning problem, programming, and placement decisions.	Meet with RTGM (HLP #2) Writing Conferences	RTGM Rubric Writing Conference Protocol Writing Conference Rubric Collaborative Team Meeting HLP Reflection	ILA: 2.4,6.4 TExES: lV CEDS: SEDS.7.S1 ISTE: 2.4 InTASC: 10 CCRS: lll, lV

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 Conferences) (5%)**
Zoom Video Conferences – Each student will participate in Zoom conferences throughout the semester. The primary purpose of these video-conferences 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 (3%)**
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. **Poll & Post (5%)**
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 challenges you to summarize and apply your assessment knowledge.

4. **Compare & Contrast (10%)**
Compare and Contrast Descriptions – Your RTGM group will compare and contrast (1) dyslexia legislation (2) dyslexia assessment and identification procedures for 5 states (including Texas) for a total of 6 states. Your group will create a Google Doc which includes a table of current dyslexia legislation, laws, and state codes. The table will also include identification and assessment procedures (including support teams, Pre Referral procedures, RTI, special education referral procedures, etc.).

Your group will also include a 2-page summary of your findings in narrative form.

Along with peer evaluations of your group members, each person will submit a group work responsibilities/task analysis on who completed what task, and estimated percentage of the project that each person in the group completed. If one person appears to do all the work and other people in the

group do not share equally in the completion of the project, grades will be assigned accordingly. It is possible that not all individuals in the group will receive the same grade even though this is a group project.

5. **Test Administrations (25%)**
Test Administration Descriptions – You will administer the GORT-V and WJ-IV ACH. 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 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 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 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.

<u>Items to be Submitted for Each Test Administration Gray Oral Reading Test (GORT-V and Woodcock Johnson Tests of Achievement (WJ-IV ACH)</u>

- **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 (assessment analysis, interpretive reports, etc.)**

6. **Benchmark Assessment (Test Administration #3)** (30%)
Test administration #3 for the GORT-V, & WJ-IV ACH. is a benchmark assessment in our program. You must earn a score of 90% on the GORT-V & WJ-IV ACH. to demonstrate mastery of test administration. If you do not obtain a 90% on the GORT-V & WJ-IV ACH., 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 Assessment 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 benchmark assessments and assessment activities related to the time log will be completed again.

Rescore Opportunities

You are allowed ONE rescore opportunity per semester for the GORT-V and WJ-IV ACH. test administrations #1 and #2. 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.

7. Literacy Instruction Report: Assessment Analysis (20%)

The purpose of this assignment is for you to practice writing assessment findings for parents, students, and school personnel to drive instruction in the classroom. The assessment analysis is a simulated legal document for reporting assessment results for individuals who are suspected of having dyslexia. Best practices of report writing will be taught and expected to be followed. *A template for the assessment analysis will be reviewed in class and is expected to be used.* You will be graded according to the assessment analysis rubric that is posted in Canvas.

Revisions and Drafts – As part of the assessment analysis, you will revise and edit multiple drafts of the Literacy Instruction Report before submitting the final version as described in the online modules in Canvas.

Evidence-Based Reading Interventions – As part of the Literacy Instruction Report, you will propose 4-6 evidence-based reading interventions that can be implemented in the classroom and that are based on the assessment findings.

Collaborative Team Meeting (video-recording) – To help promote collaboration with the school and family, you will plan, organize, and facilitate a collaborative team meeting that will be video-recorded and submitted as part of the Literacy Instruction Report. You will be graded according to the collaborative team meeting rubric that is posted in Canvas

8. Other Activities (2%) These activities help support the core assignments and student learning outcomes in the course.

HLP Reflection: Reflections are designed for you to pause and to take note of where you are in your assessment knowledge. This reflection specifically encourages you to think about collaboration as a key component of the assessment and identification of students with dyslexia.

TEA Dyslexia Module
You will complete the Dyslexia: A TEA Professional Learning Course. To document your completion of this self-paced course, you will submit the certificate of completion. Participants will receive 6 CPE credits for completing this course.

Program Portfolio Artifact

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 (l-lV). 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: March 30, 2026

Projects & Grading Criteria

Class Projects	Weight
Tier 1 Assignments	**85%**
Compare & Contrast	10%
Test Administration #1-2	25%
Benchmark Assessment	30%
Assessment Analysis – Literacy Instruction Report	20%
Tier 2 Assignments	**15%**
Online Meeting Sessions	5%
Quizzes	3%
Other Activities	2%
Poll & Post	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. Wendling, B. J. & Mather, N. (2009). *Essentials of evidence-based academic interventions.* Hoboken, NJ: John Wiley & Sons.
3. Instrument Manuals (GORT-V, WJ-IV ACH)
4. Assigned Readings & Resources—Most available in electronic format.

Recommended Textbooks

Dykes, F., Rueter, J. A., & Zolkoski, S. (2024) *Everyday assessment for special education and inclusive classroom teachers: A case study approach.* Slack Publishing.

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.***

4. 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 seem 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 <u>NO make-up activities or exams</u> 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 5313. 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 5313 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 5313. 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 web-cam. 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 5313: CLASS CONTENT AND READING ASSIGNMENTS / DUE DATES

Topic 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
Jan 12 - Jan 18 **Module 1**	Course Orientation Syllabus Overview Dyslexia Legislation & Identification	Dyslexia Handbook (TEA): Chapter III Guidance for the Comprehensive Evaluation of Specific Learning Disabilities IDA Dyslexia Assessment Sheet Read Chapter 3 – Legal Issues in Assessment (SLACK Publishing) https://www.stateofdyslexia.org/about-us	Compare contrast 6 states including Texas – (1) Dyslexia legislation and (2) dyslexia assessment and identification procedures (Group activity using Google Doc). Create a table and then write a summary of their findings. Poll Survey *Sign up for Zoom Conferences*
Jan 19 - Jan 25 **Module 2**	TEA Dyslexia Module – Self-Paced HB 3928	TEA Dyslexia View HB 3928 Overview Video	Zoom Conf. RTGM #1 – HB 3928 **Interviews and observations for Literacy Instruction Report – For students who are not enrolled in READ 5306 and READ 5307.
Jan 26 - Feb 1 **Module 3**	Overview of the GORT-V Administration, Scoring	GORT-V Manual Administration Videos Scoring Videos	GORT-V Quiz Test Contract
Feb 2 - Feb 8 **Module 4**	Field-Week – Administer GORT-V #1 to a client		GORT-V #1

Feb 9 - Feb 15 **Module 5**	Overview of the WJ IV ACH. Test Administration, Scoring	WJ IV Manual Chapter 6 – *Essentials of Dyslexia* IDA Fact Sheet – Spelling	WJ-IV ACH. Quiz
Feb 16 - Feb 22 **Module 6**	Field-Week – Administer WJ-IV ACH. #1 to a client		WJ-IV ACH. #1 GORT-V -- Test Administration Rescore #1 (Required)
Feb 23 - March 1 **Module 7**	Revise Literacy Instruction Report	WJ Interpretation (Manual) GORT-V Interpretation (Manual)	Revisions – Literacy Instruction Report.
March 2 - March 8 **Module 8**	Working with the multidisciplinary team – HLP #2	https://highleveragepractice s.org/ HLP in Special Education – Chapter 2 HLP: Reading Instructional Practices Videos	Video Clips - Watch at least three video clips related to reading instruction at levels that are relevant to your current teaching experience (e.g., Early Elementary, Upper Elementary, Secondary). HLP #2 – Reflection Schedule and organize collaborative team meeting for your client WJ-IV ACH Test Administration Rescore #1 (Required)
March 9 - March 15 **Module 9**	Field-Week – Administer Assessment #2		GORT-V #2 WJ-IV ACH. #2
March 16 - March 22	**SPRING BREAK**	**SPRING BREAK**	**SPRING BREAK**
March 23- March 29 **Module 10**	Evidence-based reading interventions and implications for the classroom	Read Chapter IV *Dyslexia Handbook:* Critical, Evidence-Based Components of	Evidence-Based Recommendations (Literacy Instruction Report)

		Dyslexia Instruction Read Chapter V *Dyslexia Handbook* – Dysgraphia Read Chapter 9 – Assessment of Writing (*Slack Publishing*)	RTGM #2 – Case Study Scenario (A.J.) Test Administration #2 Rescore-Required if you did not take advantage of rescoring for Test Administration #1 & did not meet the mastery rate for #2.
March 30 - April 5 **Module 11**	Benchmark Assessment – GORT-V and WJ-IV ACH #3		GORT-V -V #3 and WJ-IV ACH. #3 Client must be the same child from 5306/5307. Time Log
April 6 - April 12 **Module 12**	Literacy Instruction Report Draft	WJ Interpretation (Manual) GORT-V Interpretation (Manual) IDA Dyslexia Assessment Fact Sheet Multiple Sources of Data (TEA)	Draft – Literacy Instruction Report Due Schedule Writing Conferences with Dr. Chen Observation #3 is due in 5307
April 13 - April 19 **Module 13**	Writing Conferences Joint writing conferences with Dr. Doepker		Final draft of Assessment Analysis for the Literacy Instruction Report – Writing Conferences Conduct Post Assessments – READ 5307 and include in Literacy Instruction Report Collaborative Team Meeting Video Recording
April 20 - May 1 **Module 14**	Course Wrap Up		Post Survey - **Due Monday April 27, 2026, 11:59 p.m.** Submit Time Log - Due Sunday April 26, 2026 11:59 p.m. Portfolio Artifact – Due Sunday

			April 26, 2026 11:59 p.m.
			TEA Dyslexia Module – Certificate of completion – Due Sunday April 26, 2026, 11:59 p.m.
			Benchmark Assessment Re-administration / Rescore Opportunity Due Sunday April 26, 2026, 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 5313.

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 or older) 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 an assessment analysis 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 an assessment analysis 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.

Consent 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. Cristina R. Chen at 214-293-4249 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:_____