

TENTATIVE: SUBJECT TO CHANGE
The University of Texas at Tyler
School of Education

EDSP 5371: Individual Assessment of Cognitive Functioning/Wechsler Scales

Semester and Year: Fall 2026

Course Delivery: Online

Location: Online

Instructor Information

Instructor: Cristina Chen, Ph.D., Assistant Professor, School of Education

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Zoom: <https://uttyler.zoom.us/j/7245363206?pwd=B9fl1UubGST3GnzENOFDfdZvcSM1Ta.1>

Course Catalog Description

This course, *Individual Assessment of Cognitive Functioning/Wechsler Scales*, introduces students to the theoretical foundations, ethical standards, administration procedures, scoring, and interpretation of individually administered measures of cognitive ability. Students will develop proficiency in administering, scoring, and interpreting assessment instruments such as the WISC-V and in using assessment results to inform evidence-based recommendations, instructional planning, and the development of individualized education programs.

Prerequisite: EDSP 5364

Major Area: Special Education: Educational Diagnostician

Student Learning Outcomes

The following student learning outcomes are aligned with the Educational Diagnostician standards established by the State Board for Educator Certification (SBEC) and the Council for Exceptional Children (CEC) Advanced Specialty Set: Educational Diagnostician Specialist Standards.

Objectives/Learning Outcomes	Standards: SBEC and CEC
Review ethical standards of practice, roles, and responsibilities regarding assessment including state and federal regulations relevant to the role of the educational diagnosticians, FERPA, and procedural safeguards.	Domain I, III—Standard II SEDS.6. K1, SEDS.6. K2, SEDS.6. K3
Review psychometric principles and issues including laws and legal issues related to the assessment of individuals with disabilities.	Domain I, III—Standards I, II, IV, V SEDS.5. K, SEDS.5. K2, SEDS.5. K3, SEDS.5. K4, SEDS5.K5
Master the basic administration, scoring, and interpreting skills in individual intelligence testing.	Domain II—Standard VI SEDS.1. K2, SEDS.1. S2, SEDS.1.S3

Uses procedures to ensure nonbiased results	Domain I—Standard VI, VII, IX SEDS.3. K1, SEDS3.K2, SEDS.3. S1, SEDS3.S2
Communicate assessment results through formal report writing.	Domain I—Standard IV, V, VI SEDS1.S4, SEDS.7. S1
Report assessment findings for instructional decisions including recommendations for diverse populations; determine needs & making recommendations based on assessment results	Domain I, II—Standard IV, V, VI, VII, IX SEDS.1, SEDS.3. K1, SEDS.3. K2, SEDS.3. S2, SEDS1.S4

TEXAS TEACHER STANDARDS

In accordance with 19 TAC §149.1001, this course aligns with the Texas Teacher Standards. Please access the current standards via the official Texas Administrative Code: [19 TAC §149.1001 – Teacher Standards](#)

Assignment Categories and Grade Weights

Your final course grade will be based on your performance across the major assessments, course activities, and assignments listed below. Assignment categories are weighted according to the percentages specified.

Percentage of Weight by Assignment

- | | |
|---|-----|
| 1. WISC-V #1 and #2 Administrations (protocol, scoring, and Testing Data Analysis Activity) | 30% |
| 2. WISC-V #3 Administration — Benchmark Assessment (protocol, scoring, and Benchmark Testing Narrative) | 30% |
| 3. GORT-5 Administration | 10% |
| 4. Online Class Sessions/Meetings | 10% |
| 5. WISC-V Scoring Activity, Canvas Discussions, Quizzes, Reflections of Learning, and other assigned activities | 20% |

A = 90–100%

B = 80–89%

C = 70–79%

D = 60–69%

F = 59% and below

Grading Practices

- Final Course Grades:** Final course grades will reflect the student's overall performance in the course and will be determined using the grading scale provided in this syllabus.
- Extra Credit:** Extra-credit opportunities are not typically added at the end of the semester. Students are encouraged to take advantage of the assignments, feedback, and learning opportunities provided throughout the course.
- Questions About Grades:** If you have questions or concerns about a grade, I encourage you to meet with me so we can review the assignment, grading criteria, and feedback together. These conversations are best handled in a live, individual Zoom meeting rather than through email.

Last Day to Withdraw from Class: October 30, 2026

Description of Course Assignments, Evaluation, and Grading

1. Zoom Video Conferences: Throughout the semester, you will participate in Zoom conferences designed to facilitate conversations about assessment, course content, assignments, and related activities. These sessions also provide opportunities to interact with classmates and build an online community of learners. **(75 points)**

2. Real-Time Group Meetings (RTGM): Real-Time Group Meetings are held via Zoom and provide opportunities for you to work with your group members to discuss specified assessment topics, course concepts, and related activities. Groups and meeting information will be provided in Canvas. **(40 points each)**

3. Quizzes: After completing the activities within each module, you will take a quiz as noted on the course schedule. Quiz questions may be drawn from assigned readings, assessment manuals, lectures, videos, activities, and other instructional materials included in the module. **(10 points each)**

4. Scoring Activity: Verbal Comprehension: Because the Verbal Comprehension subtests include items with multiple possible point values, this activity is designed to provide practice with assigning scores and identifying when a query may be appropriate before the first test administration. You will review actual responses provided by a sixth-grade student and practice applying the scoring criteria accurately. **(25 points)**

5. Testing Data Analysis Activities: Following each of the first two WISC-V administrations, you will complete a Testing Data Analysis Activity using guided prompts to document behavioral observations, identify score patterns across composites, and reflect on what the data suggests about the student's profile. These activities are designed to build the analytical thinking that underlies professional report writing. **(10 points each)**

6. Benchmark Testing Narrative: For WISC-V #3 (Benchmark Assessment), you will write a complete, professional-quality narrative documenting behavioral observations and testing conditions in the manner expected of an educational diagnostician. You will have dedicated time during Module 9 to write and refine this narrative, applying feedback received on previous Testing Data Analysis Activities. The Benchmark Testing Narrative will be evaluated using the applicable rubric. **(30 points)**

7. Reflections of Learning: At the conclusion of the course, you will complete a reflection on your learning and professional growth across the semester. Your reflection should address your development in test administration, scoring accuracy, interpretation, testing narratives, use of feedback, and professional assessment practices. You should also consider areas in which you demonstrated growth and areas that may require continued development. The reflection will be evaluated using the criteria outlined in the Reflections of Learning rubric. **(20 points)**

At the conclusion of the course, you will complete a reflection on your learning and professional growth across the semester. Your reflection should address your development in test administration, scoring accuracy, interpretation, testing narratives, use of feedback, and professional assessment practices. You should also consider areas in which you demonstrated growth and areas that may require continued development. The reflection will be evaluated using the criteria outlined in the Reflections of Learning rubric. **(20 points)**

8. Canvas Discussions: Three structured Canvas Discussion posts are embedded throughout the semester and tied to the exemplar evaluation report provided in Module 1. Each post includes a specific prompt designed to build interpretive and analytical thinking across the course. Students are expected to post an initial response to the prompt and reply to at least two classmates. **(10 points each)**

Testing Administrations

WISC-V #1 Test Administration

You will administer the WISC-V to an elementary-aged student who is at least seven years old and enrolled in approximately first through fifth/sixth grade. This administration provides an opportunity to apply the

administration, scoring, and documentation procedures introduced in the course and receive feedback on developing assessment skills.

WISC-V #1 includes:

- a. WISC-V administration, protocol, response booklets, and scoring requirements, evaluated using the applicable rubric (90 points)
- b. Testing Data Analysis Activity (10 points)

Total: 100 points

WISC-V #2 Test Administration

You will administer the WISC-V to a secondary-aged student, such as a middle or high school student, who is 16 years, 11 months of age or younger. This administration provides an opportunity to demonstrate increased independence in administration, scoring, and professional documentation while applying feedback from the first administration.

WISC-V #2 includes:

- a. WISC-V administration, protocol, response booklets, and scoring requirements, evaluated using the applicable rubric (90 points)
- b. Testing Data Analysis Activity (10 points)

Total: 100 points

WISC-V #3 Test Administration: Benchmark Assessment

You will administer the WISC-V to an elementary-aged student who is at least seven years old and enrolled in approximately first through fifth/sixth grade and who has suspected or known weaknesses in reading fluency. During the same assessment session, you will also administer the GORT-5 to this student. This combined administration provides an opportunity to demonstrate proficiency in administering both instruments after completing two previous WISC-V administrations and receiving feedback throughout the semester.

WISC-V #3 includes:

- a. WISC-V administration, protocol, response booklets, and scoring requirements, evaluated using the applicable benchmark rubric (90 points)
- b. Benchmark Testing Narrative (30 points)
- c. GORT-5 administration, protocol, and scoring requirements, evaluated using the applicable rubric (included in GORT-5 grade)

Total: 120 points

Benchmark Assessment: WISC-V #3 serves as the benchmark assessment for this course. The benchmark is designed to demonstrate proficiency in the administration and scoring of the WISC-V following instruction, practice, feedback, and two previous WISC-V administrations.

Students are expected to demonstrate a high level of competency in both administration and scoring. A score of **90% or higher on the WISC-V Video Administration Rubric** demonstrates proficiency in test administration.

Scoring accuracy will be evaluated separately using the WISC-V Protocol Scoring Rubric. Administration and scoring represent related but distinct assessment skills and will be evaluated accordingly.

Students who have not yet demonstrated proficiency in an area will receive feedback and may be provided an opportunity for additional practice, correction, or remediation, as appropriate.

GORT-5 Administration

The Gray Oral Reading Tests, Fifth Edition (GORT-5) will be administered to the same elementary student as WISC-V #3 during the Module 8 field week. The GORT-5 assesses oral reading rate, accuracy, fluency, and comprehension. Students will receive instruction in GORT-5 administration and scoring during Module 7 prior to the combined field week. The GORT-5 is graded separately from the WISC-V #3 benchmark assessment. GORT-5 administration, protocol, and scoring requirements, evaluated using the applicable rubric (50 points)

Total: 50 points

Scoring Review and Rescore Opportunities: Accurate scoring is an essential skill in standardized assessment. When scoring errors are identified, students may be given an opportunity to review the applicable scoring rules, correct the identified errors, and resubmit the relevant scoring materials.

Rescore opportunities are intended to support learning and improve scoring accuracy. The original submission and the corrected work may both be considered when evaluating the student's progress and proficiency.

Administration errors that cannot be corrected after testing will be evaluated separately using the applicable administration rubric.

Specific Assignment Requirements

1. Materials Submitted with Test Administrations: Each test administration must include all materials required for review and evaluation of administration and scoring. Students are responsible for ensuring that all required materials are complete before submission.

Required materials include:

- Completed Consent for Testing form
- WISC-V protocol/record form and applicable response booklets
- Video recording of the test administration submitted through Canvas Studio
- Completed self-evaluation using the applicable scoring rubric
- Scoring analysis materials, when required

If a required component is missing or incomplete, the instructor will contact the student regarding the missing material and determine the appropriate next step.

2. Participant Guidelines: Students are responsible for selecting participants who meet the age, grade, and other requirements specified for each test administration. The Participant Guidelines located at the end of the syllabus should be reviewed carefully before scheduling an assessment.

Because participant characteristics are an essential component of each assignment, an administration completed with a participant who does not meet the stated criteria may not be used to satisfy that test-administration requirement.

Students are encouraged to identify potential backup participants in advance in case an unexpected scheduling issue arises.

Overall Course Competency

Performance in this course reflects the development of competencies necessary for professional assessment practice. Particular emphasis is placed on accurate test administration and scoring, interpretation of assessment results, professional written communication, ethical assessment practices, and appropriate application of assessment procedures.

Students are expected to demonstrate continued growth in these competencies throughout the semester by applying instruction and feedback across successive assessment activities. Course grades will be determined by performance on the assignments and assessments described in this syllabus and the applicable grading rubrics.

Teaching Strategies

1. Instruction in this course will emphasize the development and application of assessment skills necessary for educational diagnosticians. Course activities will focus on standardized test administration, scoring, interpretation, legal and ethical considerations in assessment, and professional report writing.
2. Assessment procedures will be demonstrated through lectures, video demonstrations, guided practice, Canvas activities, Zoom conferences, and other instructional activities. Students will have opportunities to practice administration and scoring procedures and receive feedback as they develop proficiency with the assessment instruments used in the course.
3. Course activities will also address the selection of appropriate assessment procedures for school-aged students, interpretation of assessment data, and the use of assessment results to inform educational decision making, instructional planning, and professional report writing.

Required Text

Flanagan, D. P., & Alfonso, V. C. (2017). *Essentials of WISC-V assessment*. John Wiley & Sons.

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.

Course Policies:

People First Language/Class Etiquette: Students are expected to use respectful and professional language when referring to individuals with disabilities. In this course, we will generally use person-first language, such as “a student with autism,” while also recognizing and respecting an individual’s stated preference for identity-first language when appropriate.

Communication: Students should access Canvas regularly to review assignments, announcements, course updates, and other important information. The Coffee & Conversations discussion board is available for general course questions and discussions. Students are encouraged to post questions that may benefit the entire class, as classmates may also be able to provide helpful information or clarification.

Questions involving grades, personal circumstances, accommodations, or other confidential matters should be directed to me privately.

I generally respond to emails within 24 hours during the week and within approximately 48 hours on weekends. Response times may be longer during university holidays and semester breaks.

Questions or concerns about grades are best addressed through a live, individual conversation so that we have an opportunity to discuss the assignment, grading criteria, feedback, and any questions you may have. I am happy to schedule a Zoom meeting with students who would like to discuss their academic performance.

Course Organization and Frequent Logins: This course is organized into weekly learning modules. Unless otherwise noted, modules will open on Mondays at 6:00 a.m. Central Time and close on Sundays at 11:59 p.m. Central Time.

Because this is an online course, students have flexibility regarding when and where course activities are completed. With that flexibility comes responsibility for managing time, reviewing course requirements, and completing assignments by established deadlines.

Students are expected to access Canvas regularly throughout each module. Frequent logins are encouraged so that students remain current with course materials, announcements, assignments, feedback, and communications. Students are responsible for monitoring Canvas and university email throughout the semester.

Professional Responsibility and Timelines: Meeting established timelines is an important professional competency for educational diagnosticians. In professional practice, diagnosticians are responsible for managing evaluation timelines, completing reports and documentation, preparing for meetings, and fulfilling other responsibilities within established timeframes.

Course deadlines are intended not only to support the organization of the class but also to help students develop the planning, organization, and time-management skills expected of educational diagnosticians.

Students are therefore expected to plan ahead and complete course requirements by the established deadlines.

Assignment Submission, Due Dates, and Late Work

Assignment Due Dates: Unless otherwise indicated in Canvas or the course schedule, assignments are due by 11:59 p.m. Central Time on the designated due date.

Students are encouraged to submit assignments sufficiently in advance of the deadline to allow time to address unexpected technology or submission difficulties.

An assignment is considered submitted when Canvas or the designated submission system records a successful submission. Students are responsible for confirming that the correct, complete, and accessible file was uploaded successfully.

If a student discovers that an incorrect, incomplete, blank, corrupted, or inaccessible file was submitted, the student should contact the instructor as soon as possible.

Assignment Submission Requirements: Assignments should be submitted through the designated Canvas assignment link or other submission system identified in the assignment instructions. Assignments submitted through email generally will not be accepted unless the instructor has authorized an alternative submission method.

Students who experience a technology problem should document the issue, including screenshots when possible, and notify the instructor as soon as reasonably possible. Technology concerns will be considered based on the circumstances and available documentation.

Late Work Policy: Students are expected to submit assignments, activities, and assessments by the established due date and time. There is no automatic grace period following an assignment deadline.

Students who anticipate being unable to meet a deadline should contact the instructor as soon as possible to discuss the circumstances and request permission for a late submission. Whenever reasonably possible, this communication should occur before the assignment deadline.

Permission to submit late work is determined on an individual basis and should not be assumed.

Assignments submitted after the established deadline without instructor approval will not be accepted for credit.

When permission to submit an assignment late is granted, the following grading limits ordinarily apply unless an exception is approved due to documented extenuating circumstances or applicable university policy:

- Assignments submitted within three calendar days after the original deadline may earn a maximum of 90% of the assignment's original point value.
- Assignments submitted more than three calendar days but no more than seven calendar days after the original deadline may earn a maximum of 80% of the assignment's original point value.
- Assignments submitted more than seven calendar days after the original deadline generally will not be accepted unless an exception has been specifically approved.

Approval to submit an assignment late does not automatically waive the applicable late-grade adjustment. If an exception to the grading limit is approved, the student will be notified.

The percentages above represent the maximum grade available for an approved late submission. The assignment will still be evaluated using the established rubric or grading criteria. For example, an assignment submitted two days late that earns an 85% according to the rubric will receive an 85%. An assignment submitted two days late that would otherwise earn 100% will receive a maximum grade of 90%.

Calendar days include weekends and holidays unless otherwise specified.

Extenuating Circumstances: I recognize that significant and unexpected circumstances can arise during a semester. Students experiencing circumstances that substantially interfere with their ability to complete course requirements should communicate with me as soon as reasonably possible.

Examples may include serious or extended illness, hospitalization, military obligations, childbirth or related medical circumstances, natural disasters, or other significant circumstances recognized by university policy. Supporting documentation may be requested when appropriate.

Whenever possible, communication should occur before the assignment deadline. When advance notice is not possible, students should make contact as soon as circumstances permit.

Routine scheduling conflicts, work responsibilities, planned travel, vacations, social events, extracurricular activities, or forgetting an assignment ordinarily do not constitute extenuating circumstances. Students are encouraged to plan ahead when such events coincide with established course deadlines.

Any approved extension, exception, or modification to the regular late-work policy will be communicated to the student.

Make-Up Activities and Assessments: Make-up activities, assignments, or assessments may be considered when documented or significant extenuating circumstances prevent a student from participating during the scheduled period.

The availability and conditions of a make-up opportunity will depend on the nature of the activity, the circumstances involved, and applicable university policies or approved accommodations.

Assignment Revisions and Resubmissions: Because this course is designed to support the development of assessment competencies over time, opportunities to revise or correct selected assignments may be provided when appropriate. The availability of a revision or resubmission will depend on the nature and purpose of the assignment.

Scoring corrections associated with test administrations will follow the **Scoring Review and Rescore Opportunities** procedures described earlier in this syllabus. Opportunities to correct scoring errors are intended to support the development of accurate assessment practices and should not be interpreted as automatic opportunities to repeat or replace an entire test administration.

Canvas

You will access class lectures, assignments, grades, announcements, feedback, and other course information through Canvas. Students are responsible for reviewing Canvas regularly throughout the semester. Any changes to the course schedule, assignments, due dates, or other course requirements will be communicated through Canvas.

Canvas Course Activity: Canvas maintains records associated with course participation, including access to course materials, assignment submissions, submission dates and times, and other course activity. These records may be reviewed when needed to clarify questions regarding assignment access, submission attempts, participation, or course activity.

Assignment Revisions and Resubmissions

Assignments should reflect the student's best work at the time of submission. Because this course emphasizes the development of professional assessment competencies, opportunities to revise or correct selected assignments may be provided when appropriate.

The availability of a revision or resubmission will depend on the nature and purpose of the assignment and will be determined by the instructor. A revision or resubmission opportunity should not be assumed unless it is included in the assignment requirements or specifically approved.

Opportunities to correct scoring errors associated with test administrations will follow the **Scoring Review and Rescore Opportunities** procedures described in this syllabus.

Similarity Review and Use of Generative Artificial Intelligence

Written assignments may be submitted through the University's designated similarity-review system. Similarity reports are intended to support appropriate citation practices, source attribution, and academic integrity.

A similarity percentage alone does not establish plagiarism or academic misconduct. Reports will be reviewed in context, taking into consideration appropriately cited material, references, assignment requirements, and the nature of any matching text. If a submission raises concerns regarding appropriate source use, attribution,

originality, or academic integrity, I will contact the student to discuss the assignment and determine appropriate next steps consistent with university policy.

Generative artificial intelligence tools may be used as a support for learning and writing in this course when appropriate. Students may use these tools to brainstorm ideas, improve organization and clarity, review grammar and mechanics, or receive feedback on their writing.

The use of generative AI should support, rather than replace, the student's own thinking and learning. Submitted work should reflect the student's knowledge, reasoning, analysis, interpretation, and professional judgment. Students should not rely on generative AI to complete assignments or substitute for their own understanding of course content.

Because this is a professional assessment course, students are expected to independently develop the skills necessary to administer, score, interpret, and communicate assessment results. Generative AI should not be used to make scoring decisions, interpret assessment results in place of the student, or generate conclusions that the student cannot independently explain and support.

Students remain responsible for the accuracy, quality, appropriateness, and integrity of all work they submit, including work developed with the assistance of generative AI. AI-generated information should be reviewed carefully and verified using appropriate course materials or professional sources when necessary.

When required by the assignment or instructor, students should acknowledge or describe their use of generative AI. Use of these tools must also comply with University policies regarding academic integrity, confidentiality, privacy, and ethical conduct.

Tutoring Sessions

Optional tutoring sessions may be offered throughout the semester to provide additional support with WISC-V administration, scoring, interpretation, and other course-related assessment skills. These sessions are designed to provide opportunities for additional instruction, guided practice, clarification, and questions.

Attendance at tutoring sessions is encouraged when students would benefit from additional practice or support but is not required unless otherwise specified. No course points are awarded for attending optional tutoring sessions.

Zoom Conferences

Zoom conferences provide opportunities for live interaction, discussion, demonstration, and application of course content. When a Zoom conference is designated as required, students are expected to attend the session for which they are scheduled and participate actively throughout the meeting.

Students should plan to join the meeting on time and remain for the duration of the scheduled session. When meeting times are selected or assigned in advance, students should attend their scheduled session. If circumstances arise that may prevent attendance or require a scheduling change, students should contact the instructor as soon as reasonably possible.

Students should participate from an environment that allows them to engage appropriately in the conference. Cameras should be available and used during class meetings unless an exception has been discussed with the instructor. Students should minimize distractions and avoid participating while driving or engaging in activities that interfere with active participation.

Students are encouraged to log in a few minutes before the scheduled meeting to confirm that their camera, microphone, internet connection, and other necessary technology are working properly.

Attendance and participation credit will be based on meaningful participation in the scheduled conference. Brief technology disruptions or other reasonable circumstances will be considered individually and will not automatically result in the loss of attendance credit.

Contract for Test Administration

Students will review and sign the Test Administration Contract before completing the first test administration in this course. The purpose of the contract is to clarify expectations related to ethical assessment practices, test security, confidentiality, informed consent, administration procedures, and professional responsibilities.

This sounds much more purposeful than simply saying they are “required to sign a contract.” It explains why the document exists, which tends to make policies feel less punitive and more professional.]

Written Assignments and APA 7th Edition

Clear and professional written communication is an essential skill for educational diagnosticians. Written assignments in this course should demonstrate graduate-level quality in content, organization, depth of analysis, writing mechanics, and presentation.

Students are expected to proofread assignments carefully before submission. Unless otherwise indicated in the assignment instructions, formal papers should be typed, double-spaced, and include page numbers.

Unless otherwise specified in the assignment instructions, formal papers submitted in this course should follow the guidelines of the *Publication Manual of the American Psychological Association* (7th ed.). Students are responsible for appropriately citing and referencing all sources used in their work.

APA 7th edition requirements will be applied as appropriate to the type of assignment. Specific formatting, citation, reference, and writing expectations will be identified in the assignment instructions and/or grading rubric. Written work will be evaluated for accuracy, clarity, organization, grammar, spelling, punctuation, professional presentation, and adherence to applicable APA guidelines.

File Format: Unless otherwise specified, written assignments should be submitted in Microsoft Word format (.doc or .docx) rather than PDF so that feedback and comments can be provided directly within the document.

Canvas

You will access course lectures, assignments, grades, announcements, feedback, and other course information through Canvas. Students are responsible for reviewing Canvas regularly throughout the semester.

Any changes to the course schedule, assignments, due dates, or other course requirements will be communicated through Canvas.

Canvas Course Activity: Canvas maintains records associated with course participation, including access to course materials, assignment submissions, submission dates and times, and other course activity. These records may be reviewed when needed to clarify questions regarding assignment access, submission attempts, participation, or course activity.

Technology

Because this is an online course, students are expected to have regular access to reliable internet service and the technology necessary to participate in Canvas, Zoom, Canvas Studio, and other required course activities.

Students experiencing difficulty with Canvas or other university-supported technology are encouraged to use available university technology-support resources.

If a technology problem may interfere with participation in a course activity or completion or submission of an assignment, students should document the issue when possible and contact the instructor as soon as reasonably possible. Technology-related concerns will be considered based on the circumstances and available documentation.

Ethical and Professional Assessment Practices

Students are expected to follow ethical and professional standards in the administration, scoring, interpretation, documentation, and handling of assessment materials and information. This includes maintaining confidentiality, protecting test security, obtaining appropriate informed consent, accurately documenting assessment activities, and using assessment instruments only for authorized course purposes.

Assessment protocols, response booklets, recordings, scoring materials, and other information obtained from participants must be handled in a manner that protects the participant's privacy and the security of standardized assessment materials. Students should not share, reproduce, distribute, or use assessment materials or participant information outside the requirements of this course.

Students are expected to accurately represent all aspects of their assessment work. Falsification, fabrication, alteration of assessment records, unauthorized assistance, breaches of confidentiality or test security, or other significant ethical concerns will be addressed in accordance with applicable University policies and professional standards.

When questions arise regarding appropriate ethical or professional practices, students are encouraged to consult with the instructor before proceeding.

Consent for Testing

Informed consent must be obtained before administering an assessment or conducting an assessment-related interview with a child or adult participant. For participants who are minors, consent must be obtained from a parent or legal guardian. Adult participants must provide their own informed consent.

The appropriate Consent for Testing form must be completed and submitted with each test administration. Students are responsible for reviewing the consent form before testing to ensure that all required information and signatures have been obtained.

An assessment should not be administered without appropriate informed consent. If required consent documentation is missing or incomplete at the time of submission, the instructor will contact the student to determine the appropriate next steps. Concerns involving testing conducted without appropriate informed consent will be addressed in accordance with applicable ethical and professional standards and University policies.

Test Kits

Students are responsible for securing access to the assessment instruments required for EDSP 5371. Test kits may be borrowed from a student's school district, local education service center, or other approved source when available.

Students who are unable to obtain the required materials through those sources may request to check out test kits from UT Tyler in accordance with program checkout procedures. Availability is limited, and test kits will be provided on a first-come, first-served basis.

Students are responsible for following all applicable test-security, checkout, and return procedures associated with borrowed assessment materials.

Protocols and Test Security

Assessment protocols and related materials provided through Canvas are for use only in EDSP 5371 and for the specific course activities for which they are assigned.

Students are responsible for maintaining the security and confidentiality of all assessment materials. Protocols, response booklets, scoring materials, and other restricted test content should not be copied, distributed, shared, posted, or used outside the requirements of this course.

Any questions regarding the appropriate use or handling of assessment materials should be directed to the instructor before the materials are used.

Participant/Client Selection

Students are responsible for identifying appropriate participants for the assessment activities required in EDSP 5371. Participants must meet the age, grade, and other criteria specified for each test administration.

The Participant Guidelines located later in the syllabus should be reviewed carefully before an assessment is scheduled. Because participant characteristics are an essential component of each assignment, an administration completed with a participant who does not meet the stated criteria may not be used to satisfy that test-administration requirement.

Students are encouraged to identify potential backup participants in advance in case an unexpected scheduling issue arises.

TENATIVE—SUBJECT TO CHANGES EDSP 5371– TOPICAL OUTLINE

Fall 2026

Course Schedule of Activities:

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Date	Topic	Reading/Assignments	What's Due
August 24 – Aug 30	Course Orientation/Syllabus and Course Expectations	WISC-V Overview/Webinar- Video Lecture	Sign and return the test contract.
Module 1	WISC-V Introduction and Overview	Chapter 1 Essentials of the WISC-V Chapter 1 (Admin Manual) Pgs. 1–19 Exemplar FIE Report (provided in Canvas)	WISC-V Overview Quiz Review Exemplar FIE Report (provided in Canvas)

August 31 to September 6 Module 2	Administration of WISC-V Subtests	Video Lecture and Demonstrations Chapter 2 Essentials of the WISC-V Chapter 2 (Admin Manual) Pgs. 21-50	WISC-V Administration Quiz View Tutoring Session #1 Video (Admin/Common admin. mistakes) Canvas Discussion #1
September 7 to September 13 Module 3	Completing The Scoring Profile, Tables, and Process Analysis	WISC-V Administration and Scoring Manuals/Technical Manuals – Video Lecture and Demonstration Chapter 3 Essentials of the WISC-V Chapter 2 (Admin Manual) Pgs. 51-76	WISC-V Scoring Quiz Verbal Comprehension Scoring Activity <i>Sign up for Tutoring Session #2</i>
September 14 to September 20 Module 4	Field Week	Administer WISC #1 Videotape and submit to Canvas Studio	WISC Protocol #1 Tutoring Session #2 (Scoring)
September 21 to Oct 4 Module 5	WISC-V Interpretations/Report Writing	Video Lecture—WISC-V Interpretations/Report Writing Chapter 4 Essentials of the WISC-V Chapter 6 Technical Interpretive Manual RTGM	Report Writing Quiz RTGM #1 Testing Data Analysis Activity – WISC #1 Rescore WISC-V #1 Canvas Discussion #2
Oct 5 to October 11 Module 6	Field Week	Administer WISC #2 Videotape and submit to Canvas Studio	WISC-V Protocol #2
October 12 to October 25 Module 7	GORT-5: Overview, Administration, and Scoring	View GORT-5 Overview, Administration, and Scoring Video Lectures GORT-5 Administration Manual	GORT-5 Quiz Testing Data Analysis Activity – WISC #2 Canvas Discussion #3
October 26 to November 8 Module 8	Field Week	Administer WISC-V #3 (Benchmark) + GORT-5 to the same elementary student (suspected or known reading difficulties) Videotape WISC-V and submit to Canvas Studio	WISC-V Protocol #3 (Benchmark Assessment) GORT-5 Protocol Rescore WISC-V #2 Note: Benchmark Testing Narrative is due Module 9
November 9 to November 22 Module 9	Benchmark Testing Narrative	Chapter 7 Essentials of the WISC-V Review feedback from Testing Data Analysis Activities #1 and #2	Benchmark Testing Narrative (30 pts) – due Nov 22 RTGM #2

		Write and refine Benchmark Testing Narrative	
November 23 to November 29	THANKSGIVING		
November 30 to December 11 Module 10	Course Wrap Up		Reflections of Learning Due Monday, December 8 at 11:59 p.m.

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 they have 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 EDSP 5371.
2. Because the graduate student does not know which grade level they may be working at when they are employed as an educational diagnostician, 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.**
 - a. **Elementary** (Seven years of age or older and in first through fifth/sixth grade) – WISC #1
 - b. **Secondary** (i.e. middle or high school age/grade child and who is 16 years 11 months or younger) – WISC #2
 - c. **Elementary** (Seven years of age or older and in first through fifth/sixth grade) – WISC #3 & GORT V *Must be administered to an elementary student who has suspected or known weaknesses in reading fluency*
 - d.
3. 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.
4. Informed written consent needs to be obtained from adult examinees, as well. Consent forms pertaining to this course assignment are provided within this syllabus.
5. Material obtained from examinees is to be treated as **confidential**, meaning the student should identify subjects by their initials or pseudonyms on reports.
6. 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
Educational Diagnostician
EDSP 5371: Individual Assessment of Cognitive Functioning/Wechsler Scales

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: _____

STATE BOARD FOR EDUCATOR CERTIFICATION (SBEC) 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.

BOARD FOR EDUCATOR CERTIFICATION (SBEC) STANDARDS FOR EDUCATIONAL DIAGNOSTICIANS

Standard I: The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.

Standard II: The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

Standard III: The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

Standard IV: The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

Standard V: The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

Standard VI: The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

Standard VII: The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

Standard VIII: The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.

Standard IX: The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

Standard X: The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

**CEC ADVANCED SPECIALTY SET: EDUCATIONAL DIAGNOSTICIAN SPECIALIST
STANDARDS
Adopted July 2020**

Advanced Standard 1 – Assessment. Educational diagnosticians demonstrate best practices of assessment, procedures, and report writing. It is critical that nonbiased assessment procedures are used in the selection of instruments, methods, and procedures for individuals with exceptional learning needs. Educational diagnosticians apply their knowledge and skill to all stages and purposes of evaluation including: prereferral and screening, recommendations for special education eligibility, monitoring and reporting learning progress in the general education curriculum, and other individualized educational program goals.

Advanced Standard 2 – Curricular Content Knowledge. Educational diagnosticians seek to deepen their professional knowledge and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning.

Advanced Standard 3 – Programs, Services, and Outcomes. Educational diagnosticians apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs. They advocate for a continuum of program options and services to ensure the appropriate instructional supports for individuals with exceptional learning needs.

Advanced Standard 4 – Research and Inquiry. Educational diagnosticians know models, theories, and philosophies, and research methods that form the basis for evidence-based practices in special education. They use educational research to improve instructional techniques, intervention strategies, and curricular materials.

Advanced Standard 5 – Leadership and Policy. Educational diagnosticians learn to use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership. They promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs.

Advanced Standard 6 – Professional and Ethical Practice. Educational diagnosticians are guided by the professional ethics and practice standards. They have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They create supportive environments that safeguard the legal rights of students and their families. They model and promote ethical and professional practice.

Advanced Standard 7 – Collaboration. Educational diagnosticians have a deep understanding of the centrality and importance of consultation and collaboration to the roles within special education and use this deep understanding to integrate services for individuals with exceptional learning needs. They also understand the significance of the role of collaboration for both internal and external stakeholders, and

apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders to provide service to individuals with exceptional learning needs and their families.