

EDSP 5366
Full Individual Evaluation
University of Texas at Tyler
School of Education

Course: EDSP 5366
Semester & Year: Summer 2026
Time & Days: Online
Location: Online

Instructor: Michele Marjason, EdD
Assistant Professor, School of Education
Office Hours: Mondays 10:00-11:30; Thursdays 4:00-5:30; By appointment
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Zoom link: Meeting ID: 991 977 9414
Passcode: UTTYLER

<https://uttyler.zoom.us/my/zochats?pwd=yOuPr9y85wBTe7ZuwEwxVj5vXqCV4A.1&DeviceId=f8a211d8-3660-44c2-990d-91fa63538b08&SessionId=1776796885800>

Course Description

A study of major standardized instruments utilized in the full individual evaluation of language, sociological, physical and behavioral/emotional areas, intellectual functioning and adaptive behavior, educational achievement, and learning competencies. Clinical and field experience in administration, scoring and interpretation, comparisons with intellectual functioning for determining the existence of a handicapped condition, report writing and educational prescriptions are included. **Prerequisite:** [EDSP 5364](#) and EDSP 5365.

Required Text

Schrank, F. A., Decker, S. L., & Garruto, J. M. (2016). *Essentials of WJ IV Cognitive Abilities Assessment*. Hoboken, NJ: John Wiley and Associates

- You can find it free at <https://ebookcentral.proquest.com/lib/uttyler/detail.action?docID=4451994>

Other readings as assigned.

Students will access class notes, assignments, grades and course information through Canvas. Any changes made to the course schedule, schedule of assignments, or any special assignments will be posted to Canvas. Students are expected to regularly access

Canvas to check for updates, announcements, and for any handouts to be brought to class.

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.

Student Learning Outcomes:

The following student learning outcomes are aligned with the standards as delineated by the specific learning outcomes of the Educational Diagnostician State Board for Educator Certification (SBEC) and the Council for Exceptional Children (CEC) Advanced Special Education Diagnostic Specialist and Advanced Specialty Set Standard for Special Education Behavior Intervention Specialist and the State Board for Education Certification (SBEC) Standards for Special Education/Educational Diagnostician Specialist.

Student Learning Outcomes & Assessments

<p>Establish and maintain appropriate testing environments that ensure standardized, valid, and reliable assessment conditions. Domain I, II, IV, V Standard V SEDS.1. K1</p>
<p>Administer, score, and utilize standardized assessment instruments, including the WJ-IV Cognitive, CTOPP-2, and WJ-5 via iPad-based platforms. Domain I, II, IV, VI Standard VI SEDS.1. S2</p>
<p>Interpret assessment data to make informed, data-driven decisions and communicate testing results effectively in written reports and oral presentations. Domain I, II, III, IV Standard IV, VI, X SEDS.1. S1</p>
<p>Apply legal, ethical, and professional standards in all aspects of assessment, including nondiscriminatory practices and compliance with federal and state regulations Domain I, II, IV Standard I SEDS.1. K1 SEDS.1. K9 SEDS.5. K1</p>

<p>Apply Cattell-Horn-Carroll (CHC) Theory to understand cognitive processes and their relationship to academic achievement.</p> <p>Domain I, II, IV Standard VI, X SEDS.1. S3</p>
<p>Develop comprehensive evaluation reports that integrate multiple sources of data and clearly identify student strengths and needs.</p> <p>Domain I, III Standard VI SEDS.3. S1 SESD.3. S2</p>
<p>Apply the four pillars of assessment to guide evaluation practices and ensure comprehensive, valid assessment procedures.</p> <p>Domain I, II, IV Standard IV SEDS.1. S1 SEDS.1. S2 SEDS.1. S3</p>
<p>Design evidence-based instructional recommendations aligned to assessment results and individualized student needs.</p> <p>Domain I, II, IV Standards IV, VI, VII SEDS.1. S61 SEDS.3. S1 SEDS.3. S2</p>

Evaluation and Grading

Students will be assessed according to the stated objectives in this syllabus including written work, discussions, and projects.

Summary of Course Assignments:	Maximum Points
Zoom Conferences, Test Narratives, Quizzes	20%
WJ-V Module	10%
Wj-IV # 1,2, &3 Administration	25%
Interpretive Report	10%
CTOPP-2 Administration	15%
Final	20%

Detailed assignments will be found in Canvas.

Grading is based on your accumulated score as a percent of the total cumulative score available. ***You can keep track of your grades via Canvas.*** Turnaround time for grading is one week. ***It is my policy not to discuss grades via email. If you need***

to discuss grade issues, please schedule a time you can visit with me through Zoom.

Grading Rubric:

A (90%)	B (80%)	C (70%)	D (60%)	F (less than 60%)
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The last day to withdraw from courses is Friday, July 10th.

Communication

To contact me via email, you may use the Canvas email. You may also email me at michelemarjason@uttyler.edu. Please note this is **not** a Patriots email address. I will respond to your emails as quickly as possible; my priority is to be supportive of your work to ensure your success. I work to reply to emails within 24 hours. While I will try to respond to emails over the weekend as promptly as possible, emails sent over the weekend might not be read until Monday morning. My preferred method of communication is email. If you have an urgent matter or a question that cannot wait, you may contact me by phone or text. Please reserve phone or text communication for time-sensitive concerns only. 903-746-1566.

Teaching Strategies

It is expected that this class will function in a graduate seminar format. While the instructor will provide some lecture, emphasis will be on in-class discussion, presentation, assignments, and case study analysis that contributes to class discussions. The following instructional strategies will be employed during this class:

- Lecture, multimedia, and simulations
- Demonstration and case studies
- Written assignments
- Quizzes

Course Policies and Guidelines

1) Assignment Submission:

For written assignments a “page” is defined as:

- 8½” x 11” paper
- Times New Roman or Arial 12-point font
- Double-spaced (unless otherwise directed)
- 1-inch margin on all sides.
- Put page numbers on the top right-hand side.
- Put the title of the assignment, centered at the top of your paper.
- **For all assignments submitted in Canvas, your name, date, class number, or any other information should be included.**
- Upload written assignments on the Canvas website under the

assignment tab.

- a) **Criteria for all assignments** will be available in class and posted online unless otherwise notified by the instructor.

Canvas. Students will access class notes, 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. Students are expected to regularly check Canvas for updates and to download any class handouts.

- b) **Late work:** It is expected that assignments and projects be submitted on time. **An assignment will be considered late if it is not turned in the day it is due.** You may turn in your assignment early. Late assignments are not accepted unless prior arrangements have been made with the instructor. Assignments and due dates are posted in Canvas. 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.).*** At the end of this program, you will be an educational diagnostician. Special education directors are very firm about due dates. The consequences of not meeting due dates are serious and can be cause for contracts not being renewed.
- c) **Plagiarism.** Students need to use their own words when completing all assignments. A zero will be given for any assignment that is detected as being plagiarized. Students are subjected to a disposition or failing grade in the course.
- d) **AI.** Some assignments in this course will permit using artificial intelligence (AI) tools, such as ChatGPT or Copilot. When AI use is not permissible, it will be documented in the assignment description, and all use of AI must be appropriately acknowledged and cited.

When using AI tools for assignments, add an appendix showing (a) the entire exchange (e.g., prompts used), highlighting the most relevant sections; (b) a description of precisely which AI tools were used, (c) an explanation of how the AI tools were used (e.g. to generate ideas, elements of text, etc.); and (d) an account of why AI tools were used (e.g. to save time, to surmount writer's block, to stimulate thinking, to experiment for fun, etc.). Using AI tools without appropriate acknowledgment and citation violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such.

TurnItIn is a tool that will be used to check a document for plagiarism and AI

use. The tool provides feedback as to whether the text in a document is a close match with other documents on the Internet, in journal databases, and submitted to Canvas. If a student is caught plagiarizing, a grade of zero will be given as well as a disposition for cheating. Once you submit an assignment, you will get a report where you can see plagiarism detection and grammatical errors.

2) Zoom etiquette. During any zoom sessions, you will need to be on time and have your video on. You will need to be an active participant in the class by listening (focused on class content and not on other things) and answering questions. Please make sure you are in a quiet area. You will need to make sure you are in an area where you have a stable internet connection. ***Class participation points will be deducted for not following zoom etiquette.***

- Zoom Conference Expectations:
- Be on time for class.
- Your video should be on.
- Be in a quiet location that is free from distraction. Our zoom class should be treated like you are in person. It will help to avoid being in a room with other people.
- Be an active participant and active listener.

Zoom Conferences

Students are expected to attend scheduled Zoom conferences as part of course requirements. These assignments are valued at 75 points each..

In the event of extenuating circumstances and you cannot attend, students must provide notification to the instructor **via email no less than 48 hours prior** to the scheduled conference. Requests made after this time frame may not be accommodated.

- 3) You are responsible** for all information given in class, online, and in the syllabus.
- 4) Person First Language.** 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 always use “people first” language. “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”.
- 5) Safe Zone.** The professor considers 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. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professor's expectation that ALL students consider the classroom a safe environment.

- 6) Do not fall behind.** This class moves at a quick pace, and each week builds on the previous class content. If you feel you are starting to fall behind, check in with me as soon as possible so we can troubleshoot together. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
- 7) Dispositions.** All students in the UT Tyler Teacher Preparation Program must adhere to the professional behaviors outlined in the U.T. Tyler School of Education Dispositions. Information on dispositions can be found under the attachments of the Course Information Page.

According to The University of Texas at Tyler Office of the President, UT Tyler is committed to student success by providing a uniquely balanced student experience in an environment of innovative teaching shaped to serve and advance the educational, economic, technological, and public interests of East Texas and beyond. We aspire to be the primary educational and economic driver of East Texas. <https://www.uttyler.edu/president/missionstatement.php>

Excellent teachers must aspire to encourage and engage students with a wide range of abilities, interests, and personalities. UT Tyler has the responsibility of guiding and evaluating teacher candidates' effectiveness, knowledge and skills, and professional habits using many instruments and methods to ensure the highest quality of teacher performance in the complex classrooms of the 21st century.

A professional disposition includes principles or standards reinforcing teacher candidates' success in school and in the classroom. Professional dispositions include values, professional ethics, honesty, responsibility, and social justice. These beliefs and attitudes shape how an educator interacts with colleagues, students, and families. Each semester student dispositions are evaluated by course instructors and field supervisors in consultation with mentor teachers.

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.

**UT TYLER’S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR
PREPARATION PROGRAMS**

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of Texas Education Standards can be accessed [here](#).

The Code of Ethics and Standard Practices for Texas Educators can be accessed [here](#).

The State Board for Educator Certification (SBEC) Standards for Educational Diagnosticians can be accessed [here](#).

The CEC Advanced Specialty Set: Educational Diagnostician Specialist Standards can be accessed [here](#).

The CEC Advanced Specialty Set: Behavior Specialist Standards can be accessed [here](#).

Class Schedule (Subject to change)

Date	Module	Topic	Assignment
May 11th - 17th	1	<p style="text-align: center;">Course Orientation</p> <p>Review Syllabus Review Course Expectations Overview of WJ-IV Review Test Admin contract, parent release, WJ-IV testing requirements</p>	<p>Read Chapters 1-2 in the WJ-IV manual</p> <p>Read pages 1-18 in essentials book and watch video, or listen to Podcast</p> <p>View WJ-IV Overview Lecture</p> <p>Complete test Admin Contract</p> <p>Quiz#1</p>

			<p>Zoom Orientation May 14th at 5:00</p>
<p>May 18th – May 24th</p>	<p>2</p>	<p>Administration of the WJ-IV Cognitive Subtests</p> <p>Discuss the 14 subtests in WJ-IV and how to give them.</p>	<p>Read chapters 3-4 in the WJ IV Manual</p> <p>Read pages 22-78 in Essential View “refresher” video on Basal and Ceiling</p> <p>View WJ-IV Subtest Administration Quiz #2</p>
<p>May 25th -May 31st</p>	<p>3</p>	<p>Computing the Raw Scores & WJ-IV Interpretation</p> <p>Review how to interpret scores on the WJ-IV Cognitive and how to report them in an FIIE.</p>	<p>Read chapters 5 in the WJ-IV Manual pages 75-101</p> <p>Read pages 81-210 in Essentials book.</p> <p>View Scoring Video</p> <p>Watch the Tutorial Session Video</p> <p>Quiz #3</p> <p>Sign up for Workshop</p>

June 1st – June 7th	4	<p align="center">Field Week Testing</p> <p>Give the 14 subtests of the WH-IV to your student.</p>	<p>Administer/Score WJ-IV #1, videotape and submit. Record administration of WJ-IV in Studio. Watch the tutorial video on how to use Studio.</p>
June 8th-June 14th	5	<p align="center">Field Week Writing</p> <p>Write a test narrative of the strengths and weakness of the student using the PSW for a FIE.</p>	<p>WJ-IV test Narrative Zoom Conference #2 June 8th/Monday at 2:00PM</p>
June 15th- 21st	6	<p align="center">Field Week Testing and Workshop</p> <p>Give the 14 subtests of the WJ-IV to your student. Dive into AI Report Writing.</p>	<p>Administer #2 WJ-IV, video in Studio and submit to assignment portals.</p> <p>Attend AI-Assisted Work Samples Analysis: Ethics and Practice Workshop</p>
June 22nd- 28th	7	<p align="center">Field Week Testing</p> <p>Give all subtests of the CTOPP-2 and score</p>	<p>View CTOPP_2 Overview Lecture</p> <p>View CTOPP-2 Subtests Administration Lecture</p> <p>View CTOPP-2 Scoring Lecture</p> <p>Administer and score CTOPP-2.</p>
June 29-July 5th	8	<p align="center">Field Week Testing</p> <p>Give the 14 subtests of the WJ-IV to your student and score.</p>	<p>Administer #3 WJ-IV, video in Studio and submit to assignment portals.</p>

			(Must use the same student that you used for the CTOPP-2)
July 6th- July 12th	9	Field Week Report Writing Write a test narrative of the strengths and weakness of the student using the CHC theory for a FIE.	Write Interpretative Report Watch Video on Interpretative Report Zoom conference # 3 on Monday July 6 th at 2:00PM
July 13th-July 19th	10	WJ-IV Review Review of WJ-V online	Complete WJ-V Training Modules Compare and Contrast Activity
July 20th-July 26th	11	WJ-IV Review Review of WJ V online	WJ-V Subtest Administration(Zoom simulation) WJ-V Video
July 27th- August 2nd	12	Final -Case study FIE Students will write an FIE using a provided case study.	FIE written report from case study