EDSP 5364
Seminar: Assessment in Special Education
University of Texas at Tyler
School of Education

Course: EDSP 5364.60
Semester & Year: Fall 2014
Time & Days: Online
Location: Online

Instructor: Frank Dykes, Ed.D.
Associate Professor of Special Education
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Office Hours: Virtual (by appointment via Zoom)
Phone: 903-565-5772
E-mail: fdykes@uttyler.edu (Preferred method of contact)

Course Catalog Description:

Detailed study of test construction and test administration. Includes instruction and clinical experience in the administration and interpretation of individual standardized achievement tests.

Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Objectives/Learning Outcomes</th>
<th>Standards:</th>
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<tbody>
<tr>
<td></td>
<td>SBEC</td>
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<tr>
<td></td>
<td>CEC</td>
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<tr>
<td>Understand and apply knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.</td>
<td>Domain IV-Standard I, II</td>
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<tr>
<td></td>
<td>ED1K4</td>
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<td>ED1K1</td>
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<tr>
<td>Understand and apply knowledge of ethical and professional practices, roles and responsibilities.</td>
<td>Domain IV-Standard I, II</td>
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<td>ED5K3</td>
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<td>ACC5S1</td>
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<tr>
<td>Acquire skills in the collection, maintenance and dissemination of records</td>
<td>Domain IV-Standard III, VIII</td>
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<td>ED5S5</td>
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<td>ED5S4</td>
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<tr>
<td>Identify eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.</td>
<td>Domain I-Standard V</td>
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<tr>
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<td>ACC4K1</td>
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<td>ED1K1</td>
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</tbody>
</table>
| Understand and apply knowledge of student assessment and evaluation, program planning, and instructional decision-making | **Domain II-Standard IV**  
ACC2K4  
ED4S8  
ED4S9  
ED4S10 |
|---|---|
| Select, administer, and interpret appropriate formal and informal assessments and evaluations. | **Domain II-Standard IV, VI**  
ED4S1  
ED4S2  
ED4S3 |
| Address students’ behavioral and social interaction skills through appropriate assessment, evaluation, planning and instructional strategies. | **Domain III-Standard IX**  
ED4K11  
ED4S1  
ED4S2 |
| Demonstrate skills necessary for scheduling, time management, and organization. | **Domain IV-Standard VIII**  
ED5S4  
ED5S5 |
Description of Course Assignments, Evaluation, and Grading

1. Protocols must be scanned and submitted for grading by the due date listed on the schedule page of this syllabus. Protocols will be graded with a rubric which you will receive as you learn each testing instrument.

2. Students must achieve an average score of 92% on the WJ III Tests of Achievement, WIAT-III and KTEA-II. Students may re-administer any of the test administrations to improve their percentage. All protocols will be submitted with a digital recording of the administration as well as informed consent and scoring rubrics that have been self-evaluated. An audio recording must accompany each testing protocol. If you are not able to achieve a 92% on each of the testing instruments, you will not be allowed to move forward in the diagnostician program.

3. Testing Narrative- When submitting a protocol a narrative must be submitted for grading, a testing narrative documenting the individual assessment session will be required. A template for the testing narrative will be reviewed in class and will be located under the Course Documents tab.

4. Video: Each student is required to video-record administration of one KTEA-II. Each student will complete a self-evaluation of the test administration. The following items must accompany the video administration:
   - Video recording
   - Scanned copy of Consent and Test Record Form
   - Scanned copy of Assessment Checklist-both self and peer

5. Quizzes: Periodic quizzes/exams will determine familiarity with material, particularly the testing manuals, along with the textbook and Essentials books.

6. Discussion Group: Each student is required to participate in scheduled Zoom discussions with the professor and a small group of students. Several different times will be scheduled for participation to allow for scheduling conflicts.

The final grade of the course will be determined by overall competency, with major emphasis placed on reports and testing skills. Competency also includes your *(a)* professional and ethical development; *(b)* preparation before testing; *(e)* ability to accept constructive criticism; *(d)* interpersonal relationships with fellow students, teaching assistants, and instructor; *(e)* promptness in turning in materials to be evaluated, and *(f)* overall maturity and clinical skills.

Mastery of WJII (1 @100 pts) 100
Mastery of KTEA II (1 @ 100 pts) 100
Mastery of WIAT II (1 @ 100 pts) 100
Testing Narrative (3 @ 50 pts) 150
Quizzes (11 @ 20 pts) 220
Discussion Conference (3 @ 50 pts) 150
Video Administration (1 @ 50 pts) 50

*Students must maintain an average of 92% or above for the WIAT III, KTEA II and WJ III. All other grades will be averaged together with the earned average of the Test Administrations for a final total average as determined below.

Total Points = 870 points

Grading Scale

Grading is based on your accumulated score as a percent of the total cumulative score available based on the following formula.

\[
\text{Total points you accumulated} \quad \frac{\text{Maximum points possible}}{\times 100} = \% \]

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 68% and below

Keep track of your scores for the course through Blackboard’s Student Tools folder.

*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.*

V. Teaching Strategies

1. Approximately ¾ of the course time will be devoted to administration of specific tests, test data interpretation, legal and ethical assessment considerations, assessment processes, and report writing.

2. Basic testing procedures used in the course will be demonstrated via Tegrity lecture. Students will learn the necessary procedures and practice administering the testing instruments.

3. The remainder of the course will be devoted to learning basic assessment terminology, interpreting data and understanding basic descriptive statistics.

VI. Required Text and Related Readings


Documents and document links posted on UT Tyler Course Web Site: www.blackboard.uttyler.edu

Publisher’s companion web site: http://www.prenhall.com/mcloughlin.

Administration Manuals to each of tests administered

Handouts and readings posted on Blackboard

**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.*

**VIII. Code of Conduct**

- Please see section 2.098 of the University of Texas at Tyler Handbook of Operating Procedures for specific information about expectations related to student conduct. It is the responsibility of the student to bring to the instructor’s attention any question, misunderstanding or confusions he/she has concerning classroom policy or course requirements BEFORE an adverse effect on student’s grade results.

**Course Policies:**

- **Attendance:** Although attendance is not applicable for an online course, students must be self-motivated and disciplined to complete the course activities and assignments in a timely manner. Thus, weekly logins to the course will be required.

- **Course Organization and Time Requirements:** The course is organized into weekly learning modules. *The modules will open each Monday at 6:00 a.m. and close at 11:59 p.m. each Sunday. All assignments, activities, and quizzes for the week must be completed and posted by 11:59 p.m. Sunday evening the week that they are due.* (See late assignment policy). Please plan adequate amount of time to complete the requirements of each of the weekly module assignments and activities.
• **Make/Up exam.** There will be NO make/up activities or exams for this course unless absence is due to an emergency. Students are expected to submit relevant documentation ( e.g. doctor’s note, funeral not ce, tow -truck receipt, etc.) when requesting a make/up activity.

• **Written Assignments.** Written assignments MUST be typed using **double spaced lines and have page numbers.** In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Proofread all assignments as only materials with minimal or no errors will receive high scores. **Type assignments in an easily-readable 12 point (e.g. Times New Roman, Helevicta, Tahoma) font.**

**Late Assignments** (turning in after due date) Assignments are due at the beginning of class. **Assignments that are one day late will be lowered 20%. Papers that are two days late will be lowered 50%. No assignments will be accepted after 48 hours unless arrangements have been made with the instructor.**

• **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, informed consent must be obtained. 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:** The graduate student is responsible for locating the required test instruments for EDSP 5364. Students who live in the East Texas area 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. **Students who do not live in the East Texas area will need to borrow test instruments from their school districts/local service centers 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.**

• **Protocols:** Testing protocols will be mailed to students for use during the semester.
• **Participant/Client Selection:** The graduate student is required to find his/her own clients in which to administer the assessment instruments required for EDS 5364. When selecting participants/clients, the graduate student must follow the Participant Guidelines that are noted at the end of the syllabus. Failure to do so will result in significant reduction in grade/or a grade of a zero.

• **Blackboard:** Students will access class notes, assignments, grades and course information through Blackboard 8. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Blackboard. Students are expected to regularly check Blackboard for updates and to download any class handouts. Please refer to [http://www.blackboard.uttyler.edu](http://www.blackboard.uttyler.edu) for more information.

**Person First Language:** Our language is a reflection of 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”.

**IX Topical Outline:**
See Class Schedule (last page of syllabi) for a tentative schedule and due dates for all assignments.

**X. University Policies**

**UNIVERSITY POLICIES**

**Students Rights and Responsibilities**
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www2.uttyler.edu/wellness/rightsresponsibilities.php

**Grade Replacement/Forgiveness and Census Date Policies**
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date, September 8, of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at [http://www.uttyler.edu/registrar](http://www.uttyler.edu/registrar).

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.
The Census Date (September 8) is the deadline for many forms and enrollment actions that students need to be aware of. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date, September 8th.
Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to estaples@uttyler.edu

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.
Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct: Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:
• copying from another student’s test paper;
• using, during a test, materials not authorized by the person giving the test;
• failure to comply with instructions given by the person administering the test;
• possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
• using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
• collaborating with or seeking aid from another student during a test or other assignment without authority;
• discussing the contents of an examination with another student who will take the examination;
• divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
• substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
• paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
• falsifying research data, laboratory reports, and/or other academic work offered for credit;
• taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

(iv) All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

STATE 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 SPECIAL EDUCATION DIAGNOSTICIAN SPECIALIST STANDARDS

Advanced Standard 1: Leadership and Policy

Special educators in advanced programs learn to use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership. Special educators promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs. They advocate for educational policy based on solid evidence-based knowledge to support high quality education for individuals with exceptional learning needs. As appropriate to their role, they advocate for appropriate resources to ensure that all personnel involved have effective preparation. Special educators use their knowledge of the needs of different groups in a pluralistic society to promote evidence-based practices and challenging expectations for individuals with exceptional learning needs. They model respect for all individuals and ethical practice. They help to create positive and productive work environments and celebrate accomplishments with colleagues. They mentor others and promote high expectations for themselves, other professionals, and individuals with exceptional learning needs.

Advanced Standard 2: Program Development and Organization

Special educators 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. They help design and deliver, as appropriate to their role, ongoing results oriented professional development designed to support the use of evidenced-based practices at all relevant organizational
levels. They use their understanding of the **effects of cultural, social, and economic diversity and variations of individual development** to inform their development of programs and services for individuals with exceptional learning needs. Special educators **continuously broaden and deepen their professional knowledge, and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning**. They use their deep understanding of how to **coordinate educational standards to the needs of individuals with exceptional learning needs** to help all individuals with exceptional learning needs to access challenging curriculum standards.

**Advanced Standard 3: Research and Inquiry**

Research and inquiry inform the decisions of special educators who have completed advanced programs in guiding professional practice. Special educators **know models, theories, philosophies, and research methods** that form the basis for **evidence-based practices** in special education. This knowledge includes **information sources, data collection, and data analysis strategies**. Special educators evaluate the appropriateness of **research methodologies** in relation to **practices presented in the literature**. They use **educational research to improve instructional techniques, intervention strategies, and curricular materials**. They foster an **environment supportive of continuous instructional improvement**, and engage in the **design and implementation of action research**. Special educators are able to use the **literature to resolve issues of professional practice, and help others to understand various evidence-based practices**.

**Advanced Standard 4: Individual and Program Evaluation**

Evaluation is critical to advanced practice of special educators. Underlying evaluation is the knowledge of **systems and theories of educational assessment and evaluation**, along with skills in the implementation of **evidence-based practices in assessment**. Effective special educators **design and implement research activities** to evaluate the effectiveness of instructional practices and, as appropriate to their role, to **assess progress toward the organizational vision, mission, and goals** of their programs. It is critical in evaluation that **nonbiased assessment procedures are used in the selection of assessment instruments, methods, and procedures** for both **programs and individuals**. With respect to evaluation of individuals, special educators prepared at the advanced level are able to **apply their knowledge and skill to all stages and purposes of evaluation** including: prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized educational program goals.

**Advanced Standard 5: Professional Development and Ethical Practice**

Special educators are guided by the professional ethics and practice standards. Special educators 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**. Special educators plan, present, and evaluate **professional development**, as appropriate to their roles, based on models that
apply adult learning theories and focus on effective practice at all organizational levels. Special educators model their own commitment to continuously improving their own professional practice by participating in professional development themselves.

Advanced Standard 6: Collaboration

Special educators prepared at the advanced level 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 services to individuals with exceptional learning needs and their families. They possess current knowledge of research on stages and models in both collaboration and consultation and ethical and legal issues related to consultation and collaboration. Moreover, special educators prepared at the advanced level have a deep understanding of the possible interactions of language, diversity, culture and religion with contextual factors and how to use collaboration and consultation to enhance opportunities for individuals with exceptional learning
EDUC 5364

(Tentative Schedule – subject to announced changes)

Refer to Blackboard for additional reading requirements or changes to the following course calendar.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>What is Due</th>
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</thead>
<tbody>
<tr>
<td>Week of August 25–August 31</td>
<td>Introductions Review of Syllabus and Course Requirements</td>
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<td>Complete online introduction. Get your textbooks, read the syllabus, and locate testing instruments you will need for the semester.</td>
</tr>
<tr>
<td>Week of September 1-September 7</td>
<td>Special Education Assessment The Assessment Process</td>
<td>Read Chapters 1-2 in the McLoughlin textbook Complete Module for this week.</td>
<td>Module 1</td>
</tr>
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<td>Sept 8</td>
<td>Census Day</td>
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<tr>
<td>Week of September 8-September 14</td>
<td>Selection of Assessment Instruments/ Standardized Tests</td>
<td>Read Chapter 3 and 4 in the McLoughlin textbook Complete Module</td>
<td>Module 2</td>
</tr>
<tr>
<td>Week of September 15-September 21</td>
<td>Overview of the WJ III Tests of Achievement</td>
<td>Read pages 1-24 in Essentials of WJIII Tests of Achievement Read Pages 1-20 in Examiner’s Manual</td>
<td>Module 3 View WJIII Overview Video WJIII Overview Quiz</td>
</tr>
<tr>
<td>Week of September 22-September 28</td>
<td>Administration of the WJIII</td>
<td>Read pages 25-76 in Essentials of WJIII Tests of Achievement Read Pages 21-46 in Examiner’s Manual</td>
<td>Module 4 View WJIII Administration Video Quiz over WJIII Administration Practice subtests</td>
</tr>
<tr>
<td>Week of September 29-October 5</td>
<td>Scoring of the WJIII</td>
<td>Read pages 77-99 in Essentials of WJIII Tests of Achievement Read Pages 47-68 in Examiner’s Manual</td>
<td>Module 5 View WJIII Scoring Video Quiz over WJIII Scoring</td>
</tr>
<tr>
<td>Week of October 6-12</td>
<td>FIELD WORK</td>
<td>Administer the WJIII</td>
<td>WJ III Due and Narrative</td>
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<tr>
<td>Week of October 13-19</td>
<td>Overview of the WIAT III</td>
<td>Read pages 15-76 in Essentials of the WIAT III</td>
<td>Module 6 View WIAT III Overview</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
<td>What is Due</td>
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<tr>
<td>Week of October 20-26</td>
<td>Administration of the WIAT III</td>
<td>Read pages 13-68 in the WIAT III Examiners Manual</td>
<td>Module 7 View WIAT III Administration Video Quiz over WIAT III Administration Practice Subtests</td>
</tr>
<tr>
<td>Week of October 27-November 2</td>
<td>Scoring of the WIAT III</td>
<td>Review Chapters 15-76 in Essentials of the WIAT III</td>
<td>Module 8 View WIAT III Scoring Video Quiz over WIAT III Scoring</td>
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<tr>
<td>October 27</td>
<td>Last Day to withdraw from course</td>
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<tr>
<td>November 3-9</td>
<td>FIELD WORK</td>
<td>Administer WIAT III</td>
<td>Turn in WIAT III Protocol and Narrative</td>
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<tr>
<td>November 10-November 16</td>
<td>Overview of the KTEA II</td>
<td>Read pages 77-128 in the Essentials of the KTEA II</td>
<td>Module 9 View KTEA Overview Video Quiz over KTEA Overview</td>
</tr>
<tr>
<td>November 17-23</td>
<td>Administration and Scoring of the KTEA II</td>
<td>Read pages 1-36 in the KTEA Examiners Manual</td>
<td>Module 10 View KTEA II Administration and Scoring Videos Quiz over KTEA Administration and Scoring Practice subtests</td>
</tr>
<tr>
<td>November 24-December 30</td>
<td>FIELD WORK</td>
<td>Administer KTEA II</td>
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<tr>
<td>December 1-December 7</td>
<td>FIELD WORK</td>
<td>Administer KTEA</td>
<td>Turn in KTEA Protocols Test Narrative</td>
</tr>
<tr>
<td>December 8 to December 11</td>
<td>Final Week</td>
<td>Make sure all work has been Submitted</td>
<td>LAST WEEK TO TURN IN ANY TESTS REDOS</td>
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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 EDSP 5364.

2. Because the graduate student does not know which grade level he/she 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. The following are the specified ages/grades in which the graduate student must select to administer the specific assessment instruments to:

   a. WJ III Tests of Achievement (Elementary Age Student)
   b. KTEA II (One elementary OR secondary)
   c. WIAT III (One elementary age student)

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
903-566-5772

Adult (18 or over)
Permission Form

I grant my permission 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. Frank
Dykes at 903-565-5772 should I have any questions or concerns.

Signature of Participant: __________________________________________________________

Date: __________________________________________________________________________

Telephone
Number: __________________________________________________________________________

Date of Birth: _______________________________________________________________________

Signature of Graduate Student Conducting Assessment: ________________________________

Date: ____________________________________________________________________________
The University of Texas at Tyler  
School of Education  
903-565-5772

Minor (Under age 18)  
Permission Form

I give permission for my daughter/son, ____________________________, to be administered an individual intelligence or achievement test by ______________________, a graduate student in the School of Education at The University of Texas at Tyler. I understand the purpose of this evaluation is instructional in nature and is being conducted only as a part of course requirements, that the results will be kept confidential, and that the results will not be used for placement or decision making purposes. I further understand that because the graduate student involved is just learning to administer such tests, the results may not be reliable or valid; therefore, it would be inappropriate to have the results discussed with me. I understand that I may contact the instructor of the course, Dr. Frank Dykes at 903-565-5772 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: ________________________________