



Sul Ross State University
Department of Education

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Office Hours: By appointment

Virtual Office Hours: As requested by student, by appointment

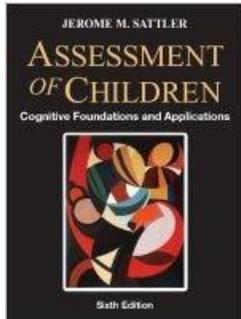
ED 5306, Assessment of Individual Intelligence, Fall 2019

Text:

Course Textbook:

Sattler, J. (2018). *Assessment of Children: Cognitive Foundations and Applications, Sixth Edition and Resource Guide to Accompany Assessment of Children: Cognitive Foundations and Applications, Sixth Edition*, Jerome Sattler Publishing, Inc. San Diego

ISBN #9780986149931



We will also use test manuals from the test kits you check out from SRSU (or your district) along with some online materials that will be made available to you.

Description: The focus of this course is on developing the expertise necessary to fulfill the TEA requirements leading to professional certification as an Educational Diagnostician. We will concentrate on the administration and analysis of clinical tests of individual intelligence.

Meeting Dates:

- Saturday, September 7th (9 am to 5 pm with lunch 11:30 – 1) and Sunday, September 8th (8 am – noon)
- Sunday, September 29 online 1 - 4
- Sunday, October 20 online 1 - 4
- Saturday, November 9th (9 am to 5 pm with lunch 11:30 – 1) and Sunday, November 10th, (8 am – noon)

All meetings are mandatory

TEXES Competencies for Educational Diagnosticians (Test 153) addressed through course activities and assigned readings:

Competency 001 (Identification for Special Education Evaluation and Services): Apply knowledge of requirements for identifying students who meet disability criteria and for determining the need for specially designed instruction and related services.

Competency 002 (Evaluation, Planning, Selection, and Administration): Apply knowledge of the functions and principles of assessment, assessments used to make educational and instructional decisions about students, and procedures and considerations in selecting and administering appropriate formal and informal assessments for individual students.

Competency 003 (Interpretation and Reporting of Evaluation Results): Apply skills for interpreting reporting, and communicating the results of the Full and Individual Evaluation (FIE).

Competency 005 (Functional Skill Instruction and Strategies): Understand the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students' social, behavioral, communication, and adaptive skills.

TEXES Competencies for Educational Diagnosticians (Test 253)**Competency 1**

D. Demonstrate knowledge of issues related to the identification of and the overrepresentation and underrepresentation in special education of culturally and linguistically diverse student populations.

Competency 2

D. Demonstrate the ability to choose relevant and appropriate assessments based on the technical quality of the instruments, referral concerns, data needed to make decisions, and individual student characteristics (e.g., ethnic, cultural, linguistic, age, or socioeconomic factors), and demonstrate knowledge of how to ensure fairness and equity in assessment results

H. Apply knowledge of administration and scoring procedures for various standardized assessments (e.g., basal, ceilings, testing the limits) and nonstandardized assessments.

Competency 3

B. Demonstrate knowledge of the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines, T-scores, z-scores).

C. Apply knowledge of cultural and linguistic diversity in making appropriate evaluation and interpretation decisions.

Competency 4

A. Apply knowledge of characteristics and educational implications of disabilities for students of different ages, in various environments, and from culturally and linguistically diverse populations.

Competency 7

A. Demonstrate knowledge of models and theories that provide the basis for special education evaluations and recognize the purpose of evaluation procedures and their relationship to educational programming.

G. Demonstrate knowledge of qualifications necessary to administer and interpret various assessment instruments and procedures for consistent use of these instruments across instructional settings.

H. Demonstrate knowledge of organizations and publications relevant to the field of educational diagnosis and recognize the importance of engaging in activities that foster professional competence and benefit individuals with exceptional learning needs, their families, and/or colleagues.

Competency 8

A. Analyze and interpret assessment information on a given student, including qualitative and quantitative assessment data (e.g., anecdotal notes, student work samples, parent/guardian checklists) from a variety of formal and informal assessments (e.g., cognitive, academic, communicative, physical, functional, adaptive, social/emotional) to identify the student's strengths and needs, including the presence or absence of a disability according to state and federal eligibility criteria.

B. Synthesize data and information on the individual student to generate one recommendation for evidence-based instruction and/or intervention.

C. Describe how a teacher would implement and monitor the progress of the recommendation.

Course Policies:

Attendance Policy: You are free to work at your convenience as long as you meet the assignment deadlines. You are expected to log into the Blackboard site several times each week. The University policy for attendance in web-delivered courses states that non participation (not logging in) for more than 3 weeks in a long session may result in the student being dropped from the course by the professor.

Each student is expected to attend all classes (in person and online) and to be on time. To be counted as present in class, a student must remain through the entire class. Any student arriving thirty or more minutes late will be considered absent for that class period. Points will be deducted from the final grade for each absence. Please contact your instructor if you have unusual circumstances that prevent you from attending class. Please be aware that attendance is critical to success in this class.

Submitting Assignments: Students should submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information.

Assignment Format: All work should be double-spaced and typed in APA style, Times New Roman, 12-point font. The data gathering documents you will be using do not need to be typed.

Late or Missing Assignments: Educational Diagnosticians do not have the luxury of missing deadlines that are mandated by Federal and State law. Late assignments will not be accepted.

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Examples of academic dishonesty include, but are not limited to:

- Turning in work as original that was used in whole for another course and/or professor;
- Turning in another's work as one's own;
- Copying from professional works (including our text) and Internet sites without citation.

*Any of the above offenses will result in a zero for the assignment with no option to redo for credit.

*Any student sharing answers for an online quiz will be given a zero on the quiz and all subsequent quizzes thereafter. Students are expected to complete quizzes and exams independently.

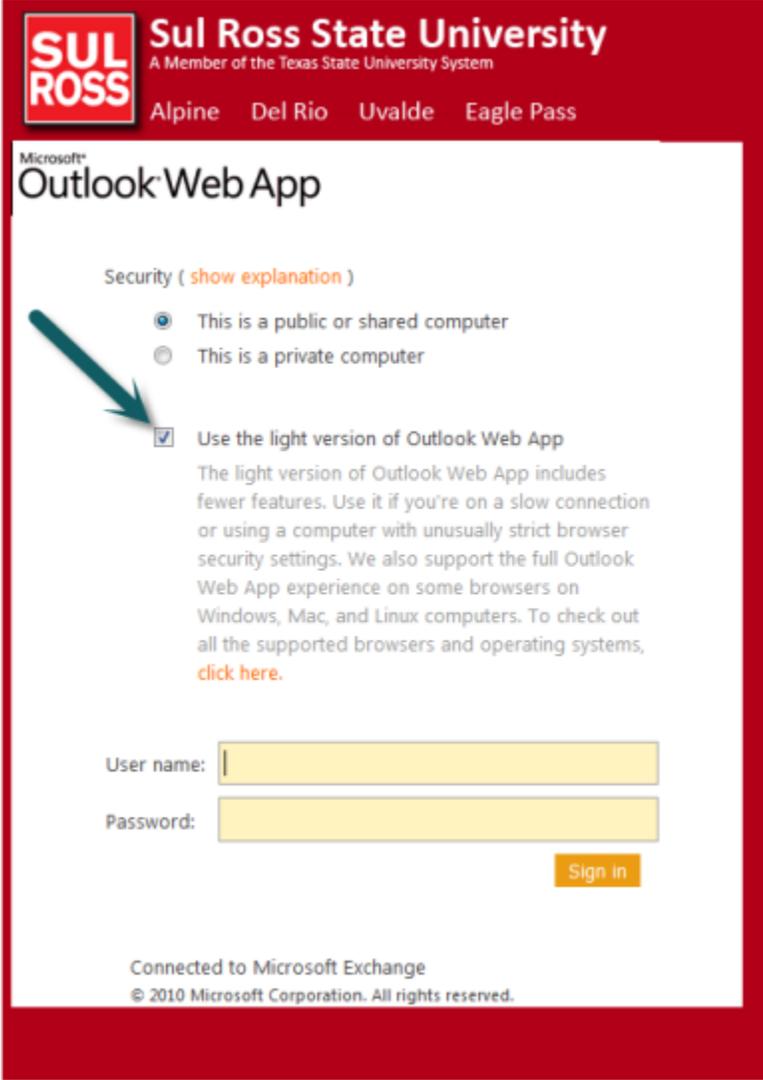
Course Expectations: Graduate students are expected to demonstrate scholarly behavior and professionalism. Scholarly behavior is observed when students display an aptitude for study. Professionalism is demonstrated when students: (a) attend class sessions on time; (b) are prepared for class discussions; (c) attend to class discussions; (d) are flexible to schedule changes; (e) respect the opinion and rights of others (f) and cite work appropriately, including the text.

Email: Students should correspond using Sul Ross email accounts. Please check your Sul Ross email frequently throughout each week.

Blackboard: This course is web-enhanced which means we will be using Blackboard for our online meetings. Grades will be calculated and posted to Blackboard along with announcements related to due dates, meeting dates, assignments, etc. Therefore, it is very important that you are familiar with Blackboard. Please contact the Office of Information Technology (OIT) for login issues, or to get your username and password information. Assistance is also located at the LTAC Helpdesk at 432-837-8888 or toll free at 1-888-837-2882.

Hints from the Office of Information Technology (OIT): Chrome is the recommended browser for Blackboard. Tablet devices do not always interact with Blackboard appropriately. Students taking tests on a tablet have reported that their answers changed after submission. Take tests and exams on a laptop or desktop computer.

If you are unable to attach documents to your SRSU email, use the “light” version of Outlook.



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Security ([show explanation](#))

This is a public or shared computer
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Use the light version of Outlook Web App
The light version of Outlook Web App includes fewer features. Use it if you're on a slow connection or using a computer with unusually strict browser security settings. We also support the full Outlook Web App experience on some browsers on Windows, Mac, and Linux computers. To check out all the supported browsers and operating systems, [click here](#).

User name:

Password:

[Sign in](#)

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Distance Education Policy: Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Face-to-Face Class Cell Phone Policy: Use of cell phones or any other electronic communication device is prohibited during class time. Please be respectful of the instructor and

your peers and refrain from texting in class. You will be provided with breaks and you may use your cell phone at that time. Text your professor at 432-294-3031 with your name, the words “ED 5306” and a “thumbs up” icon as soon as you read this. Your text will signify that you have read this paragraph. Do not share these instructions with anyone else.

Support: Students enrolled in distance education courses have equal access to the university’s academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Individualized instruction is available upon request with the instructor of the course. Because our face-to-face interaction is limited, it is highly recommended that you contact the instructor to request an additional session when needed.

The SRSU Graduate Student Center is located in Briscoe Administration Building (BAB), room 104. The Graduate Student Center provides resources and services for all SRSU graduate students. There is a computer lab with desktop computers and a networked printer/copier/scanner; laptop computers which can be checked out; a projector and screen for rehearsing student presentations; and a conference room for group study. Alpine and distance education students can receive writing and thesis assistance Monday – Friday from 8:00 a.m. - 9:00 p.m. and Saturday and Sunday from 11:00 a.m. - 7:00 p.m. Phone: (432) 837-8524
Email: gradcenter@sulross.edu

ADA Accommodations are available. Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact: Mary Schwartz, M. Ed., L.P.C., in Counseling and Accessibility Services
Ferguson Hall, Room 112
P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832
Telephone: 432-837-8691.
E-mail: mschwartz@sulross.edu

Tobacco Policy: Smoking is only permitted in designated areas on campus. No smoking or tobacco allowed in the buildings.

Filing a Complaint: The procedures for filing a student complaint are included in the student handbook.

Required Readings:

- Sattler text
- Test manuals

Specific Course Requirements:

1. Administration of Intelligence Tests (to be compiled in a large three-ring binder)
Complete 3 Wechsler Intelligence Scale for Children V Tests

Complete 3 Woodcock Johnson IV Tests of Cognitive Ability

You may need to administer more than 3 tests in order to become proficient enough to produce a protocol for your binder. Feel free to give “practice” tests!

You will scan your first completed protocol and email it to me by the date below. I will provide written feedback and a grade via email. You must clearly mark this protocol in your binder as “already graded.”

Please be sure that at least one of your test subjects is age 5 or younger. The WJ—IV can be used with individuals age 2 to 90; the WISC – V can be used with individuals age 6 to 16. It will benefit you greatly if you can experience testing very young children during this class. *At least one child age 5 or younger is required; more than one examinee age 6 or younger is recommended.*

Additional tests that may be previewed in this class:
Battelle Developmental Inventory (BDI)
Kaufman Assessment Battery for Children (KABC)
Universal Nonverbal Test of Intelligence (UNIT)

On Each protocol

- Circle all Entry Points
- Indicate Basils
- Indicate Ceilings
- Be Sure Raw Scores are Correct
- Be sure to administer each subtest correctly
- Be sure to mark the score for each subtest correctly

6 Completed Protocols @ 50 points each.....**300 points**

Each test protocol should be accompanied by the following documents which can be found on Blackboard:

- A Checklist for Evaluation Timelines indicating dates are in compliance
- A Consent for testing form which needs to be signed by the parent or adult examinee prior to the administration of the test or any data gathering document
- Home Language Survey
- Health Information
- Sociological Data
- Assistive Technology Assessment
- Behavior and Attitude Checklist

6 sets of documents @ 15 points each set (each individual document is worth approximately 2 points)..... **90 points**

We will discuss proper completion of each of these documents during our first face-to-face meeting. Take good notes!

When submitting your binder be sure that

- All Timelines are correctly adhered to (date of consent, date of FIE, notice of ARD, ARD date)
- Scaled and standard scores have been correctly copied from the WISC compu-score report onto the corresponding page of the WISC protocol
- All of the WISC and WJ compu-scores are included in the binder
- Nothing has been left blank

2. Six Full Individual Evaluation (FIE) Reports will also be part of your binder. Information is to be presented correctly, clearly and succinctly in each of the following domains:

- Date of Birth, FIE Date, Date of Consent, and other Dates in the FIE
- Language/Communication Domain
- Physical Domain
- Sociological Domain
- Emotional/Behavioral Domain
- Intelligence/Adaptive Behavior Domain
- Intelligence/Adaptive Behavior Recommendations
- Achievement Domain
 - You must *informally* gather data about the student's reading, writing, and math abilities (school readiness or developmental skills for students under age 5)
- Assistive Technology and Transition Domains
- FIEs should contain information regarding eligibility for Special Education
- The FIE needs to be hand signed by the evaluator (*the FIE submitted electronically may contain a typed signature*)

The report is to be free of spelling and grammar errors; points will be deducted for such errors. Use the FIE template provided on Blackboard

2 Fully Graded FIEs @ 100 points each...**200 points**

4 FIES (Only Dates and Intelligence Section Graded) @ 50 points each.....**200 points**

You will email your first FIE to me by the date listed below. I will grade the FIE and provide you with feedback to guide you as you complete your remaining 5 reports. This FIE must be clearly flagged in your binder as "already graded."

***No scores generated from testing in this class are to be disseminated to anyone other than the instructor.** Because this course is a skill development course, it is probable that many, even most, of the test administrations will have some error and, thus, limited validity. Therefore it is imperative that these reports NOT be used for decision-making purposes. Merely releasing scores to parents of examinees or adult examinees may have some degree of impact. **Scores are not to be provided to anyone and this should be made clear upon obtaining consent.** Violations of this practice will be considered a serious breach of professional ethics.

You must select the children (or adult examinees) you will be testing. *Do not choose a child who is in special education or may be referred for special education services or who was previously tested for special education services. Avoid testing students who are struggling academically in any way. Do not test students in a Dyslexia program or 504. Do not test adults with disabilities or who were in Special Education while in school.* The examinees you test are expected to obtain average or better scores. Always secure written permission from the parents or adult examinees prior to testing or gathering data.

Remember: When scoring tests double and triple check everything. When in doubt, ask the instructor. Consult the test manual and scoring criteria frequently.

Materials: You are personally responsible for the testing materials entrusted to you during the semester. If you return test kits via mail, you must purchase insurance. You will mail the test kit to the instructor's personal address (provided on Blackboard).

Damage to testing materials beyond normal wear will be your responsibility to repair, or, if necessary, replace at full replacement cost. The decision to require replacement will rest solely with the instructor of the course.

You will not receive a final grade for this course until all testing materials are returned. You are responsible for purchasing/providing other items as required by the test publisher (i.e., stopwatch, pencils, devices to play audio recordings).

3. Oral Presentation

Students will present a Full Individual Evaluation to the class. **100 points**
A rubric is available on Blackboard to help you prepare your FIE presentation.

- | | | |
|------------------------------|------------------------|-------------------|
| 4. Quizzes | 9 @ 20 points each.... | 180 points |
| 5. Discussion Board | 1 @ | 50 points |
| 6. Chapter Outline | 1 @ | 50 points |
| 7. Midterm (Essay) | | 50 points |
| 8. <u>Final Exam (Essay)</u> | | 50 points |

Total Points for Course: 1270

ED 5306 Week-by-Week Schedule of Meetings and Assignments

Date	To Do	Due Date
Week 1	Discussion Board	Sunday, 9/1 11:59 pm
8/26 – 9/1	Chapter 1 & 2 Quiz	Sunday, 9/1 11:59 pm
Week 2	Face-to-Face Meeting in Alpine Saturday and Sunday. We'll review the syllabus, the forms you'll be using to gather data, an FIE/Psychological report, and distribute test kits	Saturday, 9/7 9 – 5 (Lunch 11:30 – 1) Sunday, 9/8 8 - noon
9/2 – 9/8		
Week 3	Start Testing!	

9/9 – 9/15	Chapter 6 Quiz Also Read Appendix A, pages 34 – 51, in the Resource Guide	Sunday, 9/15 11:59 pm
Week 4	Chapter 17 Quiz	Sunday, 9/22 11:59 pm
9/16 – 9/22	Scan one complete protocol and the corresponding data gathering documents via Blackboard for review/feedback/grade	No later than 9/22 at 11:59 pm...before 9/22 would be even better!
Week 5	Chapter 4 Quiz	Sunday, 9/29 11:59 pm
9/23 – 9/29	Online Meeting We'll discuss testing, the WISC Index scores and WJ composite scores, Review statistics if necessary	Sunday, 9/29 1 – 4 pm
Week 6	Chapter 9 Quiz	Sunday, 10/6 11:59 pm
9/30 – 10/6		
Week 7	Chapter 10 Quiz	Sunday, 10/13 11:59 pm
10/7 – 10/13	<i>You should be almost done with your testing and getting ready to look at the process of report writing.</i>	
Week 8	Chapter 11 Quiz Also read Appendix C in Resource Guide	Sunday, 10/20 11:59 pm
10/14 – 10/20	<i>You should be wrapping up your testing and ready to write reports</i>	
Week 9	Midterm Exam	Sunday, 10/27 11:59 pm
10/21 – 10/27	<i>You should be writing reports</i>	
Week 10	Submit the FIE that corresponds with the previously submitted protocol and data gathering documents to me for a grade	You are encouraged to submit your FIE earlier in the semester but definitely no later than <u>Wednesday 10/30 at 11:59pm</u>
10/28 – 11/3	<i>You should be writing FIEs and preparing your presentation</i>	

Week 11 11/4 – 11/10	Present FIE at Face-to-Face Meeting in Alpine Saturday and Sunday Goal: Turn in your binder (and test kits) this weekend to avoid the expense of mailing your binder and test kits to me.	Saturday, 11/9 9am – 5pm (Lunch 11:30 – 1) Sunday, 11/10 8am - noon
Week 12 11/11 – 11/17	Chapter 3 & 5 Quiz	Sunday, 11/17 11:59 pm
Week 13 11/18 – 11/24	Chapter 7 & 8 Quiz	Sunday, 11/24 11:59 pm
Week 14 11/25 – 12/1	Binders Due! Review Appendix F, pages 201 – 203, in the Resource Guide Read Appendix G, pages 205 – 225, in the Resource Guide and create a chapter outline to submit on Blackboard	<u>Wednesday, 11/27</u> 7:00 pm Outline Due Sunday, 12/1 11:59 pm
Week 15 12/2 – 12/4 Short Week!	SLD Discussion Board	Post due Tuesday, 12/3 11:59 pm Respond to classmates Wednesday, 12/4 11:59 pm
Finals 12/6 – 12/9	Final Exam	Due Monday, 12/9 11:59 p.m.

This course syllabus is intended to be a guide and may be amended with adequate notice from the instructor.