



Sul Ross State University  
Department of Education

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**Office Hours:** By appointment

**Virtual Office Hours:** As requested by student, by appointment

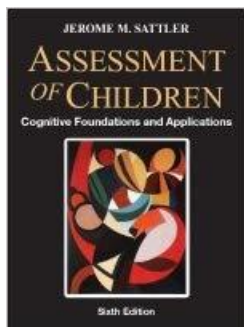
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**ED 5306, Assessment of Individual Intelligence, Fall 2020**

**Required 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 #978-09861499-4-8



Per notification from the author 8/11/2020, the text has a new ISBN number. The new ISBN number is 978-09861499-4-8. This ISBN number reflects the fact that the Resource Guide has been revised. Appendix O in the Resource Guide has updated material on assessment that you might find useful. The updated resource guide is not essential for this course so if you have already ordered your text using

the old ISBN number do not be concerned. Students can get free shipping if they order the book directly from us ([www.sattlerpublisher.com](http://www.sattlerpublisher.com)).

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.

**Recommended Texts:**

Flanagan, D. & Alfonso, V. (2011). Essentials of Specific Learning Disability Identification. Wiley, ISBN #978-0-470-58760-7

Kaufman, A., Lichtenberger, E., Fletcher-Janzen, E., & Kaufman, N. (2005). Essentials of KABC-II Assessment. Wiley/978-0471667339.

**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 of and written analysis of clinical tests of individual intelligence.

**Online Meeting Dates:**

- Saturday, August 29<sup>th</sup>, 10 am – 5 pm (there will be a lunch break)
- Sunday, August 30<sup>th</sup>, 9 am – noon
- Sunday, September 20<sup>th</sup>, 1 – 4 pm
- Sunday, October 18<sup>th</sup>, 1 – 4 pm
- Sunday, November 15<sup>th</sup>, 1- 5 pm

**All meetings are mandatory**

**Professional Standards:**

This course is part of the Sul Ross State University, Graduate school of Education, Masters in Special Education Program as well as certification as an Educational Diagnostician. This program complies with the standards published by the professional standards set by Texas Education Agency (TEA, 2020).

The Educational Diagnostician (153) exam is being redeveloped. The new exam is expected to be available beginning January 2021.

**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) addressed through course activities and assigned readings:**

### **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 equivalents, stanines, T-scores, z-scores).

C. Apply knowledge of cultural and linguistic grade 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.

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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.

**Program Marketable Skills:****Research Skills and Awareness**

- Exhibit knowledge of advances and developments in the field
- Demonstrate knowledge of research in related fields and disciplines
- Analyze and synthesize new and complex information from diverse sources
- Formulate and apply solutions to research problems and effectively interpret research results
- Exercise critical judgement
- Demonstrate appropriate procedures for standardized testing
- Appreciate basic principles of project and time management
- Utilize descriptive statistics
- Identify the effects of bias
- Demonstrate problem-solving skills
- Utilize organization and time-management skills for prioritizing workload
- Demonstrate self-management for planning improving personal practice.

**Communication Skills**

- Demonstrate effective technical writing skills
- Effectively use and decide on appropriate forms and levels of communication
- Communicate and explain analysis to diverse audiences, including both

- specialists and non-specialists
- Demonstrate a use of technology for a variety of management purposes
- Collaboration and leadership
- Develop and maintain effective relationships with colleagues
- Work in a collaborative environment
- Acknowledge others' views with a willingness to reflect on and critically appraise them
- Demonstrate leadership in team environments to work effectively to achieve mutual goals
- Utilize digital technology for collaboration
- Demonstrate interpersonal skills, with the ability to work collaboratively as part of a team
- Sensitively disseminate confidential information

#### Ethics and Social Justice

- Apply research and principles of ethical conduct during assessment
- Define consequences of social injustice, poverty, racism, inequity, violence, isolation, and economic segregation as it relates to disability
- Advocate for free and appropriate public education in the least restrictive environment
- Use of professional formatting for research (e.g. APA) and avoidance of plagiarism, allocation of credit and authorship and definitions of research misconduct
- Describe the impact of research for individuals, groups and society with respect to disability
- Apply federal protections associated with disability (e.g. FERPA, ADA, IDEIA)
- Utilize ethical judgement for the advocacy of others

#### **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 online classes 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.

*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 unless extenuating circumstances are discussed with the instructor prior to the due date.

*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.

*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.

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

*Blackboard:* 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.

*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.

*The Sul Ross Library* offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires your LoboID and password. Librarians can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123)

*Individualized instruction* is available upon request with the instructor of the course. 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. 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](mailto:gradcenter@sulross.edu)

*Students with Special Needs:*

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable



accommodations to students with documented disabilities. It is the Student's responsibility to initiate a request. Please contact the Accessibility Services Coordinator in Ferguson Hall (Suite 112) at 432.837.8203; mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Students should then contact the instructor as soon as possible to initiate the recommended accommodations.

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

**Required Readings:**

- Sattler text
- Test manuals

***\*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.

*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. Test kits must be returned to SRSU before final grades can be published.

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.

### Assignments:

Week/Date	Action Items	Meetings	Point Values
Week 1 August 24 – August 30	Read Text Take Quiz (Quizzes) Introduce yourself on Blackboard	Online Meeting 8/29, 10 – 5 Online Meeting 8/30, 9 - Noon	
Week 2 August 31 – September 6	Take Quiz (Quizzes) Complete 1 Set/Data Gathering Docs (interview a classmate, friend or family) Familiarize yourself with your test kit and prepare to test		DGD's ....50 points Due 9/6/2020 11:59 pm
Week 3 September 7 – September 13	Take Quiz (Quizzes)  Video yourself administering assigned subtest(s) and show us your completed protocol on the video. Submit the protocol for grading		Protocol....25 points Due 9/13/2020 11:59 pm
Week 4 September 14 – September 20	Take Quiz (Quizzes) Review Videos of Classmates   Prepare report/presentation on assigned g's	Online Meeting 9/20, 1 – 4	Constructive Feedback Docs .....5 @ 20 points each (100 points) Due 9/20/2020 11:59 pm  Report/Presentation on your "g".....50 points due at online meeting 9/20/2020 1 pm
Week 5 September 21 – September 27	Take Quiz (Quizzes) Correlation of g's to subtests from WJ-IV  Prepare report on correlation of g's to learning. Submit report for grading and upload to Discussion Board		Correlation of "g" to academics Report....50 points Due 9/27/2020 11:59 pm
Week 6	Take Quiz (Quizzes)		

September 28 – October 4	Begin Full Testing of an individual This Week!  Complete test subject's DGD's and submit for grading		DGD's ....50 points Due 10/4/2020 11:59 pm
Week 7 October 5 – October 11	Take Quiz (Quizzes)  Submit completed Protocol for grading		Completed Protocol.....50 points Due 10/11/2020 11:59 pm
Week 8 October 12 – October 18	Midterm Exam  Take Quiz (Quizzes)  Begin writing psychoeducational report	Online Meeting 10/18, 1 - 4	Midterm.....50 points Due 10/18/2020 11:59 pm  9 quizzes at 20 points each (180 points) All must be completed no later than 10/18/2020 11:59 pm
Week 9 October 19 – October 25	Write a report based on the Case Study  Continue working on your Full Report		Case Study Report.....75 points Due 10/25/2020 11:59 pm
Week 10 October 26 – November 1	Video tape yourself presenting your Case Study report and upload.  Continue working on your Full Report		
Week 11 November 2 – November 8	Review Case Study Videos of Classmates  Continue working on your Full Report		Constructive Feedback Documents (Classmate's videos) .....5 @ 20 points each (100 points) Due 11/8/2020 11:59 pm
Week 12 November 9 – November 15	Prepare to present full report to the class during the online meeting	Online Meeting 11/15, 1 - 5	Report Presentation.....100 points Due 11/15/2020 1 pm

Week 13 November 16 – November 22	Add final touches to your Full Report (based on feedback from your presentation)		Report.....100 points Due 11/22/2020 11:59 pm
Week 14 November 23 – November 29 (Thanksgiving)			
Week 15 November 30 – December 2	Make Corrections to your report (if any) and resubmit		Make corrections to your report to gain additional points Due 12/2/2020 11:59 pm
Week 16 (Final Exam Week) December 4 – December 7	Final Exam		Final Exam.....50 points Due 12/6/2020 11:59 pm

**Total Points for Course: 1030**

$$927 - 1030 = A$$

$$824 - 926 = B$$

$$721 - 823 = C$$

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