



Texas A&M University-Commerce
SPED 574 Psycho-Educational Assessment
Course Syllabus: Spring 2021

Instructor Information

Instructor: Tim Allen, Ph.D., Assistant Professor

Office Location: Henderson 220

Office Hours: Monday 6-7pm at Mesquite location, Tuesday 3-5pm via D2L, or available by appointment in person and online

Office Phone: 903.886.5595

Email: tim.allen@tamuc.edu

Preferred Form of Communication: Email. If you have any questions or are having difficulties with the course material, please contact me.

Communication Response Time: 24 hours during business days

Course Information

Course Catalog Description: SPED 574, Principles of Psycho-Educational explores a variety of methods to assess students' academic and behavioral achievement. Test administration (KTEA-3, WIAT-III, WJ-ACH IV), scoring, and interpretation of evaluation results are emphasized. Prerequisites: Prior enrollment in SPED 520, SPED 528, PSY/SPED 572 and PSY/SPED 573.2

Class Meeting Time: Monday 7:20-10:00 pm **Mesquite Metroplex Center**

Textbook(s) Required:

Breaux, K.C., & Lichtenberger, E.O., (2016). *Essentials of KTEA-3 and WIAT-III assessment*. New York, NY: John Wiley & Sons, Inc.

Lichtenburger, E., Mather, N., Kaufman, N., & Kaufman, A. (2012). *Essentials of Assessment Report Writing*, 2nd Ed. Hoboken, NJ: Wiley & Sons, Inc. (**AVAILABLE ONLINE**)

Mather, N., & Wendling, B.J. (2015). *Essentials of WJ IV Tests of Achievement*. New York, NY: John Wiley & Sons, Inc.

Student Learning Outcomes. This course will provide instruction in the administration, scoring, and interpretation of the most commonly used assessment instruments as well as interviewing skills, and report writing. The objectives in this course are to develop student competency in:

1. Demonstrate knowledge of basic measurement concepts and evaluate the psychometric properties of individual achievement, oral language, visual motor integration, and behavioral assessments
2. Select, administer, and score a variety of educational tests
3. Interpret test results and review reports to generate appropriate educational goals and objectives
4. Use formal and informal assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds
5. Evaluate and recommend evidence-based interventions
6. Collect informal academic and behavioral data using technology applications

Course and University Procedures/Policies

TAMUC Attendance. For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Professional Conduct. Students are expected to conduct themselves as mature and responsible adults while enrolled in this course. Be cognizant that side conversations in class can be distracting to the instructor and your classmates. Please show respect for others when they speak. If you do not agree with their point of view, ask for clarification or offer alternative viewpoints. Behavior meant to demean or belittle a class member will not be tolerated. Also, student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional forum at TAMUC. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor will seek the assistance from the proper authorities (e.g. Chair of Psychology & Special Education and/or Dean's Office).

Student Conduct. All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

Class Participation. All students **MUST** actively participate in class discussions and class activities in order to fully gain knowledge and build competence in conducting cognitive assessments. In addition, students are expected to have all readings and activities required for the day's class to be completed prior to coming to class.

Leo Mail and MyLeo. All Students should activate and regularly check their Leo Mail and eCollege accounts associated with this class. All assignments will be turned in on eCollege (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through D2L. I **WILL NOT** send communication about the class to personal email accounts.

Late Assignments. Late assignments will **NOT** be accepted unless you have provided adequate documentation allowing your absence to be excused (doctor's note in case of illness or copy of a funeral program in case of a death of a loved one). In the event your absence is excused, the missing assignment or exam must be completed **within 1 week** of your return to class or the student will receive a grade of 0.

Academic Integrity. All students are expected to conform to the Texas A&M University Commerce's Code of Student Conduct Procedures as it relates to academic integrity. This states in part that all instances of cheating, fabrication and plagiarism are prohibited and will be reported. Any student who assists in any form of dishonesty is equally as guilty as the student who accepts such assistance. Any work submitted to me with your name alone on it should represent your work alone. Even in the event you are assigned group projects each student is still expected to complete their own part of the assignment. To the extent that others contribute ideas, suggestions, they must be directly credited by name (and fully cited as appropriate). Disciplinary action will be taken against any student found in violation of the Code, which may include failure of the given assignment, failure in the course, and possible expulsion from the University. In the event a student fails to abide by the rules set forth in the TAMUC policy, they will receive a grade of 0 on that assignment with no opportunity to make that grade up and the student will be reported to the appropriate university officials. A second instance of academic integrity can result in the failure of this course.

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

For Your Information. Procedure 34.05.99.R1 now prohibits the use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco inside and adjacent to any building

owned, leased, or operated by A&M – Commerce.

Drop Policy. Students are responsible for officially dropping/withdrawing themselves from the course; failure to do so will result in a grade of “F”. Please refer to the academic calendar in order to be aware of drop dates. The instructor reserves the right to do an administrative drop in certain situations.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Technology Requirements

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

Access and Navigation

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Brightspace Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Course Requirements

Class Format

This course will consist of lectures, discussion groups, watching videos and demonstrations, presentations, and practicing skills learned. **As so much time will be spent in discussion, it is critical that students read assigned material before class so that all students will be able to participate in the learning process.**

Traditionally, there is **a lot of testing** (administration of various achievement assessments) required for this course. **You are responsible for finding participants to test to fulfill requirements for this course.** Do not wait until the last minute to complete an assessment.

Parental consent forms must be completed before testing can occur, even if you are testing your own children or an adult. When giving consent you must address the issue of confidentiality and when it will not be maintained. Consent forms must be submitted with your protocol(s). You are **NOT** to disclose any results from the testing to the examinee, school, or parent because you are just learning how to administer the tests and the results may **NOT** be accurate or reliable and should **NOT** be disclosed. In addition, you are to make **NO** recommendations for psychological services to the examinee, school, or parent (but you will make recommendations in your psycho-educational report).

This is a very demanding course in terms of reading requirements and technical skill acquisition. You will need to budget your time weekly, read ahead when you can, and complete all assignments as they are due. This course teaches skills that will impact the lives of children, youth, and adults. **Grading is strict**, but objective.

Course Activities & Assignments

1. Class Participation: (100 points)

Coming to classes prepared is essential for your learning and weekly quizzes and discussion questions will be given. Quizzes and discussions will count towards your participation grade. Discussion, presentations, and simulations (if time allows) require your active participation. You are expected to complete the readings scheduled for each class, and to come to class prepared to discuss them. It is essential that you attend class, read assignments, and complete assigned activities each week.

2. XBA Assignment: (50 points)

Students will be provided with a profile of scores which must be entered into the XBA software to determine if the given profile would qualify for a SLD. Students must enter the data and determine if the profile meets eligibility for a SLD. Students must also write a brief report explaining their results and the implications of these results.

3. Protocol Reviews: (100 points)

Students will review 3 protocols provided by the instructor and need to score/find errors.

Scoring System for Protocols

Major Errors	Minor Errors	Grade
0	0	100 A+
0	1	95 A
0	2	92 A-
0	3	88 B+
0	4	85 B
0	5	82 B-

1	0	85 B
1	1	82 B-
1	2	78 C+
1	3	75 C
1	4	72 C-
1	5	68 D+
2	0	75 C
2	1	72 C-
2	2	68 D+
2	3	65 D
2	4	62 D-
2	5	50 F
3	0	65 D
3	1	62 D-
3	2+	50 F
4	0	50 F

4. KTEA-3: (200 points)

1 administration of KTEA-3 including:

Signed consent form

KTEA-3 protocol (50 points)

KTEA-3 Comprehensive Evaluation (150 points)

*Cog (20 points), Ach (80 points), XBA (50 points)

5. WIAT-III: (200 points)

1 administration of WIAT-3 including:

Signed consent form

WIAT-3 protocol (50 points)

WIAT-3 Comprehensive Evaluation (150 points)

*Cog (20 points), Ach (80 points), XBA (50 points)

6. WJ-IV ACH: (200 points)

1 administration of WJ-IV including:

Signed consent form

WJ-IV protocol (50 points)

WJ-IV Comprehensive Evaluation (150 points)

*Cog (20 points), Ach (80 points), XBA (50 points)

7. Achievement Battery Administration Checkout (150 points)

Students will demonstrate their understanding of each (3) achievement batteries by administering part of the battery to the instructor.

TOTAL POINTS FOR CLASS: 1000 points

Final grades are based on the total number of points earned during the term in accordance, generally, with the following levels of proficiency:

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 59% and below

Links to NASP Model 10 Domains of Practice

Domain 1: Data-Based Decision Making & Accountability: *You will gain knowledge of varied methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.*

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills: *You will gain knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence based strategies to promote social–emotional functioning and mental health.*

Domain 5: School-Wide Practices to Promote Learning: *You will gain knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.*

Domain 8: Diversity in Development and Learning: *You will gain knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.*

Domain 10: Legal, Ethical, and Professional Practice: *You will gain knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.*

Links to TExES Competencies for Diagnosticians

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

Standard IV: The educational diagnostician understands and applies knowledge of student

assessment and evaluation, program planning, and instructional decision making.

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

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

Course Outline/Calendar (Subject to Change)

Week	Topic & Assignment	Reading
1 8/30	<ul style="list-style-type: none"> • Introductions • Overview of course and requirements • Review of syllabus • RTI & Special Education Process • Administering Tests to Children • Clinical Interviewing • Obtaining Consents • XBA intro/review 	<ul style="list-style-type: none"> • Readings provided • Check out test kits
2 9/6	No Class (Labor Day)	
3 9/13	<ul style="list-style-type: none"> • XBA lecture and practice 	<ul style="list-style-type: none"> • Readings provided
4 9/20	<ul style="list-style-type: none"> • WJ-IV ACH lecture and practice <p>Due: XBA Assignment Due: WJ-IV Protocol Review (in class)</p>	<ul style="list-style-type: none"> • Essentials of WJ IV Tests of Achievement
5 9/27	<ul style="list-style-type: none"> • WJ-IV ACH lecture and practice <p>Due: WJ-IV Administration Protocol</p>	<ul style="list-style-type: none"> • Essentials of WJ IV Tests of Achievement
6 10/4	<ul style="list-style-type: none"> • WJ-IV ACH lecture and practice <p>Due: WJ-IV Administration Checkout</p>	<ul style="list-style-type: none"> • Essentials of WJ IV Tests of Achievement
7 10/11	<ul style="list-style-type: none"> • Report Writing <p>Due: WJ-IV Report</p>	<ul style="list-style-type: none"> • Readings provided

8 10/18	<ul style="list-style-type: none"> • WIAT-III lecture and practice Due: WIAT Protocol Review (in class)	<ul style="list-style-type: none"> • Essentials of KTEA-3 and WIAT-III assessment
9 10/25	<ul style="list-style-type: none"> • WIAT-III lecture and practice Due: WIAT Administration Protocol	<ul style="list-style-type: none"> • Essentials of KTEA-3 and WIAT-III assessment
10 11/1	No Class (TASP Convention)	
11 11/8	<ul style="list-style-type: none"> • WIAT-III lecture and practice Due: WIAT Administration Checkout	<ul style="list-style-type: none"> • Essentials of KTEA-3 and WIAT-III assessment
12 11/15	<ul style="list-style-type: none"> • KTEA- 3 lecture and practice Due: WIAT Report Due: KTEA Protocol Review (in class)	<ul style="list-style-type: none"> • Essentials of KTEA-3 and WIAT-III assessment
13 11/22	No Class (Thanksgiving Break)	
14 11/29	<ul style="list-style-type: none"> • KTEA- 3 lecture and practice Due: KTEA Administration Protocol	<ul style="list-style-type: none"> • Essentials of KTEA-3 and WIAT-III assessment
15 12/6	<ul style="list-style-type: none"> • KTEA- 3 lecture and practice Due: KTEA Administration Checkout	<ul style="list-style-type: none"> • Essentials of KTEA-3 and WIAT-III assessment
16 12/13	Due: KTEA Report due by 11:59pm	<ul style="list-style-type: none"> • Essentials of KTEA-3 and WIAT-III assessment

Syllabus Change Policy

*****The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance. *****