



# **SPED 589: PSYCHO-EDUCATIONAL ASSESSMENT**

COURSE SYLLABUS: Fall 2024

## **INSTRUCTOR INFORMATION**

**Instructor:** Dr. Matthew Morris

**Office Location:** Virtual

**Office Hours:** Via Zoom: Monday: 5:00-5:30 PM, Tuesday: 5:00-5:30 PM, Wednesday: 5:00-7:00 PM, Thursday: 5:00-7:00 PM or by appointment

**University Email Address:** Matthew.Morris@tamuc.edu

**Preferred Form of Communication:** Email

**Communication Response Time:** 48 hours

## **COURSE INFORMATION**

In this course, we will explore a variety of methods to assess students' academic and behavioral achievement. Test administration (KTEA-3, WJ-IV ACH, CTOPP-2, GORT-5), scoring, and interpretation of evaluation results are emphasized.

## **COURSE REQUIREMENTS**

**Meeting Requirements:** There will be five required meetings via Zoom that will occur from 5:30PM to 8:10 PM.

### **Textbook(s) Required:**

Schneider, W. J., Lichtenberger, E. O., Mather, N., & Kaufman, N. L. (2018). *Essentials of assessment report writing* (2nd ed.). Wiley.

Mascolo, J. T., Alfonso, V. C., & Flanagan, D. P. (2014). *Essentials of planning, selecting, and tailoring interventions for unique learners* (1st ed.). John Wiley and Sons, Inc.

### **Other Required Readings:**

Students will be provided resources from the Texas Education Agency and other sources regarding current practices in the identification of disabilities in schools. These materials will be shared in D2L.

### **Student Learning Outcomes**

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Students will develop competency 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 the ability to:

1. Demonstrate knowledge of basic measurement concepts and evaluate the psychometric properties of individual achievement 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 REQUIREMENTS**

### **Minimal Technical Skills Needed**

Students should be familiar with Microsoft Word for report writing purposes. In addition, students should also be able to access software to launch and attend virtual lectures.

### **Instructional Methods**

This course will consist of five required virtual meetings and independent activities to develop competency in the administration and interpretation of a variety of achievement assessments. Since much of the time will be spent learning independently, it is critical that students read assigned material before the required meetings.

There is a lot of testing (administration of various achievement assessments) required for this course. Students are responsible for finding participants to test to fulfill requirements for this course. Parental consent forms must be completed before testing can occur. 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/special education services to the examinee, school, or parent (but you will make recommendations in your written report for the purpose of understanding how to write specific and targeted recommendations based on the examinee's needs).

### **Student Responsibilities or Tips for Success in the Course**

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 do 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. If at any time you fall

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behind or are having trouble with the work required in this course, speak to the professor immediately – do not wait until the last week of class.

All testing instruments/materials must be checked out and will be coordinated by the Graduate Assistant assigned to this course. You must verify the kit that you check out has all the materials present. When the kit is returned, the kit will be verified to ensure that all materials are returned.

Please become familiar with the instruments before you record your practice administration or any testing session. This means it is up to you to study, review, and become familiarized with the assessment instruments on your own. Please keep in mind that the assessment instruments are very expensive, and you will be responsible for them while they are checked out under your name. Do not leave test materials in your car or unattended at any time. You will need a stopwatch (your cell phone stopwatch can be used) and a clipboard for administering tests.

Again, all students are required to find their own examinees. As a result, please be aware that finding participants can take longer than expected so it is important to start early. Also, testing can take longer due to your lack of experience so please provide yourself with enough time to conduct these assessments. Feel free to check out materials to become familiar with them and begin testing as soon as you are comfortable.

Due to the limited number of test kits available, it may take some time to gain access. Students that share test kits need to take responsibility for the transfer of these kits. The Graduate Assistant assigned to this course will set up a checkout list and coordinate this process. If you have access to a current diagnostician or LSSP, you might be able to “borrow” a kit to allow for more practice time without as many time constraints.

## **GRADING**

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

## **Assessments**

### **Course Activities & Assignments:**

#### **1. Five Required Meetings: (100 points)**

You are required to attend five meetings. Attendance and participation in each

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meeting is worth 20 points.

## **2. KTEA-3: (600 points)**

- 1 administration of KTEA-3 including:
  - Signed consent form
  - KTEA-3 Manual Search Assignment (100 points)
  - KTEA-3 Video(s) (300 points)
  - KTEA-3 Protocol (100 points)
  - KTEA-3 Report (100 points)

## **3. WJ-IV ACH: (700 points)**

- 1 administration of WJ-IV including:
  - Signed consent form
  - WJ-IV Manual Search Assignment (100 points)
  - WJ-IV Video(s) (400 points)
  - WJ-IV Protocol (100 points)
  - WJ-IV Report (100 points)

## **4. CTOPP-2 and GORT-5 Administration (100 points)**

Students will demonstrate their understanding of each of the batteries by administering part of the battery to the instructor during one of the required virtual meetings.

## **5. CTOPP-2 Quiz (13 Points)**

## **6. GORT-5 Quiz (10 Points)**

**Consent Forms, Protocols, and Reports:** Standardized testing is a complex and demanding assessment task. Examiners must follow administration and scoring guidelines with absolute accuracy to ensure valid results while simultaneously interacting with and observing the examinee's behavior, affect, mood, interest, and effort. Practice is the most effective way for new examiners to develop comfort and fluency with these tasks. The administration assignments are designed to provide opportunities for students to build fluency with administration and scoring procedures for each test covered in this course. Students are required to complete one protocol with a volunteer using the WJ-IV ACH and one protocol with a volunteer using the KTEA-3 for a total of two administrations. Consent forms must accompany each of the protocols. Additionally, there is one report for the WJ-IV ACH and one report for the KTEA-3 for a total of two reports. Completing protocols properly is of essential importance as an educational diagnostician. Do not rush. Give yourself time. Triple check for accuracy. Do not use real names on reports and protocols. *Rubrics will be utilized for protocols and written reports and posted in D2L.*

**Videos of Assigned Subtests:** Students are required to submit videos of a select number of assigned subtests during the administration of the WJ-IV ACH and KTEA-3.

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These videos must be shared in D2L. It is recommended that students upload their videos to their personal Google drive accounts and create shareable links to the videos and paste them in a Word document that can be uploaded in D2L. This helps ensure testing materials are kept secure, rather than using YouTube or other online platforms. *Rubrics will be utilized for videos of assigned subtests and posted in D2L.*

### Scoring System for Protocols

<b>Major Errors</b>	<b>Minor Errors</b>	<b>Percentage of Points</b>
<b>0</b>	<b>0</b>	<b>100 A+</b>
<b>0</b>	<b>1</b>	<b>95 A</b>
<b>0</b>	<b>3</b>	<b>90 A-</b>
<b>0</b>	<b>4</b>	<b>85 B</b>
<b>0</b>	<b>5</b>	<b>80 B-</b>
<b>1</b>	<b>0</b>	<b>75 C</b>
<b>1</b>	<b>1</b>	<b>70 C-</b>
<b>1</b>	<b>2</b>	<b>65 D</b>
<b>1</b>	<b>3</b>	<b>60 D-</b>
<b>1</b>	<b>4</b>	<b>55 F</b>
<b>1</b>	<b>5</b>	<b>50 F</b>
<b>2</b>	<b>0</b>	<b>45 F</b>
<b>2</b>	<b>1</b>	<b>40 F</b>
<b>2</b>	<b>2</b>	<b>35 F</b>
<b>2</b>	<b>3</b>	<b>30 F</b>
<b>2</b>	<b>4</b>	<b>25 F</b>
<b>2</b>	<b>5</b>	<b>20 F</b>
<b>3</b>	<b>0</b>	<b>15</b>
<b>3</b>	<b>1</b>	<b>10</b>

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3	2+	5
4+	0+	0

## 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](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## 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](mailto: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.

### 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:

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

## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### **Interaction with Instructor Statement**

Please feel welcome to contact me by email. All email should receive a response within 48 hours. If you have not received a response then assume your email did not go through and please try again to make contact. All email should include student's last name, first name, course name, and brief description of the reason for contact.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

**Late Assignments:** Late assignments will NOT be accepted unless you have provided adequate documentation allowing your assignments to be late (i.e. doctor's note in case of illness or copy of a funeral program in case of a death of a loved one).

**Attendance:** Attendance at the five required meetings is mandatory and critical to your success in the course. Students are expected to attend the meetings as scheduled. Students are also expected to arrive on time and stay for the entire meeting. Excused absences may be allowed under extenuating circumstances with documentation (i.e. emergency room report or doctor's note). If you are absent for any reason, please contact your instructor for further guidance.

### **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.

## **University Specific Procedures**

### **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 can be found at <https://www.tamuc.edu/student-code-of-conduct/>.

If you believe someone has engaged in behaviors that do not align with the Code of Student Conduct or you have other concerns, please visit the File a Report page at

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<https://www.tamuc.edu/office-of-student-rights-and-responsibilities/concerns-incident-reporting/>

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

<https://www.britannica.com/topic/netiquette>

### **Academic Integrity**

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 student academic dishonesty policy  
[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

Undergraduate student academic dishonesty policy  
[Undergraduate Student Academic Dishonesty Form](#)

Graduate student academic dishonesty policy:  
<https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

Graduate student academic dishonesty form:  
<https://inside.tamuc.edu/academics/graduateSchool/faculty/GraduateStudentAcademicDishonestyForm.pdf>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage.

### **Artificial Intelligence**

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

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In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

### **Students with Disabilities-- ADA Statement**

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 Services  
Velma K. Waters Library- Room 162

**Phone (903) 886-5930**

Fax (903) 468-8148

Email: [StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

**Website:** <http://inside.tamuc.edu/campuslife/campusServices/StudentDisabilityServices/default.aspx>

### **Mental Health and Well-Being**

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



### **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

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## **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.

## **Department or Accrediting Agency Required Content 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.

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

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