Course Syllabus: Individual Assessment 1
College of Education
Individual Assessment 1 6613 X10 and DX1

Fall 2021August 23-Dec 6

Contact Information

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Instructor Response Policy

Use D2L for course related questions. If I do not respond within 24 hours on weekdays, send a gentle reminder. I usually am very prompt in my replies.

Internet courses are a convenient and effective method of learning, however they require as much work and attention as traditional instruction. Please adhere to the following guidelines/suggestions to ensure success this semester.

1. Do not think you can do this course in your spare time. Plan, plan, and plan some more. Schedule at least 25-30 hours a week to dedicate to this course.
2. Please adhere to all deadlines and due dates-this will help you plan-you may complete assignments early but do not turn them in late.
3. Please read and re-read assignments. Get clarification as soon as can (do not wait until the night before). Post questions on the public discussion board.

4. This semester (will go by really fast and scheduling kids can be challenging. You will need to find at least 4 kids to test (including a young kid 5-7 and adolescent 12-17). Please do NOT use your own kids. You will need to submit reports and send protocols in a timely manner. I will NOT accept any late work this semester. Please check your schedule and plan accordingly, if you cannot meet the course expectations, please drop it. There will be no incompletes given and the drop date comes really quick. Please check the academic calendar and refer to statement below.

5. Do not get stuck and frustrated-this is new information for most of you. Schedule a Zoom with me if you get confused or need help.

6. Questions/Support**:** I will have a discussion thread titled. "Questions about Course." Please post general questions on that board as some others may have the same question. If you feel more comfortable asking your question in "private," please use the D2L email feature, not my MWSU email for class questions. I just want to make sure to get a timely response to your question. For technical help (D2L) please utilize tutorial and the help available through the D2L department. I regularly check my D2L email and respond in a timely manner. Please allow 24 hours for a response

Textbook & Instructional Materials

Sattler, J. (2018). Assessment of Children: Cognitive Foundations 6th Ed. Sattler Publishing, Inc., La Mesa: CA

Course Description

Demonstration of competency in administration, scoring, reporting, and interpreting cognitive assessment data.

Course Objectives/Learning Outcomes/Course Competencies

Texas Administrative Code-Title 19 part 7 Chapter 239 Subchapter C Rule § 239.83-Standards for the Educational Diagnostician Certificate: Texas Educational Diagnostician Standards

Domain I—Identification and Assessment

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.

For example:

1. Demonstrate knowledge of federal and state criteria and identification procedures for determining students' eligibility for special education services, including all components of Child Find mandate requirements.
2. Apply knowledge of the educational diagnostician's role in assisting local educational agencies (LEAs) in complying with Child Find.
3. Apply knowledge of risk factors, characteristics of disabilities, and other indications that a student may have a need for specially designed instruction and related services.
4. Demonstrate knowledge of issues related to the identification of and the overrepresentation and underrepresentation in special education of culturally and linguistically diverse student populations.

5. Demonstrate knowledge of important student information needed (e.g., cognitive, academic, communicative, social, physical, functional, adaptive, and emotional characteristics) from a variety of sources, including information regarding students' educational, developmental, medical, and family histories.
6. Demonstrate knowledge of the relationships between assessment and evaluation, goals and objectives, and services for students with disabilities.

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.

For example:

1. Demonstrate knowledge of terminology and statistical concepts used in assessment and evaluation (e.g., data distributions, measures of central tendency).
2. Demonstrate knowledge of standards for test norming, reliability, and validity; procedures used in administering and scoring assessment instruments; and sources of measurement error and potential bias.
3. Apply knowledge of the uses and limitations of various types of assessment instruments (e.g., norm-referenced, criterion-referenced) and observation techniques (e.g., anecdotal, frequency, temporal) to identify students with disabilities and determine the presence of an educational need.
4. 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.
5. Apply knowledge of targeted individualized assessment strategies to inform instruction (e.g., authentic assessment, contextual assessment, curriculum-based assessment, progress monitoring, teacher observations, student feedback).
6. Apply knowledge of methods used for academic and nonacademic assessments (e.g., vocational, developmental, behavioral, assistive technology, motor skills).

7. Demonstrate understanding of procedures for student screening; prereferral, including Response to Intervention (RtI) and multi-tiered support; referral; and eligibility.
8. Apply knowledge of administration and scoring procedures for various standardized assessments (e.g., basal, ceilings, testing the limits) and nonstandardized assessments.
9. Apply knowledge of procedures and strategies for effectively collaborating with families and with other professionals in assessing and evaluating students with disabilities.

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

For example:

1. Demonstrate knowledge of the uses and limitations of various types of formal and informal assessment and evaluation data.
2. 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).
3. Apply knowledge of cultural and linguistic diversity in making appropriate evaluation and interpretation decisions.
4. Apply performance data (including prereferral data) and information from teachers, other professionals, student, and parents/guardians to make appropriate educational recommendations within learning environments and to determine the effectiveness of instruction, modifications, and/or accommodations.
5. Apply knowledge of strategies for effectively communicating to parents/guardians, classroom teachers, and other professionals about assessment purposes, assessment methods, and the implications and uses of assessment results.
6. Analyze the need for further student assessment, adjustment of services, and/or evaluation as appropriate, including assessments conducted by other professionals, in specific areas (e.g., language skills, social skills, physical skills, emotional skills, assistive technology needs).
7. Apply knowledge of components required to create Full and Individual Evaluation (FIE) reports according to federal and state guidelines.

Domain II—Curriculum, Instruction, and Intervention

Competency 004—(Academic Instruction and Strategies): Apply knowledge of educational implications of disabilities, appropriate curricula, and instructional strategies, including accommodations, modifications, and interventions, for students with disabilities.

For example:

1. Apply knowledge of characteristics and educational implications of disabilities for students of different ages, in various environments, and from culturally and linguistically diverse populations.
2. Demonstrate knowledge of evidence-based instruction and curricula for the development of individual students' academic skills within the continuum of services in the least restrictive environment (LRE).
3. Demonstrate knowledge of targeted instructional strategies, technology, and curriculum materials to address the individual needs of students with disabilities within the continuum of services.
4. Apply knowledge of making individualized recommendations to assist the Admission, Review, and Dismissal (ARD) committee in developing appropriate and ambitious Individualized Education Programs (IEPs) that target students' individual academic needs and goals.
5. Demonstrate general knowledge of how to create, monitor the progress of, and collect data from appropriate, nonbiased, and culturally responsive interventions to assist in the ongoing appraisal of students' academic growth.
6. Analyze individual results of assessments, evidence-based practices, interventions, and previous recommendations to assist with making decisions about individualized instruction for students.

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.

For example:

1. Apply knowledge of functional skills (e.g., social, behavioral, communication, adaptive) that students need in order to participate in and contribute effectively to their school, home, community, and work environments.
2. Demonstrate general knowledge of appropriate, nonbiased, and culturally responsive evidence-based interventions, curricula, and

instructional strategies for the development of functional skills based on knowledge of individual students with disabilities.
3. Demonstrate knowledge of the effects of antecedents and consequences (e.g., environment, teacher attitudes and behaviors) on the behavior of students with disabilities.
4. Analyze assessment and evaluation results in collaboration with members of the multidisciplinary team (e.g., licensed specialists in school psychology [LSSPs], special education teachers, related service providers) in addressing educationally relevant behavior (e.g., vocational, functional, academic, social) for students in various settings.
5. Apply knowledge of requirements and procedures for functional behavioral assessments (FBAs), manifestation determination reviews, and behavioral intervention plans (BIPs) that incorporate positive behavioral supports and interventions.
6. Apply knowledge of functional skills instruction for transitioning across environments (e.g., preschool to elementary school, school to work) and the supports needed for transition and integration into various program placements.
7. Apply knowledge of key concepts in behavior intervention (e.g., least intrusive intervention within the learning environment, social skills curricula, cognitive behavioral strategies) and ways of applying these concepts in collaboration with staff across educational settings (e.g., LSSPs, special education teachers).

Domain III—Professional Responsibilities

Competency 006—(Consultation and Collaboration): Understand strategies and approaches for effective consultation and development of collaborative relationships with students, parents/guardians, school personnel, and other professionals and apply skills for scheduling and management of timelines and reporting requirements.

For example:

1. Demonstrate knowledge of effective culturally responsive consultation and collaboration skills (e.g., knowledge of family systems, parents/guardians supporting student development and educational progress).
2. Apply understanding of the special education process to assist parents/guardians and school staff in navigating through initial referral, Individualized Education Program (IEP) development, reevaluations, transition planning, and dismissal and/or graduation.

3. Apply knowledge of the roles of students with disabilities, parents/guardians, teachers, and other school and community personnel in collaborating on and planning Individualized Education Programs (IEPs) for students.
4. Apply knowledge of strategies for encouraging students' and families' active participation in the educational team, addressing families' concerns, and fostering respectful and beneficial relationships between families and education professionals.
5. Apply principles for maintaining accurate and detailed records of assessments, evaluations, and related proceedings (e.g., Full and Individual Evaluation [FIE], Admission, Review, and Dismissal [ARD]/Individualized Education Program [IEP] meetings, parent/guardian communications and notifications).
6. Apply knowledge of legal and regulatory timelines, schedules, and reporting requirements; methods for maintaining eligibility folders; and strategies for organizing, maintaining, accessing, and storing records.

Competency 007—(Legal and Ethical Practice): Apply knowledge of professional practices, roles, and responsibilities and the legal and ethical foundations of evaluation related to special education.

For example:

1. 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.
2. Apply knowledge of state and federal laws, rules, and regulations related to the roles and activities of the educational diagnostician, including the assessment and evaluation of individuals with educational needs and compliance with local, state, and federal monitoring and evaluation requirements.
3. Apply knowledge of issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services (e.g., least restrictive environment) and of effective communication with parents/guardians on these issues.
4. Demonstrate knowledge of Admission, Review, and Dismissal (ARD)/Individualized Education Program (IEP) processes, rules, and procedures as determined by state and federal regulations.

5. Demonstrate knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers, and other professionals in relation to students' individual learning needs.
6. Apply knowledge of professional ethical practices (e.g., in relation to confidentiality, informed consent, placement, and state accountability measures).
7. Demonstrate knowledge of qualifications necessary to administer and interpret various assessment instruments and procedures for consistent use of these instruments across instructional settings.
8. 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.

Domain IV—Analysis and Response

Competency 008—(Analysis and Response): In a written response, analyze qualitative and quantitative data to identify a given student's strengths and needs, provide a thorough evaluation, and determine evidence- and research-based recommendations for meeting the student's educational needs.

For example:

1. 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, social, physical, functional, adaptive, emotional) to identify the student's strengths and needs, including the presence or absence of a disability according to state and federal eligibility criteria.
2. Synthesize data and information on the individual student to generate one recommendation for evidence-based instruction and/or intervention.
3. Describe how a teacher would implement and monitor the progress of the recommendation.

See Appendix A for a complete list of standards/competencies (if applicable)

Student Handbook

Refer to: Student Handbook-2019-20

Academic Misconduct Policy & Procedures
Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.
Office of Student Conduct

Grading/Assessment

Table 1: Assignments

Assignments	Points
Admin., Score, Interpret (total 10) tests)	300
Lecture Notes-Participation Zoom	150
Class Activities (total 5)	250
Text Book/Lecture Exams (Midterm and Final)	200
WISC Exam	100
WJ-IV Cog EXAM	100
WJ-Oral Language Exam	100
Constructed Response (PBA)	300
Total	1500

Table 2: Total points for final grade.

Grade	Points
A	1350-1500
B	1200-1349
C	1050-1199
D	900-1049
F	Below 900

Exams

Exams (4 Total) will generally be 25-40 questions (T/F, MC, and Constructed Response). You will usually be given a 3 day window and a 3 hour time limit. Details will be provided for each exam over what content it will cover.

Projects/Assignments Required

1. A Performance-Based Assessment based on the Constructed Response Question for the new Diag Exam and your ability to administer an individualized norm referenced test will be worth 300 points. . Specifically:
Analyze the information provided in the exhibits and, citing specific evidence from the exhibits, write a response of approximately 400–600 words in which you:

- identify one area of academic strength and one area of academic need for the student based on a review of the formal and informal diagnostic assessment data provided;

- describe a specific evidence-based instructional strategy or intervention that would effectively address the student's identified need and build on the student's identified strength; and

- describe how a teacher could best implement and monitor the progress of the instructional strategy or intervention.

In addition, you will submit a video and self-critique of you administering and individual norm referenced test.

More details concerning this assignment will be posted on D2L

2. 10 Assessments

10 assessments will be completed. You will administer, score, interpret, and write an assessment report according to the district you are working in. A copy of the front page of the protocol (completed) and a report will be uploaded into D2L. You may turn in assessments as you finish them, even if they are early. Each assessment Dropbox is located in the folder of the week that it is due.
Assessments that will be covered:

Wechsler Intelligence Scale for Children-/ /5th Edition (WISC-IV) (3)
Woodcock Johnson Cognitive Battery-4th edition (WJIV) (4 total)
Woodcock Oral Language (3)

Other assessments will be introduced as well

1. Woodcock Johnson Cognitive Battery-4rd Edition (WJIV) (4 total) Administered, scored, you will need to find: (3) school-aged children. (One student needs to be (1) 3-5 years old; one needs to be age (12-18). **Computer Reports for one**
2. Wechsler Intelligence Scale for Children-4th /5th Edition (WISC-V) (3 total): Administered, scored, to 3 school-aged (6-16) children. **Written Reports/Hand Scored**
3. Woodcock Johnson Oral Language Battery (may be administered to a 3-5)**Computer Reports for one**

WJ Cog-tests 4 tests	WJ OL tests 1-9 3 tests total	WISC V tests 1-10 3 tests total
Student A 1-18 (3-4hours)	Student A (1hour)	Student A (2hours)
Student B 1-18	Student B	Student B
Student C 1-10 (1.5)	Student C	Student C
Student D 1-10		

4 students -you may use an adult for 1 WJ

Test Administration, Scoring, and Writing Reports require the student to administer practice tests, accurately score protocols, and present written reports.

- Examinees are to be selected from a variety of age ranges
- Examinees must be volunteers. DO NOT TEST STUDENTS AT THE SCHOOL WHERE YOU TEACH. It is also recommended that you not test your own children or relatives. However, you own children can be tested by other class members, and an exchange system can be set up.
- No person, except you and the course instructor are to know the score of any examinee unless you have the course instructor's permission to divulge it. Do not discuss the examinee or any of the test results outside of class.
- Students who are being considered for special education referral should not be tested by students in training.
- Written parental consent is to be obtained and attached to each assessment (See attached Form Consent Letter)
- Individual Observation of Administration of at least on Full Scale Intelligence Quotient will be conducted by the instructor, either live or videotape, to ensure the student's understanding of standardization procedures of administration and scoring.
- A short written report that presents test findings and interpretation of test data.

3. Class Activities: 5 activities will be assigned throughout the semester. These are very important as they will prepare you for your project based activity and career. These generally take an hour or two and are considered instructional activities.

Important Dates

Last day for term schedule changes: August 23-26
Deadline to file for graduation: Sept 27, 2021 December; October 4 for May
Last Day to drop with a grade of "W:" October 25, 2021
Refer to: Drops, Withdrawals & Void

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. In addition, you must be able to access ZOOM (Free) in order to participate in the courses.

Attendance

We will have 5-7 Zoom Lectures this semester. These will scheduled after surveying the class. You will be expected to a) attend the Zoom meetings when scheduled or b) watch recording and submit 2 pages of lecture notes within one week of the lecture when it's posted.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into D2L**.**

Instructor Class Policies

Click here to enter text.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

College Policies

Campus Carry Rules/Policies
Refer to: Campus Carry Rules and Policies

Smoking/Tobacco Policy
College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy
To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University MSU Catalog

Notice
Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Lecture and Major Exam Schedule

Week of	Activities/Assignments/Exams	Due Date
Aug 23	Read and study Chapters 1-8 Aug 24 Zoom 5:30-7:30 (CST)	
Aug 30		
Sept 6	Sept 7 Zoom 5-7 (CST), Testing, studying Chap 1-8 and WJ Cog manual	
Sept 13	Testing, studying Chap 1-8 and WJ Cog manual	Class Activities 1, 2 due
Sept 20	Testing, studying Chap 1-8 and WJ Cog manual	
Sept 27	Sept 27 Zoom 5-7 (CST)	2 WJ Due, WJ Cog Exam due
Oct 4	Testing, studying Chap 1-8 and WJ OL manual	
Oct 11		Midterm Exam
Oct 18	Oct 19 Zoom 5-7 (CST)	All WJ IV (7) due
Oct 25	Testing, studying Chap 9-19 and WISC manual	WJ OL Exam due
Nov 1		
Nov 8	Nov 8 Zoom 5-7 (CST)	
Nov 15		Class Activities 3,4,5 Due
Nov 22	Nov 22 Zoom 5-7 (CST)	All 3 WISCs due
Nov 29		WISC 5 Exam due; Constructed Response Due
Dec 6		Final Exam

References/Scientifically-Based Research/Additional Readings:

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Appendix A: Standards/Competencies

Field 253: Educational Diagnostician Examination Framework

WCOE Standards (InTASC):

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following 10 elements: List up-to-date INTASC standards here.

WCOE Standards (InTASC):

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

The TExES Educational Diagnostician (253) exam is designed to assess whether an examinee has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. These are aligned with §239.80. General Provision in the TAC and Advanced Specialty Set: Educational Diagnostician Specialist https://exceptionalchildren.org/standards/cec-advanced-specialty-set-educational-diagnostician-specialist

The Standards

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.

WCOE Standards (InTASC):
The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following 10 elements:

The Learner and Learning

Standard #1: Learner Development

Standard #2: Learning Differences

Standard #3: Learning Environments

Content Knowledge

Standard #4: Content Knowledge

Standard #5: Application of Content

Instructional Practice

Standard #6: Assessment

Standard #7: Planning for Instruction

Standard #8: Instructional Strategies

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

Standard #10: Leadership and Collaboration

https://ccsso.org/sites/default/files/2017-11/InTASC_Model_Core_Teaching_Standards_2011.pdf