

**Advanced Educational Appraisal: EDPC 5336
Fall 2022**

Instructor: Norma Castillo, M.Ed.
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915-588-7437
Course Time: T 5:00PM-7:50PM
Classroom: Ed Building Room 411

Course Catalog Description:

Analysis, evaluation, administration and interpretation of standardized achievement, diagnostic and adaptive behavior measures. Interpretation and evaluation of results through written educational reports are required.

Assessments Administered and/or reviewed for this course:

Woodcock Johnson IV Tests of Achievement (WJ IV)
Kauffman Test of Educational Achievement III (KTEA III)
Wechsler Individual Achievement Test III (WIAT III)
Bateria IV pruebas de aprovechamiento (BAT IV)

Course Objectives:

- To gain an understanding of the assessment process and procedures used for children and adolescents consistent with ethical and professional standards.
- To acquire knowledge in the Code of Fair Testing Practices in Education
- To acquire knowledge in developmentally appropriate test selection, test evaluation and test administration of achievement tests.
- To gain knowledge in test psychometrics (i.e., standardization sample, reliability, validity, test floors, ceilings, etc....).
- To acquire beginning competency in communicating test findings and academic recommendations accurately and clearly through oral and written presentations.
- To acquire beginning knowledge of how testing accommodations in the administration of achievement tests impact results of the findings.
- To gain knowledge of assessing culturally and linguistically diverse children and adolescents through appropriate test selection, understanding cultural and linguistic demands of tests, and developing awareness of the influences of acculturation level and language proficiency on test performance.
- To become familiar with Dyslexia Policy and the role of achievement testing in the evaluation of Dyslexia.

Required Text:

Urbina, S. (2014). Essentials of Psychological Testing, 2nd Edition. Hoboken, NJ: John Wiley & Sons. (ISBN: 978-1-118-68048-3)

Recommended Book Purchase although not required for this course:

Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Allyn & Bacon. (ISBN: 205-14142-0)

Rhodes, R.L., Ochoa, S.H., Ortiz, S.O. (2005). Assessing Culturally and Linguistically Diverse Students a Practical Guide. The Guilford Press. (ISBN:1-59385-141-3)

Required Additional Documents: (These documents along with other documents will be provided and/or available online; you need to print them out, hole punch, and place in a 3-ring binder. You will be adding tools throughout the semester to this binder)

Resources:

- Best Practice Guidelines for Evaluations
- Comparison of Language Differences Vs. Disabilities
- Use of WJIV for Assessment of Dyslexia
- Code of Fair Testing Practices in Education
- Accommodations Checklist for Achievement Tests
- Qualification Guidelines
- Parenting Perspectives

Required Materials:

- Test kits and protocols from UTEP Lab
- Stopwatch (silent), Recording device, Calculator
- CD player or laptop to play auditory portions of tests
- Sharpened pencils with and without erasers
- 3 ring binder
- Flash drive

House Notes:

Professionalism and Courtesy:

- Due to the critical nature of this course, attendance will be closely monitored. Any more than two absences (including excused) you will be asked to drop the course. A grade of an "I" will only be issued with the instructor's permission and with the approval of a specific plan that details when the remainder of the course work will be submitted.
- As professionals in the field of education, you are expected to conduct yourselves as such in the classroom environment. Be respectful to one another and respectful of our time together.
- **This syllabus is subject to change at the discretion of the instructor.** Make sure you keep up with any changes and keep yourself informed by monitoring emails.
- **Keep hand sanitizer with you during in-person classes.**
- **Guidance will be provided for safe face-to-face testing measures.**

Academic Integrity:

- Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are not attributable in or in part to another person, taking an examination for another person, any act designated to give

unfair advantage to a student or the attempt to commit such acts. Proven violation the detailed regulations as printed in the handbook of Operating Procedures and available in the office of the Dean of Student may result in sanctions ranging from disciplinary probation to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Assignment Expectations:

- All assignments are expected on due dates. It is up to the instructor to accept “late” assignments. Late papers may result in a grade penalty.
- All assignments which require written responses must be typed. All written assignments will be evaluated on the basis of organization of ideas, clarity of expression, grammar, spelling, and punctuation. PLEASE PROOFREAD YOUR WORK before submitting!
- Students may be asked to submit additional protocols and/or schedule observations in the event that the course instructor considers additional practice necessary. Until the remedial work has been completed to the satisfaction of the course instructor, the grade of “I” will be issued.

Availability of Test Kits and Protocols:

- A limited number of the standardized test kits are available for checkout in the testing library at UTEP. Each student will check out one to two test kits and will need to share with at least one peer. Be respectful and mindful of your peers. Once you administer a test to **one** of your volunteers, pass the kit to your peer after following the cleaning procedures that will be discussed in class. Students can also work closely with a diagnostician and/or borrow test kits from their respective districts. ***Students must be diligent and proactive in securing test kits.*** Failure to return a UTEP test kit will result in an “Incomplete”. Please assure all test kits are complete upon checkout and return, otherwise you may be charged.

Test Administration Details:

1. Students are responsible for recruiting and contacting their own volunteer examinees. Try to test students from a variety of different age ranges. **Volunteers should not be used that have been previously identified as having a disability or are suspected of having a disability.** The current situation may result in the need for students to test their own children or children of family or friends who you have already been in contact with and exposed to during this pandemic.
2. Prior to testing, parent of any volunteer MUST be informed that TESTING SCORES identified during evaluation will not be disclosed and written permission must be obtained. (Informed Consent form within this syllabus) Failure to provide evidence of permission is considered an ethical violation. **Always explain that you are a student being trained in the administration of these tests, and thus your test results are not considered reliable. Test results are confidential and will not be shared with anyone. NO EXCEPTIONS! Identify children on protocols by their first name only. Sharing this information is considered an ethical violation.**
3. When first learning how to administer a test, it is not uncommon to make errors in administration. Be kind to yourself and understand that learning to conduct psychoeducational tests is a skill, dependent upon patience, awareness, and practice.

Students with Disabilities:

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 915-747-5148, or by email to cass@utep.edu or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at <https://www.utep.edu/student-affairs/cass/>

Course Assignments:

Assignment 1: Test Administration with summary: (600 points – 50 each)

So that students may practice the administration and scoring procedures of the major assessments studied in class, you will practice administering and scoring achievement assessments on your volunteer students. Protocols should be turned in to the instructor on the promptly so that it may be returned with feedback the following week. All students will be required to administer a practice. **All protocols submitted must be filled out legibly, completely, and scored in pencil.** A part of this assignment will be the summary of score interpretation. This summary should focus on the task demands of each subtest, what the student was required to do and how they performed using behavioral observations. The summary should also include some individualized recommendations for the student. You will be provided additional guidance for the summary. There are many different options for organizing this assignment depending on the number of volunteers. You can have from two to six volunteers. As stated in the test administration skills the current situation may result in the need for you to test your own children or children of family or friends who you have already been in contact with and exposed to during this pandemic. The following example is for two volunteers. Each protocol is worth 50 points and each summary 50 points.

Organizing this assignment if you have two volunteers:

- *Student A*
 - Informed Consent
 - *WJ IV (subtests aligned with IDEIA areas of achievement)*
 - protocol / WJ scoring report printout / your interpretation summary
 - Informed Consent
 - *KTEA III (subtests aligned with IDEIA areas of achievement)*
 - Protocol/ your interpretation summary
 - Informed Consent
 - *WIAT III (all subtests per student's grade)*
 - Protocol/ your interpretation summary
- *Student B*
 - Informed Consent
 - *WJ IV (subtests aligned with IDEIA areas of achievement)*
 - protocol / WJ scoring report printout / your interpretation summary
 - Informed Consent
 - *KTEA III (subtests aligned with IDEIA areas of achievement)*
 - Protocol/ your interpretation summary
 - Informed Consent
 - *WIAT III (all subtests per student's grade)*
 - Protocol/ your interpretation summary

Assignment 2: Formal Observation of Testing Skills: (100 points)

A critical aspect of “testing” involves careful attention to directions, prior planning and preparation before the actual testing session, understanding basals and ceilings, attention to scoring procedures, and integration of behavioral observations during testing sessions. One formal observation of testing skills will be conducted during the semester. This involves you choosing one achievement test to administer and turn in a minimum 20-minute video recording.

Assignment 3: Evaluation of Achievement Tests: (300 points – 100 each)

It is important to critically review tests that are available. Tests are revised and re-normed continually and to select the appropriate test one must be knowledgeable about those tests. Students will be provided the tools to conduct an evaluation of the three achievement tests that will be used in the course. **Complete the evaluation each time a test kit is in your possession.**

Assignment 4: Power Point: (100 points)

Create a power point presentation that summarizes each of the Standards for Educational Diagnosticians from the **19 Tex. Admin. Code § 239.83**

Assignment 5: Final Exam: (100 points)

Your final exam will be short answer, multiple choice, essay.

If any assignments are missing, you will receive a “C” or “F” for the semester. This will be at the discretion of the instructor. In order to obtain clearance for EDPC 5336 you must earn a “B” or better.

Grading:

A student’s final grade will be determined according to the total points earned on the assignments.

Total 1200 points
1200 – 1080 = A
1079 - 960 = B
959 - 840 = C
839 and below = D

Your success in this course will depend on you being prepared for class, keeping up with the readings and projects and paying careful attention to the test manuals and test administration procedures.

Date	Topic/Discussions	Assignments/Class Preparation/Handouts
Aug 20	Meet at education building Rm 214 at 10:00 AM to begin checking out test kits and receive protocols	Review syllabus and pair up for testing kits
Aug 23	Historical events, philosophical movements, litigation, and legislation that has impacted assessment practices	Legislation for Sped Handout
Aug 30	Factors to consider when selecting, evaluating and administration of achievement tests	Code of Fair Testing Practices in Education Accommodations Checklist Qualifications Guidelines *Bring the WJIV test and protocols next week
Sept 6	Review the Administration and Scoring procedures for WJIV (includes basal, ceiling, item sets, etc....).	Review the WJIV demo before class *Bring the KTEA III test kit and protocols to class next week
Sept 13	Review the Administration and Scoring procedures for KTEA III (includes basal, ceiling, item sets, etc....).	Review the KTEA III demo before class Bring the WIAT III test kit and protocols to class next week for the live practice
Sept 20	Review the Administration and Scoring procedures for WIAT III (includes basal, ceiling, item sets, etc....).	Review the WIAT III demo before class
Sept 27	Understanding Task Demands and how to Document Observations in a Summary	WJIV Task Demands KTEA III Task Demands WIAT III Task Demands Parenting Perspectives Summary Guidance
Oct 4	Linking Data Sources to Achievement Which scores in the Achievement Tests can be used to document growth	Multiple Measures of Assessment Chart W – Scores for WJIV Handout GSV Scores for KTEA III Handout GSV Scores for WIAT III Handout
Oct 11	Definition of a Specific Learning Disability and related achievement areas	SLD Framework
Oct 18	Assessing Culturally and Linguistically Diverse Children	Comparison of Language Differences Versus Disabilities Handout Validating the Power of Bilingual Schooling Handout
Oct 25	The Role of Achievement Tests in Dyslexia Evaluations based on the current Dyslexia Guidance	Dyslexia, Dysgraphia, and Dyscalculia in the Individualized Education Plan TEA Document
Nov 1	Best Practice Guidelines for Evaluations	Thoughts on Good Assessment Article Best Practice Guidelines Document
Nov 8	Developmental Milestones and Adaptive Skills	Developmental Milestone Document Adaptive skills Handout
Nov 15	Standards for Educational Diagnosticians	Word Document Standards Ed Diagnostician Careers Flyer CPE Renewal Document
Nov 22	Analyzing referral data	Checklists for completeness of data

Nov 29	Navigating the Legal Framework	Legal Framework Handout
Dec 1	Blackboard: Final Exam	Plan on switching out test kits on January 21, 2023, at 10:00 AM at the Education Building Room 214

Any part or section of this syllabus is subject to change as deemed appropriate or necessary as per City Health Guidelines or at the discretion of the instructor.

Additional Notes

Syllabus Statement Regarding COVID-19 Precautions:

The University of Texas at El Paso encourages everyone to wear a mask in common spaces, or where two or more individuals are located, including, but not limited to, classrooms.

COVID-19 PRECAUTION STATEMENT

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

Student Responsibilities:

- Maintain 6 feet of separation at all times, including when talking with other students
- Follow signage indicating specific entry and exit doors and pathways
- Do not cluster in groups and keep hallways open
- Wash hands and/or apply hand sanitizer prior to entering classroom and after leaving a classroom. Do not touch face until hands are washed/sanitized
- Use an alcohol wipe, provided outside of classrooms, to sanitize the desk, chair or table
- Follow faculty protocols for leaving and re-entering the classroom

Informed Consent Form

University of Texas at El Paso

Graduate Student Name

Address

Phone #

Email

(Today's Date)

Each year graduate students in the Educational Diagnostician program at the University of Texas at El Paso take a course in achievement assessment. This course is a learning experience for these diagnosticians-in-training and gives them experience with students at a variety of different age levels. You have volunteered to let your child be tested by one of these students. If at any time you or your child feels uncomfortable with the process, you have the right to end your participation. Since this testing session is part of a learning experience, it may be videotaped by the professor or the student so that the student can receive feedback from the professor. All information will be kept confidential and only your child's first name will be used. The person giving the test to your child is a student and, because of his/her inexperience with achievement testing, the results are not valid and cannot be shared with you.

If you are willing to let your child be involved in this experience, please sign this consent. If at any time you have additional questions about the testing process, please contact the instructor for the course, Norma Castillo at (915) 588-7437.

I give permission for _____ to be tested as part of the training of Educational Diagnosticians at UTEP. I understand that my child's participation is voluntary, and that the information will be kept confidential. Only my child's first name will be used, and no results of the test will be shared with me without the advice of the course instructor.

Parent or Guardian _____

Address _____

Home phone _____

Date _____

Parent or Guardian Signature _____