INSTRUCTOR:
Kanisha J. Porter, Ph.D.
Phone: 281-928-0212 (cell)
Email address: porterkj@stthom.edu
Office Hours: By appointment

COURSE DESCRIPTION:
This course is the first in a series of courses designed to provide the student with the educational background, practical experience and legal framework needed to accurately select, administer and interpret tests of achievement. It is a graduate level course intended for students pursuing a degree/certification in educational diagnostics, special education or reading. This course is not intended as a stand-alone course in psychoeducational assessment. Rather, it is designed to provide the initial knowledge and skills in the area of achievement testing.

SOCIAL JUSTICE TEACHINGS for UST School of Education and Human Services:
Selected social justice teachings of the Catholic Church are used to inform the School of Education and Human Services programs. As educators, the tenets of social justice should play a pivotal role in decision-making strategies in Catholic, private, and public schools of all levels. These tenets are listed here:

- Subsidiarity: Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.
- Dignity and rights of children: Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.
- People have a right to an education: All people have a responsibility, for the good of society, to contribute to and foster education.

While these three keystones of social justice teachings are present throughout the coursework, they are specifically addressed through scenarios, case studies, and role playing activities at the undergraduate and graduate levels.
EDUC 5341 REQUIRED TEXTBOOKS:

2) Essentials of KTEA-3 Assessment (if available)

Will also use the following book from EDUC 5320:

Will also use the following book from EDUC 5345:
1) Essentials of Evidence-Based Academic Interventions (2008), Wendling & Mather—John Wiley & Sons

REQUIRED MATERIALS:
1. Stopwatch (digital) that doesn’t make noise when started or stopped (phone may work)
2. CD player and audio tape player (for tests requiring these to be used as a part of the test administration procedures)
3. A clip board- to place protocols on during test administration
4. Video camera (i.e. flip camera, etc.)

COURSE OBJECTIVES/LEARNER OBJECTIVES:

Students will demonstrate knowledge and skill in selecting, administering, and interpreting the achievement tests addressed in this course based on all or portions of the TExES for Educational Diagnostician (#153) and/or Special Education (#161). This includes being familiar with the interview process and conference process as well as demonstrating an understanding of the legal and ethical issues as they apply to assessment and evaluation. Students must also understand and be able to apply cultural and linguistic considerations related to achievement testing. Finally, students must be very familiar with response to intervention and curriculum based measurement particularly as it applies to the special education eligibility process.

Texas Examinations of Educator Standards (TExES): EDUCATIONAL DIAGNOSTICIAN: The Educational Diagnostician Standards/Domains/Competencies are posted on the course in Blackboard.
**COURSE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Activity</th>
<th># Required</th>
<th># of Possible Points for each</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administer WJ IV Tests of Achievement</td>
<td>3</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Administer KTEA 3 Test of Achievement</td>
<td>3</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>WJ – IV Video</td>
<td>2</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>KTEA – 3 Video</td>
<td>2</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Attendance *SEE POLICY BELOW</td>
<td>*</td>
<td>*</td>
<td>10</td>
</tr>
<tr>
<td>Dispositions</td>
<td>*</td>
<td>*</td>
<td>10</td>
</tr>
<tr>
<td>Written Report</td>
<td>2</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Final Examination</td>
<td>1</td>
<td>*</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td></td>
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<td><strong>100</strong></td>
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**GRADING SCALE:** Based on a 100 point scale, grades will be assigned as follows:
- A: 95-100, A-: 90-94
- B+: 87-89, B: 84-86, B-: 80-83
- C+: 77-79, C: 74-76, C-: 70-73
- D+: 67-69, D: 64-66, D-: 60-63
- F: 59 or lower

**ADDITIONAL INFORMATION:**

1. WJIV and KTEA-3 test kits must be checked out from the UST bookstore prior to the first day of class. **YOU MUST BRING YOUR TEST KITS TO THE FIRST CLASS MEETING.** Students will be charged a leasing fee for each kit (made payable to the bookstore) and students will be responsible for returning the kit to the bookstore when the course is completed. Should complete test kits (no missing parts) not be returned to the bookstore, a service indicator will be added to the student’s account which will prevent transcripts from being issued, degrees from being conferred, and certifications from being obtained.

2. Protocols will be provided by the course instructor during the first class meeting.

3. Students are expected to adhere to all ethical, informed consent and confidentiality guidelines. Failure to do so may result in very serious consequences at the discretion of the instructor and the university and may result in dismissal from this course.

4. All examinees must be volunteers and you must submit a signed parent permission form before testing each child (no more than one adult—cannot test your own kids). **Students must use provided consent forms (in BB) and include a copy with each protocol submitted.** You will not get credit for a test administration until the consent form is submitted. Avoid testing relatives and students with disabilities. You may want to exchange examinees with your classmates to avoid a conflict of interest.

5. Do not share test results with anyone except the instructors or an assigned classmate. All test results are confidential and should not be shared with the parents of the examinees. Do not make any recommendations to the parent for further testing or psychological or medical treatment.

6. **This is a very demanding course. Students must complete all assignments and coursework on time and earn a grade of B+ or higher in this course in order to be eligible to enroll in EDUC 5342.**
7. Incompletes are not given in this course unless there is a major personal or family illness or death of an immediate family member which keeps you from completing the course on time. Other circumstances must be approved by the instructor.

8. The instructor may require a student to resubmit an assignment or complete additional assessments in order to confirm competency. **YOU MUST EARN A GRADE OF B+ OR BETTER AND HAVE ERROR FREE PROTOCOLS IN THIS COURSE IN ORDER TO TAKE THE NEXT ASSESSMENT COURSE (EDUC 5342).**

9. Attendance/Participation: The University expects all students to be regular and punctual in class attendance. Frequent and/or unexplained absences may result in a student being administratively withdrawn from the course or in a grade reduction or failing grade (at the discretion of the faculty member) in accordance with the faculty member’s attendance policy included on the course syllabus. Therefore, the attendance policy for this course will be as follows: Your first absence will result in a five point deduction in your final grade, regardless of the reason for the absence (excused or unexcused). Your second absence will also incur a 5 point reduction in your final grade, and more than two (2) absences will provide you the opportunity to retake the course.

10. You are expected to demonstrate mastery of each of the two major tests (WJ IV Tests of Achievement and the KTEA 3) by earning a perfect score on protocol #2 and #3 for each test. The instructors reserve the right to add additional testing assignments if needed to complete this requirement.

11. At the end of the semester all graded protocols must be turned in to the instructors. **ALL TEST KITS MUST BE RETURNED AT THE END OF THE SEMESTER.** Please note that your grade will be held until all test kits are returned complete.

12. Students are expected to have read and reviewed the assigned material for each class prior to the class.

13. Label each protocol (example- WJ #1, #2, #3). Keep all protocols in a secure location.

14. Dispositions (10% of course grade): This is a very demanding course, and at times, you may be frustrated and feel quite overwhelmed with the material. This course is unlike any course you have taken previously and a considerable amount of dedication and tenacity is required. It is imperative that you maintain a positive and courteous attitude at all times; you must remain professional and respectful of your classmates and of your instructor at all times. All correspondence with your classmates and with your instructor should be kind and professional. Should you later become an educational diagnostician or work in a leadership role in special education, you will often find yourself in similar situations that may be volatile and tense. You will find yourself working with colleagues with differing opinions and serving parents and students who may challenge your ideas. In such situations you MUST remain calm and professional.

15. **Additional Protocol(s):** At the instructor’s discretion, a student may be provided the opportunity to complete one (1) additional Woodcock Johnson IV Tests of Achievement protocol and/or one (1) additional Kaufman Tests of Educational Achievement – Third Edition protocol in order to demonstrate competency in standardized test administration. Should the instructor deem the situation appropriate to utilize this option, the additional protocol(s) must be submitted with a corresponding video recording and the administration and video must be error free in order for the student to be eligible to move on to the next assessment course as part of the educational diagnostician program. If this ONE additional protocol and video (per test) are not error free, the student will need to retake this entire course prior to proceeding to the next assessment course as part of the educational
diagnostician program. (This means that no more than ONE additional WJIV protocol and/or ONE additional KTEA 3 protocol may be submitted for this purpose.)

16. ***LATE ASSIGNMENTS WILL NOT BE ACCEPTED SO PLAN YOUR SCHEDULE CAREFULLY***

**ACRONYMS FOR TESTS:**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Name of Test</th>
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<tbody>
<tr>
<td>WJ IV</td>
<td>Woodcock-Johnson IV Tests of Achievement</td>
</tr>
<tr>
<td>KTEA 3</td>
<td>Kaufman Test of Educational Achievement, Third Edition</td>
</tr>
<tr>
<td>WIAT III</td>
<td>Wechsler Individual Achievement Test- Third Edition</td>
</tr>
<tr>
<td>GORT V</td>
<td>Gray Oral Reading Test-Fifth Edition</td>
</tr>
<tr>
<td>CTOPP2</td>
<td>Comprehensive Test of Phonological Processing – Second Edition</td>
</tr>
<tr>
<td>Key Math 3</td>
<td>Key Math 3</td>
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</tbody>
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**STUDENT ACCOMMODATIONS:**
Any student with a documented disability needing academic accommodations is requested to speak with his or her instructor as early as possible. All discussions will remain confidential. Students with disabilities will also need to contact Counseling and Disability Services in Crocker Center. This office can be reached at (713) 525-2169 or 6953.

**ACADEMIC INTEGRITY**
Taking credit for any thought, idea, or work that is not your own is merely plagiarism. Any instance of academic dishonesty will be documented and reported to the Dean of the School of Education. Students will be informed of this action and must submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course. When writing any paper, reference your information, websites, books, etc. that is not your own. Be sure you cite properly and accordingly. Please refer to the APA manual or its website to cite accordingly. Always use 12 pt font, Times New Roman, double space, left justified.

**COURSE CALENDAR**

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Topic for Discussions</th>
</tr>
</thead>
</table>
| 10/13   | ✓ Welcome/Introductions  
          ✓ Review of Syllabus 
          ✓ Course overview 
          ✓ WJ-IV Overview 
          ✓ WJ-IV Administration 
          ✓ WJ-IV Scoring 
          ✓ Understanding the Strengths and Weaknesses of Intelligence and Achievement Tests 
          ✓ Current Issues in the Assessment of Intelligence, Specific Learning Disability, and Attention Deficit Hyperactivity Disorder |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 10/20 | ✓ Debrief  
✓ WJ-IV In-class pair administration and electronic scoring  
✓ KTEA-3 Overview, Administration, Scoring  
✓ KTEA-3 In-class pair administration and hand scoring  
✓ Consent Forms Due  
✓ WJIV #1 Due |
| 10/27 | ✓ Debrief  
✓ Case Studies  
✓ WJ-IV Pair Administration  
✓ KTEA-3 Pair Administration  
✓ Consent Forms Due  
✓ KTEA-3 Achievement Protocol #1 Due |
| 11/03 | ✓ Debrief  
✓ Return and Discuss Protocols  
✓ Report Writing  
✓ Read/Interpret Evaluation  
✓ Consent Forms Due  
✓ WJ-IV Achievement Protocol #2 Due with Video |
| 11/10 | ✓ Debrief  
✓ Return and Discuss Protocols  
✓ Report Writing and Recommendations  
✓ Consent Forms Due  
✓ KTEA-3 Achievement Protocol #2 Due with Video |
| 11/17 | ✓ Debrief  
✓ Return and Discuss Protocols  
✓ Consent Forms Due  
✓ WJ-IV Achievement Protocol #3 Due with Video  
✓ Written Report Due |
| 12/01 | ✓ Debrief  
✓ Test Kit Presentations  
✓ Additional Practice with Scoring, Report Writing, Interpretation  
✓ Review for Final Exam  
✓ Consent Forms Due  
✓ KTEA-3 Achievement Protocol #3 Due with Video  
✓ Written Report Due |

**NOTE**  
***LATE ASSIGNMENTS WILL NOT BE ACCEPTED SO PLAN YOUR SCHEDULE CAREFULLY***