Focus
This course will provide opportunities for students to gain competency in administering clinical assessments of academic achievement in children, adolescents, and adults. The class will include discussions and hands-on practice sessions designed to train students in the appropriate administration and scoring of each instrument covered. The purpose of this course is to facilitate students’ development of proficiency in these assessment procedures.

Objectives
Course objectives were selected to reflect the standards of the National Association of School Psychologists. The following NASP standards are addressed:

- 2.1 – Data-Based Decision-Making & Accountability
- 2.3 – Effective Instruction & Development of Cognitive Academic Skills
- 2.5 – Student Diversity in Development & Learning
- 2.10 – School Psychology Practice & Development
- 2.11 – Information Technology

Specific Course Objectives:
1. Students will gain competencies in the administration and scoring of academic achievement assessment instruments.
2. Students will gain competencies in the use of computerized scoring software and become knowledgeable about their limitations.
3. Students will gain competencies in interpretive methods used to decipher individual strengths and weaknesses in academic ability.
4. Students will develop cross-culturally competent assessment practices
Course Requirements

1. Participation is required in class discussions and activities designed to facilitate critical thinking about content presented in the course. **Class attendance is mandatory!** In order to receive full participation points, students must participate in the WebCampus discussions and activities for the class meetings scheduled online.

2. Peer-review submittals
   a. Students will evaluate peers competence in administration and scoring procedures for each test covered in the course:
      i. Peer-review #1 will cover administration and scoring procedures for the WJ-IV ACH
      ii. Peer-review #2 will cover administration and scoring procedures for the KTEA-III
      iii. Peer-review #3 will cover administration and scoring procedures for the WIAT-III

3. Completion of 3 Assessment Evaluations
   a. Assessment evaluations will measure students’ competence with interpreting test results, detailing background information, describing behavioral observations and preparing a basic psychodiagnostic evaluation for 3 protocols covered in the course (WJ-IV ACH, KTEA-III, WIAT-3).
   b. Rubrics for how each Assessment Evaluation will be scored will be provided prior to the assessment.

4. Completion of 6 practice test protocols
   a. Students will complete the following practice protocol assignments:
      1) WJ-IV ACH 2 practice protocol
      2) KTEA-III 2 practice protocols
      3) WIAT-3 2 practice protocols

Method of Evaluation

<table>
<thead>
<tr>
<th>Peer-Review Submittals</th>
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<tbody>
<tr>
<td>#1 (WJ-IV-ACH)</td>
<td>10 points</td>
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<tr>
<td>#2 (KTEA-III)</td>
<td>10 points</td>
</tr>
<tr>
<td>#3 (WIAT-3)</td>
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<table>
<thead>
<tr>
<th>Assessment Evaluations</th>
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<tbody>
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<td>#1 (WJ-IV-ACH)</td>
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<tr>
<td>Protocol Assessments</td>
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<tr>
<td>#2 (KTEA-III)</td>
<td>15 points</td>
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<tr>
<td>#3 (WIAT-III)</td>
<td>15 points</td>
</tr>
<tr>
<td>Practice Administration #1 (WJ-IV ACH)</td>
<td>15 points</td>
</tr>
<tr>
<td>Practice Administration #2 (WJ-IV ACH)</td>
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<tr>
<td>Practice Administration #3 (KTEA-III)</td>
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<tr>
<td>Practice Administration #4 (KTEA-III)</td>
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<tr>
<td>Practice Administration #5 (WIAT-3)</td>
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<tr>
<td>Practice Administration #6 (WIAT-3)</td>
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<tr>
<td>Participation</td>
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**TOTAL POINTS**

200 POINTS

**Grades:**
Grades will be assigned based on the percentage of total points earned for all graded assignments according to the following scale:

A = 95-100
A- = 90-94
B+ = 86-89
B = 83-85
B- = 80-82
C+ = 76-79
C = 73-75
C- = 70-72
D+ = 66-69
D = 63-65
D- = 60-62
F = Below 60

**Collection of Student Assignments for Program Accreditation Purposes**
Assignments completed for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated.

**Evaluation of New Teaching Methods**
The evaluation of new teaching methods may be conducted as part of this course. Such evaluation is necessary to establish the effectiveness of new methods and would be done with the intent of improving the course. This process may involve the assignment of students to groups who receive different methods of instruction. At the end of an evaluation period, all students will be provided access to the methods deemed to be the most beneficial to their achievement of course objectives.
GENERAL POLICIES:
UNLV and the College of Education demand a high level of scholarly behavior and academic honesty on the part of students. Violations by students exhibiting academic dishonesty while carrying out academic assignments and procedural steps for dealing with academic integrity are delineated within the “Handbook of Regulations Governing Probation and Suspension within the College of Education.” This publication may be found in the Curriculum Materials Library (CEB 101) and the Office of the Dean of the College of Education (CEB 301).

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excluding modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

https://www.unlv.edu/provost/teachingandlearning
Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.
Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

Tentative Course Outline

1/25/16    Introductions & Syllabus
2/1/16     WJ-IV ACH Administration Overview
2/8/16     WJ-IV ACH Role Play
2/15/16    No class
2/22/16    WJ-IV ACH Practice administration #1 & #2, Assessment evaluation #1 & #2, and Peer-review #1 due
2/29/16    KTEA-III Administration Overview
3/7/16     KTEA-III Role Play
3/14/16    KTEA-III Role Play
3/21/16    No class / Spring Break
3/28/16    KTEA-III Practice administration #3 & #4, Assessment evaluation #3 & #4, and Peer-review #2 due
4/4/16     WIAT-III Administration Overview
4/11/16    WIAT-III Role Play
4/18/16    WIAT-III Role Play
4/25/16    WIAT-III Role Play
5/2/16     Prepare final practice administration, assessment evaluation, and peer-review
5/9/16     WIAT-III Practice administration #5 & #6, Assessment evaluation #5 & #6, and Peer-review #3 due