Graduate School of Education
Program: Special Education
Fall Semester, 2009

Course title: EDSE 627, Psychoeducational Assessment, Section 655
Credit Hours: 3
Meetings: Tuesdays, 4:30-8:30 PM, September 15 – November 17, 2009
Location: Fairfax High School, Rm. A149

Instructor: Sharon N. E. Ray, Ph.D.
Office: Kellar Annex 2, Rm. 110 (building is across from Kellar Annex I at 3807 University Drive)
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Email: sray4@gmu.edu

Course Description

Course Description from University Catalog:
Prerequisite: None

This course is to provide students with knowledge and experiential learning activities related to psychoeducational assessment of students with mild disabilities. Content covered includes statistical and psychometric concepts in assessment; norm-referenced, criterion-referenced, and curriculum-based measurement techniques, as well as informal testing. Opportunities are provided for administration, scoring, and interpretation of norm-referenced and informal assessments. Provides experiences in administering, scoring, and interpreting academic and behavior assessment instruments commonly used in special education with an emphasis on writing reports and developing the Individualized Education Program using existing and emerging technologies. Considers use of assessment results for instructional and placement decisions. Prerequisites: Enrollment in teaching licensure or in a graduate degree program in education.

Student Outcomes

Upon completion of this course, students will be able to:
- Provide the definition of assessment and the purposes and assumptions regarding assessment of exceptional children.
- Compare and contrast the terms assessment and testing.
- Describe relevant ethical standards, litigation, and legislation related to assessment.

- ▪ Describe the characteristics of norm-referenced, criterion-referenced, curriculum-based and informal teacher-made tests, their similarities and differences, and their respective roles in the assessment process.
- ▪ Demonstrate knowledge of basic measurement concepts and evaluate the psychometric properties of individual tests.
- ▪ Create graphic displays of data in appropriate formats including: stem and leaf plot, scatterplot, and line graph using a computer spreadsheet.
- ▪ Calculate descriptive statistics and correlation coefficients using a spreadsheet.
- ▪ Explain scores from norm-referenced assessments in an accurate manner appropriate for consumers of assessment information such as parents, other educators, and the students who participated in the assessments.
- ▪ Select, administer, and score a variety of educational tests.
- ▪ Interpret test results, generate appropriate educational goals and objectives based upon these results, and report test results in a professional written format.
- ▪ Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
- ▪ Write assessment reports of academic achievement tests.
- ▪ Conduct curriculum-based measurement activities to guide instructional decision-making.

Professional Standards:

Relationship of Courses to Program Goals and Professional Organizations
This course is part of the George Mason University, Graduate School of Education, Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Emotional Disturbance and Learning Disabilities, and Mental Retardation. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC). The CEC Standards are listed on the following web site:
http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html

The CEC Standards that will be addressed in this class include some of the following.

Standard 8 – Assessment
Knowledge:
- Basic terminology used in assessment.
- Legal provisions and ethical principles regarding assessment of individuals.
- Screening, pre-referral, referral, and classification procedures.
- Use and limitations of assessment instruments.

- National, state or provincial, and local accommodations and modifications.

Skills:
- Gather relevant background information.
- Administer nonbiased formal and informal assessments.
- Use technology to conduct assessments.
- Develop or modify individualized assessment strategies.
- Interpret information from formal and informal assessments.
- Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
- Report assessment results to stakeholders using effective communication skills.
- Evaluate instruction & monitor progress of individuals with exceptional learning needs.
- Develop or modify individualized assessment strategies.
- Create and maintain records.

Nature of Course Delivery

Learning activities include the following:
1. Class lecture and discussion.
2. Application activities using computer spreadsheets.
3. Application activities using assessment instruments
4. Small group activities and assignments
5. Videotape & DVD presentations
6. On-line assessments
7. In-class paper and pencil assessments

College of Education and Human Development Statement of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

- ✓ Students are expected to exhibit professional behavior and dispositions. See http://gse.gmu.edu/ for a listing of these dispositions.

- ✓ Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code. Be especially observant of proper documentation of source material in order to avoid plagiarism. See http://mason.gmu.edu/%7Emontecin/plagiarism.htm for guidelines.

- ✓ Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

- ✓ Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (OSD) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the OSD.

- ✓ Students are expected to attend all classes, arrive on time, and stay for the duration of the class time. **Two or more unexcused absences will result in no credit for this course.**

- ✓ We will use person first language in our class discussions and written assignments (and ideally in your professional practice). Please refer to "Guidelines for Non-Handicapping Language in APA Journals" http://www.apastyle.org/disabilities.html

Additional Listing of Resources and Expectations:

George Mason University Email: *https://mserver3.gmu.edu/*
From this link, follow the directions for activating an email account. Every student is required to establish a GMU email account. Course email correspondence and other important university emails will be sent to GMU email accounts.

George Mason Patriot Web: https://patriotweb.gmu.edu/
A self-service website for students, faculty, and staff of George Mason University. There is a wealth of useful links, information, and online forms on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

TaskStream Submission
Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit signature assignments to TaskStream (regardless of whether a course is an elective, a one time course or part of an undergraduate minor). TaskStream information is available at http://gse.gmu.edu/programs/sped/. The signature assignment for this course (the CBM Project) must be submitted to TaskStream (https://www.taskstream.com) at the end of this course. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the required submission, the IN will convert to an F nine weeks into the following semester.

APA Formatting Guidelines: http://www.psywww.com/resource/apacrib.htm
This website is offered as a companion to the APA style manual. It should not be considered a substitute for directly consulting the APA manual, 6th edition for standard procedures of applying APA style. Additional APA style help URLs are available on the GSE library URL.

George Mason University Honor Code:
http://www.gmu.edu/facstaff/handbook/aD.html
This URL defines student and faculty conduct to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community. The honor code deals specifically with cheating and attempted cheating, plagiarism, lying and stealing.

Academic Integrity: Students in this course are expected to exhibit academic integrity at all times. It is essential that all students submit their own work, especially with the technical information and skills taught within this course. To that end, plagiarism is a violation of academic integrity, as well as the ideas and principles of this class. Plagiarism is the intentional or unintentional use of others' ideas, words, data, figures, pictures, sequence of ideas, or arrangement of materials without clearly acknowledging the source (based on the Mason Honor Code online at: http://mason.gmu.edu/~montecin/plagiarism.htm). The instructor reserves the right to submit your work to **turnitin.com**, a plagiarism detection service**,** for an integrity assessment as needed. Students who commit plagiarism of any form (eg. whether it be copying test answers, using someone else's exact words in a written assignment, etc.) will be given an "F" as their course grade and the matter will be reported to the Dean of the Education School and the GMU Honor Council.

Advising contact information: Please make sure that you are being advised on a regular basis as to your status and progress through your program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at jtemple1@gmu.edu or 703-993-2474. Please be prepared with your G number when you contact her.

Texts and Readings:

Required Texts

Overton, T. (2009). *Assessing learners with special needs: An applied approach*
(6th ed.). Upper Saddle River, N.J.: Merrill/Pearson.

American Psychological Association. (2010*). Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
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Required Access to Course Blackboard Site

The George Mason Blackboard system will be used as an integral part of this course. It is important to access Blackboard several times a week between class sessions to check posted updates and messages. Additionally, class handouts will be posted on Blackboard for upcoming classes. The first night of class all

handouts will be provided. After the first night, all handouts will be posted by Friday evening before Tuesday's class. Students are responsible for downloading these handouts or printing hard copies for use in class from the second class onwards. You can access Bb at http://courses.gmu.edu .

Starting September 22nd, be sure to come to class prepared with the week's electronic copies of handouts or hard copies (whichever works best for you)!

It is recommended that students retain copies of all course products to document their progress through the GSE ED/LD program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.

- The use of electronic devices that produce sound or otherwise interfere with the learning of others (i.e., cell phones, pagers, etc.) is prohibited during class. Please turn these devices off or to vibrate before the start of class.
- Computers may be used to take notes during class, but they may not be used for internet exploration or other non-class activities during class time.

Assessment of Course Requirements:

Requirements of this course include readings and activities, which include in-class individual and group work, as well as independent assignments outside of class. The goal of all work for this course is to increase your knowledge and skills about educational assessment to assist you in effectively evaluating your students' academic progress using multiple assessment forms to obtain a more comprehensive picture of individual students' learning needs and progress.

The signature assignment for this course is the curriculum-based measurement assignment that will assist you in applying assessment procedures, evaluating student performance, and designing instruction based on student need. There are several other forms of assessment implemented in this class, including both formative and summative evaluation measures. Students are expected to complete all forms of class assessment and final grading will be based on the cumulative points that students earn based on their performance on all course assessments. Student performance on assignments is expected to be both timely and of high quality.

Online submission of student work is required, and hard copies will not be used in this course. All written assignments should be submitted in the Blackboard

Digital Dropbox. Assignments submitted by email will _not_ be accepted. **Each assignment should be submitted by the start of class on the due date (4:30 PM), unless the course schedule states submission requirements for a certain assignment which specify a different day and/or time**. Assignments that are not in the DROPBOX at the appropriate time _are late_. Late assignments will be accepted with a point deduction. All course assignments should be completed with graduate level use of content, grammar, spelling, and written expression clarity. If writing is an area of difficulty, you will need to visit the GMU Writing Center to work on these skills (http://writingcenter.gmu.edu).

Assignments submitted through the Dropbox should be labeled with filenames that correspond to: <your first initial your last name abbreviated form of the assignment's name>. I will return graded assignments to you via the class drop box feature. It is suggested that you download and save all returned assignments, as well as corresponding evaluations and comments. Below is example labeling for submission of all written assignments:

SRayCBMProp – CBM Proposal
SRayCBMProj – CBM Project
SRayBATIS – Behavior Assessment Tool Implementation & Summary
SRayTest1 – Standardized Test: Guided Report/Interpretation
SRayTest 2 – Standardized Test: Independent Report/Interpretation

Course Requirements Evaluation	
Assignment	**Points Earned/Total Points**
1. Attendance & Participation (5 pts. per class meeting)	/50
3. Online Exercises and Activities (5 pts. per Ex. or Act.)	/60
4. Curriculum-Based Measurement Proposal	/20
*5. Curriculum-Based Measurement Project	/80
6. Behavioral Assessment Tool Implementation & Summary	/40
7. Standardized test: guided report/interpretation	/50
8. Standardized test: independent report/interpretation	/100
9. Midterm Exam	/100
10. Final Exam	/100
Total # of points earned	**/600**

*Course signature assignment.

Course evaluation and final grades will be calculated based on the below percentages calculated from each individual student's point score out of the possible 600 point total. Late assignments will be accepted in the following manner:

➢ **5% point deduction – up to 1 week late**
➢ **10% point deduction – 1-2 weeks late**

*No late assignments will be accepted after the last class meeting on 11/17.

Signature Assignment Requires On-Time Submission
On-time submission of the Signature Assignment (on 11/3) is required. For this one assignment, there is no late assignment possibilities or points. Failure to complete the signature assignment according to instructions and guidelines with on time submission through the dropbox will result in a failing grade for the course.

Grading Scale:
A = 95-100%
A- = 90-94%
B+ = 87-89%
B = 80-86%
C+ = 77-79%
C = 70-76%
F = 69% and below

Course Assignment Details:

Attendance and Participation - *Weekly* (5 points per class for a total of 50 points)
Class attendance and participation are an important part of this class because of the technical nature of the information learned through the course. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. Students are expected to arrive on time, participate in all class discussions and activities, and stay until the end of class. Attendance will not be monitored through a roll call, but maintained through the artifacts students produce during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products. If you are unable to make any class sessions during the semester, please contact the instructor by phone or e-mail before the class session where you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 "grace" absence without a point penalty, as long as the instructor is notified before the class session. ***Attendance points missed for more than one absence or any absence without instructor contact before class cannot be made up!*** **Two or more unexcused absences will result in no credit for this course.**

<u>Online Exercises and Activities</u> – Ongoing (5 points per activity for 12 activities = 60 points)

Each week there will be one or two online exercises or activities that correspond with the chapter(s) covered in class that week. The exercises will be open for student completion from the end of class (8:30PM) on the day a particular chapter is taught until the start of the following class (4:30PM) the next week. If you are late in working on a week's exercise, you must email the instructor to reopen the particular exercise(s) for you. Each exercise is meant as individual work, and each student should work independently to achieve the most practice with the content of the particular chapter. In this way, the instructor can monitor individual understandings, as well as group understanding, of content that has been presented in class. Each online activity or exercise is worth 5 points. Points are awarded based on correct responses, except for the first "Practice Exercise." All students who complete the "Practice Exercise" will get full credit for that particular online activity.

<u>Curriculum-Based Measurement Proposal</u> – *Due October 13th* (20 points)

The curriculum-based measurement proposal is the written plan that students will formulate and present to the instructor for how they will monitor a single student's progress on a specific academic task. The proposal must detail the key points of the project's two-fold purpose: assessment and instruction.

The academic area selected for the CBM project can include any curriculum area taught in school, but must be appropriate for continuous progress monitoring. Each project will include two baseline measures and six instructional probes, so the academic area selected must be one that can be assessed, taught on a regular basis, and then re-assessed throughout the instructional process. Teachers who are already practicing in the field are suggested to pick a curriculum area which they already teach to make the project more meaningful and easily applied in their own classrooms. Individuals without their own classroom are asked to choose curriculum areas that would be appropriate and easily teachable to college-aged peers and family members (and one such person would be targeted for assessment and instruction for this project).

Helpful Guidelines

Curriculum area. When trying to select a curriculum area for CBM, whether you have a classroom or will be teaching peers, pick instructional tasks that directly support academic curriculum. Some examples would be reading fluency, mathematics facts proficiency, spelling tasks, vocabulary knowledge, and identification or matching of facts. Curriculum areas involving motor skills for sports and games, musical instrument performance, and other non-academic tasks would not be appropriate. Keep in mind that whatever you select must be easy to measure in terms of correct/incorrect or knowledgeable/unknowledgeable.

Continuous progress monitoring. The CBM project has its core the focus of progress monitoring, which means the baseline measures and probes will be used to evaluate learner progress in terms of accuracy and speed of responses. These abilities are called fluency tasks within an academic area. The goal of fluency tasks is typically a pre-determined level of correctness and speed for mastery, which requires learner practice to accomplish. As a result, the academic area you target should be suitable for repeated assessment to gauge progress toward the pre-determined mastery level. When selecting your target academic area, consider the statement that the content selected and method for teaching makes about you in your final portfolio, since this project is a required artifact for the portfolios of degree-seeking students.

Discrete response tasks. Curriculum-based measurement is best implemented with learning tasks that specifically need fluency (accuracy and speed) for competence. Some examples are reading fluency, arithmetic computation, and recall of factual information. They are composed of discrete behaviors which can be scored binomially (i.e., right or wrong) and must be executed automatically in order for them to be usable in higher-order tasks that rely upon them. Academic areas that are not appropriate for CBM include ones that are typically scored holistically or qualitatively.

Proposal Requirements
The CBM proposal should include the below elements. Based on this proposal you will receive feedback from the instructor on the suitability of your proposed project for the purposes of the course. If the proposed project does not fit appropriately within the scope of the course project, then the student will be given suggestions for a proposal revision and given the opportunity to revise and resubmit.

Your proposal must contain the following elements:
1. Name of the skill you will teach and a description of the probe you will use to evaluate the skill
2. The time length for your student to work on the probe. Remember, in most cases, probes are 2 – 3 minutes. Briefly explain the reasoning behind your time length.
3. Explain whether the time on your probe will be applied per item (e.g., name each word presented in 5 seconds or less) or applied across the entire body of the probe (e.g., complete 100 single digit multiplication problems, zero through nines, in one minute). Briefly explain the reasoning behind your timing procedures.
4. Explain whether you will score incorrect *and* correct responses or only correct responses for your student. Briefly explain the reasoning behind your scoring procedures.
5. Explain whether you will score whole points or allow partial credit. (If allowing partial credit, describe your scoring rules with specifics, e.g., counting individual digits in arithmetic problems.)

6. Describe how you will ensure that each probe is of identical length and identical difficulty.

7. Describe how you will determine the desired level of performance for the final measure.

8. Create a graph showing:
   a. your estimation of the first two baseline points,
   b. the phaseline separating the baseline from instructional phases, and
   c. the aimline for your subsequent six instructional probes.
      *Create the graph using Excel or another spreadsheet and then paste it into your proposal document.

9. Briefly describe your instructional method. How long will your sessions last? How often do you plan to meet with your student? What materials will you use?

10. State your behavioral objective. Your behavioral objective must include: (a) what the student will do, including response format, (b) how well they are to do it by your last instructional probe, and (c) the time allotment that you will use to measure fluency.

The evaluation of the CBM Proposal will be based on a 2-point scale for each required element. One point will be awarded for each included item, and a second point will be awarded for each item description's clarity. The CBM proposal will be evaluated in this way for a total of 20 points.

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Curriculum-Based Measurement Project – *November 3rd* (100 points)

When completing the curriculum-based measurement project, the below information is essential to your success:

1. Think about whether there is a logical reason for the assessment. A variety of legitimate reasons for assessing learning and performance exist. Find something better than: "I had to do a project for a class."

2. Analyze the curriculum in use to determine the content and skills necessary to complete the task to be evaluated.

3. Make sure that the content you are teaching is appropriate for continuous progress assessment. That is, do not set up a series of discrete criterion referenced tests that could be administered independent of each other and without reference to each other. *Such projects can receive grades no higher than 70%, even if everything else is perfect!*

4. Formulate behavioral objectives before you start. What does the person have to do to show that they know the skill – how well and how fast do they have to be able to do it?

5. Develop appropriate assessment procedures (i.e., probes). A clear objective leads directly to a logical probe. Look back at your objective. What do you want the student to do? In what format? How well? How fast?

6. Create your probes ensuring that each probe is of the same difficulty, same number of items, same format, and same skills as the others. *The first probes (baseline measures) should be as difficult as the last probes that you will use.*
7. Obtain baseline data. One data point is not sufficient. Collect a minimum of two baseline measures, if the baseline measures are stable, then proceed to the next step. If the first two measures show instability, collect a third measure. If the third point is similar to either of the first measures, select a measure of central tendency to represent the overall baseline score for the left side of your aimline. If the addition of a third measure shows a trend, consider selecting a different topic or continue to probe until a stable baseline is obtained.
8. Conduct instruction and collect assessment data (6-10 lessons of ten to fifteen minutes in duration are sufficient for this exercise). As you see, you will need a few weeks to complete instruction and probes after obtaining baseline data – make sure to allow yourself plenty of time! In addition to the baseline data, you will need to obtain data from six instructional probes.
9. At each probe, load you data on the computer-generated graph that describes your project and apply the data decision rules so that you may adjust your instruction as needed.
10. Repeat steps as necessary.

After finishing the physical implementation, your project should be submitted in written format containing the following headings with the appropriate corresponding information:
a. Student Information
b. Content Description and Reason for Selection
c. Behavioral Objective
d. Description of the Probe(s) and Measurement Format including time limits
e. Description of the Instructional Methods/Materials Employed
f. Performance Graph
g. Discussion of Results including:
   o summary of the student responses to instruction
   o any decisions made using the data decision rules
   o recommendations for others or to be implemented on a repeated implementation (i.e., what would you do different next time?)

Curriculum-Based Measurement Project Rubric		
Element	*Points*	*Comments*
Student Information • Brief academic history • Brief description of student's academic strengths and weaknesses in the area targeted	/10	
Planning	/25	

• Reason for assessment • Curriculum analysis • Behavioral objective(s) • Probes		
Instruction • Instruction and materials selected show an understanding of the targeted area • Instructional modifications based on student assessment data evident	/10	
Measurement • Clarity of Display • Baseline • Aimline • Phaseline • Data-decision rules evident	/25	
Overall Presentation • Logical organization and explanation of project • APA format	/10	
TOTAL	**/80**	

Behavioral Assessment Tool Implementation & Summary – *November 10th* (40 points)

Assessment of both academic and behavioral progress is essential for student success. While you will take other courses that more specifically target behavioral assessment tools and corresponding interventions, the current behavioral assessment assignment is geared to familiarize you with basic behavior monitoring tools. For this assignment, you are required to select one of the behavioral assessment tools from your text: event recording, interval recording, anecdotal recording, duration recording, latency recording, or interresponse time. Using your selected assessment method, you are asked to use the assessment tool on three different occasions to collect behavioral data on a target student. Each occasion should be on a different day of interaction with the student. If you do not have your own classroom, you are asked to use the behavioral assessment tool to observe the behavior of a family member or peer. Using the assessment tool data, you are then asked to write up a summary about your assessment experience and knowledge gained from implementing the behavioral assessment.

The behavioral assessment tool summary should contain:

1. Description of the problem behavior. Explain why the behavior is causing the student educational difficulties.
2. Description of the desired replacement behavior. Explain why this behavior is desired and preferable for the student's educational outcomes.
3. Description of behavior assessment implemented and how you specifically used it to assess your student. Explain why this particular assessment was chosen – reasons should focus on the type of behavior being observed and the most appropriate method of monitoring that particular behavior.
4. Explanation of the technical aspects of implementing the assessment. Was it easy to implement? What complications did you encounter? Was there anything you discovered about the assessment during the implementation?
5. Describe the behavioral data you were able to collect using the assessment and the possible utility of such information for the student's educational progress.

*Note: The behavioral assessment tool implementation does not have an instructional component as the CBM Project does. As a result, you should not be teaching replacement behaviors or implementing any form of behavioral intervention before, during, or after the three behavioral assessments. The goal of this assessment project is for you to become more comfortable with monitoring student behaviors.

Behavioral Assessment Tool Implementation & Summary Rubric		
Element	*Points*	*Comments*
Problem behavior • Description of problem behavior (3 points) • Explanation for why the behavior is causing educational difficulties (3 points)	/6	
Replacement behavior • Description of replacement behavior (3 points) • Explanation for why the behavior is preferable for student's educational outcomes (3 points)	/6	
Behavior Assessment • Description of behavior assessment implemented (3 points) • Explanation of behavior	/9	

assessment usage with your particular student (3 points) • Explanation for type of behavior assessment tool chosen (3 points)		
Technical Aspects of Implementation • Description of ease or challenge of usage (3 points) • Description of complications or lack of complications encountered (3 points) • Explanation of any discoveries during implementation (3 points)	/9	
Behavioral Data Collected • Description of behavioral data collected using the assessment (3 points) • Explanation of possible uses of collected behavioral data for student's educational progress (3 points)	/6	
Writing Style • Grammar, spelling and clarity of expression (2 points) • APA format (2 points)	/4	
TOTAL	**/40**	

Standardized Test Report & Interpretation
Test 1 – *October 27*[th] (50 points)
Test 2 – *November 17*[th] (100 points)

Download the Files
You will be required to write two reports given data collected for you and available on the class website. There are three files necessary for the first report assignment. They will appear in the folder labeled **Test Report 1** under the Assignments button on the Blackboard site. The three files you will need to download for this assignment are:
. •ACH-Test-Report-Data.pdf
. •ACH-Test-Report-Info.doc
. •Ach-Test-report-Template.doc

How to Use the Files

ACH-Test-Report-Data.pdf. This file contains a computer printout of scores from the test given to this student. The printout should be attached to the end of a report; *however*, most laypeople and many professionals find this printout to be overwhelming. Therefore, your job will be to extract various pieces of information from this printout and insert them into the test report template provided for you.

ACH-Test-Report-Info.doc. This document contains the notes that the test administrator made in giving the test. Information about student test behavior is described here as well as information from the student's referral, educational history and several reports from classroom teachers regarding the student's performance in their classes. Your job is to extract the relevant information from this document and insert them in the appropriate places on the template provided for you.

Ach-Test-report-Template.doc. This is the template that I mentioned in the preceding section. Your job in this part of the assignment is to insert the data from the other two documents into the template and make a coherent report. Use the headings that I have included. Under each heading, you will find a short description of what is to be done *in italics*. Delete the italicized instructions for the version that you submit in class. Also, make sure that the italics are turned off in the text that you write for your report. The instructions form the basis for the scoring rubric that appears later in this syllabus. That means that I will be specifically looking for the things for which the instructions ask. ***You will use this template (with additional information) to write your other report later in the semester.***

Test Report 2
Test report two will also involve the description and interpretation of data provided for you. The reason that this assignment is weighted more heavily than the first test report is that you will work on this report individually.

Data Sources
You will be required to write a report given data collected for you and available on the class website. There are two files in addition to the report template from Test Report 1 necessary for this assignment. The two files you will need to download for this assignment are:

. •ACH-Test-Report-Data2.pdf
. •ACH-Test-Report-Info2.doc

Report Format
The assessment report must follow the format that was provided in the template for Test Report 1. The WJ-III has many subtests that are different from those reported in Test Report 1 so the report will need to reflect the differences in the subtests administered and domains assessed:

- include descriptions of any administered subtests that were not included in Test Report 1,
- . add lines to the table of scores to reflect the additional subtests and assessment domains,

- add headings and paragraphs as necessary to the narrative section of the report to represent all of the domains assessed and the additional subtests used to assess them,
- make sure that your discussion section also includes all of the domains that were assessed.

Scoring Rubric of Standardized Test Report and Interpretation I & II

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Item	Points	Comments

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Report

Demographics & Headings	/2
Summary of procedures used	/3
Observations & validity statement	/5
Tasks for each subtest described	/5
Summary of scores	/7
Data table of subtests & composites	/8
Domains discussed: ref performance	/5
Summary & Recommendations	/10
Overall Quality of writing	/5

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Total Score	**/50**

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* For Test Report 2, the total score is multiplied by 2 so that it is worth 100 points instead of 50, the value of Test Report 1.

Midterm Exam – *due by 11:59PM on October 9th* **(100 points)**

The midterm exam will consist of multiple choice, true or false, fill-in-the-blank, short answer, and essay questions. This exam will include all textbook chapters, lectures, and class learning activities covered up to that point in the class. A midterm review packet will be given and a midterm review will be conducted in class the week before the midterm exam is due. The midterm exam will be taken online. The midterm is open-book and open-note, so feel free to use your text and class notes while taking the midterm online. However, it is expected to be your own independent work, so collaboration with classmates is not permitted during the midterm.

Final Exam – *November 17th* **(100 points)**

The final exam will have a similar format to the midterm exam with multiple choice, true or false, fill-in-the-blank, short answer, and essay questions. Since the nature of the material learned in class is cumulative, the final exam will cover

all textbook chapters, lectures, and class learning activities from the whole semester, including items covered prior to the midterm. A final exam review packet will be given and a final exam review will be conducted in class the week before the final exam. The final exam is open-book and open-note, so feel free to bring and use your text and class notes the night of the final exam. However, it is expected to be your own independent work, so collaboration with classmates is not permitted during the final exam.

COURSE SCHEDULE		
Date	**Topics**	**Assignments Due**
9/15	• **Syllabus and Course Expectations** • **Chapter 1: Introduction to Assessment & Related Ideas and Terminology**	➢ Access George Mason Email and Blackboard Account ➢ Complete Blackboard Practice Exercise **(*Note: Assignments in this block are also due by the start of class on 9/22)**
9/22	• **Chapter 2: Legal, Professional, & Ethical Issues Surrounding Assessment** • **Chapter 3: Generating and Understanding Descriptive Statistics**	➢ Read Text Chapter 1 ➢ Complete Blackboard Chapter 1 Activity
9/29	• **Chapter 4: Understanding and Beginning Interpretation of Descriptive Statistics**	➢ Read Text Chapters 2 & 3 ➢ Complete Blackboard Chapters 2 & 3 Activities
10/6	• **Chapter 6: Curriculum-Based Measurement**	➢ Read Text Chapter 4

COURSE SCHEDULE		
Date	**Topics**	**Assignments Due**
	• **Curriculum-Based Measurement Proposal Work Groups** • **Mid-Term Review**	➢ Complete Blackboard Chapter 4 Activity ➢ **Complete Online Mid-Term Examination by 11:59PM on 10/9**
10/13	• **Chapter 5: Norm-Referenced Assessment**	➢ Read Text Chapter 6 ➢ Complete Blackboard Chapter 6 Activity ➢ **Curriculum-Based Measurement Proposal**
10/20	• **Chapter 7: Assessment Across Academic Areas** • **Chapter 11: Interpreting the Results of Assessment** • **Curriculum-Based Measurement Proposal Individual Meetings**	➢ Read Text Chapter 5 ➢ Complete Blackboard Chapter 5 Activity
10/27	• **Chapter 8: Behavioral Assessments**	➢ **Test Report 1** ➢ Read Text Chapters 7 & 11 ➢ Complete Blackboard Chapters 7 & 11 Activities
11/3	• **Chapter 9: Intelligence & Adaptive Behavior Assessments**	➢ Read Text Chapter 8 ➢ Complete Blackboard

COURSE SCHEDULE		
Date	**Topics**	**Assignments Due**
		Chapter 8 Activity ➢ **Curriculum-Based Measurement Project**
11/10	• **Chapter 10: Special Considerations in Assessment** • **Final Exam Review**	➢ Read Text Chapter 9 ➢ Complete Blackboard Chapter 9 Activity ➢ **Behavioral Assessment Tool Implementation and Summary**
11/17	• **Test Report 2 Question and Answer** • **Final Examination**	➢ Read Text Chapter 10 ➢ Complete Blackboard Chapter 10 Activity ➢ **Test Report 2 by end of class**

NOTE:
*   This syllabus may change according to class needs.
*   **If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with instructor or need special arrangements, please call and/or make an appointment with instructor as soon as possible.**