Graduate School of Education

Program: Special Education

Summer Semester, 2010

Course title: **EDSE 627, Psychoeducational Assessment, Section 660**
Meetings: **Wednesdays, 4:30 – 10:00 PM, June 9 – July 28, 2010**
Location: **Stonebridge High School, Room 514**
Instructor: **Frederick J. Brigham, Ph.D.**

Office: 2204 West Hall (Inside 2200, Ph.D. in Education Suite)

Hours: By appointment for works best.
During the summer, I hold on-campus office hours by appointment. Appointments may be available on Tuesday or Thursday afternoons 4:00—7:00. I will always give scheduled appointments priority over drop-ins and phone calls. Doing that shows respect for the time and effort that the individual spent to arrange the meeting and travel to the university. I am also available before class by appointment although, we may not always have access to the classroom so it may be necessary to meet somewhere nearby. Additionally, I am willing to meet after class but we need to be considerate of the building maintenance people and find a place that will allow them to clean up and leave.

Virtual Office Hours: I am pleased to respond to questions by telephone or email; however, I am unable to be "on call, 24/7." Therefore, I am also holding "virtual office hours." Members of the class may email me at any time, but I am reserving two hours on Monday afternoons to respond to emails. Please expect responses to your emails to be made during those hours.

Phone: 703 993 1667 (email is the better way to contact me)
Email: fbrigham@gmu.edu

Course Description

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. Perquisites: 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 computer spreadsheet.
- Interpret test results, generate appropriate educational goals and objectives based upon these results, and report test results in a professional written format.
- Select, administer, and score of a variety of educational tests[1].
- 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.
- Explain the benefits and limits of different forms of assessment (e.g., individual, norm-referenced assessment vs. continuous progress measures).
- Explain the benefits and limits of different forms of data collected for assessment (e.g., standard scores vs. grade equivalents).
- Score and interpret behavior observation protocols from time sampling, event recording, and interval recording procedures.

[1] It is impossible to train individuals enrolled in this class to criterion on the large number of tests on the market. Consequently, the class will provide general training on the procedures for administering one example of an achievement test battery that is currently in wide use. Individuals needing training on specific instruments should arrange for such training through their schools or the test publisher. This class does not include training in the administration of tests of intelligence or projective measures. The class does include treatment of general interpretation of such measures.

- Describe the procedures and purposes of Response to Intervention (RTI).
- Critique assessment and instructional accommodations relative to specific learning characteristics.

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

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. Video presentations
6. On-line assessments
7. In-class paper and pencil assessments

Blackboard Exercises
A series of *optional* 10 to 20 item computer-based activities will appear on the Blackboard site. They are very similar to the types of items that will appear on the midterm and final and

will probably be very useful for practicing my questions and also for providing you with additional feedback and practice with the content in the course.

Required Text

Overton, T. (2009). *Assessing learners with special needs: An applied approach* (6th ed.). Upper Saddle River, N.J.: Merrill/Pearson. (THE FIFTH EDITION WILL ALSO WORK BUT YOU WILL NEED TO SEEK OUT THE RTI INFORMATION FROM THE 6TH ED.)

Other Readings

Other readings will be posted on the class blackboard site in the form of Adobe Acrobat (pdf) or Microsoft Word documents.

Evaluation

Assignment*	Range	Points
1. Attendance & Participation (class discussion and weekly assessments)	Expected	
2. On-Line Lab and homework	40 pts	50
3. Standardized test: guided report/interpretation	50 pts	50
4. Standardized test: independent report/interpretation	100 pts	100
5. CBM proposal	10 pts	10
6. CBM project	100 pts	100
7. Midterm Examination	100 pts	80
8. Signature assignment loaded to Taskstream (no grade until this is done)	10	10
9. Final examination	100 pts	100
*Points will be deducted for work submitted late.	Total	500

ONLINE SUBMISSION OF STUDENT WORK REQUIRED

All student work *must* be submitted through the ***Blackboard Dropbox***[*] function on the class website. Due dates are posted at the end of the syllabus and also on the blackboard site. On time submissions are required to be in the class Dropbox *by the beginning of the class session on the due date. Only* submissions through the Dropbox will be accepted. **Assignments sent as email attachments will be deleted without opening them.**

Five percent of the available points for the assignment will be deducted for late submissions during the first week after the due date and time. (All assignments are due at *the beginning of the class period* on the date indicated except for the Final Examination.) After one week from the due date, assignments will be penalized 10% of the total available score for each week they are late.

Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester. Some assignments appear in pairs. For paired assignments, your work in

[*] The Blackboard site may be accessed at: courses.gmu.edu. Log in using your GMU email information. Questions regarding the Blackboard site should be directed to the ITU support desk at http://itusupport.gmu.edu/STG/supportctrhours.asp or (703) 993-8870.

the first of the pairs is to serve as a model for the second assignment. Late submissions prevent you from receiving timely feedback to guide your subsequent efforts. Being late with the first of a pair of assignments does not alter the due date for subsequent assignments.

Graded assignments will be returned to you through the class drop box feature as well. I suggest that you download and preserve the returned assignments with the comments and suggestions for use in your portfolio. The required portfolio artifact for this course is the CBM project.

File Names for Online Submission

You must include your name *in the file name* when you submit in the Dropbox. I will deduct five points from each submission (nonrefundable) if your file downloads without your name in the title. Non-refundable means that even if you send the file early for feedback purposes, you lose the five points for the assignment if it does not contain your name ***in the file name***.

Dropbox will *not* add your name to your submission as is required for this class. It will label it on the server but when it downloads, only the name of the file *as it appears on your computer* will be transmitted. The name must be assigned to the file on your computer before you send it to the DropBox.

The format for the file name is:

<your last name-assignment name>

If I were submitting homework assignment 1 through the Dropbox, I would call it:

Brigham-Homework 1

Note: If the file name on your computer does not look like my example, it will not look like my example in the dropbox or when it downloads to my computer and you will lose points.

TASKSTREAM SUBMISSION OF SIGNATURE ASSIGNMENT

The signature assignment required for this course must be submitted electronically to Mason,s NCATE management system, TaskStream: (https://www.taskstream.com).

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 or part of an undergraduate minor). TaskStream information is available at http://gse.gmu.edu/programs/sped/.

Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN).

Failure to upload the required artifact by the deadline for discharge of incompletes on the following semester will result in the grade being changed to a grade of F by the registrar. If

that happens, you will have to appeal your grade to the Associate Dean for Academic Affairs and explain why failure to follow instructions should not invoke the same penalty for you as it would for everyone else.

Suggestions for Other TaskStream Artifacts from this Course

The signature assignment for the course is the CBM project. Every student will complete the CBM project and submit the document to the TaskStream webstie. I suggest using the version that will be returned to you through the dropbox. The returned version will have my comments embedded in it and will give you more things to discuss in your narrative. There are several of the key standards that are embedded in the CBM project, including:

- Basic terminology used in assessment.
- Screening, pre-referral, referral, and classification procedures.
- Use and limitations of assessment instruments.
- 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.
- 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.

You do not need to discuss all of these aspects in your narrative, but a well-executed project will certainly cover many of these topics in some way or another. I will leave it to you to decide how to describe them. There are a number of other assignments that cover the professional standards addressed in this course. They are listed below along with the standards that are most likely addressed in each assignment.

Spreadsheet

- Basic terminology used in assessment.
- Use technology to conduct assessments.
- Interpret information from formal and informal assessments.
- Evaluate instruction & monitor progress of individuals with exceptional learning needs.
- Develop or modify individualized assessment strategies.
- Create and maintain records.

Test Reports One and Two

You may submit them together for your portfolio or as separate artifacts (this statement does not apply to the due dates for the class).

- Basic terminology used in assessment.
- Screening, pre-referral, referral, and classification procedures.
- Use and limitations of assessment instruments.
- Gather relevant background information.
- 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.
- Create and maintain records.

Can't Use Midterm and Final Exams from this course
Although some courses release the midterm and final exams for use as artifacts on the Taskstream portfolio, I do not.

Grading Scale

100--95% = A 94--90% = A- 89--80% = B
79--70% = C < 70% = F

Extra Credit Options
There are no options for extra credit assignments in this class. There are plenty of ways to earn credit so that you can pass by following the instructions on the required assignments.

GSE Syllabus Statements 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 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.
- 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 Disability Resource Center (DRC) 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 DRC.

Plagiarism
With easy access to databases of text files, plagiarism is a growing concern among faculty at the university level as it is in elementary and secondary education. It is critical that each student complete his or her own assignments, particularly in a course such as EDSE 627 that provides training in an arena of professional performance that is quite technical, so that appropriate formative evaluation, feedback and guidance may be provided. Toward that end, the following definition of plagiarism is provided:

> 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).

Students who commit plagiarism on assignments and assessments in this course will be assigned a grade of "F" and a recommendation for dismissal from the university will be forwarded to the Dean of the Education School and the GMU Honor Council.

Please make sure 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 703-993-2387. Please be prepared with your G number when you contact her. Students in the cohort sections may be better advised to contact the cohort advisor.

Instructions for Standardized Test Report & Interpretation (Test Reports 1 & 2)

Test Report One

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-Report1-Data.pdf
- •ACH-Test-Report1-Info.doc
- •Ach-Test-Report-Template.doc

How to Use the Files

***ACH-Test-Report1-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-Report1-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*.** The template contains the major headings and shell of a data table that are required for this report. 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.

Under each heading, you will find a short description of what is to be done for that section *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. (Word to the wise…) ***You will use this template (with additional information) to write another 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 and we will not discuss the specific data in class.

Data Sources

You are required to write a report given data collected for you and available on the class website. There are several files in addition to the report template from Test Report 1 necessary for this assignment. The files are available in the Test Repost 2 file.

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[*] To make things a little easier for you, I have also loaded a document containing only the headings. You might download the one with the instructions and then write your report on the blank version so that you do not have to worry about italics and font color.

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[1] 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.

Instructions for Completing CBM Project

Each student will complete a curriculum-based measurement project including at least two baseline measures and six instructional probes for a total of eight separate measurements of the student's performance. Any academic curriculum area is acceptable for the project; however, the curriculum taught must be appropriate for continuous progress monitoring and the tasks selected must be an academic learning task.

Practicing teachers are encouraged to select curricular areas for which they currently bear instructional responsibility. Students in the class may also create their lessons for other college-aged students or friends and family members.

New Project Required for this Course

Since this project was conceived and developed, a number of other courses have begun to use this idea as a class project. Students often ask if they may simply submit the project completed in another class to fulfill the requirements of this assignment. The answer is no.

There are a number of reasons for requiring a new project for this submission. Chief among them is my belief that students should take every opportunity to expand their repertoire and refine their skills while working with the class instructor as a mentor. Resubmitting a previously completed assignment gains you nothing but a very small amount of free time and provides no benefit for your own students.

Second, the requirements for this project are probably different from the requirements of the project you completed in your other classes. Students who have resubmitted projects from other classes have been disappointed in the grades they received in this class.

Third, resubmitting projects limits the number of artifacts that you will have for your portfolio review. It may make things easier now, but it is like running up credit card debt. Very painful when it finally catches up with you!

Penalty for violating this policy. Students who resubmit projects completed in other classes to fulfill this requirement will have the grade for this major assignment reduced to ZERO in the gradebook, and also have an evaluation of "DOES NOT MEET EXPECTATIOJNS" entered for the artifact in TaskStream. This project is one fifth of the grade for the course, consequently, having a grade of zero means that you can earn no grade higher than a B for the course and that can only happen if you have 100% on every other assignment (a very unlikely scenario because of my emphasis on formative evaluation). Don't take the risk. You'll be a more competent teacher and I'll be a happier instructor if you do something new and original for this class. Be creative!

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[1] There is a document that gives the basics for working with tables in MS Word on the Blackboard site. If you are not familiar with using tables, it is well worth your time to download it and master the commands. They are the easiest way there is to make formal and professional looking tables of words, numbers or anything else that must be displayed in clear arrangement. (Works great for creating CBM probes in arithmetic and vocabulary.

Questions regarding this policy. If you have questions about this policy, speak to me individually. I will not spend time discussing this in class. It is a waste of time for the members of the class who understand the policy.

Types of Instructional Outcomes Best Suited for CBM

Academic curriculum. Your CBM project must target instruction of tasks from the academic curriculum such as those that would be used to support students in schools. For example, measures of reading or calculation fluency, identification or matching of facts from a curriculum area, spelling tasks, mathematical calculation, or vocabulary (English or other language). Developing motor skills used for sports or games, playing musical instruments or other nonacademic tasks are very difficult to measure and are not appropriate or acceptable for your project in this class. There are, however, academic tasks in every aspect of athletics and the arts and you may use one of those tasks for your project.

Think about what the choice of target area says about you as an educator to the reader of your portfolio. This project is a required artifact for the portfolios of degree-seeking students. Teaching your roommate to play guitar hero demonstrates a high level of disinterest in the welfare of your present and future students. Projects that target important and demanding aspects of the curriculum are more impressive to portfolio evaluators and potential employers than are projects devoted to more tangential aspects of schooling.

Continuous progress monitoring. Curriculum-based measure assumes a variable appropriate for continuous progress monitoring. Tasks that are appropriate for continuous progress monitoring require the individual to be both accurate and fast in their responses. Such tasks are called fluency tasks. Fluency tasks require practice for mastery; therefore, they can be assessed repeatedly to show progress toward a pre-identified goal. Single trial, discrete learning tasks are better measured by single-administration of a criterion-referenced measure.

Discrete response tasks. Curriculum-based measurement lends itself most directly to behaviors for which fluency (the union of rate and accuracy) is the primary determinant of competence. Elements such as reading fluency, arithmetic computation, recall of factual information, and so on are easily monitored through CBM because 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. This allows one to consider the child's proficiency of the target behavior to be judged in terms of "hits and misses" exhibited during a certain time period. Behaviors that are scored holistically or qualitatively do not lend themselves as easily to CBM. Also, behaviors that are complex or deliberative are poor choices for CBM.

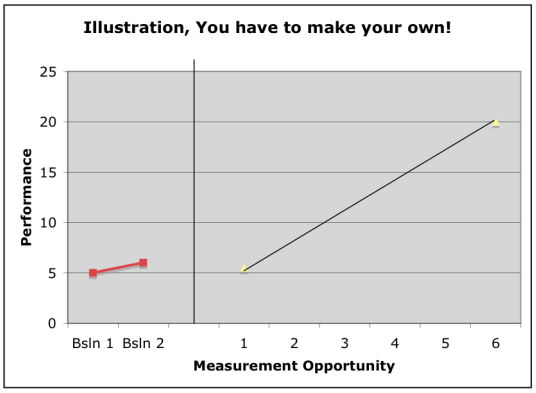
CBM Proposal

A form for creating your CBM proposal is available on the class website. Please use this form for you CBM proposal. You will receive feedback and advice on the proposal and, if the proposed project does not fit the parameters discussed in class, you will be asked to modify the proposal. The elements of the CBM proposal form are:

1. Name and describe in operational terms the skill that you will teach:
2. Describe your probe:
3. State the total time length for your student to work on the probe. Remember, in most cases, probes are 2 – 3 minutes.
4. Will the time on your probe 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)?
5. Will you score incorrect *and* correct responses or only correct responses for your student?
6. Will you score whole points or allow partial credit? (If allowing partial credit, describe your scoring rules, e.g., counting individual digits in arithmetic problems.)

7. How will you ensure that each probe is of identical length and identical difficulty?
8. How will you determine the desired level of performance for the final measure?
9. 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 this document. It will look something like this:



10. 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?
11. State your behavioral objective, preferably in one sentence. Your behavioral objective must include: (a) what the students 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 employ because this is a fluency measure.

Specific Steps for Completing the CBM Project and Report

1. Specify reason for assessment. A variety of legitimate reasons for assessing learning and performance exist. Find something better than: "I had to do project for a class."
2. Analyze curriculum to determine the content and skills necessary to complete the task.
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. 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 tool 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). You will need in addition to data indicating a stable baseline, 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.
11. Create a summary written presentation of your project. Each written summary should include the

following headings:

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:
    - summary of the student responses to instruction
    - any decisions made using the data decision rules
    - recommendations for others or to be implemented on a repeated implementation (i.e., what would you do different next time?)

12. Submit your report, including the computer-generated CBM graph through the Digital Dropbox.

Grading the Major Assignments

Scoring protocols for the major assignments in this class appear on the next pages. They are for your information only. Do not turn them in with your assignment. I will create new ones for your work.

Scoring the Calculation Homwork

, Calculation Assignment Rubric

Report Element	Rating 1	0.5	0	NC*
Absence & GPA				
Correlation Coefficient				
Correct Formula and Data sources				
Rounded to two decimal places				
Scatterplot				
Correct Data Sources				
Correct Chart Type and configuration				
Stemplot				
Leaves in low to high, L-R order				
Leaves left justified				
Tests One and Two				
Correlation Coefficient				
Correct Formula & Data Sources				
Rounded to two decimal places				
Stemplot				
Leaves in low to high, L-R order				
Leaves left justified				
Scatterplot				
Correct Data Sources				
Correct Chart Type and Configuration				
Mean				
Correct Formula and Data sources				
Rounded to two decimal places				
SD				
Correct Formula and Data sources				
Rounded to two decimal places				
Tests Three and Four				
Correlation Coefficient				
Correct Formula and Data sources				
Rounded to two decimal places				
Stemplot				
Leaves in low to high, L-R order				
Leaves left justified				
Border formatted with line.				
Descriptive Statistics				
Mean & SD (2 points)				
Quartiles (Max, Q3, Median, Q2, Min) (4 points)				
Mode(s) Leave function in cell even if Amodal				
Z scores				
Standard (Derived Scores)				
Calculations rounded to two decimal places				
Creating a CBM Chart				
Employs the correct data				
Blank data space with phase line				
Aimline anchors				
Amiline				
Submission				
On time (2 points)				
File downloads with student name in file name (5 points)				
	0	0		
Total Score	**0**			

Scoring of CBM Project

Project Elements	Wt	1	0.5	0	NFD	Comments
Planning (50 points)						
Reason for assessment clearly stated	5					
Topic appropriate for continuous progress measure	5					
Curriculum analysis	5					
Evidence that student posses requisite preskills	5					
Behavioral objective(s)	5					
Probes: constant time	5					
Probes: constant number	5					
Probes: constant difficulty	5					
Probe avoids spurious measurement artifacts	5					
Probe record keeping is clear and transparent	5					
Instruction (10 points)						
Adequate description	5					
Evidence of response to measurement data	5					
Measurement Presentation (30 Points)						
Clarity of Display	10					
Baseline	5					
Aimline	5					
Phaseline	5					
Data-decision rules evident	5					
Overall Project Presentation (10 Points)						
Writing quality	5					
Clarity of explanation	5					
Total Score		0				

Scoring Test Report & Interpretation (Test Report One and Two[·])

Report Element	Rating 1	0.5	0	FFT[v]
Reason for Referral				
Clear statement of reason				
Additional supportive information (e.g., "Triennial required…)				
Extraneous information omitted				
Assessment Procedure (Weighting: 2)				
Name & Type of procedure(s)				
Subtest description (task/response)				
Name & Type of other assessments				
Description of other procedures				
Observations During Testing				
Statements of fact only				
Extraneous information omitted				
Concluding statement of probable validity				
General Interpretation of Scores (Weighting: 2)				
Indicates age or grades norms and explains their meaning				
SS definition & interpretation (range)				
CI definition & interpretation (random error)				
%ile rank definition & interpretation (as well as/below)				
GE omitted or caveat				
Table				
Scores accurate				
Includes all necessary scores				
Scores in correct location				
Add/remove headings as needed				
Domain performance descriptions as needed				
All domains for report included				
Broad score for each, source, what it means				
Each subtest score, range, performance compared to peers				
CI comparison (different/not different)				
Classroom Observations/Teacher Reports/Other Test Information				
Identifies procedure and sources of information				
Describes collected information				
Reports areas of unanimous agreement				
Reports areas of different opinions				
Summary/Recommendations (Weighting: 2)				
Recaps reason for referral and procedures				
Addresses general findings of each domain				
Integrates information across domains and explains implications				
Accurately notes areas of strength				
Accurately notes areas of need				
At least 2 concrete, explicit instructional interventions for each area of need				
Quality of writing				
APA style-headings				
Grammar & mechanics				
Total Score	**0**			

[·] The total score for Test Report Two is multiplied by two so that it is worth 100 points instead of 50.

[v] FFT means that the individual failed to follow the template instructions. When that occurs, I simply record a zero for that section and provide no additional feedback. The instructions are explicit. Use them.

Tentative Class Schedule

Mtg	Date	Topic	Preparation
1	6/09	Introduction and Course Overview	Moreland 1995 Text, Chpt 1
2	6/16	Legal, professional, and ethical requirements relative to assessment Quantitative Measurement Concepts I	Text, Chpts 2 Daub (1996) Text, Chpt 3
3	6/23	Quantitative Measurement Concepts II Computers in assessment data management* Analyzing tests & writing reports	Text, Chpt 4 Homework One materials Text, Chpt 11
4	6/30	CBM RTI	Text, Chpt 4 Daub (1996) Text, Chpt 6 Espin (2000) Brigham (2010)
5	7/07	**Online Midterm**[♣] Achievement Tests	**due 12:00 PM** Text, Chpts 5 & 7
6	7/14	Behavior Intelligence and Adaptive Behavior	Text Chpt 8 Text Chpt 9
7	7/21	Test accommodations Large scale and alternate assessments Classroom testing, grading, etc.	Thurlow (2001) Other materials on website TBA
8	7/28	**CBM presentations**	**Final**[♦] **Due (6:00PM 7/29)**

[♣] The midterm will be due on week 4. It will cover only weeks 1-3

[♦] The final is comprehensive. One cannot answer questions regarding the second half of the class without mastering the material in the first half of the class.

Twelve Minimum Competencies for Proper Use of Tests·

1. Avoiding errors in scoring and recording.
2. Refraining from labeling people with personally derogatory terms like dishonest on the basis of a test score that lacks perfect validity.
3. Keeping scoring keys and test materials secure.
4. Seeing that every examinee follows directions so that test scores are accurate.
5. Using settings for testing that allow for optimum performance by test-takers (e.g., adequate room).
6. Refraining from coaching or training individuals or groups on test items, which results in misrepresentation of the person's abilities or competencies.
7. Willingness to give interpretation and guidance to test takers in counseling situations.
8. Not making photocopies of copyrighted materials.
9. Refraining from homemade answer sheets that do not align properly with scoring sheets.
10. Establishing rapport with examinees to obtain accurate scores.
11. Refraining from answering questions from test takers in greater detail than the test manual permits.
12. Not assuming that a norm for one job applies to a different job (and not assuming that norms for one group automatically apply to other groups).

· Source: Moreland, Eyde, Robertson, Primoff, & Most (1995, p.16)

Competencies with highest Factor Loadings on Seven Test Misuse Factors

	Factor Loading	Specific competencies (in shortened form)
Comprehensive Assessment	.70	Proper reporting of clinical observations during assessment
	.69	Use of tests to generate hypotheses
	.68	Follow-up with psycho-social history
	.68	Psycho-social history-taking skill
	.63	Considering the patient's state
	.62	Choice of tests to sample relevant behaviors
	.61	Teaching research evidence and test limitations
	.61	Keeping up with the field
Proper Test Use	.65	Refraining from helping a favored person earn a good score
	.62	Acceptance of responsibility for competent use of tests
	.62	Appropriate training and quality control over operations of all test users and results
Psychometric Knowledge	.73	Considering the standard error of measurement
	.66	Considering errors of measurement of a test score
Maintaining Integrity of Test Results	.70	Limitations of grade equivalents and percentile ranks for specific situations
	.69	Cut-off scores questionable due to disregard of the standard error of measurement
Accuracy of Scoring	.76	Use of checks on scoring accuracy
	.73	Avoiding errors in scoring and recording
	.71	Following scoring directions
	.66	Checking frequently during scoring to catch lapses
Appropriate Use of Norms	.65	Not assuming on job applies to another
	.58	Matching person to job using aptitude validities
Interpretive Feedback	.74	Willingness to give interpretations and guidance to test taker in counseling situations
	.74	Ability to give interpretation and guidance to test takers in counseling situations
	.67	Having enough qualified staff to provide counseling

Note: Variance accounted for by factors:
Comprehensive Assessment = 10%; Proper Test Use = 8%;
Psychometric Knowledge = 6%; Maintain Integrity of Test Results = 6%;
Accuracy of Scoring = 4%; Appropriate Use of Norms = 4%;
Interpretive Feedback = 4%.

Source: Moreland, Eyde, Robertson, Primoff, & Most (1995, p.17)

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* I have written an abstract of this paper. It is available in the Toolkit materials section under the heading <Abstracts>. The original paper is substantially longer. It is available in the journal on the library shelves. You may retrieve it if you wish but the abstract should provide you with everything that you need for the activity.

D The relevant sections of the paper by Moreland, Eyde, Robertson, Primoff, & Most, R. B. (1995) are included in the syllabus. No other reading of this paper is necessary.

The best quote* about assessment I have ever found!

Oscar K. Buros is well known for establishing a test review service in 1938. He began with the belief that critical test reviewing would result in better quality tests. The introduction to the sixth edition of the *Mental Measurements Yearbook* (1965), the last edition for which Buros was alive, begins with the following quote:

At present, no matter how poor a test may be, if it is nicely packaged and if it promises to do all sorts of things which no test can do, the test user will find many gullible buyers. When we initiated critical test reviewing [1938] we had no idea how difficult it would be to discourage the use of poorly constructed tests of unknown validity. Even the better informed test users who finally become convinced that a widely used test has no validity after all are likely to rush to use a new instrument which promises far more than any good test can possibly deliver.

Counselors, personnel directors, psychologists, and school administrators seem to have an unshakable will to believe the exaggerated claims of test authors and publishers. If the users were better informed regarding the merits and limitations of their testing instruments, they would probably be less happy and less successful in their work. The test user who has faith—however unjustified—can speak with confidence in interpreting test results and in making recommendations. The well-informed test user cannot do this; he knows that the best of our tests are still highly fallible instruments which are extremely difficult to interpret with assurance in individual cases. Consequently, he must interpret test results cautiously and with so many reservations that others wonder whether he really knows what he is talking about. Children, parents, teachers, and school administrators are likely to have a greater respect and admiration for a school counselor who interprets test results with confidence even though his interpretations have no scientific justification. The same applies to psychologists and personnel directors. Highly trained psychologists appear to be as gullible as the less well-trained school counselors. It pays to know only a little about testing; furthermore, it is much more fun for everyone concerned– the examiner, examinee, and the examiner's employer.

It is difficult to allocate the blame for the lack of greater progress. We think, however, that the major blame rests with test users. The better test publishers would like to make more moderate claims for their tests. Unfortunately, test buyers don't want tests which make only moderate claims. Consequently, even the best test publishers find themselves forced by competition to offer test users what they want. Bad usage of tests is probably more common than good usage. Must it always be this way? We are afraid so. (p. xxii).

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* *Thanks to Professor Tim Konold of the University of Virginia for showing me this paragraph.*

Grading Policy for EDSE 627

The statements on this and the next page summarize the grading and attendance policies for this class. When they are in conflict (e.g., the grading scale here is tighter), the statements on this page shall supersede the statements elsewhere in the syllabus. As with all policy adjustments of this sort, the reason is that someone has recently abused the system and exploited the good will of the faculty. It is unfortunate, but necessary to make such unpleasant statements of policy in the age of litigation.

Online Submission Of Student Work Required

All student work with the exception of the protocols for the standardized test administration *must* be submitted through the ***Blackboard Dropbox*** function on the class website. Due dates are posted at the end of the syllabus and also on the blackboard site. On time submissions are required to be in the class Dropbox by the beginning of the class session on the due date.

Only submissions through the Dropbox will be accepted. **Assignments sent as email attachments will be deleted without opening them.** Assignments that are not in the DROPBOX at the appropriate time *are late*.

Late Work Penalty

Five percent of the available points for the assignment will be deducted for late submissions during the **first week after the due date. After one week** from the due date, assignments will be penalized **an additional 10% of the total available score for each week they are late.** Thus an assignment that is three weeks late is able to obtain only 75% of the points for the assignment regardless of the quality of the work. After three weeks, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

The point deduction will be made after the grading is complete. In the case of an assignment that earned 90 out of 100 points, the student grade would be a score of 65 (90-25). The points are deducted for each week at the time that the assignment was originally due.

The date that the assignment was loaded into the dropbox will be the date of record. Partially completed or inadequate assignments loaded into the dropbox will be the assignments of record for the student. Do not even think about loading a poor quality assignment on time and then asking to revise it later or trying to get me to allow a different assignment to be loaded because you loaded the wrong version.

Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester. Some assignments appear in pairs. For paired assignments, your work in the first of the pairs is to serve as a model for the second assignment.

Signature Assignment Required

Failure to complete the signature assignment according to instructions and guidelines with on time submission through the dropbox ***will*** **result in a failing grade.**

In-Class Participation and Professional Deportment

Part of the responsibility that professional educators assume is punctual and active performance of their duties. Such behavior is expected in this class as well as in the performance of the duties of being a professional educator. Therefore, two points will be awarded for being in class on time each week and two points will be awarded for remaining in the class the entire time of the class meeting. Two points will be available for active participation in class each week as well.

Active participation includes:

- Listening to class discussions
- Making relevant to class discussions
- Taking notes
- Listening to instructor lectures and feedback
- Coming to class with materials including textbooks and relevant materials from the class website.

Active participation does not include:

- Sleeping in class
- Surfing the web, doing email, and otherwise engaging in non-instructional activities during class time.
- Holding conversations with your classmates during whole class instruction.
- Taking cell phone calls during class and
- other off-task behaviors that are not relevant to instruction.

Students will fail to earn the points for coming late, leaving early or non-engagement in the instructional activities during the time that they are in class. Repeated violations of these standards of deportment will be referred to the George Mason University Special Education Department faculty as evidence that the individual lacks the "disposition to be a teacher." Such a finding can result in dismissal from the education program.

Class Grading Scale

100--95% = A	94--90% = A-	89--80% = B	79--75% = C	< 75% =F

EDSE 627 Schedule of Class Assignments

Assignment	Topic	Assigned	Due
Spreadsheet	Descriptive Stats, Derived Scores	6/23	6/27
CBM Proposal	Monitoring of Academic Progress	6/30	7/07
Test Report 1	Use data on the class website with in-class support	6/23	7/07
Midterm	Web-based, open book (Individual effort, no collaboration with classmates) Available 6/27 9:30 PM		7/07
Test Report 2	Using data from class website	7/07	7/21
CBM Project	Monitoring of Academic Progress: Written Report	6/27	7/28
CBM Project	Oral Presentation	6/27	7/28
Final	Web-based, open book (Individual effort, no collaboration with classmates) Available 7/21 9:30 PM		7/29

Important things to remember:

- Late assignments get penalized.
- Assignments must be submitted through dropbox.
- Dropbox submissions must have your name *in the file name* or they lose points.

Suggested names for the submissions…

your last name-spreadsheet
your last name-Report-1
your last name-CBM-prop
your last name-Report-2
your last name-CBM

Use the "Save as" command on your application. Replace the words "*your last name*" with your actual last name and save. Then send the file with your name right there in the file name to me using dropbox. This is the equivalent of teaching school children to write their names on their papers. I expect graduate students in the education profession to be able to do this and will deduct points for submission that fail to conform to this requirement.