

**George Mason University
Graduate School of Education
Program: Special Education
Spring 2011**

Course Title: EDSE 627, Assessment

Spring 2011, Loudon County Cohort, Section 667

Course day/time: Thursdays, 4:30 -8:30

Course location: Stone Bridge High School, Rm 409

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COURSE DESCRIPTION

Offers knowledge and experiential learning activities related to assessment of students with mild disabilities. Includes statistical and psychometric concepts in assessment. Addresses norm-referenced, criterion-referenced, curriculum-based, and informal assessment for instructional and placement decisions.

Course Objectives: Upon completion of this course, students will be able to:

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- 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.

EVIDENCE BASED PRACTICES

This course will incorporate the evidence-based practices (EBPs) relevant to norm-referenced assessments, curriculum-based assessments, and classroom testing and grading. These EBPs are indicated with an asterisk (*) in this syllabus. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Relationship of Course 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:

- Class lectures, handouts, discussions, activities and participation
- Relevant media presentations
- Application activities
- Presentation of projects
- In-class paper and pencil assessments

REQUIRED RESOURCES

Textbooks

American Psychological Association. (2009). *Publication manual* (6th ed.). Washington, DC: Author.

Taylor, R. L. (2009). *Assessment of exceptional children: Educational and psychological procedures* (8th ed.).

Upper Saddle River, NJ: Pearson.

Blackboard

Check Blackboard weekly for additional course materials at <http://courses.gmu.edu>

TaskStream

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 onetime course 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). Unless this grade is changed, upon completion of the required submission, the IN will convert to an F nine weeks into the following semester.

STUDENT RESOURCES AND RESPONSIBILITIES

George Mason University Email: <https://mserver3.gmu.edu/> From this link, follow the directions for activating an email account. GMU makes such accounts available at no cost to students. Every student is required to establish a GMU email account to access Blackboard and other important university correspondence that will be sent to GMU email accounts only. Once an email account has been established, it is possible to forward email sent to the GMU account to another email account. Students are responsible for any information shared electronically and should check e-mail regularly.

George Mason Blackboard: <http://courses.gmu.edu>. From this link, you will find a variety of materials related to this course. The site will be updated as the course progresses. **Students are responsible** for any information shared via Blackboard and should check the site regularly

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

Cohort Information: Please visit Blackboard at <http://gmucommunity.blackboard.com> and begin by clicking "login" and using the User Name "cohort" followed by the Password "cohort" to access a variety of materials including the Frequently Asked Questions Guide, Enrollment forms, Textbook information, and TaskStream support.

Advising Contact Information: Please make sure that you are being advised on a regular basis as to your status and progress through the special education program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at jtemple1@gmu.edu or 703-993-2387. When contacting her, be prepared to provide your G number.

APA Style: The standard format for any written work in the College of Education. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (6th ed.) or to access one of the internet sites that provides a summary of this information. All work produced outside of class must be typed unless otherwise noted.

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

IMPORTANT NOTES

- For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, demonstrate professional behavior in the classroom (see Professional Disposition Criteria), and complete all assignments with professional quality and in a timely manner.
- When absence from class is unavoidable, students are responsible for getting all class information (e.g., handouts, announcements, notes, syllabus revisions, etc.) from another class member prior to the class meeting that follows the absence. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be reclaimed.
- 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 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.
- Exemplary work may be kept and shared in the future (with your consent, of course!).
- Routine access (daily) to electronic mail and Blackboard for communication and assignments is crucial to effective participation in this class.

COURSE REQUIREMENTS AND ASSIGNMENTS

1. *Participation, Attendance, and Class Activities (60 points)*

Class attendance and participation is demonstrated by attending class and being psychologically available to learn, completing and handing in weekly class assignments, and participating in class discussions/activities throughout the semester.

Points are negatively affected by being late to class, demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.), being unprepared with materials, and/or absences. Points are positively impacted by thoughtful contributions made in class, listening to the ideas of other peers, respectively, and demonstrating an enthusiasm for learning.

Each week, there may be a weekly quiz or a group activity that will count towards this grade. If you are not in attendance, and thus not able to participate and contribute to class when these activities occur, assigned points will not be earned and may not be able to be made up at another time.

Point values can range from 1 to 10 points per activity.

2. *IRIS Module Assessment (5 points)*

At some point during the semester, you will need to complete an IRIS module on assessment. This assignment will be completed on your own time.

Currently, IRIS has 8 modules on assessment:

- [Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities](#)
- [Accountability: High-Stakes Testing for Students with Disabilities](#)
- [Classroom Assessment \(Part 1\): An Introduction to Monitoring Academic Achievement in the Classroom](#)
- [Classroom Assessment \(Part 2\): Evaluating Reading Progress](#)
- [Effective School Practices: Promoting Collaboration and Monitoring Student's Academic Achievement](#)

- [Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan](#)
- [RTI \(Part 2\): Assessment](#)
- [RTI \(Part 4\): Putting It All Together.](#)

You are to select one module that is of interest to you, go through the activities online, complete the assessment page, and **email me your answers cut-and-pasted into a Word document.** (*Please include the title of the IRIS module you selected.*) These modules may be accessed at:
<http://iris.peabody.vanderbilt.edu/resources.html>

3. Curriculum-Based Measurement Proposal (20 points)

The curriculum-based measurement proposal is the written plan for how you 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. A template for the proposal will be discussed in class and posted online. You will email me this assignment.

4. * Curriculum-Based Measurement Project (100 points)

NOTE: As this is the signature assignment for EDSE 627, submit both a hard copy for grading AND an electronic version to TaskStream as directed below.

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).

- 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 instruction
 - lessons learned (What would you do differently next time? Will you be able to apply this in your own classroom, and how?)

Curriculum-Based Measurement Project Rubric		
Element	Points	Comments
Student Information <ul style="list-style-type: none"> • Brief academic history 	/5	

<ul style="list-style-type: none"> Brief description of student’s academic strengths and weaknesses in the area targeted 		
Planning <ul style="list-style-type: none"> Reason for assessment Curriculum analysis Behavioral objective(s) Probes 	/20	
Instruction <ul style="list-style-type: none"> Instruction and materials selected show an understanding of the targeted area Instructional modifications based on student assessment data evident 	/10	
Measurement <ul style="list-style-type: none"> Clarity of Display Baseline Aimline Phaseline Data-decision rules evident 	/25	
Results <ul style="list-style-type: none"> Summary Instructional Recommendations Lessons Learned 	/30	
Overall Presentation <ul style="list-style-type: none"> Logical organization and explanation of project APA format 	/10	
TOTAL	/100	

5. *Curriculum-Based Measurement Poster Presentation(20 points)*

As master’s level educators in the field, you will often be asked to attend and present at professional conferences. At our last class meeting, we will simulate a professional conference, where all students will be required to bring a tri-fold presentation board illustrating the major topic areas in their curriculum based measurement projects. All students will be expected to design their presentation boards with an audience in mind, taking into account readability of information, type of content displayed, and creativity exhibited in the final product. Students should be able to informally talk about their presentation boards to peers, as well as answer questions the night of the presentation. The grading rubric and a sample presentation will be available on the class Blackboard site.

6. *Standardized Test Report and Interpretation(20 points)*

Special educators are often tasked with interpreting the results of standardized tests and compiling written reports for eligibility decisions. You will be required to write a report given data collected for you and available on the class website. There are three files necessary for the report assignment. They will

appear in the folder labeled **Test Report** under the Course Content 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 below. That means that I will be specifically looking for the things for which the instructions ask.

Scoring Rubric of Standardized Test Report and Interpretation

Item	Points	Comments
Report		
Demographics & Headings	/1	
Summary of procedures used	/1	
Observations & validity statement	/2	
Tasks for each subtest described	/1	
Summary of scores	/2	
Data table of subtests & composites	/1	
Domains discussed: ref performance	/2	
Summary & Recommendations	/8	
Overall Quality of writing	/2	
<hr/>		
Total Score	/20	

7. *Midterm Exam (20 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. The midterm is open-book and open-note, so feel free to bring and use your text and class notes the night of the midterm. However, it is expected to be your own independent work, so collaboration with classmates is not permitted during the midterm.

8. Final Exam (40 points)

The final exam may include 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. All of these items will be incorporated into the case study questions. Final exam review items will be given and a final exam review will be conducted in class one week before the final exam is due. The final exam is open-book and open-note, so feel free to 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.

Grading

Below are the values of the various kinds of work required for the course, but students should always bear in mind that grading is primarily a judgment about your performance on a particular assignment. Grades are designed to indicate your success in completing assignments, not the level of effort you put into them.

Your performance in the course will be rated upon the following

Participation in Class Activities	60
IRIS Module Assessment	5
CBM Proposal	20
CBM Project*	100
CBM Poster Presentation	20
Standardized Test Report and Interpretation	20
Final Exam	40
Total	265

***The CBM Project is the signature assignment that will be posted to TaskStream**

The course letter grade will be determined by a point system in which the following thresholds will be used: **A=94 – 100%, A-=90 – 93%, B+=87 – 89%, B=80 – 86%, C=70 – 79%, F=< than 70%**

***Traditional rounding principles apply (i.e. .5 rounds up)**

All assignments should be typed (submitted as hard copy please, unless otherwise noted) and are due at 4:30 p.m. on the dates indicated. **In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments.** Please retain a copy of your assignments in addition to the one you submit.

A final grade of Incomplete will be considered only due to extreme extenuating circumstances; please contact the instructor.

COURSE SCHEDULE

<p>NOTE: * The course schedule WILL change according to class needs.</p>

Class	Date	Big Topics	Readings and Assignments Due
1.	1/13/11	<ul style="list-style-type: none"> • IRIS modules 	<ul style="list-style-type: none"> • Assessment from one IRIS module due by 3/17; submit via email
2.	1/20/11	<ul style="list-style-type: none"> • Start of Class Logistics • CBM Project Logistics • Purposes of Assessment 	<ul style="list-style-type: none"> • Registration forms
3.	1/27/11	<ul style="list-style-type: none"> • Historical, Philosophical, and Legal Considerations • The Assessment Process • Curriculum-based Measurement • CBM Proposal Workgroups 	<ul style="list-style-type: none"> • Chapter 1, Chapter 2, Chapter 5 (pgs 114-123)
4.	2/03/11	<ul style="list-style-type: none"> • Practical and Ethical Considerations • Accommodations 	<ul style="list-style-type: none"> • Proposal due • Chapter 3 • Blackboard Readings
5.	2/10/11	<ul style="list-style-type: none"> • Descriptive Statistics • CBM Workgroups • Using data to inform instruction 	<ul style="list-style-type: none"> • Chapters 7 and 11 • Bring baseline probe data to class
6.	2/17/11	<ul style="list-style-type: none"> • Intelligence and Achievement Tests • Standardized Test Interpretation Workgroups 	<ul style="list-style-type: none"> • Chapters 7 and 11 • Bring textbook to class
7.	2/24/11	<ul style="list-style-type: none"> • Observation and Functional Behavior Assessment • CBM Workgroups • Using data to inform instruction 	<ul style="list-style-type: none"> • Chapter 4 • Bring CBM data to class
8.	3/3/11	<ul style="list-style-type: none"> • So what? • Overview of Poster Presentation Guidelines • Final exam review 	<ul style="list-style-type: none"> • Standardized Test Report and Interpretation due
9.	3/10/11	<ul style="list-style-type: none"> • Final Exam – will be done electronically 	<ul style="list-style-type: none"> • Final Exam due
10.	3/17/11	<ul style="list-style-type: none"> • Presentations with Peer Review • End of Course Logistics 	<ul style="list-style-type: none"> • Posters due • Final Copy of paper due to

		<ul style="list-style-type: none">• Wrap Up, Closing Comments, & Celebration	instructor (<i>Hard Copy AND TaskStream Posting</i>) <ul style="list-style-type: none">• Assessment from IRIS module due
Please note that class for Week 9 is scheduled to be held electronically. Any changes to this or other class dates will be posted as an announcement on Blackboard prior to class.			

Note: Syllabus is subject to change as needed. Common sense and instructor discretion will be the governing forces in dealing with any circumstances that may arise that are not explicitly addressed in this syllabus.