Graduate School of Education
Program: Special Education
Summer B 2011

EDSE 627 –Assessment
Section: B01
CRN: 40554

Professor: Erin Stone, PhD, BCBA
E-mail: Estone6@gmu.edu
Course Days: Tues & Thurs, June 6-July 28
Credit Hours: 3

Office Hours: By appointment only
Location: Innovation Hall, Room 129
Course Times: 4:30-7:10P.M.

Virtual Office Hours: I am pleased to respond to questions by email; however, please understand that responses may take 2-3 days.

Course Description: This course 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.

Student Outcomes:
As a result of active participation, completion of readings, research, and other activities in this course, students will be able to:

1. Provide the definition of assessment and the purposes and assumptions regarding assessment of exceptional children.
2. Describe relevant litigation and legislation pertinent to assessment.
3. 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.
4. Demonstrate knowledge of basic measurement concepts and evaluate the psychometric properties of individual tests.
5. Select, administer, and score a variety of educational tests.
6. Interpret test results; generate appropriate educational goals and objectives based upon these results.
7. Report test results in a professional written format that is comprehensive yet understandable to a diverse audience.
8. 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.

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, the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for learning environments and social interactions. 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 all stakeholders using effective communication skills.
- Evaluate instruction and 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 assessment

Required Text:

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

Wright, J. (n.d.) *Curriculum-based measurement: A manual for teachers.* Retrieved September 14, 2005 from http://www.jimwrightonline.com/pdfdocs/cbaManual.pdf

It is highly recommended that students bring the textbooks to class each week as the instructor may make specific references to specific pages during class. Other readings relevant to special education research applications will be assigned by the instructor as indicated by the needs and interests of the class.

Recommended Text:

APA Publication Manual. American Psychological Association, 6th Edition, American Psychological Association (2009) for APA style and reference citations. Assignments for this course are expected to reflect clear, excellent writing in APA style.

*Tip from the instructor: All assignments for this course are scored according to the written language and technical aspects of organizing and citing content using the APA style.

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

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

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/].

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 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.

For student evaluation, program evaluation, and accreditation purposes, students will be required to submit a signature assignment from each of their Special Education courses to Taskstream, an electronic portfolio system. In addition, students completing Midpoint and Final Portfolio courses will use Taskstream to create a full portfolio of their work based on assignments completed throughout their program. For this reason, students will need to retain electronic copies of all course products to document their progress through the GSE Special Education program. In addition to the signature assignment, products from this class can become part of your individual program portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.

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.

***Academic Integrity*:** Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. **Whether the**

act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper citation. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the registrar. The instructor reserves the right to submit your work to **turnitin.com**, a plagiarism detection service**,** for an integrity assessment as needed.

Absences: In the unlikely event that you should be absent from class for any reason, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments given and due.

It is your responsibility to notify the instructor about absences in advance or within 24 hours after an absence. **Two or more unexcused absences will result in no credit for this course.**

For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, be prepared for class, demonstrate professional behavior (see *Professional Disposition Criteria* at http://www.gse.gmu.edu for a listing of these dispositions), and complete all assignments with professional quality in a timely manner. To successfully complete this course, students need to adhere to the due dates for specific readings and assignments to be completed. If you feel you cannot adhere to the schedule noted in the syllabus, please contact the Instructor immediately to discuss options for withdrawing and completing the course during another semester.

Evidence-Based Practices: This course will incorporate the evidence-based practices (EBPs) relevant to self-determination, facilitating transitions, alternative assessments, and social skills. 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.

Assessment of Course Requirements: Course requirements include readings (texts, online resources, professional journal articles that are independently accessed by students) and activities (both during and between course sessions) that prepare the student to acquire and/or increase their knowledge and skills in teaching reading and language to students with disabilities.

All assignments should be typed (submitted as hard copy please) 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. All assignments should reflect graduate level spelling, syntax, and grammar.

Evaluation and Course Requirements

Assignment	Points
1. Online Final Examination	25
2. Norm-Referenced Achievement Test Report	15
3. Behavioral Observation (In class)	15
4. CBM Proposal	5
5. CBM Project	30
6. Graphing activities (in class)	10
Total	100

Grading Criteria

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

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.**

Class Schedule

Session	Topic	Assignment Due
1 6/7/11	• Introduction and Course Overview • CBM • Creating Effective Curriculum Based Assessments	Wright 1 & 2
2 6/9/11	• Response to Intervention (RTI) •	Wright 3 & 4
3 6/14/11	• Graphically displaying Data • Interpreting graphs • Data-based decisions	Wright 5 **Graphing activities**
4 6/16/11	• IDEA: Overview of Assessment Process •	Overton 1
5 6/21/11	• Legal, professional, and ethical requirements relative to assessment	Overton 2 **CBM Proposal Due**
6 6/23/11	• Quantitative Measurement concepts & terms • Scoring	Overton 4
7 6/28/11	• Descriptive statistics	Overton 3
8 6/30/11	• Considerations in Test Selection & Administration • Norm-Referenced Assessments • In-class Lab on Intelligence Tests	Overton 5 & 9
9 7/5/11	• Criterion-Referenced Assessments • Achievement Testing • In Class Lab on Achievement Tests	Overton 7
10 7/7/11	• Behavioral observation and data collection	Overton 8 **Behavioral Observation activity**
11 7/12/11	• Linking Assessment and Instruction • Writing Assessment Reports	Overton 11
12 7/14/11	• Informal Assessment Measures • Alternative Assessments	
13 7/19/11	• Adaptive Behavior Assessments • Test Accommodations • Interpreting Assessment for Educational Interventions	Overton 9 **Test Report Due**
14 7/21/11	• Early Childhood Assessment • Transition Assessment • Communicating Assessment Findings to Parents	Overton 10
15 7/26/21	• **FINAL EXAM** – Online – will be available on 7/19	NO CLASS – Exams due 4pm on this date
16 7/28/11	• CBM Projects Review (student presentations)	**CBM Project Due**

REPRESENTATIVE ASSIGNMENTS

10 Points: Graphing activities:
Activities will provide application experiences in displaying and interpreting data presented in graphs. Creating a graph that displays data for both baseline and intervention phases will assist in conducting Curriculum Based Measurement interventions.

25 Points: Final Exam:
A final exam will be administered which will involve questions representing the various items covered in the material in the course. This exam will be given as part of a class period and will cover all information discussed in class, readings assigned or experiential activities offered throughout the course.

15 Points: Standardized Test Report:
The standardized test report will involve the description and interpretation of data provided for you. Test scores, behavioral observations and pertinent process information will be provided to you and discussed in class. Then you will be required to complete a test report following a template provided to you.

15 Points: Behavioral Observation:
Conduct a behavioral observation in class as assigned. Prepare a written summary of the observation including data and recommendations as appropriate.

30 Points: *Curriculum Based Measurement Assignment:
Each student will complete a curriculum-based measurement project including at least three baseline measures and six instructional probes. Based on a student's particular need and an analysis of the curriculum, design a Curriculum Based Measurement tool. Each student is free to determine the curriculum area for the project; however, the curriculum taught must be appropriate for continuous progress monitoring.

You will need to implement instruction over the course of the semester and use the CBM to guide instruction. Collect and graph data regarding the student's progress. This assignment has been designated, by the George Mason University Special Education faculty, as the performance based assessment artifact for this course.

Practicing teachers are encouraged to select curricular areas for which they currently bear instructional responsibility.

Standardized Test Report Rubric

15 Points

The standardized test report will involve the description and interpretation of data provided for you. Test scores, behavioral observations and pertinent process information will be provided to you and discussed in class. Then you will be required to complete a test report following a template provided to you.

- The assessment report must follow the format provided in the template. The report must describe what each subtest is attempting to measure as well as how the client performed on that subtest.
- Make sure that your discussion section also includes all of the domains that were assessed.

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	/1	
Domains discussed: ref performance	/3	
Summary & Recommendations	/4	
Overall Quality of writing	/2	
Total Score	**0/15**	

Behavioral Observation
15 Points

Conduct a behavioral observation in class and provide an in-class written summary of your findings. Report should include recommendations and conclusions as appropriate.

Rubric Component	Possible Points	Points Earned
Introduction • Describes student • Describes classroom setting • Describes academic tasks	2 point	
Behavioral Observation Described In Specific Detail	6 points	
Recommendations • At least 3 specific ideas • Links each recommendation to observation	5 points	
Conclusion	2 points	
Total Points	**15 points**	

Instructions for Completing CBM Project

Each student will complete a curriculum-based measurement project including at least two baseline measures and six instructional probes. Each student is free to determine the curriculum area for the project; however, the curriculum taught must be appropriate for continuous progress monitoring. 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.

Types of Instructional Outcomes Best Suited for CBM

Your CBM project must be for instruction of academic tasks 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 problem solving, or vocabulary (English or foreign language). Developing motor skills used for sports or games, playing musical instruments or other nonacademic tasks are very sophisticated and difficult to measure and are not appropriate for your project in this class.

Curriculum-based measure assumes a variable appropriate for continuous progress. Single trial, discrete learning tasks are better measured by one-shot criterion-referenced measures. Tasks appropriate for CBM are those requiring demonstration of cumulative progress and successive improvement in accuracy and rate (fluency). In other words, things that a learner must *practice* in order to attain mastery of the skill. Also consider the statement that the content selected and method for teaching makes a statement about you in your final portfolio. This project is a required artifact for the portfolios of degree-seeking students.

Curriculum-based measurement lends itself most directly to behaviors for which fluency (the union of rate and accuracy) is the primary determinant of competence. 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. 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.

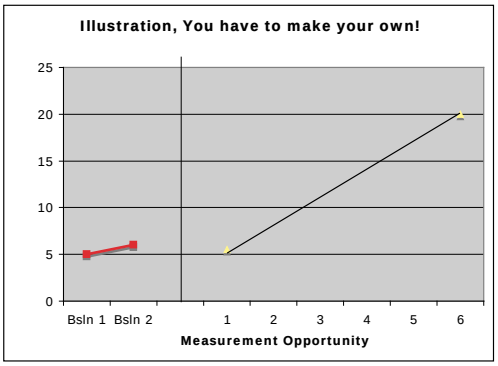
CBM Proposal

You will create your proposal using the same headings required for the final project. You may leave sections out of the proposal that are not applicable. 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 the skill that you will teach.
2. Describe your probe.
3. State the 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. 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

1. Specify reason for 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 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 your 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 response to instruction
        - any decisions made using the data decision rules
        - recommendations for others or changes for a repeated implementation (i.e., what would you do different next time?)
12. Submit your report, including the computer-generated CBM graph through Taskstream.

Scoring of CBM Project (Signature Artifact)
30 Points

Item	Possible Points	Points Earned
Planning		
Student Information (present a clear picture of student)	2	
Reason for assessment	1	
Rationale for content selection (why did you choose this skill?)	2	
Behavioral objective(s) written in IEP goal format	2	
Probe description	2	
Instruction		
Clear description of instruction (enough detail that another teacher could replicate the instruction)	4	
Measurement		
Clear description of measurement (how did you come up with the scores?)	2	
Clarity of Graphic Display	1	
Baseline (at least 2 probes)	1	
Aimline	2	
Phaseline (no data crosses phaseline)	1	
Instructional Data (at least 6 probes)	2	
Data-decision rules evident (anecdotal information about probes)	2	
Recommendations and Conclusion (should this process be continued? modified? What would you suggest and why?)	2	
Writing		
Correct APA format throughout	2	
Grammar and spelling	2	
Total	**30**	

Bibliography

Daub, D., & Colarusson, R.P. (1996). The validity of the WJ-R, PIAT-R, and DAB-2 reading subtests with students with learning disabilities. *Learning Disabilities Research and Practice, 11*, 90-95.

Deno, S.L., Mirkin, P.K., & Wesson, C. (1984). How to write effective data-based IEPs. *Teaching Exceptional Children, 16*, 99-104.

Flanagan, R. (1995). A review of the Behavior Assessment System for Children (BASC): Assessment consistent with the requirements of the Individuals with Disabilities Education Act (IDEA). *Journal of School Psychology, 33*, 177-186.

Fuchs, D., Fernstrom, P., Scott, S., Fuchs, L., & Vandermeer, L. (1994). Classroom ecological inventory. *Teaching Exceptional Children, 26*, 11-15.

*Fuchs, D., & Fuchs, L.S. (1986a). Test procedure bias: A meta-analysis of examiner familiarity effects. *Review of Educational Research, 56*, 243-262.

*Fuchs, L.S. , & Fuchs, D. (1986b). Effects of systematic formative evaluation: A meta-analysis. *Exceptional Children, 53*, 199-208.

Hasbrouck, J.E., & Tindal, G. (1992). Curriculum-based oral reading fluency norms for students grades 2 through 5. *Teaching Exceptional Children, 24*(3), 41-44.

Jones, E.D., Southern, W.T., & Brigham, F.J. (1998). Curriculum-based assessment: Testing what is taught and teaching what is tested. *Intervention in School and Clinic, 33*(4), 239-249.

Karoly, J.C., & Franklin, C. (1996). Using portfolios to assess students' academic strengths: A case study. *Social work in education, 18*, 179-186.

Mazzotti, V., Rowe, D., Kelley, K., Test, D., Fowler, C., Kohler, P., et al. (2009). Linking Transition Assessment and Postsecondary Goals: Key Elements in the Secondary Transition Planning Process. *Teaching Exceptional Children, 42*, 44-51.

McKenzie, R. (2009). Obscuring Vital Distinctions: The Oversimplification of Learning Disabilities within RTI. *Learning Disability Quarterly, 32*(4), 203-215.

Moreland, K.L., Eyde, L.D., Robertson, G.J., Primoff, E.S., & Most, R.B. (1995). Assessment of test user qualifications: A research-based measurement procedure. *American Psychologist, 50*(1), 14-23.

Rieck, W., & Dugger Wadsworth, D. (2005). Assessment Accommodations: Helping Students

with Exceptional Learning Needs. *Intervention in School & Clinic, 41*(2), 105-109.

Salend, S.J. (1998). Using portfolios to assess student performance. *Teaching Exceptional Children, 31*(2), 36-43.

Shavelson, R.J., Baxter, G.P., & Pine, J. (1992). Performance assessments: Political rhetoric and measurement reality. *Educational Researcher, 21*(4), 22-27.

Sternberg, Robert J. & Grigorenko, Elena L. (2002). Difference scores in the identification of children with learning disabilities: It's time to use a different method. *Journal of School Psychology, 40*(1), 65-83.