EDSE 627 Assessment Fall, 2011

Graduate School of Education / Program:
Special Education – Page Co Cohort

Course title: EDSE 627, Assessment, Section 668
Meetings: Sep 15, 2011 -Nov 17, 2011 4:30pm -8:30 pm
Location: Luray High School
Instructor: Krista Hogan, Ph.D.

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 evenings to respond to emails. Please expect responses to your emails to be made during those hours.

Phone: 540.421.7916 (email is the better way to contact me)
Email: khogan@harrisonburg.k12.va.us

NOTE: This syllabus may change according to class needs

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.

Evidence Based Practices
This course will incorporate the evidence-based practices (EBPs) relevant to norm referenced assessment, curriculum-based measurement and assessment, and classroom testing and grading, {see the threads of study below identified for each specific class from our course synthesis completed last spring and insert the relevant *}. These EBPs are indicated with an asterisk (*) in this syllabus. Meta-analysis, literature reviews/synthesis, the technical assistance networks that provide web-based resources, and the national organizations whose mission it is to support students with disabilities\ inform evidence for the selected research-based practices. We address both promising and emerging practices in the field of special education. This course will provide

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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.

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, scatter plot, and line graph using a computer spreadsheet.
* Calculate descriptive statistics 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 assessments 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.
* Describe the procedures and purposes of Response to Intervention (RTI).
* Critique assessment and instructional accommodations relative to specific learning characteristics.

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[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.

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 Intellectual Disability. 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
Taylor, R. T. (2009). *Assessment of exceptional students: Educational and psychological procedures* (8th ed.). Upper Saddle River, N.J.: Merrill/Pearson.

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

Evaluation

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

*Points will be deducted for work submitted late.

ONLINE SUBMISSION OF STUDENT WORK REQUIRED
All student work *must* be submitted through the ***Blackboard Assignment*** 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 Assignment box *by the beginning of the class session on the due date. Only* submissions through the assignment box will be accepted. **Assignments sent as email attachments will be deleted without opening them.**

Each scoring rubric contains points for on-time submission of assignments. All assignments are due at *the beginning of the class period* on the date indicated except for the Final Examination. The points for on-time submission are no longer available after the submission deadline passes.

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[2]The Blackboard site may be accessed at: https://mymasonportal.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

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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. 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 assignment 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 to Blackboard. 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*.

Blackboard 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 Blackboard.

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:
Hogan-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/.

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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.
- Create and maintain records.
- 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.

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. 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
- Create and maintain records.
- 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.

Test Reports One and Two
You may submit them together for your portfolio or as separate artifacts for the portfolio.
- Create and maintain records.
- 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.

Can't Use Midterm and Final Exams from this course

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.

• 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
[Seehttp://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/].
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• ☐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/].

Plagiarism

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.* 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.

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.

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[3] 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.

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[3]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. curriculum such as those that would be used to support students in schools.)

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 for the assignment, 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

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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!

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 theclass 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
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.

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. 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!*
3. Analyze curriculum to determine the content and skills necessary to complete the task.
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? Even though the word objectives is plural, you only need one for the project.
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 orcontinue 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:
- o summary of the student responses to instruction
- o any decisions made using the data decision rules
- o recommendations for others or to be implemented on a repeated implementation (i.e., what would you do different next time?)

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.