College of Education and Human Development
Division of Special Education and disAbility Research

Summer 2013
EDSE 627 B02: Assessment
CRN: 41945, 3 - Credit(s)

Instructor: Cheryl F. Bragg, Ph.D.	**Meeting Dates:** 06/03/13 - 07/25/13
Phone: 703-993-4350 – messages only	**Meeting Day(s) and Time(s):** TR 7:20 pm-10:00 pm
E-Mail: *cbragg@gmu.edu*	
Office Hours: Virtual Office Hours: I am pleased to respond to questions by Email. If you need me to call you – let me know the number I might call and reach you directly and your time window. If you need to meet with me directly, just let me know and I will make arrangements with you.	**Meeting Location:** Loudoun, L1 232 Location: Second floor of Ridgetop Two 21641 Ridgetop Circle, Suite 210 Sterling, Virginia 20166

> *Note: This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

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.

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703)993-3145 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

[Instructors, please revise in accordance with your specific course format]

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner 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 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.

• 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.

• 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.

Required Textbooks

Overton, T. (2012). *Assessing learners with special needs: An applied approach* (7th ed.). Upper Saddle River, N.J.: Merrill/Pearson. [ISBN: 9780131367104]

Recommended Textbooks: None other required.

Required Resources:

pdf doc online: Jim Wright**,** *Curriculum-based measurement: A manual for teachers.* Syracuse (NY) City Schools, 1992   http://www.jimwrightonline.com/pdfdocs/cbaManual.pdf

Additional Readings:

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

APA Publication Manual.   American Psychological Association (APA), 6th Edition, 2009.

Written Assignments for this course are expected to reflect clear, excellent writing in APA style, and to use their requirements for reference citations

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.

Library Resources

The Kellar Library (located in the Finley Building, Room 116; 4453 Mason Blvd. (next to Visitor Booth, with parking) has books, videos, software, assessments, and assistive technology devices that may be checked out by GMU faculty/staff/students and K-12 teachers in the VA DOE Region 4 area. Most items can be checked out for 3 weeks. For more information about the Library and to search our online catalog see our website at - http://kihd.gmu.edu/library To search our online catalog, click on "Search the T/TAC catalog."

 Our Librarian is Jackie Petersen - jpetersk@gmu.edu / 703.993.3672.
 She would be happy to talk to you and/or show you around our library.

Course Relationship to Program Goals and Professional Organizations
This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by

the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website: http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/. The CEC standards that will be addressed in this class include Standard 4: Instructional Strategies and Standard 8: Assessment.

GMU POLICIES AND RESOURES FOR STUDENTS:

a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honor-code/].

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

c. 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.

d. 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/].

e. 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/].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. 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/].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See http://cehd.gmu.edu/values/]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Course Policies & Expectations

Attendance.

♦ GMU Students in the Special Education Department are **expected** to attend the class periods of the courses for which they register. Students are expected to fully participate in this class, as it is a core class for your license. Professional Educators - such as yourselves - should be punctual and demonstrate active performance of your duties –just as on the job.

♦ 10% of your grade will be based upon your attendance and your classroom engagement. Your use of computer is expected to be limited to group work and/or taking notes.

There are 13 classes that will require your presence (as the 14th and last class will be your FINAL). If for some reason you cannot make a class – you are not relieved of the obligation to fulfill course assignments, including those that can only be fulfilled in class]. Please contact me as soon as possible should an unavoidable absence occur.

Late Work.

If there is some problem turning in your work on time please make arrangements with Dr. Bragg. Otherwise, only medical hardship with a written doctor's note will be accepted for full credit. Lateness of one week or greater in an assignment will result in the loss of 10 points [from a total of 100 in configuring your final grade, so you regrettably would be starting with a 90 (or a "B."). Incompletes – "IN" - will only be granted for documented medical hardships.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, (NO ASSESSMENT REQUIRED FOR THIS COURSE) (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

Class Grading Scale:

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

Please retain a copy of your assignments in addition to the one you submit. All assignments should reflect graduate level spelling, syntax, and grammar.

Assignments

    NCATE/TaskStream Assignments.
    Not applicable

    Common Assignments.

Curriculum-Based Measurement (CBM) Project:

Students will create, implement, and share a curriculum-based measurement procedure for a student or small group (2-3) of students. The project will include a rationale/need for the skill improvement/mastery, plan for educational intervention and monitoring progress, implementation chart/graph, and results of the project. [**45pts total**)]. **The 1st phase of this project will be your submitted CBM Proposal.**

The following websites are good resources for examples of **CBM** activities, charts, graphs, etc.

http://www.interventioncentral.org : Including:

http://www.interventioncentral.org/index.php/cbm-warehouse

www.jimwrightonline.com/pdfdocs/**cbm**resources/excel/**cbm**Excel**Chart**.xls

http://www.jimwrightonline.com/pdfdocs/cbmresources/cbmgraphs/writing_40_12.pdf

CBM Math Worksheet
http://www.interventioncentral.org/index.php?option=com_content&view=article&id=196

CBM Early Math Fluency
http://www.interventioncentral.org/index.php?option=com_content&view=article&id=195

CBM Writing Probe Generator
http://www.interventioncentral.org/index.php?option=com_content&view=article&id=194

CBM Letter Naming Fluency
http://www.interventioncentral.org/index.php?option=com_content&view=article&id=190

CBM Dolch Word List Builder
http://www.interventioncentral.org/index.php?option=com_content&view=article&id=200

Oral Reading Fluency Passage Generator
http://www.interventioncentral.org/index.php?option=com_content&view=article&id=192

Behavior Report Card Generator
http://www.interventioncentral.org/index.php?option=com_content&view=article&id=197

Details of the **Curriculum-Based Measurement Project** and the other Assignments, and will be given

to you as this class proceeds. Your task from this 1st class is to begin figuring out who you might be able to gain access to for assessment purposes. Please let me know right away if you anticipate having difficulties locating children.

Other Assignments.

Grades will be calculated based upon a 100 point scale. The following are the major course assignments and corresponding grade points:

1) Participation   10 points   10 %

2) Observation project   5 points   5%

3) Curriculum-Based Measurement Project   45 points   45 %

4) Academic Assessment Focus   20 points   20 %

5) Final Exam   20 points   20 %

Schedule

Summer 2013 EDSE 627 Class Schedule: [Subject to revision as course proceeds]

Session	Topic	Assignment Due
1 Jun 4 *Tues*	• Course Overview • Assessment Process • Response to Intervention (RTI) • Observation **NO CLASS 6/6**	Text Chpt 9 **Observation Assignment**
2 Jun 11 *Tues*	• History of Assessment • Multicultural Considerations • Legal Considerations • Practical and Ethical Considerations	Text, Chpts 1, 2, & 7
3 Jun 13 *Thurs*	• Criterion-Referenced Testing • BRIGANCE • Curriculum-Based Assessment (CBA) - Intro	**Observation Due** Text, Chpt 6 Read Jim Wright's Manuel on Curriculum-Based Assessment **CBM Project Assignment**
4 Jun 18 *Tues*	• Curriculum-Based Assessment (CBA) - Intensive	**CBM Proposal due**
5 Jun 20 *Thurs*	• Norm-Referenced Assessments • Descriptive Statistics/Standardized Assessment: basic statistical concepts	Text, Chpts 3 & 4
6 Jun 25 *Tues*	• Scoring, Normative Data, Reliability, Validity • Use of computers in data management • Achievement – what is it ?	Text, Chpts 5 & 8
7 Jun 27 *Thurs*	• *Achievement Testing* - In **Class Lab** on Achievement Tests	
8 Jul 2 *Tues*	• Assessment of Intelligence **NO CLASS 7/4** – July 4th Holiday	T ext Chpt 10
9 Jul 9 *Tues*	• Interpreting Data and Reports • Interpreting Assessment for Educational Interventions	**Achievement Protocol Assignment**

10 Jul 11 *Thurs*	• Early Childhood Assessment • Speech & Language Assessments	Text, Chpt 11
11 Jul 16 *Tues*	• Adaptive Behavior Assessments • Alternative Assessments / Transition Assessments • Portfolio Assessments	**Achievement Protocol Assignment Due** Text, Chpt 12
12 Jul 18 *Thurs*	• Writing Assessment & Educational Reports • From Assessment to the I.E.P Process • Communicating Assessment Findings to I.E.P. Team	**CBM Project Due** Text, Chpt 13
13 Jul 23 *Tues*	WRAP-UP	
14 Jul 25 *Thurs*	• **FINAL EXAM**	