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

Summer 2015
EDSE 627 621: Assessment
CRN: 42666, 3 - Credits

Instructor: Dr. Morphoula Daoulas	**Meeting Dates:** 5/27/2015 - 7/29/2015
Phone: 703-314-2133	**Meeting Day(s):** Wednesdays
E-Mail: TBA	**Meeting Time(s):** 4:30 pm-8:30 pm
Office Hours:	**Meeting Location:** Off-campus/Other OCL OCL

> **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) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery
Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Research and presentation activities
5. 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. • 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.

Required Textbooks

Overton, T. (2016). *Assessing learners with special needs: An applied approach* (8th ed).
    Pearson Education

Digital Library
Effective summer 2015, the Division of Special Education and disAbility Research will
discontinue the use of the Pearson Digital Library. No further registrations will be accepted.
Students who hold current subscriptions will continue to have access to the library for the
remainder of their subscription time. However, no further updates will be made to the digital
library. During this time, should a textbook be revised or a new book is adopted for a class
where the text is included in the digital library, Pearson will have options available to you and
will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who
have purchased a 3-year subscription directly through Pearson Education, will also have an
option to obtain a prorated refund. However, 3-year subscription access cards purchased via the
GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be
aware that the issuance of a refund, in this case, is at the discretion of the George Mason
bookstore. Concerns or questions may be directed to Molly Haines at
Molly.Haines@pearson.com.

Recommended Textbooks
None

Required Resources
None

Additional Readings
Posted on Blackboard

Course Relationships 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 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/the-mason-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.
        Each class session is worth 10 points toward your In Class Work grade. In order to earn these points students must (a) attend class, (b) arrive on time, (c) stay for duration of the class time, (d) show evidence of having read/studied material, 3) participate actively in class activities, and (f) complete all in-class assignments. If you are not in class, you cannot receive In Class Work points for that class session. If you have professional obligations that occur at the same

time that class takes place or you were sick enough not to report to work the day of or the day after class, you may complete the in-class assignment for partial credit.

Late Work.
Assignments are due by midnight on the date indicated in the syllabus. Any changes to due dates will be communicated to you via Blackboard and confirmed in an email to all students. **I will not accept late work**. All assignments are to be submitted through Blackboard for official consideration. Do not email an assignment to me unless I request if. If you are not in class on the day an assignment is due, you are still responsible for submitting the assignment.

Workload.
Graduate-level work requires in-depth reading, study, and work on course requirements outside of class time. The general expectation is approximately three hours per week for each credit hour of a course. Students are expected to allot class study and preparation time weekly in addition to time spent on papers and assignments.

Written and Oral Language.
APA Style is the standard format for any written work in the College of Education and Human Development. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (6th ed.). You are required to use APA guidelines for all course assignments. Please use the following website for APA format guidelines: http://apastyle.apa.org.

Blackboard Site.
I will use the Blackboard website for posting of course materials, announcements, and discussion boards. You will be responsible for all material posted on the website. Please check it regularly. An announcement email will be sent to your Mason email account if changes or updates are made to the site. All assignments must be submitted through Blackboard.

Communication with Dr. Daoulas.
The most efficient way to contact me is through email. I check email daily and will respond within 24 hours. Keep in mind that I work in PWCS from 8-4:30 during the workweek. Please do not email me an hour before an assignment is due and expect a response. If you would prefer to meet with me after class, please do not hesitate to contact me.

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.

If you have never used TaskStream before, you MUST use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to http://cehd.gmu.edu/api/taskstream.

Grading Scale

A	95-100%	323-340 pts
A-	90-94%	306-322 pts
B	80-89%	272-305 pts
C	70-79%	238-271 pts
F	<70%	<238 pts

Evaluation

Item	Points	
In class work	100	10 sessions @ 10pts each
Reading Responses	60	3 @ 20pts each
CBA/Informal assessment Project and presentation	120	10 pts proposal 110 pts project & presentation
Test Report	40	
Midterm	20	

Assignments

> **Performance-based Assessment (TaskStream submission required).**

> There is no Performance-based assessment that must be posted to TaskStream for this
course.

> **Performance-based Common Assignments (No TaskStream submission required).**

Other Assignments.

Each student will also complete:

(a) Three Reading Responses for use in class discussion, and

(b) One independent test report

Schedule

Session	Topic	Readings	Assignments due on this date
1 (5/27/15)	Intro, ethics, basic ideas	Chapters 1 and 2	
2 (6/3/15)	CBM	Ch 6: p. 114-125 *Choices for reading response:* • Busch & Reschly (2007) • Hasbrouck, Woldbeck, Ihnot, & Parker (1999) • Fuchs, Fuchs, & Zumeta (2008) (math) • Espin, Shin, & Busch & Espin (2005) (content areas/social studies) • Hosp & Hosp (2003) (reading, spelling, math) McMaster, Du, Parker, & Pinto (2011) (writing)	Reading Response 1
3 (6/10/15)	Informal assessments	Ch 6: 125-139 *Choices for reading response:* • Miller (2009) (writing) • De La Paz (2009) (rubrics for writing strategies) • Allsopp et al. (2008) (math) King-Sears & Duke (2010) (reading in content areas)	Project proposal Reading response 2
4 (6/17/15)	RtI	Ch 7 *Choice for reading response:* • Division for Learning Disabilities (2007) Dexter & Hughes (2011)	Reading response 3

5 (6/24/15)	Descriptive statistics	Ch 3	Optional: CBA consult
6 (7/1/15)	Reliability & validity	Ch 4	Midterm Optional: CBA consult
7 (7/8/15)	Norm-referenced assessment; academic assessment	Ch. 5 and 8	
8 (7/15/15)	Behavior; measures of intelligence	Ch 9 and 10	Test report
9 (7/22/15) Dr. Daoulas will be out of town.	Early childhood assessments	Ch 11	
10 (7/29/15)	Wrap up		CBA project and presentation

Appendix A
Assignment Descriptions

Reading Responses (you must complete 3)

      One purpose of this course is to develop your critical analysis skills. One way to do this is to read literature from the special education filed about assessment and discuss it critically with colleagues. To this end, you will be asked to complete several reading response activies. We will use your Reading Responses in jigsaw activities in class, allowing us to evaluate many articles related to assessment topics.

You will be responsible for:

1. Choosing one article from the list of choices for the week
2. Signing up for that article during class
3. Reading the article in its entirety
4. Completing a review of the reading as described in the rubric below
5. Bringing the hard copy of your responses to class to use in our class discussion
6. Posting your electronic copy to the Assignment on Blackboard
7. Contributing to the in-class group activity related to the reading

Your grade for each assignment will be determined as follows:

Component	Points Available	Points Earned
Citation for reading and general writing style	2	
Thorough but concise summary of the article	5	
Thorough but concise statement of implications for teachers	5	
Rationale for implications	5	
Contribution to the group discussion	*Part of In Class Work grade*	
TOTAL	**20**	

CBA Project

Each student will complete a curriculum-based assessment project on a student presently in their classroom for which reading, math, or writing measurement data have been collected. Teachers use a variety of informal assessment methods to monitor the academic progress of students. Some of these methods combine the techniques of error analysis, task analysis, direct measurement, curriculum-based assessment, probes, and criterion-related assessment. Any academic curriculum is acceptable for the project; however, *the curriculum taught must be appropriate for continuous monitoring of progress and the tasks selected must be an academic or behavior learning task.*

Academic curriculum. Your project must target instruction of tasks from the academic curriculum such as those that would be used to support students in schools. For example, measures of reading or calculation fluency, identification or matching of facts from a curriculum area, spelling tasks, mathematical calculation, or vocabulary.

Continuous progress monitoring. Choose tasks that are 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.

Specific Steps for Completing the CBA Project and Report

To complete the Curriculum-based Assessment Project Proposal Form (at the end of these directions),
1. Specify reason for assessment.
2. Make sure that the content taught is appropriate for continuous progress assessment.
3. Analyze curriculum to determine the content and skills necessary to complete the task.
4. Formulate behavioral objective(s). What does the person have to do to show that they know the skill, how well, and how fast do they are 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?

Submit your proposal form to get feedback and approval to move ahead. Remember that,
1. A minimum of two baseline measures are required to obtain stable baseline data.
2. Ensure that each probe is of the same difficulty, with the same number of items, the same format, and the same tool skills as the others.
3. Six additional instructional probes must have been conducted to collect assessment data
4. Load your data on a computer-generated graph that describes your project and shows adjustments in your instruction as needed

Once data collection is graphed, 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 (include an example, if possible)
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, and
   o Recommendations for others or to be implemented on a repeated implementation (i.e., what would you do different next time?)

Prepare a poster presentation of your project for the final night of class. This should include your graph, a sample probe, a brief student description, and your objective(s). Be prepared to give an overview of your project to your colleagues in a poster session format, not a formal presentation.

Submit your report, including the computer-generated graph, to the Assignments section of Blackboard.

CBA Proposal Form (10 points)

Student Name	
Description of target student (indicating the need for a CBM) and reason for the assessment	
Content area addressed	
How is this content area appropriate for CBM?	
Behavioral objective(s) for student	
General description of probes	
General description of instruction	
Proposed timeline (including development, baseline, instruction, and review)	

Scoring of CBA Project

Project Elements	Possible Points	Points Earned	Comments
Planning **50 points** Reason for assessment clearly stated	5		
Topic appropriate for continuous progress measurement	5		
Curriculum analysis	10		
Evidence that student possesses requisite preskills	5		
Behavioral objective(s)	10		
Probes display constant time, number and difficulty	10		
Probe record keeping is clear and transparent	5		
Instruction **10 points** Adequate description	5		
Evidence of response to measurement data	5		
Measurement Presentation **30 points** Clarity of display	10		
Baseline	5		
Aimline	5		
Phaseline	5		
Data-decision rules evident	5		
Overall Project Presentation **20 points** Writing quality	10		
Clarity of explanation	10		
Total Score	110		

Test report

You will be given data from, and description of, a testing situation for a student with disabilities. You will use this information to write a test report that could be presented at a student's eligibility meeting and entered into their confidential student file. We will practice writing a test report in class and then you will write a report on your own. You will submit that report to the Assignments section of Blackboard on the date due in the course schedule. Your grade will be determined suing the following rubric.

Component	Expected Criteria	Points Possible	Points Earned
Identifying information (pseudonyms), student background information, and behavioral/testing description	All included, with descriptive but objective language as described in class. Clarity and completeness of information; student strengths and weaknesses, academic and behavioral background detailed	5	
Test instruments used, testing results	Explanation of choice instruments/appropriateness; clearly explains testing results; tables and charts as needed; scores reported appropriately (percentiles? Standard scores? Grade equivalents?	5	
Interpretations/discussion	Interpretations are clear and linked to test results; strengths and weaknesses in profile discussed; limitations of test instruments explained	10	
Recommendations	Written for mixed audience: parents, multidisciplinary team, other professionals/stakeholders; ties assessment and background together towards long term and short-term goals	10	
IEP components (goals/objectives/accommodations)	Related to test results; clear objectives and goals related to learning and behavior needs emergent from assessment	10	
TOTAL		**40**	

Appendix B

Bibliography

Curriculum-based Measurement

Busch, T. W. & Lembke, E. S. (2005). *Teaching tutorial 5: Progress monitoring in reading using the CBM maze procedure*. Charlottesville, VA: Division for Learning Disabilities.

Busch, T. W. & Reschly, A. L. (2007). Progress monitoring in reading: Using curriculum-based measurement in a response-to-intervention model. *Assessment for Effective Intervention, 32*, 223-230. doi: 10.1177/15345084070320040401

Espin, C. A., Shin, J., & Busch, T. W. (2005). Curriculum-based measurement in the content areas: Vocabulary matching as an indicator of progress in social studies learning. *Journal of Learning Disabilities, 38*, 353-363.

Fuchs, L. S., Fuchs, D., & Zumeta, R. O. (2008). A curricular-sampling approach to progress monitoring: Mathematics concepts and applications. *Assessment for Effective Intervention, 33*, 225-233. doi: 10.177/1534508407313484

Hasbrouck, J. E., Woldbeck, T., Ihnot, C., & Parker, R. I. (1999). One teacher's use of curriculum-based measurement: A changed opinion. *Learning Disabilities Research and Practice, 14*, 118-126.

Hosp, M. K. & Hosp, J. L. (2003). Curriculum-based measurement for reading, spelling, and math: How to do it and why. *Preventing School Failure, 48(1)*, 10-17.

Lembke, E. S. & Busch, T. W. (2004). *Teaching tutorial 4: Curriculum-based measurement in reading: Oral fluency*. Charlottesville, VA: Division for Learning Disabilities.

McMaster, K. L, Du, X., Parker, D. C., & Pinto, V. (2011). Using curriculum-based measurement for struggling beginning writers. *Teaching Exceptional Children, 44(2)*, 26-34.

Informal assessment

Allsopp, D. H., Kyger, M. M., Lovin, L., Gerretson, H., Carson, K. L., & Ray, S. (2008). Mathematics dynamic assessment: Informal assessment that responds to the needs of struggling learners in mathematics. *Teaching Exceptional Children, 40*, 6-16.

Bennett, R. E. (1982). Cautions for the use of informal measures in the educational assessment of exceptional children. *Journal of Learning Disabilities, 15*, 337-339.

De La Paz, S. (2009). Rubrics: Heuristics for developing writing strategies. *Assessment for Effective Intervention, 34*, 134-146. doi: 10.1177/1534508408318802

King-Sears, M. E. & Duke, J. M. (2010). Bring your textbook! Using secondary texts to assess reading demands and skills required for students with high-incidence disabilities. *Intervention in School and Clinic, 45*, 284-293.

Miller, L. (2009). Informal and qualitative assessment of writing skills in students with disabilities. *Assessment for Effective Intervention, 34*, 178-191. doi: 10.1177/1534508408318806

Response to Intervention

Division for Learning Disabilities. (2007). *Thinking about response to intervention and learning disabilities: A teacher's guide*. Charlottesville, VA: Author.

Hughes, C. A. & Dexter, D. D. (2011). Response to intervention: A research-based summary. *Theory into Practice, 50*, 4-11.

High Stakes Tests and Accommodations

Engelhard, G., Fincher, M., & Domaleski, C. S. (2011). Mathematics performance of students with and without disabilities under accommodated conditions using resource guides and calculators on high stakes tests. *Applied Measurement in Education, 24*, 22-38.

Randall, J. & Engelhard, G. (2010). Performance of students with and without disabilities under modified conditions: Using resource guides and read-aloud test modifications on a high-stakes reading test. *The Journal of Special Education, 44*, 79-93.