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

Spring 2016
EDSE 627 622: Assessment
CRN: 18536, 3 - Credits

Instructor: Dr. Frederick Brigham	**Meeting Dates:** 01/12/16 - 03/08/16
Phone: (703) 993-1667	**Meeting Day(s):** Tuesday
E-Mail: fbrigham@gmu.edu	**Meeting Time(s):** 4:30 pm-9:00 pm
Office Hours: By appointment.	**Meeting Location:** Off-campus/Other County Location

> **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. 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. § 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* (Eighth ed.).
 Upper Saddle River, New Jersey: Pearson Education.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Note: I will be referring to the 2016 edition throughout the semester. If you choose to use an earlier version of the book, it is up to you to ensure that it contains information that coincides with the 2016 version.

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

I have quite a list of things that I can suggest if you want to know more about this stuff after the course is over. The Overton text will take care of everything that you need for this course.

Required Resources

You will need to have access to a **computer** with **Adobe Acrobat reader**, a **word processor** and a **spreadsheet**. I will post my notes in both acrobat and PowerPoint formats. Additionally, I will provide instruction for *Microsoft Excel.* Excel is on most computers in schools and the university. Other spreadsheets such as Apple's *Numbers* will work but can be *far* more difficult to use for more advanced computations.

Additional Readings

Additional readings will be posted on the class website.

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 5: Instructional planning and strategies; Standard 4: Assessment.

GMU Policies and Resources 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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. 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.

Part of the responsibility that professional educators assume is punctual and active performance of their duties. Such behavior is expected in this class as well as in the performance of the duties of being a professional educator. Therefore, two points will be awarded for being in class on time each week and two points will be awarded for remaining in the class the entire time of the class meeting. Two points will be available for active participation in class each week as well.

Active participation includes:

- Listening to class discussions

- Making relevant contributions to class discussions

- Taking notes

- Listening to instructor lectures and feedback

- Coming to class with materials including textbooks and relevant materials from the class website.

Active participation does not include:

- Sleeping in class

- Surfing the web, doing email, and otherwise engaging in non-instructional activities during class time.

- Holding conversations with your classmates during whole class instruction.

- Taking cell phone calls during class and

- other off-task behaviors that are not relevant to instruction.

Students will fail to earn the points for coming late, leaving early or non-engagement in the instructional activities during the time that they are in class. Repeated violations of these standards of deportment will be referred to the George Mason University Special Education Department faculty as evidence that the individual lacks the "disposition to be a teacher." Such a finding can result in dismissal from the education program.

Late Work.
Online Submission Of Student Work Required

All student work with the exception of the protocols for the standardized test administration *must* be submitted through the **Blackboard** 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 Blackboard Assignment folder by the beginning of the class session on the due date.

Only submissions through the Blackboard Assignment folder will be accepted. **Assignments sent as email attachments will be deleted without opening them.** Assignments that are not in the Blackboard assignments folder at the appropriate time *are late*.

Ten percent of the available points for the assignment will be deducted for late submissions during the **first week after the due date. After one week** from the due date, assignments will be penalized **an additional 10% of the total available score for each week they are late.** Thus an assignment that is three weeks late is able to obtain only 75% of the points for the assignment regardless of the quality of the work. After three weeks, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

The point deduction will be made after the grading is complete. In the case of an assignment that earned 90 out of 100 points, the student grade would be a score of 65 (90-25). The points are deducted for each week at the time that the assignment was originally due.

The date that the assignment was loaded into the Blackboard Assignment folder will be the date of record. Partially completed or inadequate assignments loaded into the Blackboard Assignment folder will be the assignments of record for the student. Do not even think about loading a poor quality assignment on time and then asking to revise it later or trying to get me to allow a different assignment to be loaded because you loaded the wrong version.

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.

Submission by due date for final and last day of class is required for submissions to be considered for grading at all. Assignments and exams submitted after the due date for the exam will be assigned a grade of zero.

Tk20 Performance-Based Assessment Submission Requirement
Every student registered for any Special Education course with a required performance-based assessment is required to submit the (*NO ASSESSMENT REQUIRED FOR THIS COURSE*) to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a

onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

There is a required Tk20 submission for this class. It is the *Curriculum-Based Measurement Project*. **You will upload the same document twice, once in the Assessment slot and once in the Assignment slot.** The Assessment slot version will use a rubric that is necessary to ensure program integrity. It has no bearing on your grade other than if you fail to upload it, you get and incomplete that will automatically turn into an F unless you take care of the deficiency. I will give five points in a column that you will see in the grade book to acknowledge your completion of the upload. You will not see the score on the rubric for this upload; however, you will see the score on the rubric that is provided in the syllabus for the version that you upload in the assignments slot. That score is the one that will be used in calculating your grade.

	Assignment*	Range	Points
1.	Attendance & Participation (class discussion and weekly assessments)	Expected	10
2.	In-class example and independent homework	40 pts	40
3.	Standardized test: guided report/interpretation (WJ-IV)	50 pts	50
4.	Standardized test: independent report/interpretation (WJ-IV & Behavior)	100 pts	100
5.	CBM proposal	10 pts	10
6	CBM Project upload on Assessment slot.	5 pts	5
7..	CBM project	95 pts	95
8.	Midterm Examination	80 pts	80
9.	Final examination	100 pts	100
		Total	500

*Ten percent of assignment total points will be deducted for late work.

Class Grading Scale

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

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:

Brigham-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.

Assignments

Performance-based Assessment (TK20 submission required).
CBM Project (Double submission for this, one in assessment, one in assignment.

Performance-based Common Assignments (No TK20 submission required).
Spreadsheet
CBM proposal
Standardizerd test report one
Standardized test report two
These things do not go to Tk20, however, they must go to Blackboard.

Other Assignments.
None, we have enough things to do already!

Schedule

Tenetative Course Schedule EDSE 627 622 Spring, 2016

Mtg	Date	Topic	Preparation
1	01/12	Introduction and Course Overview	Moreland 1995 (syllabus)
2	01/19	Legal, professional, and ethical requirements relative to assessment Quantitative Measurement Concepts I Computers in assessment data management I*	Text, Chpts 1, 2, & 3 Excel instructions on website.
3	01/26	Computers in assessment data management II* Quantitative Measurement Concepts II	Excel instructions on website. Text, Chpt 4 Daub (1996) Fuchs & Fuchs (1986a)
4	02/02	CBM, RTI, Progress Monitoring	Text, Chpt 6 & 7 Espin (2000) Fuchs & Fuchs (1986b) **Homework 1 due**
5	02/09	Achievement Tests Overview of the Woodcock-Johnson IV	Text, Chpts 5 & 8, Skim chpt 13 **CBM Proposal Due**
6	02/16	**Midterm** Test accommodations	On line, Open book **On-line CEC module**
	02/23	Behavior Intelligence and Adaptive Behavior	Text Chpt 9 Text Chpt 10 **Test Report 1 Due**
7	03/01	RTI Classroom testing, grading, etc. Large scale and alternate assessments	Brigham (2010) Bateman (2009) TBA Thurlow (2001) Conderman (2010) Byrnes (2008)
8	03/08	**CBM presentations** **Final Examination**	**Test Report 2 , CBM Report & Presentation Due Final♭ Due 3/13 (11:59 PM)**

♭   The final is comprehensive. One cannot answer questions regarding the second half of the class without mastering the material in the first half of the class.

Appendix A
CBM Project Requirements

Each student will complete a CBM project including at least two baseline measures and six instructional probes for a minimum total of eight separate measurements of a student's performance (except for in reading continuous prose*). Any academic curriculum area is acceptable for the project; however, the curriculum taught must be appropriate for continuous progress monitoring and the task selected must be an academic learning tasks. Practicing teachers are encouraged to select a curricular area for which they currently bear instructional responsibility.

*Although the technique is appropriate for reading of continuous prose, CBM projects for prose reading occur in another class.

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 at least two 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.

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.

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 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 the class 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 curriculum such as those that would be used to support students in schools. For example, measures of reading and 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 acceptable for your project. There are, however, academic tasks in every aspect of athletics and the arts and you may use one of those tasks for your project.

Continuous progress monitoring. CBM assumes a variable appropriate for continuous progress monitoring. Tasks that are appropriate for continuous progress monitoring require the individual to respond with both speed and accuracy. 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. CBM 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 (of sight words for this project), 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.

Directions for the Project

Complete the project proposal form on the class website. You will receive feedback on your proposal before you begin project development. On the proposal, include:

1. A specific reason for assessment. This should include:
   a. the area of the general curriculum that is of concern,
   b. the reason this area is a priority for the student,
   c. the student's present level of performance in this area (if available), and
   d. how the student's level of performance differs from that of his/her peers.
2. A description of how this area of the general curriculum is appropriate for continuous progress monitoring and what skills are necessary to complete the task.
3. A behavioral objective for the student. The behavioral objective should include a task, condition, and criterion.
4. Describe the probes and procedures (in brief form) that you would like to use.

5. Describe the planned instruction in general terms. Provide an example of the graph you will use, employing hypothetical data.

Once your project has been approved:

6. 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?
7. 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.
8. Obtain baseline data. One data point is not sufficient. Collet 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 in the desired direction, consider selecting a different topic or continue to probe until a stable baseline is obtained.
9. Conduct instruction and collect assessment data (6-10 lessons of ten to fifteen minutes in duration are sufficient). You will need, in addition to data indicating a stable baseline, data from at least six instructional probes.
10. 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.
11. Repeat steps as necessary.
12. When you have completed your project, create a summary report 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 probes and measurement format, including time limits
    e. Description of the instructional methods/materials employed
    f. Performance graph
    g. Discussion of results, including:
        i. Summary of the student responses to instruction
        ii. decisions made using the data decision rules
        iii. recommendations for others or to be used on repeated implementation
    h. Reflections on the project, including:
        i. How CBM data can be used in the classroom
        ii. How CBM data collection is linked to the use of evidence-based practices
        iii. Self-evaluation of instruction provided

Appendix B
(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 was generated by the *Woodcock-Johnson-IV Compuscore Program*. 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 *WJ-IV* to the student. 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 ✈*. 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. Again, we will rely on the Woodcock-Johnson IV Tests of Achievement for our basic assessment. We will also add interviews with teachers and a classroom behavior observation to our reort.

Report Format

The assessment report must follow the format that was provided in the template for Test Report 1. The WJ-IV 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 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.

APPENDIX C
GRADING OF 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.

Scoring and Advice on CBM *Proposals*

I give three grades on this project. Two of them are alterable but require resubmission of the proposal.

* A *zero* means that your idea won't fit the project parameters at all. With a zero, you need a completely new idea.

* A score of *five* means that you are in the ballpark but some things need to be changed. If you write to me with questions about how to change the proposals, I still need the proposal form to be revised to reflect the final decision and uploaded again so that we have a record of the agreed upon project. When we have agreement and the revised proposal form is uploaded, I change the grade to a ten.

* A score of *ten* means good to go. Suggestions might appear in the proposal form but they are up to the author when the score is already a ten. You can let me know about your decision or ask questions, but you are ready to proceed without further input from me.

Finally, and this is important, there are two places on Blackboard labeled CBM. One is for the ***proposal,*** the other is for the ***project.*** Please select the proper option. Proposals uploaded in the project slot will be deleted without comment so that the system will allow your project to upload in that slot.

Scoring the Calculation Homework

, Calculation Assignment Rubric

Report Element	Rating 1	0.5	0	NC*
Absence & GPA				
Correlation Coefficient				
Correct Formula and Data sources				
Rounded to two decimal places				
Scatterplot				
Correct Data Sources				
Correct Chart Type and configuration				
Stemplot				
Leaves in low to high, L-R order				
Leaves left justified				
Tests One and Two				
Correlation Coefficient				
Correct Formula & Data Sources				
Rounded to two decimal places				
Stemplot				
Leaves in low to high, L-R order				
Leaves left justified				
Scatterplot				
Correct Data Sources				
Correct Chart Type and Configuration				
Mean				
Correct Formula and Data sources				
Rounded to two decimal places				
SD				
Correct Formula and Data sources				
Rounded to two decimal places				
Tests Three and Four				
Correlation Coefficient				
Correct Formula and Data sources				
Rounded to two decimal places				
Stemplot				
Leaves in low to high, L-R order				
Leaves left justified				
Border formatted with line.				
Descriptive Statistics				
Mean & SD (2 points)				
Quartiles (Max, Q3, Median, Q2, Min) (4 points)				
Mode(s) Leave function in cell even if Amodal				
Z scores				
Standard (Derived Scores)				
Calculations rounded to two decimal places				
Creating a CBM Chart				
Employs the correct data				
Blank data space with phase line				
Aimline anchors				
Amiline				
Submission				
On time (2 points)				
File downloads with student name in file name (5 points)				
	0	0		
Total Score	**0**			

Scoring of CBM Project

Project Elements	Wtg	1	0.5	0	NFD	Comments
Planning (50 p oints)						
Reason for assessment clearly stated	5					
Topic appropriate for continuous progress measure	2					
Curriculum analysis	5					
Evidence that student possesses requisite preskills	1					
Behavioral objective(s)	2					
Probes: constant time	5					
Probes: constant number	5					
Probes: constant difficulty	5					
Probe avoids spurious measurement artifacts	5					
Probe record keeping is clear and transparent	5					
Instruction (10 p oints)						
Adequate description	5					
Evidence of response to measurement data	5					
Measurement (30 P oints)						
Clarity of Display	10					
Baseline	5					
Aimline	5					
Phaseline	5					
Data-decision rules evident	10					
Overall Project Presentation (10 points)						
Writing quality (X 5)	5					
Clarity of oral explanation (X 5)	5					
Total Score		0				

,_CBM_Rubric

General Comments:

Scoring Test Report & Interpretation (Test Report One and Two)

, Test_Report 1 Rubric

Report Element	1	0.5	0	NFT
Reason for referral				
Clear statement of reason				
Additional supportive information (e.g., "Triennial required…")				
Extraneous information omitted				
Assessment procedure				
Name & Type of procedure(s)				
Subtest description (task/response)				
Name & Type of other assessments/procedures				
Description of other assessments/procedures				
General interpretation of scores (This section is weighted double)				
Indicates use of age or grade norms and explains their meaning				
SS dfn & interpretation (range of typical performance)				
CI dfn & interp (random error)				
%ile rank dfn & interp (as well as/below)				
GE omitted or includes caveat				
Observations during testing				
Statements of fact only				
Extraneous information omitted				
Concluding statement of probable validity				
Table				
Scores accurate				
Includes all necessary scores proper locations				
Add/remove headings as needed				
Domain preformance descriptions as needed				
All domains for repoort included				
Broad score for each, source, what it means				
Each subtest score, range, performance compared to peers				
Avoids making interpretative statements beyond required difficulty comments.				
CI comparison (different/not different)				
Classroom observations/Teacher reports/Other Test Information				
Identifies procedue and sources of information				
Describes collected information (e.g., report format, observation parameters)				
Provides integrated summary of narrative information				
Provides clear description of quaqntitative data				
Summary/Recommendations (This section is weighted double)				
Recaps reason for referral and procedures				
Addresses general findings of each domain				
Integrates information across domains and explains implications				
Suggests areas of strength				
Suggests areas of need				
At least 2 *concrete, explicit* instructional interventions for each area of need				
Quality of writing and APA formatting				
APA style-headings & Table Format				
Grammar & mechanics				
Submission properties				
On time				
Last name appears in file name (e.g., Brigham_Assignment-1.doc)				

Last Revision date: 8/27/15   **Total Score** 0

Report Element	Rating			
	1	0.5	0	NFT
Reason for referral				
Clear statement of reason				
Additional supportive information (e.g., "Triennial required…")				
Extraneous information omitted				
Assessment procedure				
Name & Type of procedure(s)				
Subtest description (task/response)				
Name & Type of other assessments/procedures				
Description of other assessments/procedures				
General interpretation of scores (This section is weighted double)				
Indicates use of age or grade norms and explains their meaning				
SS dfn & interpretation (range of typical performance)				
CI dfn & interp (random error)				
%ile rank dfn & interp (as well as/below)				
GE omitted or includes caveat				
Observations during testing				
Statements of fact only				
Extraneous information omitted				
Concluding statement of probable validity				
Table				
Scores accurate				
Includes all necessary scores proper locations				
Add/remove headings as needed				
Domain preformance descriptions as needed				
All domains for repoort included				
Broad score for each, source, what it means				
Each subtest score, range, performance compared to peers				
Avoids making interpretative statements beyond required difficulty comments.				
CI comparison (different/not different)				
Classroom observations/Teacher reports/Other Test Information				
Identifies procedue and sources of information				
Describes collected information (e.g., report format, observation parameters)				
Provides integrated summary of narrative information				
Provides clear description of quaqntitative data				
Summary/Recommendations (This section is weighted double)				
Recaps reason for referral and procedures				
Addresses general findings of each domain				
Integrates information across domains and explains implications				
Suggests areas of strength				
Suggests areas of need				
At least 2 *concrete, explicit* instructional interventions for each area of need				
Quality of writing and APA formatting				
APA style-headings & Table Format				
Grammar & mechanics				
Submission properties				
On time				
Last name appears in file name (e.g., Brigham_Assignment-1.doc)	0	0		

Last Revision date: 8/27/15   **Total Score**   0

Twelve Minimum Competencies for Proper Use of Tests*

1.	Avoiding errors in scoring and recording.

2.	Refraining from labeling people with personally derogatory terms like dishonest on the basis of a test score that lacks perfect validity.

3.	Keeping scoring keys and test materials secure.

4.	Seeing that every examinee follows directions so that test scores are accurate.

5.	Using settings for testing that allow for optimum performance by test-takers (e.g., adequate room).

6.	Refraining from coaching or training individuals or groups on test items, which results in misrepresentation of the person's abilities or competencies.

7.	Willingness to give interpretation and guidance to test takers in counseling situations.

8.	Not making photocopies of copyrighted materials.

9.	Refraining from homemade answer sheets that do not align properly with scoring sheets.

10.	Establishing rapport with examinees to obtain accurate scores.

11.	Refraining from answering questions from test takers in greater detail than the test manual permits.

12.	Not assuming that a norm for one job applies to a different job (and not assuming that norms for one group automatically apply to other groups).

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□ Source: Moreland, Eyde, Robertson, Primoff, & Most (1995, p.16)

Competencies with highest Factor Loadings on Seven Test Misuse Factors

	Factor Loading	Specific competencies (in shortened form)
Comprehensive Assessment	.70	Proper reporting of clinical observations during assessment
	.69	Use of tests to generate hypotheses
	.68	Follow-up with psycho-social history
	.68	Psycho-social history-taking skill
	.63	Considering the patient's state
	.62	Choice of tests to sample relevant behaviors
	.61	Teaching research evidence and test limitations
	.61	Keeping up with the field
Proper Test Use	.65	Refraining from helping a favored person earn a good score
	.62	Acceptance of responsibility for competent use of tests
	.62	Appropriate training and quality control over operations of all test users and results
Psychometric Knowledge	.73	Considering the standard error of measurement
	.66	Considering errors of measurement of a test score
Maintaining Integrity of Test Results	.70	Limitations of grade equivalents and percentile ranks for specific situations
	.69	Cut-off scores questionable due to disregard of the standard error of measurement
Accuracy of Scoring	.76	Use of checks on scoring accuracy
	.73	Avoiding errors in scoring and recording
	.71	Following scoring directions
	.66	Checking frequently during scoring to catch lapses
Appropriate Use of Norms	.65	Not assuming on job applies to another
	.58	Matching person to job using aptitude validities
Interpretive Feedback	.74	Willingness to give interpretations and guidance to test taker in counseling situations
	.74	Ability to give interpretation and guidance to test takers in counseling situations
	.67	Having enough qualified staff to provide counseling

Note: Variance accounted for by factors:

Comprehensive Assessment =	10%;	Proper Test Use =	8%;
Psychometric Knowledge =	6%;	Maintain Integrity of Test Results =	6%;
Accuracy of Scoring =	4%;	Appropriate Use of Norms =	4%;
Interpretive Feedback =	4%.		

Source: Moreland, Eyde, Robertson, Primoff, & Most (1995, p.17)

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* I have written an abstract of this paper. It is available in the Toolkit materials section under the heading <Abstracts>. The original paper is substantially longer. It is available in the journal on the library shelves. You may retrieve it if you wish but the abstract should provide you with everything that you need for the activity.

☐ The relevant sections of the paper by Moreland, Eyde, Robertson, Primoff, & Most, R. B. (1995) are included in the syllabus. No other reading of this paper is necessary.

The best quote[*] about assessment I have ever found!

Oscar K. Buros is well known for establishing a test review service in 1938. He began with the belief that critical test reviewing would result in better quality tests. The introduction to the sixth edition of the *Mental Measurements Yearbook* (1965), the last edition for which Buros was alive, begins with the following quote:

At present, no matter how poor a test may be, if it is nicely packaged and if it promises to do all sorts of things which no test can do, the test user will find many gullible buyers. When we initiated critical test reviewing [1938] we had no idea how difficult it would be to discourage the use of poorly constructed tests of unknown validity. Even the better informed test users who finally become convinced that a widely used test has no validity after all are likely to rush to use a new instrument which promises far more than any good test can possibly deliver.

Counselors, personnel directors, psychologists, and school administrators seem to have an unshakable will to believe the exaggerated claims of test authors and publishers. If the users were better informed regarding the merits and limitations of their testing instruments, they would probably be less happy and less successful in their work. The test user who has faith—however unjustified—can speak with confidence in interpreting test results and in making recommendations. The well-informed test user cannot do this; he knows that the best of our tests are still highly fallible instruments which are extremely difficult to interpret with assurance in individual cases. Consequently, he must interpret test results cautiously and with so many reservations that others wonder whether he really knows what he is talking about. Children, parents, teachers, and school administrators are likely to have a greater respect and admiration for a school counselor who interprets test results with confidence even though his interpretations have no scientific justification. The same applies to psychologists and personnel directors. Highly trained psychologists appear to be as gullible as the less well-trained school counselors. It pays to know only a little about testing; furthermore, it is much more fun for everyone concerned– the examiner, examinee, and the examiner's employer.

It is difficult to allocate the blame for the lack of greater progress. We think, however, that the major blame rests with test users. The better test publishers would like to make more moderate claims for their tests. Unfortunately, test buyers don't want tests which make only moderate claims. Consequently, even the best test publishers find themselves forced by competition to offer test users what they want. Bad usage of tests is probably more common than good usage. Must it always be this way? We are afraid so. (p. xxii).

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[*] *Thanks to Professor Tim Konold of the University of Virginia for showing me this paragraph.*
Brigham - EDSE 627 622: Spring 2016

Assignment	Topic	Assigned	Due
Spreadsheet	Descriptive Stats, Derived Scores	01/26	**02/02**
CBM Proposal	Monitoring of Academic Progress	02/02	**02/09**
Midterm	Content: Topics from weeks 1-5.		**02/16**
Test Report 1	Use data on the class website with in-class support	02/02	**02/23**
Test Report 2	Using data from class website	On return of report 1	**03/08**
CBM Project	Monitoring of Academic Progress: Written Report Oral Presentation	On return of proposal	**03/08**
Final	Web-based, open book (Individual effort, no collaboration with classmates) Available 03/08 at 7:00 PM	03/08	**03/13**

Important things to remember:

∗ Late assignments get penalized.

∗ Assignments must be submitted through Blackboard.

∗ Blackboard submissions must have your name *in the file name.* You earn points for putting your name in the file name as below. You lose points if you fail to do that.

Suggested names for the submissions…

your last name-spreadsheet

your last name-Report-1

your last name-CBM-prop

your last name-Report-2

your last name-CBM Project

Use the "Save as" command on your application. Replace the words "*your last name*" with your actual last name and save. Then send the file with your name right there in the file name to me using Assignment function on

Brigham - EDSE 627 622: Spring 2016