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

Summer 2016
EDSE 627 625: Assessment
CRN: 42640, 3 - Credits

Instructor: Dr. Nancy Cerar	**Meeting Dates:** 05/24/16 - 07/19/16
Phone: 703-785-4089	**Meeting Day(s):** Tuesdays
E-Mail: nirby@gmu.edu	**Meeting Time(s):** 4:30 pm - 9:00 pm
Office Hours: By appointment	**Meeting Location:** Off-campus/Other

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:

1. Provide the definition of assessment and the purposes and assumptions regarding assessment of exceptional children.
2. Compare and contrast the terms assessment and testing.
3. Describe relevant ethical standards, litigation, and legislation related to assessment.
4. 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.
5. Demonstrate knowledge of basic measurement concepts and evaluate the psychometric properties of individual tests.
6. Create graphic displays of data in appropriate formats including: stem and leaf plot, scatterplot, and line graph using a computer spreadsheet.
7. Calculate descriptive statistics using a computer spreadsheet.
8. Interpret test results, generate appropriate educational goals and objectives based upon these results, and report test results in a professional written format.
9. Select, administer, and score of a variety of educational tests.
10. 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.
11. 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).
12. Explain the benefits and limits of different forms of data collected for assessment (e.g., standard scores vs. grade equivalents).
13. Score and interpret behavior observation protocols from time sampling, event recording, and interval recording procedures.
14. Describe the procedures and purposes of Response to Intervention (RTI).
15. 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.). Upper Saddle River, New Jersey: Pearson Education.

Recommended Textbooks

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

Additional Readings

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

Other readings will be posted on the class Blackboard site.

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. [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.

Students are expected to: (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time, and (d) complete all assignments. Attendance, timeliness, and professionally relevant, respectful and active participation are expected and required in order to earn weekly participation points.

Class attendance is crucial to course competence; however, there may be an instance when you are not able to attend class. ***Please do not request permission to miss a class***—you must make your own decision.

For any absence, please notify the instructor by email prior to the start time of the missed session. For the *first* absence, a student does not earn credit for the participation points for that session and takes on the responsibility of obtaining all missed information from another student. Students who are absent are held responsible for the material covered and assignments given and due.

A *second* absence will result in the final grade dropping by 5 points.

Three absences will result in a base grade of 70 points, from which unearned points will be deducted.

If there are truly extenuating circumstances, it is your responsibility to consult with the instructor.

Late Work.

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.

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.

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 *Curriculum-Based Measurement Project* 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

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

Assignments*	Possible Points
1) Attendance & Participation	30 pts
2) Statistics Homework	50 pts
3) Standardized test: guided report/interpretation	60 pts
4) IRIS Module	40 pts
5) CBM proposal	10 pts
6) CBM Project	100 pts
7) Weekly Quizzes (lowest 1 will be dropped)	60 pts
Total	350 pts

Assignments

Performance-based Assessment (Tk20 submission required).

There is a required Tk20 submission for this class. It is the Curriculum-Based Measurement Project (See Appendix A). 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.

Performance-based Common Assignments (No Tk20 submission required).

CBM Proposal (10 points)

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.

Statistics Homework

See Rubric on Blackboard (Bb)**.**

Standardized Test Report & Interpretation

(This will be started in class and will be finished outside of class either with a partner or alone)

Download the files. You will be required to write a report given data collected for you and available on the class website. There are three files necessary for the report assignment. They will appear in the folder labeled **Test Report** 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.

See rubrics on Bb.

Other Assignments.

IRIS module. You'll complete the module titled "Accommodations: Instructional and Testing Supports for Students with Disabilities." After completing the module you'll answer the assessment questions in a word documents to submit to Bb.

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 on the syllabus schedule 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. The points for on-time submission are no longer available after the submission deadline passes.

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.

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:

Cerar-Homework 1

Note: If the file name on your computer does not look like my example, it will not look like my example in dropbox or when it downloads to my computer and you will lose points.

Schedule

Class	Date	Topic	Preparation
1	5/24	Introduction and Course Overview Legal, professional, and ethical requirements relative to assessment	Overton Chapters 1 & 2
2	5/31	CBM, and Progress Monitoring	Overton Chapters 6 & 7 Espin (2000) Fuchs & Fuchs (1986b) Hosp & Hosp (2003) **Weekly Quiz**
3	6/7	Quantitative Measurement Concepts I Computers in assessment data management*	Overton Chapter 3 Excel instruction on website **CBM Proposal Due (6/11 by 9 p.m.)** **Weekly Quiz**
4	6/14	Quantitative Measurement Concept II	Overton Chapter 4 Daub (1996) Fuchs & Fuchs (1986a) **Weekly Quiz**
5	6/21	Achievement Tests	Overton Chapters 5 & 8 **Statistics Homework Due** **Weekly Quiz**

Class	Date	Topic	Preparation
6	6/28	Analyzing tests & writing reports	Overton Chapter 13 **Weekly Quiz**
7	7/5	Behavior Intelligence and Adaptive Behavior RTI	Overton Chapter 9 Overton Chapter 10 Brigham (2010) **Test Report 1 Due** **Weekly Quiz**
8	7/12	Alternative assessments Classroom testing, grading, etc. Test accommodations	Thurlow (2001) Conderman (2010) Bateman (2009) Byrnes (2008) **IRIS Module Due** **Weekly Quiz**
9	7/19	CBM presentations	**CBM Presentation Due** **CMB Report Due**

Appendix
CBM Project Requirements

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 TK20. 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