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

Summer 2017
EDSE 627 639: Assessment
CRN: 42536, 3 – Credits

Instructor: Dr. Nancy Cerar	**Meeting Dates**: 5/24/2017 – 7/26/2017
Phone: 703-785-4089	**Meeting Day(s)**: Wednesday
E-Mail: nirby@gmu.edu	**Meeting Time(s)**:5:00 pm - 9:30 pm
Office Hours: By appointment	**Meeting Location**: Off-campus
Office Location: TBD	**Other Phone**: N/A

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

Prerequisite(s) None
Co-requisite(s) None

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. Note: Field experience required.

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip
Do you need to apply for internship? Students completing special education teacher licensure programs apply ahead of time for internships so supervisors, and sites if needed, can be arranged. Check your program plan or talk with your advisor if you are unsure when you should be applying for internship.

Course Delivery Method

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, teacher candidates/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.
11. Write assessment reports of academic achievement tests.
12. Conduct curriculum-based assessments to guide instructional decision-making.
13. Explain the benefits and limits of different forms of assessment (e.g., individual, norm-referenced assessment vs. continuous progress measures).
14. Explain the benefits and limits of different forms of data collected for assessment (e.g., standard scores vs. grade equivalents).
15. Score and interpret behavior observation protocols from time sampling, event recording, and interval recording procedures.
16. Describe the procedures and purposes of Response to Intervention (RTI).
17. Critique assessment and instructional accommodations relative to specific learning characteristics.

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional

organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8).

Required Textbooks

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

Recommended Textbooks

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

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 Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 627, the required PBA is Curriculum-Based Measurement Project. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the “IN” can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

There is a required Tk20 submission for this class. It is the Curriculum-Based Measurement Project (CBM Project; See Appendix A). You will upload the same document twice on blackboard, once in the assessment spot for Tk20 and once in the assignment slot (labeled Tk20). The assessment 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. 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.

College Wide Common Assessment (Tk20 submission required)

The College-wide Common Assessment required in this course is the Collaborative Learning Team Assessment. The Collaborative Learning Team Assessment is NOT a separate assessment for students, but is a part of the Curriculum-Based Measurement Project. Therefore, you'll post the Curriculum-based Measurement project to both assessment Tk20 links in Blackboard, and in the assignment folder (for a total of three uploads of the CBM project).

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.

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

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 blackboard or when it downloads to my computer and you will lose points.

Course Policies and Expectations

Attendance/Participation

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.

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 two weeks late is able to obtain only 80% of the points for the assignment regardless of the quality of the work. After two 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 70 (90-20). 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.

Grading Scale

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

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own or with proper citations (see http://oai.gmu.edu/the-mason-honor-code/).

Professional Dispositions

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

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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 midnight)** **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**
6	6/28	Analyzing tests & writing reports	Overton Chapter 13 **Weekly Quiz**
7	7/5	NO CLASS	
8	7/12	Behavior Intelligence and Adaptive Behavior RTI Revisit CBM Analysis	Overton Chapter 9 Overton Chapter 10 Brigham (2010) **Test Report 1 Due** **Weekly Quiz**
9	7/19	Alternative assessments Classroom testing, grading, etc. Test accommodations	Thurlow (2001) Conderman (2010) Bateman (2009) Byrnes (2008)

			IRIS Module Due **Weekly Quiz**
	7/26	CBM presentations	**CBM Presentation Due** **CMB Report Due**

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).
- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- The 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/).
- The 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/).) to

enhance students' personal experience and academic performance (see http://caps.gmu.edu/).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

Assessment Rubric(s) Below

Curriculum-based Measurement Project

	Does Not Meet Expectations 1	**Meets Expectations 2**	**Exceeds Expectations 3**
Reason for Assessment CEC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	• Candidate omits or provides unclear/limited explanation of any of the following: o area of general curriculum of concern for student. o reason for prioritizing chosen area of the general curriculum. o student's current level of performance in the general curriculum area of concern. o how the student's current level of performance differs from average performing peers.	• Candidate identifies area of general curriculum of concern for student. • Candidate states reason for prioritizing chosen area of the general curriculum. • Candidate describes the student's current level of performance in the general curriculum area of concern. • Candidate describes how the student's current level of performance differs from average performing peers.	• Candidate identifies area of general curriculum of concern for student. • Candidate states reason for prioritizing chosen area of the general curriculum. • Candidate describes the student's current level of performance in the general curriculum area of concern. • Candidate describes how the student's current level of performance differs from average performing peers. • Candidate presents an innovative application of the concepts OR provides unusual depth and integration to the description of all areas.
Description of the Target Behavior CEC Standard 1 Candidate understands how exceptionalities may interact with development and learning and uses	• Candidate omits or provides unclear/limited explanation of any of the behavioral objective. • Candidate states behavioral objective that DOES NOT include task, condition, and/or criterion directly related to general education curriculum.	• Candidate states behavioral objective for student to show mastery and fluency in selected skill. • Candidate states behavioral objective that includes task, condition, and criterion directly related to general education curriculum. •	• Candidate states behavioral objective for student to show mastery and fluency in selected skill. • Candidate states behavioral objective that includes task, condition, and criterion directly related to general education curriculum. • Candidate presents an innovative

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.			application of the concepts OR provides unusual depth and integration to the description of all areas. •
Description of assessment procedure and example of probes CEC Standard 4 Candidate uses multiple methods of assessment and data sources in making educational decisions.	• Candidate DOES NOT identify and/or describe a nonbiased assessment of target behavior OR identifies a biased assessment of target behavior. • Candidate DOES NOT identify and describe assessment procedures that directly related to individualized behavioral objective OR candidate identifies and describes assessment procedures that ARE NOT directly related to the behavioral objective. • Candidate DOES NOT describe and provide examples of CBM probes that: o Use constant time o Contain constant number of items o Remain constant in difficulty level OR candidate describes and provides examples of CBM probes that DO NOT: o Use constant time OR o Contain constant number of items OR o Remain constant in difficulty level • Candidate DOES NOT employ clear rules for instructional decision-making.	• Candidate identifies and describes a nonbiased assessment of target behavior. • Candidate identifies and describes assessment procedures that directly related to individualized behavioral objective. • Candidate describes and provides examples of CBM probes that: o Use constant time o Contain constant number of items o Remain constant in difficulty level • Candidate employs clear rules for instructional decision-making.	• Candidate identifies and describes a nonbiased assessment of target behavior. • Candidate identifies and describes assessment procedures that directly related to individualized behavioral objective. • Candidate describes and provides examples of CBM probes that: o Use constant time o Contain constant number of items o Remain constant in difficulty level • Candidate employs clear rules for instructional decision-making. • Candidate presents an innovative application of the concepts OR provides unusual depth and integration to the description of all areas.

	Does Not Meet Expectations 1	**Meets Expectations 2**	**Exceeds Expectations 3**
Changing the Behavior CEC Standard 5 Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	• Candidate describes an instructional plan for the individual student that DOES NOT: o Directly addresses the target behavior, OR o Is based on student current level of performance as evidenced by functional assessments, OR o Shows evidence of task analysis of the skill area, • Candidate DOES NOT Make responsive adjustments to instruction based on continuous observation (collection of CBM data).	• Candidate describes an instructional plan for the individual student that: o Directly addresses the target behavior, o Is based on student current level of performance as evidenced by functional assessments, o Shows evidence of task analysis of the skill area, and o Makes responsive adjustments to instruction based on continuous observation (collection of CBM data).	• Candidate describes an instructional plan for the individual student that: o Directly addresses the target behavior, o Is based on student current level of performance as evidenced by functional assessments, o Shows evidence of task analysis of the skill area, and o Makes responsive adjustments to instruction based on continuous observation (collection of CBM data). • Candidate describes innovative or highly responsive instruction that directly addresses the target behavior and is based on student data.
Summary of Results CEC Standard 4 Candidate uses multiple methods of assessment and data sources in making educational decisions.	• Candidate provides a performance graph that: o Is NOT clear to the reader, o DOES NOT include baseline, aimline, or phaseline and o DOES NOT INCLUDE clear indication of data decision points. • Candidate DOES NOT show evidence of interpretation of data and clear communication by: o NOT/NOT THOROUGHLY summarizing student response to instruction o NOT/NOT THOROUGHLY identifying any decisions made using the data decision rules, and o NOT/NOT	• Candidate provides a performance graph that: o Is clear to the reader, o Includes baseline, aimline, and phaseline and o Clear indication of data decision points. • Candidate shows evidence of interpretation of data and clear communication by: o Summarizing student response to instruction o Identifying any decisions made using the data decision rules, and o Providing recommendations for further instruction. •	• Candidate provides a performance graph that: o Is clear to the reader, o Includes baseline, aimline, and phaseline and o Clear indication of data decision points. • Candidate shows evidence of interpretation of data and clear communication by: o Summarizing student response to instruction o Identifying any decisions made using the data decision rules, and o Providing recommendations for further instruction. • Candidate provides a strong example of professional thinking and writing in the integration of all required components.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	THOROUGHLY providing recommendations for further instruction. •		
Project Reflection CEC Standard 6 Candidate uses foundational knowledge of the field and his/her ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	• Candidate DOES NOT use learner data to reflect on the target student's response to the behavior change process, and DOES NOT include evidence of: o Self-evaluation of the instruction provided OR o Reflecting on one's practice to improve instruction and guide professional growth, OR • Commitment to use of evidence-based practices in assessment and instruction.	• Candidate uses learner data to reflect on the target student's response to the behavior change process, including evidence of: o Self-evaluation of the instruction provided o Reflecting on one's practice to improve instruction and guide professional growth, and o Commitment to use of evidence-based practices in assessment and instruction.	• Candidate uses learner data to reflect on the target student's response to the behavior change process, including evidence of: o Self-evaluation of the instruction provided o Reflecting on one's practice to improve instruction and guide professional growth, and • Commitment to use of evidence-based practices in assessment and instruction. • Candidate provides a strong example of professional thinking and writing in the integration of all required components.

Collaborative Learning Team Task

Criteria	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
Part 1. Collaboration				
The candidate works with school professionals to plan and facilitate learning to meet diverse needs of learners. ***InTASC 10(b)***	The **c**andidate **does not provide** evidence of effectively collaboration with school professionals to plan **and/or** jointly facilitate learning to meet diverse needs of learners.	The **c**andidate provides evidence that he/she collaborates only **occasionally or less than effectively** with school professionals to plan and jointly facilitate learning to meet diverse needs of learners.	The **c**andidate provides evidence that he/she collaborates with school professionals to **effectively** plan and **jointly** facilitate learning to meet diverse needs of learners but **did not** take advantage of all opportunities.	The **c**andidate provides evidence that he/she collaborates **regularly and effectively** with a variety of school professionals to plan and **jointly** facilitate learning to **meet diverse needs** of learners.
The candidate engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice. ***InTASC 10(f)***	The **c**andidate **does not provide** evidence of collaboration with school professionals to engage in professional learning that advances practice.	The **c**andidate provides evidence that he/she only **occasionally or less than effectively** collaborates with school professionals to engage in professional learning that advances practice.	The **c**andidate provides evidence that he/she **effectively** collaborates with school professionals to **effectively** and **jointly** engage in professional learning that advances practice.	The **c**andidate provides evidence that he/she collaborates **regularly and effectively** with a variety of school professionals to **effectively** and **jointly** engage in professional learning that advances practice.
Part 2. Assessments and Instruction				
Independently and in collaboration with colleagues, the candidate uses data (e.g.,	The **c**andidate **does not** show evidence of collaboration with colleagues in the use of data to	The **c**andidate independently or in collaboration with colleagues uses data to evaluate	The **c**andidate independently and in collaboration with colleagues uses data to **effectively**	The **c**andidate independently and in collaboration with colleagues uses a **variety of data** to

systematic observation, information about learners, research) to evaluate outcomes of teaching and learning to adapt planning and practice. ***InTASC 9(c)***	evaluate outcomes of teaching and learning or to adapt planning and practice.	outcomes of teaching and learning **but inaccurately or ineffectively** adapts planning and practice.	evaluate outcomes of teaching and learning **and** adapts planning and practice.	**accurately** evaluate outcomes of teaching and learning and **effectively** adapts planning and practice for all learners.
Part 3. Lesson Plan				
The candidate understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs. ***InTASC 7(j)***	The candidate exhibits **a limited or no** understanding of the strengths and needs of individual learners **nor** how to plan instruction that is responsive to strengths and needs.	The candidate exhibits a **limited** understanding of the strengths and needs of individual learners **and/or** how to plan instruction that is responsive to these strengths and needs.	The candidate exhibits an understanding the strengths and needs of individual learners and how to plan **effective** instruction that is responsive to these strengths and needs.	The candidate exhibits a **deep understanding** the strengths and needs of **diverse** learners and how to plan **effective** instruction that is responsive to these strengths and needs.
The candidate balances the use of formative and summative assessment as appropriate to support, verify, and document learning. ***InTASC 6(a)***	The candidate **does not provide evidence** of the use of formative and summative assessment as appropriate to support, verify, and document learning.	The candidate provides **limited** evidence of the use of formative **and/or** summative assessment as appropriate to support, verify, and document learning.	The candidate provides **adequate** evidence of the balanced use of formative and summative assessment as appropriate to support, verify, and document learning.	The candidate provides **extensive** evidence of the balanced use of **multiple** formative and summative assessments as appropriate to support, verify, and document learning.

The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. ***InTASC 6(b)***	The candidate provides **no evidence** that he/she designs assessments that match learning objectives with assessment methods **or** minimizes sources of bias that can distort assessment results.	The candidate provides **little evidence** that he/she designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	The candidate provides **evidence** that he/she designs **effective** assessments that **closely** match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	The candidate provides multiple pieces of **evidence** that he/she designs **effective** assessments that **align** learning objectives with a **variety** of assessment methods and minimizes sources of bias that can distort assessment results.
The candidate works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning. ***InTASC 6(c)***	The candidate **does not** work independently and collaboratively to examine test and other performance data to understand **some** learner's progress and to guide planning.	The candidate works independently **and/or** collaboratively to examine **limited** test and other performance data to understand **some** learner's progress and to guide planning.	The candidate works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.	The candidate works independently and collaboratively to examine **multiple sources of** test and other performance data to understand every learner's progress and to guide planning to meet **diverse** student needs.
Part 4 Teaching Action Plan				

The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. ***InTASC 9(e)***	The **c**andidate **describes rather than reflects on** personal biases **and does not** access resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.	The **c**andidate **describes rather than reflects on** personal biases and accesses **some** resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.	The **c**andidate reflects on **some** personal biases and accesses **a range** of resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.	The **c**andidate reflects **candidly on a variety of personal biases** and accesses a **broad range** of resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
The candidate takes an active role on the instructional team giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning. ***InTASC 10(a)***	The **c**andidate **does not** work with the instructional team, receives **limited** feedback on practice, examining **minimal** learner work, **rarely** analyzing data, and sharing **little** responsibility for decision making and accountability for student's learning.	The **c**andidate **occasionally and/or passively** works with the instructional team, receiving **limited** feedback on practice, examining **some** learner work, analyzing data **from a single source**, and sharing **little or no** responsibility for some decision making and accountability for each student's learning.	The **c**andidate takes an **active** role on the instructional team, receiving feedback on practice, examining learner work, analyzing data from **multiple sources**, and sharing responsibility for decision making and accountability for **each** student's learning.	The **c**andidate takes an **active** role on the instructional team, **giving and receiving** feedback on practice, examining learner work, analyzing data from **multiple sources**, and sharing responsibility for decision making and accountability for each student's **diverse** learning needs.

Appendix A

Curriculum-based Measurement (CBM) Project

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.

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 three baseline measures. If the baseline measures are stable, then proceed to the next step. If the first three measures show instability, collect a four measure. If the four 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 four 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