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

Summer 2019
EDSE 627 656: Assessment
CRN: 42795, 3 – Credits

Instructor: Dr. Cheryl F. Bragg	**Meeting Dates**: 5/22/2019 – 7/24/2019
Phone: Phone appt. may be scheduled via e-mail	**Meeting Day(s)**: Wednesday
E-Mail: *Cbragg@gmu.edu*	**Meeting Time(s)**: 4:30 pm – 9:00 pm
Office Hours: By appointment	**Meeting Location**: Loudoun Admin Bldg. Rm 211
Office Location: meeting place arranged	**Other Phone**: (703) 993-4002 Kellar-Staff

**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. Offered by Graduate School of Education. May not be repeated for credit.

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. *Blackboard*-instruction
3. Application activities
4. Small group activities
5. Video and other media supports

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. § 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.

Professional Standards

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).

This course contains at least on Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

Required Textbooks
~ Overton, T. (2016) *Assessing Learners with Special Needs: An Applied Approach*, 8th edition, Pearson, ISBN: 9780133846591 (ISBN is for print version plus eText. No print version only, available.)

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

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

APA Formatting Guidelines:
The following website is offered as a companion to the APA style manual. It should not be considered a substitute for directly consulting the APA manual for standard procedures of applying APA style. https://owl.english.purdue.edu/owl/resource/560/01/

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

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

Library Resources

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

Our Librarian is Jackie Petersen - jpetersk@gmu.edu / 703-993-3672.
She would be happy to talk to you and/or show you around our library.

Course 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. 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)
 Please **see Blackboard**:

Curriculum-Based Measurement Project fulfills this requirement. 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.

Students will create, implement, and share a ***Curriculum-Based Measurement*** procedure for a student or small group (2-3) of students. The project will include a rationale/need for the skill improvement/mastery, plan for educational intervention and monitoring progress, implementation chart/graph, and results of the project. [**40 pts total)**]. **The 1ˢᵗ phase of this project will be your submitted CBM Proposal.**

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

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

https://www.interventioncentral.org/curriculum-based-measurement-reading-math-assesment-tests

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

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

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

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

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

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

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

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

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

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

Details of the **Curriculum-Based Measurement Project** will be given to you as this class proceeds. Your task from this 1ˢᵗ class is to begin figuring out who you might be able to gain access to for assessment purposes. Please let me know right away if you anticipate having difficulties locating children.

College Wide Common Assessment (No Tk20 submission required.) - None

Performance-based Common Assignments (No Tk20 submission required.) - None

Other Assignments:

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

1)	Participation	10 points	10 %
2)	Observation project	10 points	10 %
3)	Curriculum-Based Measurement Project	40 points	40 %
	CBM Proposal	2 points of 40	
4)	Blackboard Assignment	3 points	3 %
5)	Academic Assessment Focus	22 points	22 %
6)	Final Exam	15 points	15 %

♦ Details of the Assignments will be given to you as this class proceeds.

♦ There will be reading assignments

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

Course Policies and Expectations

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

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

♦ There are 8 classes that will require your presence (as the 9th and last class will be your FINAL). If for some reason you cannot make a class – you are not relieved of the obligation to fulfill course assignments. Should there be inclement weather which cancels a class - a Blackboard lesson will be arranged with a task assignment {and grading points will be adjusted accordingly}.

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

Grading Scale

> ***Class Grading Scale*:**
> 100--95% = **A**   94--90% = **A-**   89--80% = **B**   79--75% = **C**   < 75% = **F**

Please note the graduate grading scale does not include a "D."

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*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 <u>must</u> be your own or with proper citations (see https://catalog.gmu.edu/policies/honor-code-system/).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student's program – a self-evaluation at the start of their program, an instructor's evaluation in the middle of their program, and a university supervisor's evaluation during internship. When dispositions are assessed, it is important that for areas where a positive disposition is 'occasionally evident' or 'rarely evident,' the student takes steps to grow as an educator. See https://cehd.gmu.edu/epo/candidate-dispositions. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

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

EDSE 627 Summer 2019 Class Schedule

Session	Topic	Assignment Due
1 May 22	- Course Overview - Assessment Process - Response to Intervention (RTI) - Observation - History of Assessment - Legal / Ethical Considerations	-Text: Chpts 1, 2, 7 & 9 **-Assigned: Observation Project**
2 May 29	- Multicultural Considerations - Criterion-Referenced Testing - BRIGANCE - Curriculum-Based Assessment (CBA) -Text: Chpts 2 & 7	**-Assigned: CBM Project** -Read Jim Wright's Manuel on Curriculum-Based Assessment -Text, Chpt 6
3 Jun 5	- Norm-Referenced Assessments - Descriptive Statistics/Standardized Assessment: basic statistical concepts - Scoring, Normative Data, Reliability, Validity	**-Due: Observation Project** -Text: Chpts 3, 4 & 5 **-Due: CBM Proposal**
4 Jun 12	- Assessment of Intelligence - Achievement – what is it ?	- Text: Chpts 8 & 10 **- Assigned: Achievement Protocol Analysis**
5 Jun 19	***Achievement Testing*** - In **Class Lab** on Achievement Tests	-Text: Chpts 11
6 Jun 26	- Speech & Language Assessments - Early Childhood Assessment - Sensory issues	-Text: Chpts 12 - **Due: Achievement Protocol Analysis**
Jul 3	No Class – Happy 4th of July!	**- Blackboard assignment**

7 Jul 10	• Interpreting Assessment for Educational Interventions • Adaptive Behavior Assessments • Alternative Assessments / Transition Assessments • Portfolio Assessments • Misc. Assessments	- Text: Chpt 13 - **Due: Blackboard Assignment**
8 Jul 17	• Writing Assessment & Educational Reports • From Assessment to the IEP Process • Communicating Assessment Findings to IEP Team **Review of Assessment Interpretation** •	- **Due: CBM Project**
9 Jul 24	• **In class - FINAL EXAM**	

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 https://catalog.gmu.edu/policies/honor-code-system/).

- 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 silence all sound emitting devices 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/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

Appendix

    Assessment Rubric

Assessment #5 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 this knowledge to provide meaningful and challenging learning experiences for	• 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 application of the concepts OR provides unusual depth and integration to the description of all

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
individuals with exceptionalities.			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.
	  o 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 THOROUGHLY providing recommendations for further instruction.
		• Candidate provides a performance graph that:
		
		  o Is clear to the reader,
		  o Includes **baseline**, **aimline**, and **phaseline** and has
		  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 Includes baseline, aimline, and phaseline
			  o Is clear to the reader with clear indication of data decision points.
			• Candidate shows evidence of interpretation of data and clear communication by:
			  o Summarizing student response to instruction / 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

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
	  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
		  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.