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

Summer 2019
EDSE 627 655: Assessment
CRN: 42794, 3 – Credits

Instructor: Dr. Nancy Cerar	**Meeting Dates**: 5/21/2019 – 7/23/2019
Phone: 703-785-5089	**Meeting Day(s)**: Tuesday
E-Mail: nirby@gmu.edu	**Meeting Time(s)**: 5 pm – 9:30 pm
Office Hours: By appointment	**Meeting Location**: Off Campus
Office Location: TBA	**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. 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. 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. § 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 ed.). Upper Saddle River, NJ: Pearson Education. ISBN:9780133846591

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. 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 CBM). 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)

N/A

Performance-based Common Assignments (No Tk20 submission required)

N/A

Other Assignments

- Weekly Quizzes
- CBM Proposal
- CBM Project
- Test Report Write-Up
- Statistics Homework
- IRIS Module
- Assessment Review

Assignments	Possible Points
1) Attendance & Participation	30 pts
2) Statistics Homework	50 pts
3) Assessment Review	20pts
4) Standardized test: guided report/interpretation	60 pts
5) IRIS Module	20 pts
6) CBM proposal	10 pts
7) CBM Project	100 pts
8) 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.

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. 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.

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

Grade	Range
A	94 – 100%
A-	90 – 93%
B+	86 – 89%
B	80 – 85%
C	70 – 79%
F	69 - Below

*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 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.

Class	Date	Topic	Preparation
1	5/21	Introduction and Course Overview Legal, professional, and ethical requirements relative to assessment	Overton Chapters 1 & 2
2	5/28	Quantitative Measurement Concepts I Computers in assessment data management*	Overton Chapter 3 Excel instruction on website **Weekly Quiz**
3	6/4	Quantitative Measurement Concept II	Overton Chapter 4 Daub (1996) Fuchs & Fuchs (1986a) **Weekly Quiz**
4	6/11	CBM, and Progress Monitoring	Overton Chapters 6 & 7 Espin (2000) Fuchs & Fuchs (1986b) Hosp & Hosp (2003) **Statistics Homework Due** **Weekly Quiz**
5	6/18	Achievement Tests	Overton Chapters 5 & 8

			CBM Proposal Due 6/23 @ 9 p.m. **Weekly Quiz**
6	6/25	Analyzing tests & writing reports	Overton Chapter 13 **Assessment Review** **Weekly Quiz**
7	7/2	NO CLASS	
8	7/9	Behavior Intelligence and Adaptive Behavior RTI Revisit CBM Analysis	Overton Chapter 9 Overton Chapter 10 Brigham (2010) **Test Report 1 Due** **Weekly Quiz**
9	7/16	Alternative assessments Classroom testing, grading, etc. Test accommodations	Thurlow (2001) Conderman (2010) Bateman (2009) Byrnes (2008) **IRIS Module Due** **Weekly Quiz**
10	7/23	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 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(s)

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: ○ area of general curriculum of concern for student. ○ reason for prioritizing chosen area of the general curriculum. ○ student's current level of performance in the general curriculum area of concern. ○ 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	• Candidate omits or provides unclear/limited explanation of any of the behavioral objective.	• Candidate states behavioral objective for student to show mastery and fluency in selected	• Candidate states behavioral objective for student to show mastery and fluency in selected

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
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 individuals with exceptionalities.	• Candidate states behavioral objective that DOES NOT include task, condition, and/or criterion directly related to general education curriculum.	skill. • Candidate states behavioral objective that includes task, condition, and criterion directly related to general education curriculum. •	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 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 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
	• Candidate DOES NOT employ clear rules for instructional decision-making.		
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	• 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.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	THOROUGHLY identifying any decisions made using the data decision rules, and o NOT/NOT THOROUGHLY providing recommendations for further instruction. •	•	• Candidate provides a strong example of professional thinking and writing in the integration of all required components.
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.