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

Fall 2020
EDSE 352 001: Assessment
CRN: 80853, 3 – Credits

Instructor: Dr. Margaret Weiss	**Meeting Dates:** 8/24/20 – 12/16/20
Phone: 703.993.5732	**Meeting Day(s):** Monday/Wednesday
E-Mail: mweiss9@gmu.edu	**Meeting Time(s):** 10:30 am – 11:45 am
Office Hours: By appointment	**Meeting Location:** Fairfax; Finley 114
Office Location: Finley 213; https://gmu.zoom.us/j/6951566140	**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 learning activities related to assessment of students with varying degrees of disabilities. Includes statistical and psychometric concepts in assessment. Addresses norm-referenced, criterion-referenced, curriculum-based, and informal assessment for instructional and placement decisions.

Course Overview
EDSE 352 offers knowledge and learning related to assessment of students with varying degrees of disabilities. This course offers an introduction to statistical and psychometric concepts in assessment and addresses norm-referenced, criterion-referenced, curriculum-based, and informal assessment for instructional and placement decisions.

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip
Did you know there is a student organization on campus for teacher candidates? Educators Rising Collegiate is a student organization for undergraduate students dedicated to the promotion of matters that educators are facing today. Email cehdsaa@gmu.edu to get involved.

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, students will be able to:
1. Provide the definition of assessment and the purposes and assumptions regarding assessment of students with varying degrees of disabilities.
2. Compare and contrast the terms associated with assessment and testing.
3. Describe relevant ethical standards, litigation, and legislation related to assessment.
4. Understand the general knowledge of measurement theory and practice, including validity, reliability, norming, bias, sensitivity, and specificity.
5. Describe the characteristics of norm-referenced, criterion-referenced, curriculum-based, informal teacher-made tests, including similarities, differences, and validity related to individuals with varying degrees of disabilities.
6. Demonstrate knowledge of basic measurement concepts and evaluate the psychometric properties of individual tests.
7. Create electronic graphic displays of data in appropriate formats.
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 a variety of educational assessments commonly used for individual and group instruments including task analysis, observation, portfolio, and environmental assessments.
10. Use assessment information in making eligibility, program, and placement decisions for individuals with varying degrees of disability including those from culturally and/or linguistically diverse backgrounds.
11. Write assessment reports of academic achievement tests.
12. Create a curriculum-based assessment to guide instructional decision-making.
13. Explain the benefits and limits of different forms of data collected for assessment (e.g.,

standard scores vs. grade equivalents).
14. Score and interpret behavior observation protocols from time sampling, event recording, and interval recording procedures.
15. Describe the screening, pre-referral, and referral process as it relates to eligibility.
16. Identify factors that may influence assessment findings including cultural, behavioral, and varying disabilities
17. Understand the Virginia Accountability System, assessment options, and procedures for participation for students with varying degrees of disabilities.
18. Understand assessment options utilized in preK-12, education, diagnostic, college admission exams, industry certifications and placement exams.
19. Understanding assessment used for student achievement goal setting as related to teacher evaluation and determining student academic progress.

Professional Standards
Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8).

Required Texts
Overton, T. (2016). *Assessing learners with special needs: An applied approach*. Pearson.

Recommended Texts
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Required Resources
Access to Blackboard—Class materials, additional readings, and activities will be posted and submitted on Blackboard.

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

VIA 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 VIA (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 VIA.

For EDSE 352, the required PBA is *Student Assessment Plan Project*. Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment
(VIA submission required)

Please see Blackboard. Student Assessment Plan project directions and rubrics are posted on Blackboard for student use. We will review these requirements in class.

College Wide Common Assessment
(VIA submission required)

N/A

Performance-based Common Assignments
(No VIA submission required)

N/A

Other Assignments

Assigned Activities (3 pts each; 75 points total)
Given that this course is a hybrid of face to face and online, there will be assigned activities for each class meeting session. Some will be completed before class and some during class. All will require participation. All will be posted on Blackboard with specific directions at least a week in advance.

Tests (100 points total)
There will be four tests in the course; one after each of the first four topics. These tests will be completed through Blackboard.

Student Assessment Plan Project (100 points total)
See directions and rubrics on Blackboard.

Course Policies and Expectations
Attendance/Participation
Attendance, punctuality, and active participation during each class session and assigned activity are expected. For each session, students will earn for the following expectations:

- Attendance: Students are expected to attend all classes, arrive on time, and remain in class for the duration of each session.
- Participation & Professional Behavior: Throughout all classes, students are expected to demonstrate professional and ethical behavior in the classroom, and complete all assignments (including those completed in class, out of class, or on Blackboard) with professional quality, integrity, and in a timely manner. Students are expected to read all

assigned readings prior to class and to actively participate in discussions and activities during class sessions.

Late Work

To successfully complete this course, students need to adhere to all due dates for readings and assignments. All assignments should be submitted on or before the assigned due date. To be considered on time, assignments must be submitted by the start of class on the due date, unless otherwise noted by the instructor. On all assignments, full credit is available for those submitted on time. For every 24-hour period that an assignment is late, a 5% point deduction will occur. After one week from the due date (or until the last class session per the syllabus, whichever comes first), assignments will not be accepted. Please contact the instructor in advance if there is a problem with submitting your work on time.

Other Requirements

Class attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) remain in class for the duration of each session, (d) actively participate and demonstrate professional behavior in the classroom, and (e) complete all assignments with professional quality and on time. All assigned readings should be completed prior to class. (Note: assigned readings may be added or removed as the semester progresses.)

Grading Scale (Final grade calculated by total earned points/250; fractions at .5 and above rounded up to next letter grade)

Letter	Percent
A	95-100%
A-	90-94%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	<60%

*Note: The George Mason University Honor Code will be strictly enforced. See Academic Integrity Site (https://oai.gmu.edu/) and Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/). 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 new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/polices-procedures/) (https://cehd.gmu.edu/students/polices-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student's program – a self-evaluation at the start of their program, and a university supervisor's evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. 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.

Class Schedule

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

Week	Date	Topic	Readings	Assignment due	Format
1	8/24	Introduction	None		F2F
	8/26	Laws and Ethics	Overton chp 2	What are ethics? reflection	F2F
2	8/31	Descriptive Statistics	Overton chp 3	Online materials; chapter quiz	Collaborate
	9/2	Reliability and Validity	Overton chp 4	Online materials; chapter quiz	Collaborate
3	9/9	Norm-referenced assessments	Overton chp 5	Online materials; chapter quiz	F2F
4	9/14			TEST	Will not meet; complete test online before 9/14 @ 11:45am
	9/16	CBM	Overton chp 6	Chapter quiz	F2F
5	9/21	CBM	Overton chp 7	Chapter quiz	F2F
	9/23	CBM	Filderman, M. J., & Toste, J. R (2017) Bundock, K., O'Keeffe, B. V., Stokes, K., & Kladis, K. (2018)	Summaries	F2F

Week	Date	Topic	Readings	Assignment due	Format
			Stecker, P. M., Lembke, E. S., & Foegen, A. (2008) Swain, K. D., & Hagaman, J. L. (2020)		
6	9/28	Academic Assessments	Overton chp 8	Online materials; chapter quiz	Collaborate
	9/30	Academic Assessments	Allsopp, D. H., Kyger, M. M., Lovin, L., Gerretson, H., Carson, K. L., & Ray, S. (2008) Cornelius, K. E. (2014) Harbour, K. E., Karp, K. S., & Lingo, A. S. (2017)	Summaries	F2F
7	10/5	Academic Assessments	Chung, Y. C., & Douglas, K. H. (2014) Koellner, K., Colsman, M., & Risley, R. (2011) Dennis, L. R., Rueter, J. A., & Simpson, C. G. (2013)	Summaries	F2F
	10/7	Academic Assessments	Stanford, P., & Reeves. S. (2005) Parrish, P. R., & Stodden, R. A. (2009) Crawford, L. (2014)	Summaries	F2F
8	10/13	Academic Assessments	TBD	Online materials	Collaborate
	10/14			TEST	Will not meet; complete test online before

Week	Date	Topic	Readings	Assignment due	Format
					10/14 @ 11:45am
9	10/19	Behavior Assessments	Overton chp 9	Chapter quiz	F2F
	10/21	Behavior Assessments	Phillips, L. A., Briggs, A. M., Fisher, W. W., & Greer, B. D. (2018) Walker, J. D., & Barry, C. (2018)	Summaries	Collaborate
10	10/26	Behavior Assessments	Bruhn, A. L., Kaldenberg, E., Bappe, K. T., Brandsmeier, B., Rila, A., Lanphier, L., Lewis, M., & Slater, A. (2016) Oakes, W. P., Lane, K. L., & Hirsch, S. E. (2018)	Summaries	Collaborate
	10/28	Adaptive Behavior	Overton chp 10	Chapter quiz	F2F
11	11/2	Adaptive Behavior	TBD		Collaborate
	11/4			TEST	Will not meet; complete test online before 11/4 @ 11:45am
12	11/9	Other Assessments (IQ)	Overton chp 10 Overton chp 12	Chapter quiz	F2F
	11/11	Other Assessments	Rowe, D. A., Mazzotti, V. L., Hirano, K., & Alverson, C. Y. (2015)	Summaries	F2F

Week	Date	Topic	Readings	Assignment due	Format
			Cannella-Malone, H. I., Sabielny, L. M., Jimenez, E. D., & Miller, M. M. (2013)		
13	11/16	Other Assessments	TBD	Online materials	Collaborate
	11/18	Writing Reports	Harmon, S., Street, M., Bateman, D., & Yell, M. L. (2020)	Online materials	Collaborate
14	11/23	Writing Reports	TBD		F2F
15	11/30	IEPs/accommodations	Overton chp 13	Online materials; chapter quiz	Collaborate
	12/2	IEPs/accommodations	Goran, L., Monaco, E. A. H., Yell, M. L., Shriner, J., & Bateman, D. (2020) Peltier, C., & Harrison, J. R. (2018)	Online materials	Collaborate
	12/9 (by 1:15pm)			Student Assessment Plan Project	

Note: F2F=face to face in Finley 119; Collaborate=in our course Blackboard Collaborate room online

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: See Core Values (http://cehd.gmu.edu/values/).

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code. See Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing. See Responsible Use of Computing (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 Disability Services (https://ds.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 VIA should be directed to VIA Help support@watermarkinsights.com. Questions or concerns regarding use of Blackboard should be directed to Blackboard Instructional Technology Support for Students (https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
- As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing the Title IX Coordinator (titleix@gmu.edu).

- **For information on student support resources on campus, see Student Support**

Resources on Campus (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 College of Education and Human Development (http://cehd.gmu.edu/).

Readings

Allsopp, D. H., Kyger, M. M., Lovin, L., Gerretson, H., Carson, K. L., & Ray, S. (2008).

Mathematics dynamic assessment: Informal assessment that responds to the needs of

struggling learners in mathematics. *TEACHING Exceptional Children*, *40*(3), 6-16.

Bruhn, A. L., Kaldenberg, E., Bappe, K. T., Brandsmeier, B., Rila, A., Lanphier, L., Lewis, M.,

& Slater, A. (2016). Examining the effects of functional assessment-based interventions

with high school students. *Preventing School Failure, 60*(2), 106-116.

Bundock, K., O'Keeffe, B. V., Stokes, K., & Kladis, K. (2018). Strategies for minimizing

variability in progress monitoring of oral reading fluency. *TEACHING Exceptional

Children*, *50*(5), 273-281.

Cannella-Malone, H. I., Sabielny, L. M., Jimenez, E. D., & Miller, M. M. (2013). Pick one!

Conducting preference assessments with students with significant disabilities.

TEACHING Exceptional Children, *45*(6), 16-23.

Chung, Y. C., & Douglas, K. H. (2014). Communicative competence inventory for students who

use augmentative and alternative communication: A team approach. *TEACHING

Exceptional Children*, *47*(1), 56-68.

Cornelius, K. E. (2014). Formative assessment made easy: Templates for collecting daily data in

inclusive classrooms. *TEACHING Exceptional Children*, *47*(2), 112-118.

Crawford, L. (2014). The role of assessment in a response to intervention model. *Preventing

School Failure, 58*(4), 230-236.

Dennis, L. R., Rueter, J. A., & Simpson, C. G. (2013). Authentic assessment: Establishing a clear

foundation for instructional practices. *Preventing School Failure, 57*(4), 189-195.

Filderman, M. J., & Toste, J. R (2017). Decisions, decisions, decisions: Using data to make

    instructional decisions for struggling readers. *TEACHING Exceptional Children*, *50*(3),

    130-140.

Goran, L., Monaco, E. A. H., Yell, M. L., Shriner, J., & Bateman, D. (2020). Pursuing academic

    and functional advancement: Goals, services, and measuring progress. *TEACHING*

    Exceptional Children, *52*(5), 333-345.

Harbour, K. E., Karp, K. S., & Lingo, A. S. (2017). Inquiry to action: Diagnosing and addressing

    students' relational thinking about the equal sign. *TEACHING Exceptional Children*,

    49(2), 126-133.

Harmon, S., Street, M., Bateman, D., & Yell, M. L. (2020). Developing present levels of

    academic achievement and functional performance statements for IEPs. *TEACHING*

    Exceptional Children, *52*(5), 320-332.

Koellner, K., Colsman, M., & Risley, R. (2011). Multidimensional assessment: Guiding response

    to intervention in mathematics. *TEACHING Exceptional Children*, *44*(2), 48-56.

Oakes, W. P., Lane, K. L., & Hirsch, S. E. (2018). Functional assessment-based interventions:

    Focusing on the environment and considering function. *Preventing School Failure, 62*(1),

    25-36.

Parrish, P. R., & Stodden, R. A. (2009). Aligning assessment and instruction with state standards

    for children with significant disabilities. *TEACHING Exceptional Children*, *41*(4), 46-56.

Peltier, C., & Harrison, J. R. (2018). Selecting accommodations for mathematics assessments:

    legal and practical considerations. *Preventing School Failure, 62*(4), 300-310.

Phillips, L. A., Briggs, A. M., Fisher, W. W., & Greer, B. D. (2018). Assessing and treating

    elopement in a school setting. *TEACHING Exceptional Children*, *50*(6), 333-342.

Rowe, D. A., Mazzotti, V. L., Hirano, K., & Alverson, C. Y. (2015). Assessing transition skills

    in the 21st century. *TEACHING Exceptional Children*, *47*(6), 301-309.

Stanford, P., & Reeves. S. (2005). Assessment that drives instruction. *TEACHING Exceptional*

    Children, *37*(4), 18-22.

Stecker, P. M., Lembke, E. S., & Foegen, A. (2008). Using progress-monitoring data to improve

    instructional decision making. *Preventing School Failure, 52*(2), 38-58.

Swain, K. D., & Hagaman, J. L. (2020). Elementary special education teachers' use of CBM

    data: A 20-year follow up. *Preventing School Failure, 64*(1), 48-54.

Walker, J. D., & Barry, C. (2018). Assessing and supporting social-skill needs for students with

    high-incidence disabilities. *TEACHING Exceptional Children*, *51*(1), 18-30.

Appendix

Directions for Student Assessment Plan

Final Project

The purpose of this project is to determine whether the teacher candidate can apply the knowledge of assessment learned throughout the semester to specific tasks that are a part of the role of a special educator. Specifically, the project asks the teacher candidate to take on the role of case manager, IEP team member, and SDI provider and to:

1. understand a case study student,
2. identify what questions they have about the student,
3. develop a plan to assess and progress monitor specific domains, and
4. describe a plan to communicate results to the student, parent, and colleagues.

The instructor will provide each teacher candidate with a case study containing data about a student with a disability. Each teacher candidate will be able to choose a case study about a student with a disability who accesses the general curriculum, who accesses the adapted curriculum, or who is identify as blind or visually impaired. Once a case study is chosen, complete all parts of the assignment.

Part I: What do you know about your student?

- Summarize the information provided about the student in your own words. Address the academic and behavioral domains, providing information about other domains as described in the case study.
- Provide an overview of demographics.
- Be concise but specific. Do not simply rewrite the material given. Cluster data and ideas in meaningful patterns that will be addressed in Part II.

Part II: What questions do you have about your student?

Provide a list of questions about your student that come from the information given, including academic, behavioral, and other domains. What do you want to know about the student related to progress in school or beyond? Give a brief description of the relevance of each question (if not self-explanatory).

Part III: Develop an Assessment Plan

In this part, each candidate will develop an assessment plan directly tied to the list of questions. Choose at least one academic and one behavioral question. (You may include an additional domain for extra credit). For each question,

1. Identify a target of assessment and define/operationalize this target (be specific; use task analysis).

2. Describe how to gather more current data on present level of performance in this target area
    a. Specific measures
    b. Frequency of probes (if appropriate)
    c. Analysis procedure
3. Write at least one IEP goal for that target (include a task, condition, criterion)
4. Describe how to progress monitor for that goal
    a. Specific measures (with examples)
    b. Frequency of probes (if appropriate)
    c. Analysis procedure
5. Explain a plan for
    a. Frequency of reporting to stakeholders (identifying who those stakeholders are)
    b. Instructional decision-making
6. State how to communicate progress to students, parents, and colleagues
    a. Provide sample visuals that could be used
    b. Provide sample email/letters that could be used

Assessment Rubric(s)

Performance-based Assessment Rubric: Assessment Plan Project

	Evidence	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Candidate can describe defining characteristics of SWD who access the general curriculum, access the adapted curriculum, or are blind/visually impaired. **CEC 1**	• Part I summary addresses domains appropriate to disability. • Part II questions address domains appropriate to disability. • Part III targets appropriate to disability	• Candidate includes description of only one or two domains of student characteristics. • Candidate does not include questions related to academic, behavioral, and other domains of student concern OR candidate's questions in these domains are considered irrelevant to student progression in school. • Candidate develops an assessment plan that does not target question domains OR is not related to question domains.	• Candidate includes description of all domains relevant to student characteristics. • Candidate includes questions that cover the academic, behavioral, and other relevant student concerns AND questions are relevant to student progression in school. • Candidate develops an assessment plan that accurately targets questions domains AND provides a rationale for each question.	• Candidate includes description of all domains relevant to student characteristics and includes rationale for inclusion of domains OR relates student performance to typical student performance. • Candidate includes questions that cover the academic, behavioral, and other relevant student concerns AND questions are relevant to student progression in school. • Candidate develops an assessment plan that accurately targets questions domains, provides a rationale for each question, AND links to characteristics of a particular disability.
Candidate can **recommend** (make) instructional changes	• Part III Section 4 and 5 for each domain question describes instructional decision	• Candidate provides a plan that either DOES NOT include a frequency of reporting	• Candidate provides a clear and specific description of a plan including the	• Candidate provides a clear and specific description of a plan including the

	Evidence	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
to general curricula and lessons to make them accessible for SWD **CEC 3** Candidate can make instructional and placement decisions based on data **CEC 4** Candidate can effectively **use error analysis** to guide instructional decisions (and provide feedback to learners) **CEC 5**	making based on assessment plan.	to stakeholders OR does not include a specific description of how instructional decisions will be made OR • Candidate provides a plan that is limited in scope and detail.	frequency of reporting to stakeholders, identification of who the stakeholders are, and detailed description of how instructional decisions will be made.	frequency of reporting to stakeholders, identification of who the stakeholders are, and detailed description of how instructional decisions will be made. • Candidate provides examples of instructional decision-making rules in relevant content for the student.
Candidate can **describe and plan** (use) a variety of effective procedures for progress monitoring both appropriate and problematic social behaviors of SWD	• Part III Sections 2 and 4 provide description of measures for at least one behavioral domain question.	• Candidate provides limited and unclear description of measures, frequency of probes, and analysis procedures OR • Candidate does not provide a description of any of the following: specific	• Candidate provides a detailed description of specific measures, frequency of probes, and analysis procedure for BOTH present level of performance and progress monitoring. • Candidate provides a detailed description	• Candidate provides a detailed description of specific measures, frequency of probes, and analysis procedure for BOTH present level of performance and progress monitoring. • Candidate provides a detailed description

	Evidence	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
CEC 4 Candidate can **plan**, conduct, and **interpret** formal and informal methods of progress monitoring **CEC 4**		measures, frequency of probes, or analysis procedure OR • Candidate provides a description of measures, frequency, and analysis procedures that are unrelated to the target area.	with examples of specific measures, frequency of probes, and analysis procedure that is directly related to target area.	with examples of specific measures, frequency of probes, and analysis procedure that is directly related to target area. • Candidate provides a rationale from course material for the choice of plan.
Candidate can define and correctly use specialized terminology from assessment of SWD (e.g., types of scoring, types of tests) **CEC 4**	• Part I use of terminology in summary of student • Part II questions indicate appropriate interpretation of terminology • Part III use of terminology across entire section	• Candidate DOES NOT use a term or terms from the course correctly in the assignment.	• Candidate uses all terms from the course correctly and appropriately in the assignment.	•
Candidate practices ethical responsibility to advocate for appropriate services for SWD **CEC 6**	• Part VI	• Candidate provides evidence of inappropriate communication and decision-making by ANY of the following: ○ Not using person-first language; ○ stating opinion, not facts;	• Candidate provides evidence of appropriate communication and decision-making by: ○ using person-first language; ○ stating facts of performance, not opinion; ○ providing examples of communication	• Candidate provides evidence of appropriate communication and decision-making by: ○ using person-first language; ○ stating facts of performance, not opinion; ○ providing examples of communication

	Evidence	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
		o providing examples of communication that is biased and informal in tone; OR o identifying an irrelevant or inconsequential IEP goal.	that is unbiased and formal in tone; and o identifying a relevant IEP goal.	that is unbiased and formal in tone; and o identifying a relevant IEP goal. • Candidate links all communication to long term goal of progress in relevant curriculum and post-school goals.
Candidate can **describe** (and implement) the collaborative and consultative roles of the special education teacher **CEC 7** Candidate can **identify** (implement) effective co-planning and co-teaching methods to strengthen content acquisition by SWD **CEC 7**	• Part VI	• Candidate DOES NOT provide a detailed plan with examples to communicate student progress appropriately to the student, parents/family, and colleagues OR provides an incomplete plan. • Candidate provides plan examples that DO NOT show a clear distinction in language, tone, and method between stakeholders.	• Candidate provides a detailed plan with examples to communicate student progress appropriately to the student, parents/family, and colleagues. • Candidate provides plan examples with clear distinction in language, tone, and method between stakeholders.	• Candidate provides a detailed plan with examples to communicate student progress appropriately to the student, parents/family, and colleagues. • Candidate provides plan examples with clear distinction in language, tone, and method between stakeholders. • Candidate provides rationale for each sample provided

Note: Items in bold are the developmentally appropriate levels of candidate skill/knowledge for this course. The items in parentheses are the final level to be achieved in the program.