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

Summer 2020
EDSE 627 B01: Assessment
CRN: 41004, 3 – Credits

Instructor Contact Information	Course Time and Location
Instructor: Dr. Frederick Brigham	**Meeting Dates**: 06/01/20 – 07/25/20
Phone: 703 542 8628 (my home phone)	**Meeting Day(s)**: Asynchronous
E-Mail: fbrigham@gmu.edu	**Meeting Time(s)**: will arrange if needed
Office Hours: Monday & Thursday PM	**Meeting Location**: N/A; Online
Office Location: 2nf floor Finley Hall	**Other Phone**: 703 993 1667 office

- 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.

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
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

This course will be delivered online (76% or more) using asynschronus format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Thursday May 21, at 7:00 AM..

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: Browser support (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

  To get a list of supported operation systems on different devices see: Tested devices and operating systems (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

- The following software plug-ins for PCs and Macs, respectively, are available for free download:
    - Adobe Acrobat Reader (https://get.adobe.com/reader/)
    - Windows Media Player (https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
    - Apple Quick Time Player (www.apple.com/quicktime/download/)

Expectations

- Course Week:
- Because asynchronous courses do not have a "fixed" meeting day, our week will start on May 21, 2020 and finish on July 23, 2020.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least one time per week.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider

them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

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

(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).

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* (Eighth ed.). Upper Saddle River, New Jersey: Pearson Education.

Recommended Textbooks

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

I will suggest additional texts and journal articles in my online instruction. None are required. All are for additional reading for those who have additional interest.

Required Resources

You will need access to a computer with a spreadsheet. I recommend Microsoft Excel. It is almost everywhere and is pretty much the gold standard for general spreadsheets. Apple's Numbers will work for our purposes, but it is a little more difficult to use.

Additional Readings

Additional readings will be and listed in the syllabus and posted online for you.

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 toTk20.

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)
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.

College Wide Common Assessment
(TK20 submission required)
N/A

Performance-based Common Assignments
(No Tk20 submission required)

Other Assignments
These things do not go to Tk20, however, they must go to Blackboard.

- Spreadsheet
- CBM proposal
- Standardized test report one (Dava Kaplan)
- Standardized test report two (Charley Horst)
- CBM Project Summary

Course Policies and Expectations
(This does not directly apply to our session but I left it because it gives you a suggestion of how I approach this work.)

Part of the responsibility that professional educators assume is punctual and active performance of their duties. Such behavior is expected in this class as well as in the performance of the duties of being a professional educator. I take attendance in each meeting to document who is present, on-time, present and late, as well as absent. I do not award points nor do I impose penalties for absence, or tardiness. *However,* you miss class or come late at your own risk.

Much of the work in this class is dependent upon understanding the material from the previous classes. If you miss class, it is important that you read the assigned material and review the PowerPoint slides along with any other assigned materials before our next class meeting. I am available during office hours to assist you with questions, but we do not have time, nor do I have the responsibility to teach individual make-up sessions to people who miss class. Further, missing class does not alter the due dates of assignments. Students in this class are all graduate students who are familiar with the expectations of college-level learning. This is probably the most demanding course in the licensure program, simply because there is so much unfamiliar material. Make your decisions about attending class according to this advice. It is, in the end, your career and your responsibility as a professional to choose wisely and accept responsibility for your choices.

Reasons for Absence Some students call or write to me to ask if is alright to miss class. Please do not do that! The answer to "Is it alright to miss class?" is always no. I have not reserved one class meeting for an incredible burst of irrelevance that has nothing to do with anything related to the course! But, while it is not alright to miss class, it is sometimes necessary. All of the people enrolled in this class are professional educators or individuals who aspire to be a professional educator and they are adults. Therefore, if you need to miss class, I ask that you notify me by email so that I won't worry about what happened to you. It is not necessary to tell me why. I believe that asking me to judge the adequacy of your reason is demeaning to both of us. That said, if it becomes necessary for you miss a large portion of the class meetings, we should discuss the number of meetings, the impact of missing them, and devise a plan for dealing with whatever issue is forcing you into that decision.

Late Work
Online Submission of Student Work Required

All student work *must* be submitted through the ***Blackboard*** class website. Due dates are posted at the end of the syllabus and also on the blackboard site. On time submissions are required to be in the class Blackboard Assignment folder by the beginning of the class session on the due date.

Only submissions through the Blackboard Assignment folder will be accepted. **Assignments sent as email attachments will be deleted without opening them.** Assignments that are not in the Blackboard assignments folder at the appropriate time *are late*.

Ten percent of the available points for the assignment will be deducted for late submissions during the **first week after the due date. After one week** from the due date, assignments will be penalized **an additional 10% of the total available score for each week they are late.** Thus an assignment that is three weeks late is able to obtain only 70% of the points for the assignment regardless of the quality of the work. After three weeks, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

The point deduction will be made after the grading is complete. In the case of an assignment that earned 90 out of 100 points, the student grade would be a score of 60 (90-30). 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. Do not even think about loading a poor-quality assignment on time and then asking to revise it later or trying to get me to allow a different assignment to be loaded because you loaded the wrong version.

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. Some assignments appear in pairs. For paired assignments, your work in the first of the pairs is to serve as a model for the second assignment.

Submission by due date for final and last day of class is required for submissions to be considered for grading at all. Assignments and exams submitted after the due date for the exam will be assigned a grade of zero.

Other Requirements

Please be advised that this course addresses requirements for working with individuals who are accessing the general education curriculum.

Grading Scale

	Assignment*	Points
1.	In-class example and independent homework	40
2.	Standardized test: guided report/interpretation (WJ-IV)	50
3.	Standardized test: independent report/interpretation (WJ-IV & Behavior)	100
4.	CBM proposal	30
5.	CEC Accommodations module (on line)	15
6.	CBM project upload on *Assessment* slot and on *TK20 slot*	100
7.	Collaborative Team Table of Specifications write-up	40
8.	Midterm Examination	75
9.	Final examination (Questions assigned across the second half of class.)	50
	Total	500

*See previous discussion of penalties for late work.

Class Grading Scale

100--95% = A 94--90% = A- 89--80% = B 79--75% = C < 75% =F

Extra Credit Options

There are no options for extra credit assignments in this class. There are plenty of ways to earn credit so that you can pass by following the instructions on the required assignments.

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:

Brigham-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.

***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/). 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.

See table at end of the document.

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 Tk20 should be directed to Tk20 Help (tk20help@gmu.edu) or CEHD's Online Assessment System (https://cehd.gmu.edu/aero/tk20). 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/).

Appendix

Assessment Rubric(s)

All rubrics for assignments are posted in the folders containing the assignment directions and needed material on the blackboard site. The assignments can be found under the heading, *Assignments.*

Appendix A
Tentative Course Schedule EDSE 627 B01 Summer, 2020

Week	Date	Topic	Preparation
1	6/01 &03	Introduction and Course Overview Legal, professional, and ethical requirements relative to assessment Quantitative Measurement Concepts I	Moreland 1995 (syllabus) Brigham, et al. (2017) Text, Chpts 1 & 3
2	6/08 &10	Computers in assessment data management I Computers in assessment data management II* Quantitative Measurement Concepts II Effect sizes and meta-analysis	Excel instructions on website. Supporting videos on website. Text, Chpt 4 Daub (1996) Fuchs & Fuchs (1986a)
3	6/15 &17	CBM, RTI, Progress Monitoring Achievement Tests Overview of the Woodcock-Johnson IV	Text, Chpt 6 & 7 Espin (2000) Fuchs & Fuchs (1986b) Text, Chpts 5 & 8, **Homework 1 due**
4	6/22 &24	**Midterm** Achievement Tests -2 Writing Assessment Reports	On line, Open book Text, Skim chpt 13 **CBM Proposal Due**
5	6/29 &7/01	Test accommodations Assessment and observation of Behavior	**On-line CEC module** Text Chpt 9
6	7/06 &08	Intelligence and Adaptive Behavior Classroom testing, grading, etc. Large scale and alternate assessments	Text Chpt 10 Thurlow (2001) Conderman (2010) Byrnes (2008) **Test Report 1 Due**

Week	Date	Topic	Preparation
7	7/13 &16	Using Tables of Specification to track developing competence.	ToS Activitiy
8	7/20 &22	Using assessment to evaluate Evidence-Based practices **CBM presentations** **Final Examination**	**TBA** **Test Report 2 , CBM Report & Presentation Due** **Final[♦] Due 12/18[1] (6:00 PM)**

[♦] The final is comprehensive. One cannot answer questions regarding the second half of the class without mastering the material in the first half of the class.

[1] You may complete the final before the due date. The delay in the due date is to allow people to have ample time if they should need it. I could make this an in-class activity, but that focusses on quick retrieval rather than deep understanding, my goal for the class.

Appendix B
Listing of On-line Resources

The instructions as well as scoring rubrics for these assignments are posted on the class website under the **ASSIGNMENTS** folder. Please consult the instructions for each assignment and bring them to class the night that we discuss the topics. Also, and this is important, make certain to have the topic and procedure for your CBM project approved before beginning the project.

It is unwise to begin work on Test Report 2 until you receive the feedback from Test Report 2.

CBM Project Requirements

Test Report One

Test Report 2

Appendix C

FORMATIVE AND SUMMATIVE GRADING OF ASSIGNMENTS IN THE COURSE

Two assignments in the course are given formative assessment and can be revised. The number of revision options and submissions that may be accepted appears in the table below. Unless the column for the number of revisions allowed is a value greater than one, the assignment will receive summative evaluation and only be submitted once.

Deadlines for Submission, Revision, and Resubmission

Unless prior arrangements are made with the instructor, only assignments that are submitted according to the schedule recorded in the syllabus may be revised. Late assignments will be scored only once, even if a revision option is provided for the assignment. Also, the last submission will be he recorded grade.

To be considered for a higher score, any revision must be received within two weeks of the date that it was returned to you through Blackboard. Revisions received after the two-week window has expired will be evaluated as time allows. Submissions after the two-week window has expired will *not* be considered for score alteration.

Appendix D

EDSE 627 Class Assignments

Assignment	Topic	Number of Submissions	Due Date
Spreadsheet	Descriptive Stats, Derived Scores	**2**	**6/21**
CBM Proposal	Monitoring of Academic Progress	**3**	**6/27**
Midterm	Content: Topics from weeks 1-5.	**1**	**6/27**
CEC Module	CEC Accommodations Module	∞	**7/22**
Test Report 1	Use data on the class website with in-class support	**1**	**7/12**
Test Report 2	Using data from class website	**1**	**7/22**
CBM Project	Monitoring of Academic Progress: Written Report	**1**	**7/22**
Final	Web-based, open book (Individual effort, no collaboration with classmates or others)	**1**	**7/26****

*** You can certainly complete this before the 19th. I just want you to have the time *if* you need it.**

** I extended the due date to give you a couple extra days if you need it. I would prefer that you have this completed on the 22nd.