



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

Summer 2020
EDSE 627 658: Assessment
CRN: 43222, 3 – Credits

Instructor Contact Information	Course Time and Location
Instructor: Dr. Cheryl Bragg	Meeting Dates: 5/19/2020 – 7/21/2020
Phone: Phone appt. may be scheduled via e-mail	Meeting Day(s): Tuesday: asynchronous
E-Mail: Cbragg@gmu.edu	Meeting Time(s): Arranged as needed
Office Hours: As needed weekly	Meeting Location: N/A; Online
Office Location: virtual	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.

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

Online. [Direct instructional gatherings possible if and when state pandemic restrictions are lifted.]

Learning activities include the following via Blackboard:

1. Class lecture
2. Readings
3. Application activities
4. Video and other media supports

This course will be delivered online (76% or more) using an asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. [If synchronous opportunities become possible than these will be arranged with students within a sufficient timeframe] 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 May 19, 2020.

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 \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers\)](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 \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems \)](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 \(https://get.adobe.com/reader/\)](https://get.adobe.com/reader/)
 - [Windows Media Player \(https://support.microsoft.com/en-us/help/14209/get-windows-media-player\)](https://support.microsoft.com/en-us/help/14209/get-windows-media-player)

- [Apple Quick Time Player \(www.apple.com/quicktime/download/\)](http://www.apple.com/quicktime/download/)

Expectations

- Course Week
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Tuesday, May 19th and finish on Tuesday, July 21st.
- Log-in Frequency:
Students are encouraged to check for GMU email messages **daily** from Instructor and must actively check the course Blackboard site for access to course materials and other activities as pre-arranged at least 3 times per week. [If a synchronous meeting has been agreed upon all students must log-in for the scheduled online meeting.]
- 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 insure 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. Demonstrate understanding of the descriptive statistics utilized in formal assessments.
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 one 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, N.J.: Merrill/Pearson. [ISBN: 9780133856415]**

Recommended Textbooks

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

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: Will be provided on a weekly basis

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."

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 an 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**].

Details of the **Curriculum-Based Measurement Project** will be given to you as this class proceeds. Because the world-wide pandemic has created extraordinary circumstances this has impacted our ability to work with children directly, which to date has always been required in this course. You will, as a result, have the option to complete a CBM Project without directly working with a child. Because data collection for the CBM Project requires six weeks of data collection both versions of the CBM Project will be provided for you by June 1st. The Instructor will meet virtually with each of you to discuss what direction you will be taking with the CBM Project the week of June 7th.

College Wide Common Assessment (TK20 submission required)

Please see Blackboard.

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

Course Policies and Expectations

Attendance/Participation

Participation will be determined by responsiveness to e-mails by Instructor (required, if asked for). If a synchronous meeting has been pre-arranged, attendance will be mandatory. Must schedule virtual meetings with instructor at least twice over the semester.

Late Work

Late work on assignments will only be accepted if pre-arranged with Instructor. Final Grade total of 100% will be diminished by a full % point at the end of course for each late assignment (not pre-arranged and approved).

Other Requirements- ♦

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) Five - 5 pt-exercises based upon Reading	25 points	25 %
3) Curriculum-Based Measurement Project	40 points	40 %
4) Academic Assessment Focus	25 points	25 %
	<hr/>	
	100 points	100 %

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

Grading Scale

Class Grading Scale:

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

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

***Note:** The George Mason University Honor Code will be strictly enforced (see [Academic Integrity Site](https://oai.gmu.edu/) [https://oai.gmu.edu/] and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-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>.

EDSE 627 Summer 2020 Class Schedule

[Subject to revision as course proceeds]

Session	Topic	Assignment Due
1 May 19	<ul style="list-style-type: none"> • Course Overview • Assessment Process • History of Assessment • Legal / Ethical Considerations • Multicultural Considerations 	- Text: Chpts 1, 2, 7 & 9
2 May 26	<ul style="list-style-type: none"> • Response to Intervention (RTI) • Criterion-Referenced Testing • Curriculum-Based Assessment (CBA) • Observation 	- Read Jim Wright's Manuel on Curriculum-Based Assessment - Text: Chpt 6
3 Jun 2	Continued	- Assigned: CBM Project
4 Jun 9	<ul style="list-style-type: none"> • Descriptive Statistics/Standardized Assessment: basic statistical concepts • Scoring, Normative Data, Reliability, Validity 	- Text: Chpts 3, 4 & 5
5 Jun 16	<ul style="list-style-type: none"> • Norm-Referenced Assessments • Interpreting Assessment for Educational Interventions 	- Text: Chpts 8 & 13

Session	Topic	Assignment Due
6 Jun 23	<ul style="list-style-type: none"> Assessment of Intelligence 	<ul style="list-style-type: none"> - Assigned: Achievement Protocol Analysis - Text: Chpt 10
7 Jun 30	<ul style="list-style-type: none"> Speech & Language Assessments Early Childhood Assessment Sensory issues 	- Text: Chpt 11
8 Jul 7	<ul style="list-style-type: none"> Adaptive Behavior Assessments Alternative Assessments / Transition Assessments Portfolio Assessments Misc. Assessments 	- Text: Chpt 12
9 Jul 14	<ul style="list-style-type: none"> From Assessment to the IEP Process Communicating Assessment Findings to IEP Team 	
Sunday Jul 19 th		- Due: CBM Project
Jul 21 st	<ul style="list-style-type: none"> Wrap-Up 	

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/) (<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/) [<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/) [<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/) [<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](mailto:tk20help@gmu.edu) (tk20help@gmu.edu) or CEHD's [Online Assessment System](https://cehd.gmu.edu/aero/tk20) (<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/) (<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](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing the [Title IX Coordinator](mailto:titleix@gmu.edu) (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) (<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/) (<http://cehd.gmu.edu/>).

Appendix
Assessment Rubric
Assessment #5 Curriculum-based Measurement Project

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Reason for Assessment</p> <p>CEC Standard 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<ul style="list-style-type: none"> • Candidate omits or provides unclear/limited explanation of any of the following: <ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>Description of the Target Behavior</p> <p>CEC Standard 1</p> <p>Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>Description of assessment procedure and example of probes</p> <p>CEC Standard 4</p> <p>Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Use constant time ○ Contain constant number of items ○ Remain constant in difficulty level OR • Candidate describes and provides examples of CBM probes that DO NOT: <ul style="list-style-type: none"> ○ Use constant time OR ○ Contain constant number of items OR ○ Remain constant in difficulty level • Candidate DOES NOT employ clear rules for instructional decision-making. 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Use constant time ○ Contain constant number of items ○ Remain constant in difficulty level • Candidate employs clear rules for instructional decision-making. 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Use constant time ○ Contain constant number of items ○ 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
<p>Changing the Behavior</p> <p>CEC Standard 5</p> <p>Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<ul style="list-style-type: none"> • Candidate describes an instructional plan for the individual student that DOES NOT: <ul style="list-style-type: none"> ○ Directly addresses the target behavior, OR <ul style="list-style-type: none"> ○ Is based on student current level of performance as evidenced by functional assessments, OR ○ 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). 	<ul style="list-style-type: none"> • Candidate describes an instructional plan for the individual student that: <ul style="list-style-type: none"> ○ Directly addresses the target behavior, ○ Is based on student current level of performance as evidenced by functional assessments, ○ Shows evidence of task analysis of the skill area, and ○ Makes responsive adjustments to instruction based on continuous observation (collection of CBM data). 	<ul style="list-style-type: none"> • Candidate describes an instructional plan for the individual student that: <ul style="list-style-type: none"> ○ Directly addresses the target behavior, ○ Is based on student current level of performance as evidenced by functional assessments, ○ Shows evidence of task analysis of the skill area, and ○ 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.
<p>Summary of Results</p> <p>CEC Standard 4</p> <p>Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>	<ul style="list-style-type: none"> • Candidate provides a performance graph that: <ul style="list-style-type: none"> ○ Is NOT clear to the reader, ○ DOES NOT include baseline, aimline, or phaseline and ○ DOES NOT INCLUDE clear indication of data decision points. ○ Candidate DOES NOT show evidence of interpretation of data and clear communication by: <ul style="list-style-type: none"> ○ NOT/NOT THOROUGHLY summarizing student response to instruction ○ NOT/NOT THOROUGHLY identifying any decisions made using the data decision rules, and ○ NOT/NOT THOROUGHLY providing recommendations for further instruction. 	<ul style="list-style-type: none"> • Candidate provides a performance graph that: <ul style="list-style-type: none"> ○ Is clear to the reader, ○ Includes baseline, aimline, and phaseline and has ○ Clear indication of data decision points. • Candidate shows evidence of interpretation of data and clear communication by: <ul style="list-style-type: none"> ○ Summarizing student response to instruction ○ Identifying any decisions made using the data decision rules, and ○ Providing recommendations for further instruction. 	<ul style="list-style-type: none"> • Candidate provides a performance graph that: <ul style="list-style-type: none"> ○ Includes baseline, aimline, and phaseline ○ Is clear to the reader with clear indication of data decision points. • Candidate shows evidence of interpretation of data and clear communication by: <ul style="list-style-type: none"> ○ Summarizing student response to instruction / Identifying any decisions made using the data decision rules, and ○ 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
<p>Project Reflection</p> <p>CEC Standard 6</p> <p>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.</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Self-evaluation of the instruction provided OR ○ Reflecting on one’s practice to improve instruction and guide professional growth, OR ○ Commitment to use of evidence-based practices in assessment and instruction. 	<ul style="list-style-type: none"> • Candidate uses learner data to reflect on the target student’s response to the behavior change process, including evidence of: <ul style="list-style-type: none"> ○ Self-evaluation of the instruction provided ○ Reflecting on one’s practice to improve instruction and guide professional growth, and ○ Commitment to use of evidence-based practices in assessment and instruction. 	<ul style="list-style-type: none"> • Candidate uses learner data to reflect on the target student’s response to the behavior change process, including evidence of: <ul style="list-style-type: none"> ○ Self-evaluation of the instruction provided ○ 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.

Assessment Rubric (option during pandemic restrictions)

Assessment #5 Curriculum-based Measurement Project (Without Direct intervention with Student)

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Reason for Assessment</p> <p>CEC Standard 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for</p>	<ul style="list-style-type: none"> • Candidate omits or provides unclear/limited explanation of any of the following (re: student from Case History): <ul style="list-style-type: none"> ○ area of general curriculum of concern for student. ○ reason for prioritizing chosen 	<p>Referenced student = from case history:</p> <ul style="list-style-type: none"> • Candidate identifies area of general curriculum of concern for student. • Candidate states reason for prioritizing chosen area of the general curriculum. 	<p>Referenced student = from case history:</p> <ul style="list-style-type: none"> • 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.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
individuals with exceptionalities.	<ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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 individuals with exceptionalities.	<ul style="list-style-type: none"> ● Candidate omits or provides unclear/limited explanation of any of the behavioral objective. ● Candidate DOES NOT demonstrate understanding of how behavioral objectives include task, condition, and/or criterion directly related to general education curriculum. 	<ul style="list-style-type: none"> ● Candidate describes how behavioral objectives for students to show mastery and fluency in selected skill. ● Candidate demonstrates understanding of how behavioral objectives includes task, condition, and criterion directly related to general education curriculum. 	<ul style="list-style-type: none"> ● Candidate describes how behavioral objectives for students to show mastery and fluency in selected skill. ● Candidate demonstrates understanding of how behavioral objectives 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.	<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ Use constant time ○ Contain constant number of 	<ul style="list-style-type: none"> ● Candidate identifies and describes assessment procedures that directly related to individualized behavioral objective. ● Candidate describes and provides examples of CBM probes that: <ul style="list-style-type: none"> ○ Use constant time ○ Contain constant number of items ○ Remain constant in difficulty level 	<ul style="list-style-type: none"> ● Candidate identifies and describes assessment procedures that directly related to individualized behavioral objective. ● Candidate describes and provides examples of CBM probes that: <ul style="list-style-type: none"> ○ Use constant time ○ Contain constant number of items ○ Remain constant in difficulty level

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	<ul style="list-style-type: none"> items <ul style="list-style-type: none"> ○ Remain constant in difficulty level OR • Candidate DOES NOT demonstrate understanding of instructional decision-making. 	<ul style="list-style-type: none"> • Candidate demonstrates clear understanding of instructional decision-making. 	<ul style="list-style-type: none"> • Candidate demonstrates clear understanding of instructional decision-making. • Candidate presents an innovative application of the concepts OR provides unusual depth and integration to the description of all areas.
<p>Changing the Behavior</p> <p>CEC Standard 5</p> <p>Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<ul style="list-style-type: none"> • Candidate describes an instructional plan for the individual student that DOES NOT: <ul style="list-style-type: none"> ○ Directly addresses the target behavior, OR ○ Is based on student current level of performance as evidenced by functional assessments, OR ○ Shows evidence of task analysis of the skill area, • Candidate DOES NOT demonstrate understanding of how to make responsive adjustments to instruction based upon potential changes from Case Student’s responsivity. 	<ul style="list-style-type: none"> • Candidate describes an instructional plan for the individual student that: <ul style="list-style-type: none"> ○ Directly addresses the target behavior, ○ Is based on student current level of performance as evidenced by functional assessments, ○ Shows evidence of task analysis of the skill area, and ○ Proposes responsive adjustments to instruction based upon potential changes from Case student’s responsivity. 	<ul style="list-style-type: none"> • Candidate describes an instructional plan for the individual student that: <ul style="list-style-type: none"> ○ Directly addresses the target behavior, ○ Is based on student current level of performance as evidenced by functional assessments, ○ Shows evidence of task analysis of the skill area, and ○ Proposes responsive adjustments to instruction based upon potential changes from Case student’s responsivity. • Candidate describes innovative or highly responsive instruction that directly addresses the target behavior and is based upon student data.
<p>Summary of Results</p> <p>CEC Standard 4</p> <p>Candidate uses multiple methods of assessment and data sources in making educational</p>	<ul style="list-style-type: none"> • Candidate provides a performance graph that: <ul style="list-style-type: none"> ○ Is NOT clear to the reader, ○ DOES NOT include baseline, aimline, or phaseline and ○ DOES NOT INCLUDE clear indication of data decision points. ○ Candidate DOES NOT show evidence of interpretation of data 	<ul style="list-style-type: none"> • Candidate provides a performance graph that: <ul style="list-style-type: none"> ○ Is clear to the reader, ○ Includes baseline, aimline, and phaseline and has ○ Clear indication of data decision points. 	<ul style="list-style-type: none"> • Candidate provides a performance graph that: <ul style="list-style-type: none"> ○ Includes baseline, aimline, and phaseline ○ Is clear to the reader with clear indication of data decision points. • Candidate shows evidence of interpretation of data and clear communication by:

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
decisions.	<p>and clear communication by:</p> <ul style="list-style-type: none"> ○ NOT/NOT THOROUGHLY summarizing student response to instruction ○ NOT/NOT THOROUGHLY identifying any decisions made using the data decision rules, and ○ NOT/NOT THOROUGHLY providing recommendations for further instruction. 	<ul style="list-style-type: none"> ● Candidate shows evidence of interpretation of data and clear communication by: <ul style="list-style-type: none"> ○ Summarizing student response to instruction ○ Identifying any decisions made using the data decision rules, and ○ Providing recommendations for further instruction. 	<ul style="list-style-type: none"> ○ Summarizing student response to instruction / Identifying any decisions made using the data decision rules, and ○ Providing recommendations for further instruction. ● Candidate provides a strong example of professional thinking and writing in the integration of all required components.
<p>Project Reflection</p> <p>CEC Standard 6</p> <p>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.</p>	<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ Self-evaluation of the instruction provided OR ○ Reflecting on one’s practice to improve instruction and guide professional growth, OR ○ Commitment to use of evidence-based practices in assessment and instruction. 	<ul style="list-style-type: none"> ● Candidate uses learner data to reflect on the Case Student’s potential responses to the behavior change process, including evidence of: <ul style="list-style-type: none"> ○ The capacity to self-evaluation or reflect on one’s practice to improve instruction and guide professional growth. ● Commitment to use of evidence-based practices in assessment and instruction. 	<ul style="list-style-type: none"> ● Candidate uses learner data to reflect on the Case Student’s potential responses to the behavior change process, including evidence of: <ul style="list-style-type: none"> ○ The capacity to self-evaluation or reflect on one’s practice to improve instruction and guide professional growth. ● 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.