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

Summer 2020

EDSE 627 662: Assessment
CRN: 43221, 3 – Credits

Instructor Contact Information	Course Time and Location
Instructor: Dr. Nancy Cerar	**Meeting Dates**: 5/20/2020 – 7/22/2020
Phone: 703-785-4089	**Meeting Day(s)**: asynchronous
E-Mail: nirby@gmu.edu	**Meeting Time(s)**: asynchronous
Office Hours: By appointment only	**Meeting Location**: N/A; Online
Office Location: N/A	**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
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 asynchronous 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 Wednesday, May 22, 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)

  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.
- If Students choose to use Blackboard Collaborate web conferencing tool for meetings with the instructor, they may need a headset microphone. However, Collaborate meetings are not required and students can always meet with the professor by phone.

- 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 Wednesday, and finish on Tuesday.
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- 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 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- 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. 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.).

Additional Readings
Wright, J. (1992). *Curriculum-based measurement: A manual for teachers.* Syracuse (NY) City
       Schools. Retrieved from: http://www.jimwrightonline.com/pdfdocs/cbaManual.pdf

Other readings will be posted on the class Blackboard site.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

> **Tk20 Performance-Based Assessment Submission Requirement**
> It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA 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)

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/stu`dent 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. The PBA for this course is the Curriculum-Based Measurement Project (CBM Project; See Appendix A). A PBA is evaluated in two ways. The CBM Project will be upload to both the assignment Blackboard slot and Tk20. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. If you fail to upload your CBM Project, you'll get and incomplete that will automatically turn into an F unless you take care of the deficiency. 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.

Students may complete the CBM project as outlined in this syllabus or choose an alternative CBM project that will be described in the class blackboard.

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

Performance-based Common Assignments
(No Tk20 submission required)
N/A

Other Assignments
Weekly Quizzes

CBM Proposal

- CBM Project
- Test Report Write-Up
- Statistics Homework
- IRIS Module

Assignments	Possible Points
1) Attendance & Participation	30 pts
2) Statistics Homework	50 pts
3) Standardized test: guided report/interpretation	60 pts
4) IRIS Module	20 pts
5) CBM proposal	10 pts
6) CBM Project	100 pts
7) Weekly Quizzes (lowest 1 will be dropped)	60 pts
Total	330 pts

ONLINE SUBMISSION OF STUDENT WORK REQUIRED

All student work *must* be submitted through the ***Blackboard Assignment*** function on the class website. Due dates are posted on the syllabus schedule and also on the blackboard site. On time submissions are required to be in the class Assignment box *by the end of the day (11:59PM) on the due date. Only* submissions through the assignment box will be accepted.

Each scoring rubric contains points for on-time submission of assignments. All assignments are due at *the beginning of the class period* on the date indicated. The points for on-time submission are no longer available after the submission deadline passes.

Submitting an assignment late does not alter the due dates of the other assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester. Graded assignments will be returned to you through the class assignment box feature as well.

File Names for Online Submission
You must include your name *in the file name* when you submit to Blackboard. I will deduct five points from each submission (nonrefundable) if your file downloads without your name in the title. Non-refundable means that even if you send the file early for feedback purposes, you lose the five points for the assignment if it does not contain your name ***in the file name***.

Blackboard will *not* add your name to your submission as is required for this class. It will label it on the server but when it downloads, only the name of the file *as it appears on your computer* will be transmitted. The name must be assigned to the file on your computer before you send it to Blackboard.

The format for the file name is:
<center><i><your last name-assignment name></i></center>
If I were submitting homework assignment 1 through the Dropbox, I would call it:

<center>Cerar-Homework 1</center>

Note: If the file name on your computer does not look like my example, it will not look like my example in blackboard or when it downloads to my computer and you will lose points.

Course Policies and Expectations

Attendance/Participation

While there are limited synchronous sessions in this course, students are required to complete all weekly online assignments using the Blackboard course management system. Active attendance and participation in the course will be seen as timely completion of assigned weekly work in the course learning modules.

Late Work

Ten percent of the available points for the assignment will be deducted for late submissions during the **first week after the due date. After one week** from the due date, assignments will be penalized **an additional 10% of the total available score for each week they are late.** Thus an assignment that is two weeks late is able to obtain only 80% of the points for the assignment regardless of the quality of the work. After two weeks, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

The point deduction will be made after the grading is complete. In the case of an assignment that earned 90 out of 100 points, the student grade would be a score of 70 (90-20). The points are deducted for each week at the time that the assignment was originally due.

The date that the assignment was loaded into the Blackboard Assignment folder will be the date of record. Partially completed or inadequate assignments loaded into the Blackboard Assignment folder will be the assignments of record for the student.

Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

Grading Scale

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

*Note: The George Mason University Honor Code will be strictly enforced (see <u>Academic Integrity Site</u> [https://oai.gmu.edu/] and <u>Honor Code and System</u> [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 <u>must</u> 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 <u>Policies and Procedures</u> (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
*<u>Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.</u>

Class	Date	Topic	Preparation
1	5/20	Introduction and Course Overview Legal, professional, and ethical requirements relative to assessment	**Synchronous** meet Tuesday, May 19 at 5 pm using Blackboard Collaborate Ultra Overton Chapters 1 & 2
2	5/27	Quantitative Measurement Concepts I Computers in assessment data management*	Overton Chapter 3 Excel instruction on website **Weekly Quiz**
3	6/3	Quantitative Measurement Concept II	Overton Chapter 4 Daub (1996) Fuchs & Fuchs (1986a) **Weekly Quiz**
4	6/10	CBM, and Progress Monitoring	Overton Chapters 6 & 7 Espin (2000)

Class	Date	Topic	Preparation
			Fuchs & Fuchs (1986b) Hosp & Hosp (2003) **Statistics Homework Due** **Weekly Quiz** **CBM Proposal Due Sunday 6/14 @midnight**
5	6/17	Achievement Tests	Overton Chapters 5 & 8 **Weekly Quiz**
6	6/24	Analyzing tests & writing reports	Overton Chapter 13 **Weekly Quiz**
7	7/1	Continue working on writing report and CBM Project	
8	7/8	Behavior Intelligence and Adaptive Behavior RTI Revisit CBM Analysis	Overton Chapter 9 Overton Chapter 10 Brigham (2010) **Test Report 1 Due** **Weekly Quiz**
9	7/15	Alternative assessments Classroom testing, grading, etc. Test accommodations	Thurlow (2001) Conderman (2010) Bateman (2009) Byrnes (2008) **IRIS Module Due** **Weekly Quiz**
10	7/22	CBM presentations	**CBM Presentation Due** **CMB Report Due**

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: 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)

Curriculum-based Measurement Project

	Does Not Meet Expectations 1	**Meets Expectations 2**	**Exceeds Expectations 3**
Reason for Assessment CEC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	• Candidate omits or provides unclear/limited explanation of any of the following: o area of general curriculum of concern for student. o reason for prioritizing chosen area of the general curriculum. o student's current level of performance in the general curriculum area of concern. o how the student's current level of performance differs from average performing peers.	• Candidate identifies area of general curriculum of concern for student. • Candidate states reason for prioritizing chosen area of the general curriculum. • Candidate describes the student's current level of performance in the general curriculum area of concern. • Candidate describes how the student's current level of performance differs from average performing peers.	• Candidate identifies area of general curriculum of concern for student. • Candidate states reason for prioritizing chosen area of the general curriculum. • Candidate describes the student's current level of performance in the general curriculum area of concern. • Candidate describes how the student's current level of performance differs from average performing peers. • Candidate presents an innovative application of the concepts OR provides unusual depth and integration to the description of all areas.
Description of the Target Behavior CEC Standard 1 Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	• Candidate omits or provides unclear/limited explanation of any of the behavioral objective. • Candidate states behavioral objective that DOES NOT include task, condition, and/or criterion directly related to general education curriculum.	• Candidate states behavioral objective for student to show mastery and fluency in selected skill. • Candidate states behavioral objective that includes task, condition, and criterion directly related to general education curriculum. •	• Candidate states behavioral objective for student to show mastery and fluency in selected skill. • Candidate states behavioral objective that includes task, condition, and criterion directly related to general education curriculum. • Candidate presents an innovative application of the concepts OR provides unusual depth and integration to the description of all areas. •
Description of assessment procedure and example of probes CEC Standard 4	• 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	• Candidate identifies and describes a nonbiased assessment of target behavior. • Candidate identifies and describes assessment procedures that directly related to	• Candidate identifies and describes a nonbiased assessment of target behavior. • Candidate identifies and describes assessment procedures that directly related to individualized behavioral

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3

Candidate uses multiple methods of assessment and data sources in making educational decisions.	and describe assessment procedures that directly related to individualized behavioral objective OR candidate identifies and describes assessment procedures that ARE NOT directly related to the behavioral objective.
	• Candidate DOES NOT describe and provide examples of CBM probes that:
	  o Use constant time
	  o Contain constant number of items
	  o Remain constant in difficulty level
	OR candidate describes and provides examples of CBM probes that DO NOT:
	  o Use constant time OR
	  o Contain constant number of items OR
	  o Remain constant in difficulty level
	
	• Candidate DOES NOT employ clear rules for instructional decision-making.
		individualized behavioral objective.
		• Candidate describes and provides examples of CBM probes that:
		  o Use constant time
		  o Contain constant number of items
		  o Remain constant in difficulty level
		• Candidate employs clear rules for instructional decision-making.
			objective.
			• Candidate describes and provides examples of CBM probes that:
			  o Use constant time
			  o Contain constant number of items
			  o Remain constant in difficulty level
			• Candidate employs clear rules for instructional decision-making.
			• Candidate presents an innovative application of the concepts OR provides unusual depth and integration to the description of all areas.

Changing the Behavior
 	
CEC Standard 5
 	
Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
	• Candidate describes an instructional plan for the individual student that DOES NOT:
	  o Directly addresses the target behavior, OR
	  o Is based on student current level of performance as evidenced by functional assessments, OR
	  o Shows evidence of task analysis of the skill area,
	• Candidate DOES NOT Make responsive adjustments to instruction based on continuous
		• Candidate describes an instructional plan for the individual student that:
		  o Directly addresses the target behavior,
		  o Is based on student current level of performance as evidenced by functional assessments,
		  o Shows evidence of task analysis of the skill area, and
		  o Makes responsive adjustments to instruction based on continuous observation (collection of CBM
			• Candidate describes an instructional plan for the individual student that:
			  o Directly addresses the target behavior,
			  o Is based on student current level of performance as evidenced by functional assessments,
			  o Shows evidence of task analysis of the skill area, and
			  o Makes responsive adjustments to instruction based on continuous observation (collection of CBM data).

	Does Not Meet Expectations 1	**Meets Expectations 2**	**Exceeds Expectations 3**
	observation (collection of CBM data).	data).	• Candidate describes innovative or highly responsive instruction that directly addresses the target behavior and is based on student data.

Summary of Results
 	
CEC Standard 4
 	
Candidate uses multiple methods of assessment and data sources in making educational decisions.
	• Candidate provides a performance graph that:
	   o Is NOT clear to the reader,
	   o DOES NOT include baseline, aimline, or phaseline and
	   o DOES NOT INCLUDE clear indication of data decision points.
	• Candidate DOES NOT show evidence of interpretation of data and clear communication by:
	   o NOT/NOT THOROUGHLY summarizing student response to instruction
	   o NOT/NOT THOROUGHLY identifying any decisions made using the data decision rules, and
	   o NOT/NOT THOROUGHLY providing recommendations for further instruction.
	•
		• Candidate provides a performance graph that:
		   o Is clear to the reader,
		   o Includes baseline, aimline, and phaseline and
		   o Clear indication of data decision points.
		• Candidate shows evidence of interpretation of data and clear communication by:
		   o Summarizing student response to instruction
		   o Identifying any decisions made using the data decision rules, and
		   o Providing recommendations for further instruction.
		•
			• Candidate provides a performance graph that:
			   o Is clear to the reader,
			   o Includes baseline, aimline, and phaseline and
			   o Clear indication of data decision points.
			• Candidate shows evidence of interpretation of data and clear communication by:
			   o Summarizing student response to instruction
			   o Identifying any decisions made using the data decision rules, and
			   o Providing recommendations for further instruction.
			• Candidate provides a strong example of professional thinking and writing in the integration of all required components.

Project Reflection
 	
CEC Standard 6
 	
Candidate uses foundational knowledge of the field and his/her ethical principles and practice standards to inform special education practice, to engage
	• Candidate DOES NOT use learner data to reflect on the target student's response to the behavior change process, and DOES NOT include evidence of:
	   o Self-evaluation of the instruction provided OR
	   o Reflecting on one's practice to improve instruction and guide professional growth,
		• Candidate uses learner data to reflect on the target student's response to the behavior change process, including evidence of:
		   o Self-evaluation of the instruction provided
		   o Reflecting on one's practice to improve instruction and guide professional growth, and
		   o Commitment to use of evidence-based practices in assessment and
			• Candidate uses learner data to reflect on the target student's response to the behavior change process, including evidence of:
			   o Self-evaluation of the instruction provided
			   o Reflecting on one's practice to improve instruction and guide professional growth, and
			• Commitment to use of evidence-based practices in assessment and instruction.

	Does Not Meet Expectations 1	**Meets Expectations** 2	**Exceeds Expectations** 3
in lifelong learning, and to advance the profession.	OR • Commitment to use of evidence-based practices in assessment and instruction.	instruction.	• Candidate provides a strong example of professional thinking and writing in the integration of all required components.