



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

Summer 2020
EDSE 627 657: Assessment
CRN: 43227, 3 – Credits

Instructor Contact Information	Course Time and Location
Instructor: Dr. Christine McElwee	Meeting Dates: 5/20/2020 – 7/22/2020
Phone: 703-864-5776	Meeting Day(s): Wednesday (asynchronous)
E-Mail: cmcelwee@gmu.edu	Meeting Time(s): Asynchronous
Office Hours: By Appointment Only	Meeting Location: N/A; Online
Office Location: Online	Other Phone: NA

- ❖ 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 speded@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 (asynchronous online)
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 mostly 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 May 20, 2020 at 5:00 PM.

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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.

- 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](http://www.apple.com/quicktime/download/) (www.apple.com/quicktime/download/)

Expectations

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Wednesday at 12:00 AM, and finish on Tuesday at 11:59 PM.
- 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 2 times 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 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 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.). Pearson.

Recommended Textbooks

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.).

Required Resources

You will need to have access to GMU email account, GMU Blackboard site, a **computer** with **Adobe Acrobat Reader**, a **word processor** and a **spreadsheet**.

Additional Readings

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

Other readings will be posted on the class Blackboard site.

Course Performance Evaluation

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

Tk20 Performance-Based Assessment Submission Requirement

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

For EDSE 627, the required PBA is Curriculum-Based Measurement Project. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

Curriculum-based Measurement Project (Choice between 2 projects)

The curriculum-based measurement project is the written plan that students will formulate and present to the instructor for how they will monitor a single student's progress on a specific academic task. The proposal must detail the key points of the project's two-fold purpose: assessment and instruction.

Choice 1: If you have access to a person who you will be working with on a continuous basis, you may want to choose Choice 1. You will be working with an individual whom you will teach a discrete skill to. The academic area selected for the CBM project can include any curriculum area taught in school, but must be appropriate for continuous progress monitoring. Each project will include two baseline measures and six instructional probes, so the academic area selected must be one that can be assessed, taught on a regular basis, and then re-assessed throughout the instructional process. Teachers who are already practicing in the field are suggested to pick a curriculum area which they already teach to make the project more meaningful and easily applied in their own classrooms. Individuals without their own classroom are asked to choose curriculum areas that would be appropriate and easily teachable to college-aged peers and family members (and one such person would be targeted for assessment and instruction for this project). *More information for this assignment will be detailed during the first class session.*

Choice 2: If you choose this choice, you will be given two case studies to work with. You will be completing similar tasks as Choice 1, but with information described in the case studies. *More information for this assignment will be detailed during the first class session.*

College Wide Common Assessment (TK20 submission required)

NA

Performance-based Common Assignments (No Tk20 submission required)

NA

Other Assignments

IRIS Module: Progress Monitoring

Each student will complete the IRIS Module on progress monitoring on reading or math content areas for students with disabilities. Each set of responses will be included in your document sent to the professor. *More information for this assignment will be detailed during the first class session.*

Chapter Review Assignments

Complete class assignments demonstrating your review of the chapter and understanding of the content. Chapters 2-10 and 13 will be included for this assignment. *More information for this assignment will be detailed during the first class session.*

Standardized Test Report & Interpretation

You will be required to write a report given data collected for you and available on the class blackboard website. There are several files necessary for the report assignment. They will appear in the folder labeled **Test Report 2** on the Blackboard site. *More information for this assignment will be detailed during the first class session.*

Final Exam

A final exam will be given during the last class assignments. This will be a case Study Format. The final exam will include a case study report and analysis. Since the nature of the material learned in class is cumulative, the final exam will cover all textbook chapters, lectures, and class learning activities from the whole semester. All of these items will be incorporated into the case study questions. Final exam review items will be given and a final exam review will be conducted in class the week before the final exam. The final exam is open-book and open-note, so feel free to use your text and class notes on the final exam. However, it is expected to be your own independent work, so collaboration with classmates is not permitted during the final exam.

More information for this assignment will be detailed during the first class session.

Weekly Participation/ Discussion Boards

Students will be required to post responses to weekly discussion board questions.

More information for this assignment will be detailed during the first class session.

Course Policies and Expectations

Attendance/Participation

Class attendance and participation are essential to this course because of the complexity of the assessment knowledge at its core. Attendance points are earned for each week's online coursework to give a student experience with and course credit for engaging in key activities that

educational evaluators participate in on a regular basis. A student is expected to complete all assigned weekly work for weekly class participation credit.

Late Work

All assignments should be submitted *on or before* the assigned due date.

Course evaluation and final grades will be calculated based on each individual student’s point score out of the possible 100 point total. Late assignments will be accepted in the following manner:

- **5% point deduction – up to 1 week late**
- **10% point deduction – 2 weeks late**
- **25% point deduction – 3 weeks late**
- **50% point deduction – more than 3 weeks late**

Course Requirements Evaluation

Course Requirements Evaluation	
Assignment	% Points Earned
1. Weekly Participation - based on weekly discussion boards (10 points/module)	/100
2. IRIS Module: Progress Monitoring	/100
3. Curriculum-Based Measurement Project** (Choice of the Original or Alternative Project)	/100 (x2)
4. Standardized Test: Report/Interpretation	/100
5. Chapter Review Assignments (Chapters 2 – 10, 13) (10 points/chapter)	/100
6. Final Exam (Case Study Format)	/100
Total Average of points earned	/100

Grading Scale

- A = 95-100%
- A- = 90-94%
- B+ = 87-89%
- B = 80-86%
- C+ = 77-79%
- C = 70-76%
- F = 69% and below

***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 \(https://cehd.gmu.edu/students/policies-procedures/\)](https://cehd.gmu.edu/students/policies-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.

COURSE SCHEDULE			
Class Date	Topics	Assignments Due	
		Due on Tuesday Night BEFORE Class Date	Due on Wednesday Night of Class Date
5/20	<ul style="list-style-type: none"> • Syllabus and Course Expectations • Chapter 1: Introduction to Assessment & Related Ideas and Terminology* (miscue analysis*, progress monitoring (CBM)*, Formative Evaluation*, Functional Behavioral Assessments (FBA)*) 		<p>Due 5/20 at 11:59PM</p> <ul style="list-style-type: none"> ➤ Review syllabus and course assignments PowerPoint ➤ Review Introduction, Chapter 1, and Chapter 2 Powerpoints

COURSE SCHEDULE

Class Date	Topics	Assignments Due	
		Due on Tuesday Night BEFORE Class Date	Due on Wednesday Night of Class Date
	<ul style="list-style-type: none"> • Chapter 2: Legal, Professional, & Ethical Issues Surrounding Assessment* (Safe Positive Environments*, Self-Determination/Advocacy*, Individualized Educational Plan*) 		
5/27	<ul style="list-style-type: none"> • Chapter 3: Generating and Understanding Descriptive Statistics* (norm-referenced assessments* - understanding statistics relevant to central tendency) • Chapter 4: Reliability & Validity* (norm-referenced assessments* - understanding statistics relevant to central tendency, reliability & validity Individualized Educational Plan*, Lesson Planning* (Active Teaching Model) 	<p>Due 5/26 at 11:59 PM</p> <ul style="list-style-type: none"> ➤ Read Text Chapter 1 & 2 ➤ Complete Related Discussion Board questions for Ch. 1 & 2 ➤ Complete Related Chapter Review assignments for Ch. 1 & 2 	<p>Due 5/27 at 11:59PM</p> <ul style="list-style-type: none"> ➤ Review Ch. 3 & 4 PowerPoints
6/3	<ul style="list-style-type: none"> • Chapter 6: Curriculum-Based Measurement* (curriculum-based assessments* - progress monitoring (CBM)*, direct instruction/systematic & explicit*, Questioning Strategy Instruction*, MetaCognitive Strategies*, Differentiation*) • Chapter 7: Response to Intervention and Progress Monitoring* (classroom 	<p>DUE 6/2 at 11:59 PM</p> <ul style="list-style-type: none"> ➤ Read Text Chapters 3 & 4 ➤ Complete Related Discussion Board questions for Ch. 3 & 4 ➤ Complete Related Chapter Review assignments for Ch. 3 & 4 	<p>Due 6/3 at 11:59PM</p> <ul style="list-style-type: none"> ➤ Review Ch. 6 & 7 PowerPoints

COURSE SCHEDULE

Class Date	Topics	Assignments Due	
		Due on Tuesday Night BEFORE Class Date	Due on Wednesday Night of Class Date
	testing and grading* - practices for constructing and administering these tests, as well as how to use miscue analyses* and differentiated instruction* based on them, Formative Evaluation*, Review & Practice to Mastery*)		
6/10	<ul style="list-style-type: none"> • Chapter 5: Norm-Referenced Assessment* (norm-referenced assessments* - usage, interpretation, and application of this assessment information) • Guided Standardized Test Report/Interpretation 	<p>Due 6/9 at 11:59 PM</p> <ul style="list-style-type: none"> ➤ Read Text Chapters 6 & 7 ➤ Complete Related Discussion Board questions for Ch. 6 & 7 ➤ Complete Related Chapter Review assignments for Ch. 6 & 7 	<p>Due 6/10 at 11:59PM</p> <ul style="list-style-type: none"> ➤ Review Ch. 5 PowerPoint ➤ Guided Standardized Test Report Interpretation
6/17	<ul style="list-style-type: none"> ➤ Chapter 8: Academic Assessment (miscue analysis*, differentiated instruction*, Formative Evaluation*, Review & Practice to Mastery*) ➤ IRIS Module: Progress Monitoring Reading/Math 	<p>Due 6/16 at 11:59 PM</p> <ul style="list-style-type: none"> ➤ Read Text Chapters 5 <p>Due 6/16 at 11:59 PM</p> <ul style="list-style-type: none"> ➤ Complete Related Discussion Board questions for Ch. 5 ➤ Complete Related Chapter Review assignments for Ch. 5 (Guided Standardized Test Report/Interpretation) 	<p>Due 6/17 at 11:59 PM</p> <ul style="list-style-type: none"> ➤ Review Ch. 8 PowerPoint ➤ Complete IRIS Module: Progress Monitoring Assignment
6/24	<ul style="list-style-type: none"> ➤ Chapter 9: Behavioral Assessments* (Functional 	<p>DUE 6/23 at 11:59 PM</p>	<p>Due 6/24 at 11:59 PM</p>

COURSE SCHEDULE

Class Date	Topics	Assignments Due	
		Due on Tuesday Night BEFORE Class Date	Due on Wednesday Night of Class Date
	Behavioral Assessments (FBA)*, Behavioral Intervention Plan (BIP)*, Positive Behavioral Supports (PBIS)*, Reinforcement & Consequences*, Behavioral Modification*, Applied Behavior Analysis (observation & Data)*, Safe Positive Environments*) ➤ Jim Wright CBM manual Review	➤ Read Text Chapters 8 ➤ Complete Related Discussion Board questions for Ch. 8 ➤ Complete Related Chapter Review assignments for Ch. 8	➤ Review Ch. 9 PowerPoint ➤ CBM Proposal if Original CBM Project Chosen ➤ Read Jim Wright CBM Manual
7/1	➤ Chapter 10: Intelligence & Adaptive Behavior Assessments* (SELF-Regulatory Skills*, Routines/Rules/Structure*, Social Skills Instruction*)	Due 6/30 at 11:59 PM ➤ Read Text Chapters 9 ➤ Complete Related Discussion Board questions for Ch. 9 ➤ Complete Related Chapter Review assignments for Ch. 9	Due 7/1 at 11:59 PM ➤ Review Ch. 10 PowerPoint ➤ Independent Standardized Test Report/Interpretation
7/8	➤ Chapter 13: Interpretation of Assessment Results (Writing Up Testing Results, Educational Decision-Making, Re-evaluations)	Due 7/7 at 11:59 PM ➤ Read Text Chapters 10 ➤ Complete Related Discussion Board questions for Ch. 10 ➤ Complete Related Chapter Review assignments for Ch. 10	Due 7/8 at 11:59 PM ➤ Review Ch. 13 PowerPoint

COURSE SCHEDULE			
Class Date	Topics	Assignments Due	
		Due on Tuesday Night BEFORE Class Date	Due on Wednesday Night of Class Date
7/15	➤ Review for Final Exam	Due 7/14 at 11:59 PM ➤ Read Text Chapters 13 ➤ Complete Related Discussion Board questions for Ch. 13 ➤ Complete Related Chapter Review assignments for Ch. 13	Due 7/15 at 11:59PM ➤ Review PowerPoint for Final Exam ➤ CBM Project due (Original or Alternative)
7/22	➤ Complete Final Exam	➤ Final Exam – Case Study	Due 7/22 at 11:59 PM ➤ FINAL EXAM

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

Choice 1 CBM 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 individuals with exceptionalities.</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 areas. •

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<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 <p>OR candidate describes and provides examples of CBM probes that DO NOT:</p> <ul style="list-style-type: none"> ○ Use constant time OR ○ Contain constant number of items OR ○ Remain constant in difficulty level <ul style="list-style-type: none"> • 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 ○ 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 	<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 ○ 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"> ○ Is clear to the reader, ○ Includes baseline, aimline, and phaseline and ○ 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

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	<ul style="list-style-type: none"> ○ using the data decision rules, and NOT/NOT THOROUGHLY providing recommendations for further instruction. 		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 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.