



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

Summer 2021  
EDSE 627 B01: Assessment  
CRN: 43483, 3 – Credits

Instructor: Dr. Cheryl Bragg	Meeting Dates: 06/01/21 – 07/24/21
Phone: <b>Phone call by appt.</b>	Meeting Day(s): Monday/Wednesday
E-Mail: <b>Cbragg@gmu.edu</b>	Meeting Time(s): 4:30 pm – 7:10 pm
Office Hours: <b>Virtual – Arranged with students</b>	Meeting Location: KH 17
Office Location: <b>Virtual</b>	Other Phone: <b>(703)993-4002 / CEHD office</b>

❖ *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](mailto: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. Video and other media supports
4. Electronic supplements and activities via Blackboard

This course will be delivered **in-person**, supplemented by **Blackboard** 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 **will take place on Monday and Wednesdays from 4:30-7:10 pm.**

## 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)

[\(https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems\)](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, besides in-person communication.**
- 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

- **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 **4** 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 ensure accessibility must be registered with George Mason University Disability Services.

## Learner Outcomes

Upon completion of this course, teacher candidates/students will be able to:

1. Provide the definition of assessment and the purposes and assumptions regarding assessment of exceptional children.
2. Compare and contrast the terms assessment and testing.
3. Describe relevant ethical standards, litigation, and legislation related to assessment.
4. Describe the characteristics of norm-referenced, criterion-referenced, curriculum-based and informal teacher-made tests, their similarities and differences, and their respective roles in the assessment process.
5. Demonstrate knowledge of basic measurement concepts and evaluate the psychometric properties of individual tests.
6. Create graphic displays of data in appropriate formats including: stem and leaf plot, scatterplot, and line graph using a computer spreadsheet.
7. Calculate descriptive statistics using a computer spreadsheet.
8. Interpret test results, generate appropriate educational goals and objectives based upon these results, and report test results in a professional written format.
9. Select, administer, and score of a variety of educational tests.
10. Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds. § Write assessment reports of academic achievement tests.
11. Conduct curriculum-based assessments to guide instructional decision-making. § Explain the benefits and limits of different forms of assessment (e.g., individual, norm-referenced assessment vs. continuous progress measures).
12. Explain the benefits and limits of different forms of data collected for assessment (e.g., standard scores vs. grade equivalents).
13. Score and interpret behavior observation protocols from time sampling, event recording, and interval recording procedures.
14. Describe the procedures and purposes of Response to Intervention (RTI).
15. Critique assessment and instructional accommodations relative to specific learning characteristics.

## Professional Standards

(Council for Exceptional Children [CEC] and the 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* (8<sup>th</sup> Ed.). Upper Saddle River, N.J.: Merrill/Pearson. [ISBN: 9780133856415]**

## Recommended Texts

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

## Required Resources

*Pdf doc online: Jim Wright, Curriculum-based measurement: A manual for teachers. Syracuse (NY) City Schools, 1992.*

<http://www.jimwrightonline.com/pdffdocs/cbaManual.pdf>

**Additional Readings:** Other readings will be posted on the class blackboard site in the form of Adobe Acrobat (*pdf*) or Microsoft Word documents.

## 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 -

<https://kellarlibrary.gmu.edu/>

## Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (Hard copy or by e-mail attachments).

## VIA Performance-Based Assessment Submission Requirement

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

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

## Assignments and/or Examinations

Performance-based Assessment (VIA submission required). [Please see Blackboard](#)

The **Curriculum-Based Measurement Project** fulfills this requirement. You will upload the document into the Assignment slot of VIA accessed within Blackboard. You will see the score on the rubric for this upload.

Students will create, implement, and share a *Curriculum-Based Measurement* procedure for a student. The project will include a student observation, rationale/need for the skill improvement / mastery, plan for educational intervention and monitoring progress, implementation chart/graph, and results of the project. [45 pts total]. Details of the Curriculum-Based Measurement Project will be given to you as this class proceeds. Your task from this 1<sup>st</sup> class is to begin figuring out who you might be able to gain access to for assessment purposes [ages preschool - 12<sup>th</sup>-Grade; does not have to be special needs].

## College Wide Common Assessment (VIA submission required). [Please see Blackboard](#)

The required college-wide common assessment in EDSE 627 is the dispositions self-assessment. Towards the beginning of their licensure programs (at program entry), all teacher candidates completed a self-rating of dispositions, which reflect one's attitudes and deeply held beliefs. Teacher Candidates in the Special Education-General Curriculum graduate licensure program complete the self-rating again towards the mid-point of the licensure program, in EDSE 627. The self-assessment will be an online survey, which can be accessed through the Assessments page of the course Blackboard site. Your instructor will notify you when the link is available. The self-assessment has 12 items that ask you to reflect on your professional responsibility, collaboration and leadership, cultural responsiveness, and high expectations for learning. Please note that in addition to the initial self-rating at program entry and this mid-point self-rating in EDSE 627, your dispositions will also be assessed at least 1 other time during your program: an instructor-rated evaluation by a university supervisor during internship (EDSE 783). Instructors may complete instructor-rated disposition evaluations other times throughout your program. For more information on dispositions, see <https://cehd.gmu.edu/epo/candidate-dispositions>

## Other Assignments

◆ Grades will be calculated based upon a 100 point scale. The following are the major course assignments and corresponding grade points:

1) Participation (includes exercises e.g., CBM exercise) + attendance	15 points	15 %
2) Curriculum-Based Measurement Project	45 points	45 %
3) Academic Assessment Focus	25 points	25 %
4) Final Exam (In-class)	15 points	15 %

- ◆ Details of the Assignments will be given to you as this class proceeds.
- ◆ There will be reading assignments

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

### Attendance/Participation

- ◆ GMU Students in the Special Education Department are expected to attend the class periods of the courses for which they register. Students are expected to fully participate in this class, as it is a core class for your license. Professional Educators - such as yourselves - should be punctual and demonstrate active performance of your duties – just as on the job.
- ◆ 15% of your grade will be based upon your attendance and your classroom engagement. Your use of computer is expected to be limited to group work and/or taking notes.
- ◆ There are 14 classes that will require your presence (the last class will be your FINAL). If for some reason you cannot make a class – you are not relieved of the obligation to fulfill course assignments. **Should there be inclement weather which cancels a class - a Blackboard lesson will be arranged with a task assignment.**

### Late Work

- ◆ If there is some problem turning in your work on time please make arrangements with Dr. Bragg. Otherwise, only medical hardship with a written doctor’s note will be accepted for full credit. Lateness of one week or greater in an assignment will result in the loss of 10 points [from a total of 100 in configuring your final grade, so you regrettably would be starting with a 90 (or a “B.”). Incompletes – “IN” - will only be granted for documented medical hardships

### Grading Scale:

<i>Class Grading Scale:</i>				
100--95% = A	94--90% = A-	89--80% = B	79--75% = C	< 75% = F

Please note the graduate grading scale does not include a “D.”

\*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



## Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures \(https://cehd.gmu.edu/students/polices-procedures/\)](https://cehd.gmu.edu/students/polices-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student's program – a self-evaluation at the start of their program, and a university supervisor's evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. When dispositions are assessed, it is important that for areas where a positive disposition is 'occasionally evident' or 'rarely evident,' the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>.

## Class Schedule

### EDSE 627 Summer 2021 Class Schedule

[Subject to revision as course proceeds]

Session	Topic	Assignment Due
1 Jun 2	<ul style="list-style-type: none"> <li>• Course Overview</li> <li>• Assessment Process</li> <li>• History of Assessment</li> </ul>	-Text: Review – Chpt 1
2/3 Jun 7-9	<ul style="list-style-type: none"> <li>• Multicultural Considerations</li> <li>• Legal Considerations</li> <li>• Practical and Ethical Considerations</li> <li>• Response to Intervention (RTI)</li> <li>• Criterion-Referenced Testing</li> <li>• Curriculum-Based Assessment (CBA)</li> </ul>	- Read Chpt 2 - Text: Review – Chpt 7 - Review Jim Wright's Manual on Curriculum-Based Assessment & Read Text – Chpt 6 <b>- Assigned: CBM Project</b>
4/5 Jun 14-16	<ul style="list-style-type: none"> <li>• Observation and Behavior</li> <li>• Descriptive Statistics/Standardized Assessment: basic statistical concepts</li> <li>• Scoring, Normative Data, Reliability, Validity</li> </ul>	<b>- Due 6/14 CBM Proposal</b> - Review Chpt 9 – Text - Text: Read Chpts 3 & 4
6/7 Jun 21-23	<ul style="list-style-type: none"> <li>• Norm-Referenced Assessments</li> <li>• Achievement – what is it ?</li> <li>• Assessment of Intelligence</li> </ul>	- Text: Review Chpts 5, 8 & 10 <b>- Assigned-CBM Graphing Exercise</b> <b>- Due 6/23 - Observation write-up (Part I – CBM Project)</b>
8 Jun 28	<ul style="list-style-type: none"> <li>• <i>Achievement Testing</i> - In-Class Lab on Achievement Tests</li> </ul>	<b>- Assigned: Achievement Protocol Analysis</b>
9 Jun 30	<ul style="list-style-type: none"> <li>• Interpreting Data and Reports</li> <li>• Interpreting Assessment for Educational Interventions</li> </ul>	- Read Chpt 13 <b>- Due 6/30 - CBM Graphing Exercise</b>



<b>10</b> Jul 5 <sup>th</sup>	<b>No In-Person Class – Happy 4<sup>th</sup> of July!</b>	- Blackboard Reading Assignment
<b>11</b> Jul 7	<ul style="list-style-type: none"> <li>• Speech &amp; Language Assessments</li> <li>• Sensory issues</li> </ul>	- Text: Review Chpts 8, 11 - Due 7/7 - <b>Achievement Protocol Analysis</b>
<b>12/13</b> Jul 12-14	<ul style="list-style-type: none"> <li>• Adaptive Behavior Assessments</li> <li>• Alternative Assessments / Transition Assessments</li> <li>• Misc. Assessments</li> <li>• Writing Assessment &amp; Educational Reports</li> </ul>	- Text: Review Chpts 12 & 13 - Due 7/14 - <b>CBM Project</b>
<b>14</b> Jul 19 <sup>th</sup>	<ul style="list-style-type: none"> <li>• From Assessment to the IEP Process</li> <li>• Communicating Assessment Findings to IEP Team</li> <li>• Review of Assessment Interpretation</li> </ul>	
<b>15</b> Jul 21	<ul style="list-style-type: none"> <li>• In class – <b>FINAL EXAM</b></li> </ul>	

## 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 either Tk20 or VIA should be directed to <https://cehd.gmu.edu/aero/assessments/>
- 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 “non-confidential 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 \(titleix@gmu.edu\)](mailto: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(s)**

**Appendix**

**Assessment Rubric**

**Assessment ~ Curriculum-based Measurement Project**

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<p><b>Reason for Assessment</b></p> <p>CEC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<ul style="list-style-type: none"> <li>• Candidate omits or provides unclear/limited explanation of any of the following:               <ul style="list-style-type: none"> <li>○ area of general curriculum of concern for student.</li> <li>○ reason for prioritizing chosen area of the general curriculum.</li> <li>○ student’s current level of performance in the general curriculum area of concern.</li> <li>○ how the student’s current level of performance differs from average performing peers.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Candidate identifies area of general curriculum of concern for student.</li> <li>• Candidate states reason for prioritizing chosen area of the general curriculum.</li> <li>• Candidate describes the student’s current level of performance in the general curriculum area of concern.</li> <li>• Candidate describes how the student’s current level of performance differs from average performing peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate identifies area of general curriculum of concern for student.</li> <li>• Candidate states reason for prioritizing chosen area of the general curriculum.</li> <li>• Candidate describes the student’s current level of performance in the general curriculum area of concern.</li> <li>• Candidate describes how the student’s current level of performance differs from average performing peers.</li> <li>• Candidate presents an innovative application of the concepts OR provides unusual depth and integration to the description of all areas.</li> </ul>
<p><b>Description of the Target Behavior</b></p> <p>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</p>	<ul style="list-style-type: none"> <li>• Candidate omits or provides unclear/limited explanation of any of the behavioral objective.</li> <li>• Candidate states behavioral objective that DOES NOT include task, condition, and/or criterion directly related to general education curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate states behavioral objective for student to show mastery and fluency in selected skill.</li> <li>• Candidate states behavioral objective that includes task, condition, and criterion directly related to general education curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate states behavioral objective for student to show mastery and fluency in selected skill.</li> <li>• Candidate states behavioral objective that includes task, condition, and criterion directly related to general education curriculum.</li> <li>• Candidate presents an innovative application of the concepts OR provides unusual depth and integration to the description of all</li> </ul>

individuals with exceptionalities.			areas.
<p>Description of assessment procedure and example of probes CEC Standard 4 Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>	<ul style="list-style-type: none"> <li>• Candidate DOES NOT identify and/or describe a nonbiased assessment of target behavior OR identifies a biased assessment of target behavior.</li> <li>• 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.</li> <li>• Candidate DOES NOT describe and provide examples of CBM probes that: <ul style="list-style-type: none"> <li>○ Use constant time</li> <li>○ Contain constant number of items</li> <li>○ Remain constant in difficulty level</li> </ul> OR </li> <li>• Candidate describes and provides examples of CBM probes that DO NOT: <ul style="list-style-type: none"> <li>○ Use constant time</li> <li>OR</li> <li>○ Contain constant number of items</li> <li>OR</li> <li>○ Remain constant in difficulty level</li> </ul> </li> <li>• Candidate DOES NOT employ clear rules for instructional decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate identifies and describes a nonbiased assessment of target behavior.</li> <li>• Candidate identifies and describes assessment procedures that directly related to individualized behavioral objective.</li> <li>• Candidate describes and provides examples of CBM probes that: <ul style="list-style-type: none"> <li>○ Use constant time</li> <li>○ Contain constant number of items</li> <li>○ Remain constant in difficulty level</li> </ul> </li> <li>• Candidate employs clear rules for instructional decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate identifies and describes a nonbiased assessment of target behavior.</li> <li>• Candidate identifies and describes assessment procedures that directly related to individualized behavioral objective.</li> <li>• Candidate describes and provides examples of CBM probes that: <ul style="list-style-type: none"> <li>○ Use constant time</li> <li>○ Contain constant number of items</li> <li>○ Remain constant in difficulty level</li> </ul> </li> <li>• Candidate employs clear rules for instructional decision-making.</li> <li>• Candidate presents an innovative application of the concepts OR provides unusual depth and integration to the description of all areas.</li> </ul>

<p><b>Changing the Behavior</b> CEC Standard 5 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"> <li>• Candidate describes an instructional plan for the individual student that DOES NOT: <ul style="list-style-type: none"> <li>○ Directly addresses the target behavior,</li> </ul> </li> <li>OR <ul style="list-style-type: none"> <li>○ Is based on student current level of performance as evidenced by functional assessments, OR</li> <li>○ Shows evidence of task analysis of the skill area,</li> </ul> </li> <li>• Candidate DOES NOT Make responsive adjustments to instruction based on continuous observation (collection of CBM data).</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate describes an instructional plan for the individual student that: <ul style="list-style-type: none"> <li>○ Directly addresses the target behavior,</li> <li>○ Is based on student current level of performance as evidenced by functional assessments,</li> <li>○ Shows evidence of task analysis of the skill area, and</li> <li>○ Makes responsive adjustments to instruction based on continuous observation (collection of CBM data).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Candidate describes an instructional plan for the individual student that: <ul style="list-style-type: none"> <li>○ Directly addresses the target behavior,</li> <li>○ Is based on student current level of performance as evidenced by functional assessments,</li> <li>○ Shows evidence of task analysis of the skill area, and</li> <li>○ Makes responsive adjustments to instruction based on continuous observation (collection of CBM data).</li> </ul> </li> <li>• Candidate describes innovative or highly responsive instruction that directly addresses the target behavior and is based on student data.</li> </ul>
<p><b>Summary of Results</b> CEC Standard 4 Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>	<ul style="list-style-type: none"> <li>• Candidate provides a performance graph that: <ul style="list-style-type: none"> <li>○ Is NOT clear to the reader,</li> <li>○ DOES NOT include baseline, aimline, or phaseline and</li> <li>○ DOES NOT INCLUDE clear indication of data decision points.</li> <li>○ Candidate DOES NOT show evidence of interpretation of data and clear communication by:</li> <li>○ NOT/NOT THOROUGHLY summarizing student response to instruction</li> <li>○ NOT/NOT THOROUGHLY identifying any decisions made using the data decision rules, and</li> <li>○ NOT/NOT THOROUGHLY providing recommendations for further instruction.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Candidate provides a performance graph that: <ul style="list-style-type: none"> <li>○ Is clear to the reader,</li> <li>○ Includes <b>baseline, aimline,</b> and <b>phaseline</b> and has</li> <li>○ Clear indication of data decision points.</li> </ul> </li> <li>• Candidate shows evidence of interpretation of data and clear communication by: <ul style="list-style-type: none"> <li>○ Summarizing student response to instruction</li> <li>○ Identifying any decisions made using the data decision rules, and</li> <li>○ Providing recommendations for further instruction.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Candidate provides a performance graph that: <ul style="list-style-type: none"> <li>○ Includes baseline, aimline, and phaseline</li> <li>○ Is clear to the reader with clear indication of data decision points.</li> </ul> </li> <li>• Candidate shows evidence of interpretation of data and clear communication by: <ul style="list-style-type: none"> <li>○ Summarizing student response to instruction / Identifying any decisions made using the data decision rules, and</li> <li>○ Providing recommendations for further instruction.</li> </ul> </li> <li>• Candidate provides a strong example of professional thinking and writing in the integration of all required components.</li> </ul>

<p><b>Project Reflection</b></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"> <li>• 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"> <li>○ Self-evaluation of the instruction provided OR</li> <li>○ Reflecting on one’s practice to improve instruction and guide professional growth, OR</li> <li>○ Commitment to use of evidence-based practices in assessment and instruction.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>○ Self-evaluation of the instruction provided</li> <li>○ Reflecting on one’s practice to improve instruction and guide professional growth, and</li> <li>○ Commitment to use of evidence-based practices in assessment and instruction.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>○ Self-evaluation of the instruction provided</li> <li>○ Reflecting on one’s practice to improve instruction and guide professional growth, and</li> </ul> </li> <li>• Commitment to use of evidence-based practices in assessment and instruction.</li> <li>• Candidate provides a strong example of professional thinking and writing in the integration of all required components.</li> </ul>
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