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

Summer 2022
EDSE 627 673: Assessment
CRN: 43904, 3 – Credits

Instructor: Dr. Nancy Cerar	**Meeting Dates:** 05/25/22 – 07/27/22
Phone: 703-785-4089	**Meeting Day(s):** Wednesday
E-Mail: nirby@gmu.edu	**Meeting Time(s):** 4:30 pm – 8:30 pm
Office Hours: by appointment	**Meeting Location:** Off-campus
Office Location: TBA	**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

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

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

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

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

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). 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 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)

For EDSE 627, the required PBA is Curriculum-Based Measurement Project.

College Wide Common Assessment
(VIA submission required)

For EDSE 627, the required PBA is Curriculum-Based Measurement Project.

Other Assignments
- Weekly Quizzes
- CBM Proposal
- CBM Project
- Test Report Write-Up
- Statistics Homework
- IRIS Module

Assignment details and rubric will be found on blackboard.

Assignment Summary

Assignments	Possible Points
1) Attendance & Participation	30 pts
2) Statistics Homework (Spreadsheet)	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**

Each scoring rubric contains points for on-time submission of assignments. All assignments are due at *the beginning of the class period (Wednesday at 4:30 p.m.)* on the date indicated. The points for on-time submission are no longer available after the submission deadline passes. In addition, you *must include your name in the file name* when submitting your assignment on Blackboard.

Course Policies and Expectations
Attendance/Participation

Students are expected to: (a) attend and participate in all classes during the course, (b) arrive on time, (c) stay for the duration of the class time, and (d) complete all assignments. Attendance, timeliness, and professionally relevant, respectful and active participation are expected and required in order to earn weekly participation points.

Class attendance is crucial to course competence; however, there may be an instance when you are not able to attend class. *Please do not request permission to miss a class*—you must make your own decision.

A *second* absence will result in the final grade dropping by 5 points.

If there are truly extenuating circumstances, it is your responsibility to consult with the instructor.

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

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 Academic Integrity Site (https://oai.gmu.edu/) and Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/). Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire

for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/polices-procedures/) (https://cehd.gmu.edu/students/polices-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. Professional dispositions are an essential function of a special educator's job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student's program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor's evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as "not proficient," 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.

Class	Date	Topic	Preparation
1	5/25	Introduction and Course Overview Legal, professional, and ethical requirements relative to assessment	Overton Chapters 1 & 2
2	6/1	Quantitative Measurement Concepts I Computers in assessment data management*	Overton Chapter 3 Excel **Weekly Quiz**
3	6/8	Quantitative Measurement Concept II	Overton Chapter 4 Daub (1996) Fuchs & Fuchs (1986a) **Weekly Quiz**

4	6/15	CBM, and Progress Monitoring	Overton Chapters 6 & 7 Espin (2000) Fuchs & Fuchs (1986b) Hosp & Hosp (2003) **Statistics Homework Due** **Weekly Quiz** **CBM Proposal Due Sunday 6/19 @midnight**
5	6/22	Achievement Tests	Overton Chapters 5 & 8 **Weekly Quiz**
6	6/29	Analyzing tests & writing reports	Overton Chapter 13 **Weekly Quiz**
7	7/6	Continue working on writing report and CBM Project	
8	7/13	Behavior Intelligence and Adaptive Behavior RTI Revisit CBM Analysis	Overton Chapter 9 Overton Chapter 10 Brigham (2010) **Test Report 1 Due** **Weekly Quiz**
9	7/20	Alternative assessments Classroom testing, grading, etc. Test accommodations	Thurlow (2001) Conderman (2010) Bateman (2009) Byrnes (2008) **IRIS Module Due** **Weekly Quiz**
10	7/27	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/) (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 VIA should be directed to viahelp@gmu.edu or 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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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 the [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 or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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)

EDSE 627 Curriculum-based Measurement Project

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3

Reason for Assessment
 	
CEC Standard 3
	• 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 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	• Candidate DOES NOT identify and/or describe a nonbiased assessment of target behavior OR	• Candidate identifies and describes a nonbiased assessment of target behavior.	• Candidate identifies and describes a nonbiased assessment of target behavior.

CEC Standard 4	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:
	   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.**
		• Candidate identifies and describes assessment procedures that directly related to 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.
			• Candidate identifies and describes assessment procedures that directly related to 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.**
			• **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 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,
		• 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
			• 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

	OR
	  o 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).**
		analysis of the skill area, and
		  o Makes responsive adjustments to instruction based on continuous observation (collection of CBM data).
			analysis of the skill area, and
			  o **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.**

Summary of Results
 	
CEC Standard 4
	• 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	• Candidate DOES NOT use learner data to reflect on the target	• Candidate uses learner data to reflect on the target student's response to the	• Candidate uses learner data to reflect on the target student's response to the

CEC Standard 6	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, OR
	 • **Commitment to use of evidence-based practices in assessment and instruction.**
		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 instruction.
			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.**
			 • **Candidate provides a strong example of professional thinking and writing in the integration of all required components.**