



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

Summer 2022
EDSE 627 671: Assessment
CRN: 43903, 3 – Credits

Instructor: Dr. Lawrence Randolph	Meeting Dates: 05/25/22 – 07/27/22
Phone: 571-685-5332 (please text me before calling)	Meeting Day(s): Wednesday
E-Mail: lrاندول@gmu.edu	Meeting Time(s): 4:30 pm – 8:30 pm
Office Hours: 4:00PM – 4:30PM and 8:30 – 9:00PM on class days	Meeting Location: Off-campus Briar Woods High School, Room 311 22525 Belmont Ridge Road Ashburn, VA 20148
Office Location: off-campus	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

This course will meet face to face.

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 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 Texts

Overton, T. (2016). *Assessing learners with special needs: An applied approach* (Eighth ed.). Upper Saddle River, New Jersey: Pearson Education

Recommended Texts

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

Additional Readings

Any additional readings this course requires, will be provided to you by the professor in class.

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)

The midterm exam (Exam #1) for this course will consist of 3 essay questions that will be 5 points a piece. These questions will pertain to material covered in chapters 1, 5, 6 and 7.

The final exam for this course will be a project-based assessment in which you will use a case study to review testing data, interpret data, create data charts, make recommendations for student improvement, and make recommendations to parents. All 15 learning outcomes will be assessed at this time.

College Wide Common Assessment (VIA submission required)

N/A

Assignment Summary

All assignments are listed below with their point values. Please see the class schedule for due dates.

Attendance	10 points
Assessment Journal	5 points
RTI Group Work	10 points
Low and High Level Demands (Math)	5 points
Exam #1	15 points
Test Results and Interpretations	10 points
Critique of Assessments	10 points

Final Exam PBA	20 points
Article Critiques	15 points (3 @ 5 points each)
Total Points:	100 points

Extra Credit

There are no options for extra credit assignments in this class.

Course Policies and Expectations

Attendance/Participation

Students will be expected to attend each class as outlined in this syllabus. In addition to attendance, participation will be key in order to be successful. Thus, students are expected to fully participate in class. Attendance and participation will equate to 1 point per class for 10% of the final grade.

Late Work

Late work will be accepted; however, a 10% reduction in the overall score will be applied **per week** the assignment is late. The penalty will be imposed immediately starting the day after the assignment is due. Students who are unable to submit an assignment on time but can obtain a written doctor's note due to a medical hardship will not be penalized for a late submission. However, prior arrangements must be made with Dr. Randolph in advance.

Grading

- A+ (94.5 – 100)
- A (92.5 – 94.4)
- A- (89.5 – 92.4)
- B+ (84.5 – 89.4)
- B (82.5 – 84.4)
- B- (79.5 – 82.4)
- C (75 – 79.4)
- F (0 – 74.4)

There are not extra credit assignments in this course.

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site \(https://oai.gmu.edu/\)](https://oai.gmu.edu/) and [Honor Code and System \(https://catalog.gmu.edu/policies/honor-code-system/\)](https://catalog.gmu.edu/policies/honor-code-system/). Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures \(https://cehd.gmu.edu/students/polices-procedures/\)](https://cehd.gmu.edu/students/polices-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. 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.

Meeting Date	Preparation	Topic	Assignments
1. May 25, 2022	Introduction and Course Overview (Read Chapter 1)	Introduction and Course overview What are assessments? What are their purposes? What is testing? (#1 & #2) Ethics, Litigation and Legislation (#3)	Assessment Journal
2. June 1, 2022	Assessment Journal Due (Read Chapter 7)	Response to Intervention (#14) Implementation of RTI and progress monitoring The role of RTI and Special Education Comprehensive Evaluations	RTI Group Work
3. June 8, 2022	(Read Chapter 5 and 6)	Norm-Referenced, Criterion-References, Curriculum-based and informal teacher-made tests (#4 & #11)	Article Critique 1 due in class
4. June 15, 2022		Assessment of Students with Disabilities in Mathematics and Reading (#4 & #11)	Low- & High-Level Math Demands
5. June 22, 2022	No In Person Class	No In Person Class	Complete take home essay Exam #1
6. June 29, 2022	Read Chapters 9 and 10	Behavior Assessments (#13)	Article Critique 2 due in class
7. July 6, 2022	Read Chapter 13	Interpreting Testing Results (#5 & #8) Validity and Reliability	Article Critique 3 due in class

8. July 13, 2022	Continue chapter 13	Interpreting Testing Results Part 2 (#8, #10, and #12)	Test Results Interpretations and Recommendations Assignment
9. July 20, 2022		Critique Assessments and Instructional Accommodations (#15) Twice Exceptionality	Critique of Assessments Review
10. July 27, 2022		In Class Final Exam	Complete Final Exam PBA

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 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/>).