

George Mason University
College of Education and Human Development
Advanced Studies in Teaching and Learning Program
Gifted Education

EDCI 624.DL1
ADVANCED ASSESSMENT AND EVALUATION OF GIFTED LEARNERS
3 Credits, Spring 2024 (Online)
January 16 – May 8, 2024

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Examines perspectives and understandings of assessment as related to gifted learners including assessment for identification and curricular assessment. Explores and critiques traditional roles of intelligence assessments as means for gifted evaluation. Develops advanced understandings of assessment practices and fosters awareness of the influences of language, culture, ethnicity, gender, and exceptionality on recognition and subsequent identification of giftedness.

Course Overview

EDCI 624 is the fourth in a series of four courses required to obtain the Gifted Education add-on licensure endorsement by the Commonwealth of Virginia. This course is designed to examine broad understandings about assessment, evaluation, and identification of gifted learners; to provide strategies for identifying gifted students; and to develop specific understandings of informal and formal assessment techniques. Furthermore, this course is designed to enhance students' awareness of the influences of language, culture, ethnicity, gender, age, and exceptionality on the recognition and subsequent identification of giftedness and the assessment and evaluation of gifted learners.

Course Delivery Method

This course will be delivered online in *asynchronous and synchronous* formats via 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 Sunday, January 14, 2024.

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:
https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support
- 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/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- **Course Week:** Our course week will begin on **Mondays** at 12:00 AM EST and finish on **Sundays** at 11:59 PM EST.
- **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 three times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- **Participation:**
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:**
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:**
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:**
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the

student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

By the completion of EDCI 624, participants in this course will be able to:

- A. Demonstrate their understanding of the salient local, state, and national issues in assessment and identification of gifted learners (*ASTL Learning Outcomes 2, 4; NAGC-CEC Stand. 4.1, 6.1; VA Endorsement Comp. 3.h, 7.a, 7.b*);
- B. Explain the principles of effective assessment and how they can be applied to specific classroom elements using a variety of approaches (*ASTL Learning Outcomes 3, 4; NAGC-CEC Stand. 4.2, 4.3, 4.5; VA Endorsement Comp. 3.d, 3.f, 4.a, 4.c, 5.d*);
- C. Apply their understanding of identification and assessment of gifted learners to their own practice (*ASTL Learning Outcomes 1, 2, 3, 4; NAGC-CEC Stand. 1.2, 3.3, 5.1, 5.2; VA Endorsement Comp. 3.a, 3.b, 3.c, 3.d*);
- D. Utilize a variety of assessments to identify gifted potential in students, particularly students from culturally, linguistically, economically, and academically diverse backgrounds (*ASTL Learning Outcomes 3, 6; NAGC-CEC Stand. 3.3, 4.1, 4.2, 4.3, 4.4, 5.2; VA Endorsement Comp. 3.a, 3.b, 3.c, 3.d, 3.e, 3.f, 3.g*);
- E. Evaluate the implications of using current identification and assessment procedures to evaluate students from a variety of backgrounds for gifted services (*ASTL Learning Outcomes 6, 7; NAGC-CEC Stand. 6.5, 7.3; VA Endorsement Comp. 2.c, 3.g, 3.h*);
- F. Use writing proficiently as an instructional and assessment tool to generate, gather, plan, organize and present ideas in writing to communicate for a variety of purposes (*VA Endorsement Comp. 8, 9*)

Professional Standards

NAGC-CEC Teacher Preparation Standards (2013) Alignment

The content of EDCI 624, along with the content of the remaining courses in the Gifted Child Education endorsement sequence, aligns with the National Association for Gifted Children-Council for Exceptional Children (NAGC-CEC) Teacher Preparation Standards in Gifted and Talented Education (2013). Specifically, this course addresses the following standards:

- Standard 1: Learner Development & Individual Learning Differences
 - 1.2 use understanding of development and individual differences to respond to the needs of individuals with gifts and talents
- Standard 2: Learning Environments
 - 2.1 create safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being
- Standard 3: Curricular Content Knowledge
 - 3.3 use assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents
- Standard 4: Assessment
 - 4.1 understand that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and select and use technically sound formal and informal assessments that minimize bias in identifying students for gifted education programs and services
 - 4.2 use knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for individuals with gifts and talents
 - 4.3 collaborate with colleagues and families in using multiple types of assessment information to make identification and learning progress decisions and to minimize bias in assessment and decision-making
 - 4.4 use assessment results to develop long- and short-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and other factors related to diversity
 - 4.5 engage individuals with gifts and talents in assessing the quality of their own learning and performance and in setting future goals and objectives
- Standard 5: Instructional Planning & Strategies
 - 5.1 know principles of evidence-based, differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance the critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents
 - 5.2 apply appropriate technologies to support instructional assessment, planning, and delivery for individuals with gifts and talents
- Standard 6: Professional Learning & Ethical Practice
 - 6.1 use professional ethical principles and specialized program standards to guide their practice
 - 6.3 model respect for diversity, understanding that it is an integral part of society's institutions and impacts learning of individuals with gifts and talents in the delivery of gifted education services

- 6.4 are aware of their own professional learning needs, understanding the significance of lifelong learning, and participate in professional activities and learning communities
- 6.5 advance the profession by engaging in activities such as advocacy and mentoring
- Standard 7: Collaboration
 - 7.1 apply elements of effective collaboration
 - 7.2 serve as a collaborative resource to colleagues
 - 7.3 use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings, experiences, and collaborators

Virginia Department of Education: Gifted Education Endorsement (2018) Alignment

The content of EDCI 624, along with the content of the remaining courses in the Gifted Education endorsement sequence, aligns with 8VAC20-543-320, the Virginia Department of Education's Gifted Education (add-on endorsement) competencies (2018). Specifically, this course addresses the following competencies:

- Competency 2.c: Understanding of the characteristics of gifted students, including: c) gifted behaviors in special populations, including those who are culturally and linguistically diverse, economically disadvantaged, highly gifted, or have special needs or disabilities, including twice-exceptional students
- Competencies 3.a, 3.b, 3.c, 3.d, 3.e, 3.f, 3.g, 3.h: Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment, including: a) the selection, use, and evaluation of multiple standardized, norm-referenced aptitude and achievement assessment instruments; b) the selection, use, and evaluation of multiple identification criteria and strategies; c) the use of both formal and informal nonbiased measures to provide relevant information regarding the aptitude and ability or achievement of potentially gifted students; d) the use of authentic assessment tools such as portfolios to determine performance, motivation, interest, and other characteristics of potentially gifted students; e) the use and interpretation of reliable rating scales, checklists, and questionnaires by parents, teachers, and others; f) the evaluation of data collected from student records such as grades, honors, and awards; g) the use of case study reports providing information regarding exceptional conditions; and h) the roles and responsibilities of the identification and placement committee
- Competencies 4.a, 4.c: Understanding and application of a variety of curricular and instructional models, methodologies, and strategies that ensure: a) the use of the Virginia Standards of Learning as a foundation to develop a high level of proficiency, academic rigor, and complexity for gifted learners in all curricular academic areas; c) the development of learning environments that guide students to become self-directed, reflective, independent learners
- Competency 5.d: Understanding and application of theories and principles of appropriately differentiating curriculum specifically designed to accommodate the accelerated learning aptitudes of gifted students, including: d) evaluation of student growth and learner outcomes through appropriate multiple criteria, including a variety of pre-assessments and post-assessments
- Competencies 7.a, 7.b: Understanding of contemporary issues and research in gifted education, including: a) the systematic gathering, analyzing, and reporting of formative and

summative data from local, state, and national perspectives; and, b) current local, state, and national policies, trends, and issues

- Competency 8: Understanding of and proficiency in grammar, usage, and mechanics and their integration in all forms of communication
- Competency 9: Understanding of and proficiency in pedagogy to incorporate writing as an instructional and assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes

NBPTS & ASTL Alignment

The Gifted Education certificate and M.Ed. concentration are advanced work for practicing teachers. Through the ASTL program, this course also aligns with the NBPTS Propositions – the first five of which are also the first five ASTL learning outcomes. Specifically, this course addresses:

- Proposition 1: Teachers are committed to students and their learning. (*ASTL Learning Outcome 1*);
- Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students. (*ASTL Learning Outcome 2*);
- Proposition 3: Teachers are responsible for managing and monitoring student learning. (*ASTL Learning Outcome 3*);
- Proposition 4: Teachers think systematically about their practice and learn from experience. (*ASTL Learning Outcome 4*); and
- Proposition 5: Teachers are members of learning communities. (*ASTL Learning Outcome 5*)

EDCI 624 is also aligned with the three additional outcomes of ASTL:

- Principle 6: Teachers account for the needs of culturally, linguistically, and cognitively diverse learners. (*ASTL Learning Outcome 6*);
- Principle 7: Teachers are change agents, teacher leaders, and partners with colleagues. (*ASTL Learning Outcome 7*); and
- Principle 8: Teachers use technology to facilitate student learning and their own professional development. (*ASTL Learning Outcome 8*)

Required Texts

Hunsaker, S. (2012). *Identification: The theory and practice of identifying students for gifted and talented education services*. Prufrock Press.

VanTassel-Baska, J. (2008). *Alternative assessments with gifted and talented students*. Prufrock Press.

Other readings will be available on Blackboard.

Additional Resources/Publications – at a student’s discretion

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

- **Gifted Education Professional Organization Websites**, such as the following:

- National Association for Gifted Children: www.nagc.org
- Supporting Emotional Needs of the Gifted: www.sengifted.org
- The Association for the Gifted: www.cectag.com
- World Council for Gifted and Talented Children: <https://www.world-gifted.org/>
- **Gifted Education Research and Practitioner Journals**, such as the following:
 - ***Gifted and Talented International*** is the international, refereed journal of the World Council for Gifted and Talented Children. Its purpose is to share current theory, research, and practice in gifted education with its audience of international educators, scholars, researchers, and parents. <http://www.tandfonline.com/toc/ugti20/current>
 - ***Gifted Child Today*** provides critical information for teachers and administrators involved with gifted children, including articles about topics such as teaching strategies in gifted education, building a more effective gifted and talented program, and working with gifted children with learning disabilities. <https://us.sagepub.com/en-us/nam/gifted-child-today/journal202067>
 - ***Gifted Child Quarterly*** is the premier scholarly journal of the National Association for Gifted Children (NAGC). *GCQ* publishes original scholarly reviews of literature; explorations of policy and policy implications, and quantitative or qualitative research studies that explore the characteristics of gifted students, program models, curriculum and other areas of importance in understanding and maximizing the development and education of gifted students. <https://us.sagepub.com/en-us/nam/gifted-child-quarterly/journal201850>
 - ***Gifted Education International*** is a peer-reviewed journal that provides support, information and guidance on 'gifted' education across all aspects of human abilities, with an emphasis on creativity, problem-solving and self-efficacy. *GEI* solicits articles from around the world in order to convey an informed awareness of the policies and practices of different countries. <https://us.sagepub.com/en-us/nam/journal/gifted-education-international>
 - ***High Ability Studies*** is a refereed journal concerned with aspects of development, personality, cognition, social behavior and cross-cultural issues in relation to high ability. Contents are not restricted to the study of manifest high level achievement, but include the identification and nurturance of unexercised potential. <http://www.tandfonline.com/toc/chas20/current>
 - The ***Journal for the Education of the Gifted*** is the official publication of The Association for the Gifted. It reports the latest research findings on topics such as: the characteristics of gifted children, evaluating effective schools for gifted children, gifted children with learning disabilities, the history of gifted education, and building successful gifted and talented programs. <https://us.sagepub.com/en-us/nam/journal-for-the-education-of-the-gifted/journal202068>

- The *Journal of Advanced Academics* is a quarterly journal that focuses on research that supports and enhances advanced academic achievement for students of all ages. In particular, *JAA* publishes articles that feature strategies for increasing academic achievement, programs that promote high levels of academic achievement and engagement, and programs that prepare students to engage in high-level and rigorous academics. <https://us.sagepub.com/en-us/nam/journal-of-advanced-academics/journal202069>
- *Parenting for High Potential* is an award-winning quarterly magazine for parents with advice, resources, and tools to help them successfully navigate through the joys and struggles of raising their gifted children. *PHP* is published by the National Association for Gifted Children in September, December, March, and June. <http://www.nagc.org/parenting-high-potential-1>
- *Roeper Review* is an international, quarterly, refereed journal publishing scholarly articles that pertain to practice, policy, applied research, and theory in all dimensions of gifted education. Diverse topics include: theories and philosophical analyses pertinent to giftedness, talent, and creativity; gender issues; curriculum studies; instructional strategies; educational psychology; elementary/early childhood/secondary education of the gifted; emotional, motivation, and affective dimensions of gifted individuals; differentiating instruction; teacher education; tests, measurement, and evaluation; and program development. <http://www.tandfonline.com/toc/uror20/current>
- *Teaching for High Potential* is a quarterly magazine filled with practical guidance and classroom-based materials for educators striving to understand and challenge their high potential learners. *THP* is published by the National Association for Gifted Children in August, November, February, and May. <http://www.nagc.org/resources-publications/nagc-publications/teaching-high-potential>

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).

Detailed assignment rubrics are included at the end of the syllabus.

<i>Assignment</i>	<i>Percent of final grade</i>	<i>Outcomes addressed</i>	<i>Due date</i>
A. Student Screening Portfolio (PBA)	40%	a, b, c, d, f	May 14
B. Critical Reading Responses	45% (15% per response)	a, b, c, d, e, f	Response #1: Feb. 18 Response #2: Mar. 24 Response #3: Apr. 21
C. Course Engagement	15%	a, b, c, d, e	Weekly

A. *Performance-Based Assessment: Student Screening Portfolio (40%)*

Each participant will create an authentic screening portfolio for a student in their classroom or school from an underrepresented population in gifted programs. The purpose of this portfolio would be to recommend a student to receive gifted services. The portfolio should consist of a detailed referral form explaining why the student should be identified for a gifted program, ratings and teacher commentary on the student's gifted behaviors using a rating scale pertinent to the school district in which the student is enrolled, and completed student work samples (with teacher annotations) that show evidence of higher-level and/or critical and creative thinking.

A complete description of this portfolio is included at the end of the syllabus, along with the rubric on which it will be assessed. This portfolio will be worth 40% of your final grade.

The performance-based assessment (*Student Screening Portfolio*) **MUST** be uploaded and submitted to VIA via Blackboard for evaluation when the assignment is due. Only PBAs posted to VIA via Blackboard will be graded. Failure to submit the assignment to VIA via Blackboard by its due date, without prior instructor consultation and approval, will result in the instructor recording a zero (0) for the assignment.

B. *Critical Reading Responses (45%)*

Each participant will write three critical reading responses (3-4 pp. each) addressing a prompt posted to the course Blackboard site. Responses should reflect the use of a critical lens to evaluate the topic and be supported with evidence from a broad representation of course readings and additional literature from the field of gifted education. Additionally, responses should include a reflection that discusses how these course readings have helped to advance your thinking and that of the field, as well as how they apply to your professional context within gifted education. Responses should be written in APA-style (7th ed.) format.

A detailed rubric on how these responses will be assessed is included at the end of the syllabus. Each response will be worth 15% (for a total of 45%) of your final grade.

C. *Course Engagement (15%)*

EDCI 624 operates under the assumption that knowledge is socially constructed and the most meaningful learning opportunities include those where learners have the opportunity to offer and explore diverse perspectives with peers. To do this, it is expected that you will regularly contribute to and engage in discussion forums, as well as to genuinely 'listen' to peers as they do the same. While agreement is not mandatory, consideration and respect for others are. All students are expected to be prepared to actively engage in class activities, including logging on to the Blackboard discussion board at least three times per week to answer questions, raise additional issues, and engage at least two other colleagues in the group. It is expected that you continuously build upon your prior knowledge developed in previous coursework in the ASTL or Gifted Child Education concentration to connect, question, and extend the discussion with all new posts by citing readings and material in the weekly modules content, and augmenting these with your personal and educational experiences. Discussions will be assessed for timeliness, accuracy of information shared, critical reflection and connection to readings. Discussion responses that focus solely on personal/professional experiences are unsuitable for posting.

We will use Blackboard to communicate regularly in this class. You will be asked to post assignments and responses, read classmates' postings, and actively participate in discussions. Blackboard serves as an important vehicle for discussing ongoing work on your major project with group members. *In addition to quality participation in discussion forums, each week will include tasks to be completed which are related to each week's content. Attendance and active participation in all scheduled Collaborate sessions is also included in course engagement.* Detailed guidelines for course engagement are included at the end of this syllabus. Course engagement will represent 15% of your final grade.

****Please note:** As this is an online course, the majority of our class discussion will be in the form of the electronic discussion board. **Each module will begin on a Monday and run through the following Sunday.** To this end, initial postings for each discussion forum should be completed by **11:59 PM EST on Thursday** so that class members will have until **Sunday at 11:59 PM EST** to interact with the posted material and engage in "conversation."

Grading Grading policies specific to this course follow the University-wide system for grading graduate courses, as follows:

Grade	Grading	Grade Points	Interpretation
A	94-100	4.00	Represents mastery of the subject through effort beyond basic requirements
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: Final grades below a B do not count toward endorsement; "F" does not meet requirements of the Graduate School of Education

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

Note: Faculty reserves the discretion to alter the schedule as necessary, with timely notification to students. This schedule of readings may be changed to better meet the context and needs of class members enrolled during the semester or to accommodate related professional opportunities that might arise.

Session # & Dates	Topics	What to READ and What to DO This Week
Week 1 Jan. 16 - 21	<u>Welcome & Course Overview:</u> <ul style="list-style-type: none"> Syllabus Review Assessment Experiences – Reconnect with our previous experiences with Assessment 	<p>Course syllabus</p> <p>VanTassel-Baska – Ch. 1</p> <p>National Research Center on the Gifted and Talented: https://nrcgt.uconn.edu/online_resources/</p> <p>National Center for Research on Gifted Education: https://ncrge.uconn.edu/resources/</p> <p>See additional readings on Blackboard</p>
Week 2 Jan. 22 – Jan 28	<u>Beginning Our Exploration of Assessment of Gifted Learners:</u> <ul style="list-style-type: none"> History of Assessing & Identifying Giftedness Political & Social Issues in Identification 	<p>Hunsaker – Ch. 5 and 6</p> <p>NAGC Gifted Education Programming Standard 2: Assessment: http://nagc.org.442elmp01.blackmesh.com/sites/default/files/standards/K-12%20programming%20standards.pdf</p> <p>NAGC Position Paper – The Role of Assessment in Identification: https://www.nagc.org/sites/default/files/Position%20Statement/Assessment%20Position%20Statement.pdf</p> <p>Virginia State Standards on Identification: http://www.doe.virginia.gov/instruction/gifted_ed/gifted_regulations.pdf</p> <p>See additional readings on Blackboard</p>

<p>Week 3 Jan. 29 – Feb. 4</p> <p><i>Collaborate</i> <i>Session #1</i></p>	<p><u>Continued Exploration of Assessment for Gifted Learners</u></p> <ul style="list-style-type: none"> • Myths, Misconceptions, & Misapplications • Assessment of Intelligence 	<p>Hunsaker— Ch. 9</p> <p>VanTassel-Baska – Ch. 4</p> <p>See additional readings on Blackboard</p>
<p>Week 4 Feb. 5 - 11</p>	<p><u>Continued Exploration of Assessment for Gifted Learners:</u></p> <ul style="list-style-type: none"> • Identification of Special Populations 	<p>Hunsaker – Ch. 3</p> <p>VanTassel-Baska – Ch. 3, 6 & 7</p> <p>See additional readings on Blackboard</p>
<p>Week 5 Feb. 12 - 18</p>	<p><u>Continued Exploration of Assessment for Gifted Learners:</u></p> <ul style="list-style-type: none"> • Identification of Young Students 	<p>VanTassel-Baska – Ch. 8, 10 & 11</p> <p>See additional readings on Blackboard</p> <p><i>Critical Reading Response #1</i></p>
<p>Week 6 Feb. 19 – 25</p>	<p><u>Alternative Models of Identification</u></p>	<p>Hunsaker – Ch. 4 & 12</p> <p>VanTassel-Baska – Ch. 2 & 9</p> <p>See additional readings on Blackboard</p>
<p>Week 7 Feb. 26 – Mar. 3</p>	<p><u>Conclusion & Synthesis of Identification</u></p>	<p>A Nation Deceived: http://www.accelerationinstitute.org/Nation_Deceived/ND_v1.pdf</p> <p>High-Achieving Students in an Era of NCLB: http://edex.s3-us-west-2.amazonaws.com/publication/pdfs/20080618_high_achievers_7.pdf</p> <p>Mind the (other) Gap: https://files.eric.ed.gov/fulltext/ED531840.pdf</p> <p>See additional readings on Blackboard</p>

Week 8 Mar. 4 – 10	GMU Spring Break Week	
Week 9 Mar. 11 – 17 Collaborate Session #2	<u>Overview of Assessment of Gifted Learners</u>	Hunsaker – Ch. 7 & 8 See additional readings on Blackboard
Week 10 Mar. 18 – 24	<u>Portfolio Assessment</u>	Hunsaker – Ch. 14 VanTassel-Baska – Ch. 12 & 13 See additional readings on Blackboard <i>Critical Reading Response #2</i>
Week 11 Mar. 25 – 31	<u>The Role of Performance-Based Assessment</u>	Hunsaker – Ch. 15 VanTassel-Baska – Ch. 14 See additional readings on Blackboard
Week 12 Apr. 1 - 7 Collaborate Session #3	<u>Assessing Creativity, Behaviors, & Social and Emotional Development</u>	Hunsaker – Ch. 13 VanTassel-Baska, J. (2014). Performance-Based Assessment. <i>Gifted Child Today</i> , 37(1), 41-47. See additional readings on Blackboard
Week 13 Apr. 8 - 14	<u>Creating Sound Assessment Systems</u>	VanTassel-Baska – Ch. 11 See additional readings on Blackboard
Week 14 Apr. 15 – 21	<u>Collaboration & Peer Review</u>	No additional readings <i>Critical Reading Response #3</i>

Week 15 Apr. 22 - 29	<u>Integrating & Reflecting</u> <ul style="list-style-type: none"> • Work on final projects • Seek additional feedback, as necessary 	No additional readings <i>Student Screening Portfolio (PBA) due May 5</i>
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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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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 [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 <https://cehd.gmu.edu/students/>.

EDCI 624
Guidelines for the Performance-Based Assessment:
Student Screening Portfolio

This screening portfolio will serve as the performance-based assessment (PBA) for this course. Each participant will prepare an authentic gifted screening portfolio for one student in their classroom or school who is from a population currently underrepresented in gifted programs. Ideally, this can serve as an authentic assessment, and the next step would be to submit this portfolio to the school or district-level gifted screening committee for placement consideration.

While each school or school district may vary in what they require in a comprehensive screening portfolio, the minimum requirement for this PBA will be for a prepared portfolio that includes the following items:

- I. A detailed **referral form** that outlines:
 - A clear rationale for recommending the student for gifted services
 - Specific academic behaviors the student demonstrates relevant to the academic areas serviced by the gifted program(s)
 - An explanation for how the student's inclusion in the gifted program would better meet their academic (and perhaps even socio-emotional) needs
- II. **Ratings and teacher commentary** on student's gifted behaviors using a rating scale pertinent to the school district in which the student is enrolled. Comprehensively completed rating scales would include:
 - Written commentary using strengths-based language that provides specific evidence or examples individual to the student (e.g., avoid using deficit-based language or making general statements pertinent to many students)
 - A rating of the student in several categories of gifted behaviors
- III. **Completed student work samples** demonstrating evidence of higher-level, critical, or creative thinking **with teacher annotations that allow a screener to more fully understand the evidence of gifted potential provided by the sample**. Factors impacting selection of samples to include should be:
 - Pertinence to the gifted program for which the student is being recommended (e.g., if the gifted program provides service in all four content areas, an ideal set of samples would demonstrate evidence of gifted potential in at least three of those four areas)
 - Student's successful demonstration of critical and/or creative thinking
 - Graded or scored work (in other words, do not include samples that do not clearly show typical scoring/feedback provided by the teacher)

In addition to the student screening portfolio, each participant will also need to submit a separate **reflection** (5-6 pp.) that uses course readings, as well as the broader gifted education literature*, to addresses the following guiding questions:

1. How did this course and the preparation of this student screening portfolio impact your outlook on assessment and identification of underrepresented groups in gifted programs?
2. What were some challenges you encountered in preparing this screening portfolio, and how did you overcome these issues?

3. What did you learn about the screening process within your school or school district? How does this process align with your beliefs about identification and assessment of gifted learners in general, and of underrepresented groups specifically?

*Be sure to include in-text citations, as well as a reference list, in APA format

See the PBA rubric (below) for complete details on how this project will be assessed.

EDCI 624
Performance-Based Assessment (PBA) Rubric:
Student Screening Portfolio

<i>40 points possible</i>	Does Not Meet Standard (Little or no evidence)	Approaches Standard (Some evidence)	Meets Standard (Clear evidence)	Exceeds Standard (Clear, convincing, and substantial evidence)
	1	2	3	4
Referral Form <i>NAGC-CEC Stand. 1.2, 4.3, 4.4, 5.1, 6.5</i> <i>(4 pts)</i>	<p>Does not provide a rationale for recommending the student for gifted services</p> <p>Does not outline academic behaviors the student demonstrates relevant to the academic areas serviced by the gifted program(s)</p> <p>Does not explain how the student's inclusion in the gifted program would better meet their academic (and perhaps even socioemotional) needs</p>	<p>Provides an unclear or unrelated rationale for recommending the student for gifted services</p> <p>Outlines academic behaviors the student demonstrates that may or may not be relevant to the academic areas serviced by the gifted program(s)</p> <p>May or may not explain how the student's inclusion in the gifted program would better meet their academic (and perhaps even socioemotional) needs</p>	<p>Provides a rationale for recommending the student for gifted services</p> <p>Outlines academic behaviors the student demonstrates relevant to the academic areas serviced by the gifted program(s)</p> <p>Explains how the student's inclusion in the gifted program would better meet their academic (and perhaps even socioemotional) needs</p>	<p>Provides a clear rationale for recommending the student for gifted services</p> <p>Outlines specific academic behaviors the student demonstrates relevant to the academic areas serviced by the gifted program(s)</p> <p>Clearly explains how the student's inclusion in the gifted program would better meet their academic needs (and perhaps even socioemotional) needs</p>
Ratings & Commentary <i>NAGC-CEC Stand. 4.1, 4.2, 4.3, 4.4</i>	<p>Does not supply written commentary, or supplies written commentary using mostly deficit-based language</p> <p>Provides little or no evidence or examples</p>	<p>Supplies written commentary that may use some deficit-based language</p> <p>Provides general evidence or examples</p>	<p>Supplies written commentary using strengths-based language</p> <p>Provides specific evidence or examples individual to the student</p>	<p>Supplies clear written commentary using strengths-based language</p> <p>Provides clear and specific evidence or examples individual to the student</p>

(12 pts)	Does not include a rating of the student in terms of categories of gifted behaviors	Includes a rating of the student in <i>a few</i> categories of gifted behaviors	Includes a rating of the student in <i>some</i> categories of gifted behaviors	Includes a rating of the student in several categories of gifted behaviors
Student Work Samples with Teacher Annotations <i>NAGC-CEC Stand. 3.3, 4.1, 4.2, 4.3, 5.1</i> (12 pts)	Includes none of the following: <ul style="list-style-type: none"> Pertinence to the gifted program for which the student is being recommended Student's successful demonstration of critical and/or creative thinking Graded or scored work 	Includes one of the following: <ul style="list-style-type: none"> Pertinence to the gifted program for which the student is being recommended Student's successful demonstration of critical and/or creative thinking Graded or scored work 	Includes two of the following: <ul style="list-style-type: none"> Pertinence to the gifted program for which the student is being recommended Student's successful demonstration of critical and/or creative thinking Graded or scored work 	Includes all three of the following: <ul style="list-style-type: none"> Pertinence to the gifted program for which the student is being recommended Student's successful demonstration of critical and/or creative thinking Graded or scored work
Reflection <i>NAGC-CEC Stand. 6.1, 6.3, 6.4</i> (12 pts)	Does not include reflection, or includes a cursory reflection that may be bulleted APA-style (7 th ed.) is not used	Includes reflection, but does not address all 3 required questions, or may lack detail or thoughtful connections May or may not use course readings to support points/thoughts and/or generally follows APA-style (7 th ed.) for headings, citations, and references, but with multiple and recurring errors	Includes reflection that addresses the 3 required questions thoroughly and thoughtfully Uses course readings to support points/thoughts Follows APA-style (7 th ed.) for headings, citations, and references, with a few minor errors	Includes reflection that addresses the 3 required questions thoroughly and thoughtfully Uses course readings to support points/thoughts Follows APA-style (7 th ed.) for headings, citations, and references with no errors

EDCI 624
Critical Reading Response Rubric

<i>15 points possible</i>	Does not meet Standard (Little or no evidence)	Approaches Standard (Some evidence)	Meets Standard (Clear evidence)	Exceeds Standard (Clear, convincing, and substantial evidence)
	0	1	2	3
Discussion (6 pts)	Response to the prompt identifies two or fewer principle points and/or relies heavily on connections to personal/educational contexts, rather than course readings or gifted education literature. May not use critical lens to understand, evaluate, and/or reflect upon information presented through course content	Response to the prompt identifies two to three principle points and includes connections to: course readings or literature in gifted education and personal/educational contexts. Attempts to use critical lens to understand, evaluate, and reflect upon information presented through course content	Response to the prompt identifies three to four principle points and includes connections to: course readings or literature in gifted education and personal/educational contexts. Uses critical lens to understand, evaluate, and reflect upon information presented through course content	Response to the prompt identifies three to four principle points and includes connections to: course readings, literature in gifted education and personal/educational contexts. Uses critical lens to understand, evaluate, and reflect upon information presented through course content
Reflection on the Readings (6 pts)	May not discuss how these readings apply to your professional context in gifted education May not address how these course readings advance thinking and/or the field	May discuss how these readings apply to your professional context in gifted education Explains how these course readings have served to either advance your thinking or the field	Discusses how these readings apply to your professional context in gifted education Explains how these course readings have served to advance your thinking and the field	Elaborates on how these readings apply to your professional context in gifted education Explains how these course readings have served to advance your thinking and the field

Connections to Course Content & the Broader Literature <i>(3 pts)</i>	Includes a representation of one or no references from EDCI 624 readings, as well as one or no readings outside the scope of the course	Includes a representation of two references from EDCI 624 readings, as well as at least one reading outside the scope of the course	Includes a representation of three to four references from EDCI 624 readings, as well as at least two readings outside the scope of the course	Includes a representation of at least five references from EDCI 624 readings, as well as at least three readings outside the scope of the course
	References selected are weakly connected to reflection prompt	References selected are mostly connected to reflection prompt	References selected are connected to reflection prompt	References selected are meaningful and explicitly connected to reflection prompt
	APA-style (7 th ed.) used inconsistently or not at all	APA-style (7 th ed.) used inconsistently throughout	APA-style (7 th ed.) used consistently throughout	APA-style (7 th ed.) used consistently throughout

EDCI 624
Guidelines for Course Engagement

<i>15 points possible</i>	Does not meet Standard (Little or no evidence)	Approaches Standard (Some evidence)	Meets Standard (Clear evidence)	Exceeds Standard (Clear, convincing, and substantial evidence)
	0	1	2	3
Overall Participation <i>(6 pts)</i>	Very few tasks are completed on time AND/OR completed tasks do not demonstrate thoughtful consideration of the content. Collaborate sessions may not have been attended.	Some tasks for the week are completed on time AND/OR demonstrate thoughtfulness. Collaborate sessions were attended and student was somewhat engaged with peers and instructor.	Most tasks for the week are completed on time and demonstrate thoughtfulness. Collaborate sessions were attended and student was often engaged with peers and instructor.	All weekly tasks are completed on time and demonstrate thoughtfulness. Collaborate sessions were attended and student was consistently and actively engaged with peers and instructor.
Discussion Quality	Discussion posts and many replies are limited.	Discussion posts and most replies are 1-3 paragraphs.	Discussion posts and most replies are 1-3 <i>hearty</i> paragraphs.	Discussion posts and all replies are 1-3 <i>hearty</i> paragraphs.

(6 pts)	<p>Few readings are integrated to support posts and reflections. APA-style (7th ed.) citations are rarely used in posts.</p> <p>Few posts and reflections utilize and demonstrate learners' prior and/or new knowledge.</p> <p>Few replies go beyond superficial responses.</p> <p>Few replies build on others' responses to create connected threads.</p>	<p>Some readings are integrated to support posts and reflections.</p> <p>APA-style (7th ed.) citations are occasionally used in posts.</p> <p>Some posts and reflections utilize and demonstrate learners' prior and/or new knowledge.</p> <p>Replies occasionally go beyond superficial responses.</p> <p>Some replies build on others' responses to create connected threads.</p>	<p>Readings are often integrated to support posts and reflections.</p> <p>APA-style (7th ed.) citations are often used in posts.</p> <p>Most posts and reflections utilize and demonstrate learners' prior and/or new knowledge.</p> <p>Replies usually go beyond superficial responses.</p> <p>Most replies build on others' responses to create connected threads.</p>	<p>Readings are consistently integrated to support thoughtful posts and reflections.</p> <p>APA-style (7th ed.) citations are consistently used in posts.</p> <p>Posts and reflections utilize and demonstrate learners' prior and new knowledge.</p> <p>All replies go beyond superficial responses.</p> <p>Replies build on others' responses to create connected threads.</p>
<p>Critical Friends Group Engagement</p> <p>(3 pts)</p>	<p>Rarely participates in critical friend(s) group work.</p> <p>Feedback may not be meaningful, detailed, and/or constructive.</p>	<p>Sometimes participates in critical friend(s) group work.</p> <p>Feedback is not always meaningful, detailed, and/or constructive.</p>	<p>Often participates in critical friend(s) group work and provides meaningful, detailed and constructive feedback;</p> <p>OR</p> <p>Consistently participates in critical friend(s) group, but feedback is not always meaningful, detailed, or constructive.</p>	<p>Consistently participates in critical friend(s) group work.</p> <p>Meaningful, timely, detailed, & constructive feedback provided to peer(s) in critical friend(s) group.</p>