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

Summer 2024
EDSE 627: Assessment
Section: D01; CRN: 43068
Section: 687; CRN: 43560
3 – Credits

Instructor: Dr. Margaret Weiss	**Meeting Dates:** 5/14/24 – 7/16/24
Phone: It is best to email me to set up a time to talk via Zoom. Though my office phone has voicemail set to send an email, it is unreliable. Zoom link: https://gmu.zoom.us/j/6951566140	**Instructional Method:** Mix of online synchronous and asynchronous online instruction. See the synchronous online video meeting date below. The synchronous online video meetings will be supplemented by asynchronous online coursework.
E-Mail: mweiss9@gmu.edu	**Meeting Day(s)/Date(s) & Time:** Tuesday; 5/14/24 only; 5 pm – 7:30 pm
Office Hours: Tuesdays 5-6pm or by appointment via Zoom	**Meeting Location:** N/A; Online

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

This course will be delivered online (76% or more) using synchronous and/or asynchronous instruction via the Canvas Learning Management system (LMS). You will log in to the Canvas course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on May 14, 2024 at 5:30pm.

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.
- Students must maintain consistent and reliable access to their GMU email and Canvas, as these are the official methods of communication for this course.
- 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/

Information for Canvas:

Expectations

- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Tuesday and finish on Monday.
- 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.
- 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 Service.

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

Overton, T., & Jordan, A. W. (2024). *Inclusive assessment: An applied approach* (9th ed.). Pearson.

Recommended Texts

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

Required Resources

All resources (other than the text) will be available through the course Canvas website. Login here: https://canvas.gmu.edu/login/canvas

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/SLL (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/SLL.

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

Assignments and/or Examinations

Performance-based Assessment
(VIA submission required)
Curriculum-based measurement project. Directions and materials will be available in Canvas. Rubric in Appendix A.

College Wide Common Assessment
(VIA submission required)

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). The college-wide common assessment in this course is: Midpoint Self-Rated Dispositions. This will be available through Canvas.

Other Assignments
All other assignments will be included in Modules throughout the course. These assignments range from chapter quizzes to online activities to written responses to articles or videos. Each will be described thoroughly within the module.

Assignment Summary

Module 1 assignments	25 points
Module 2 assignments	50 points
Module 3 assignments	50 points
Module 4 assignments	35 points
Module 5 assignments	60 points
CBM project	75 points (15 points proposal; 60 points project)
Total Points:	295 points

Student Evaluations of Teaching:
The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at https://oiep.gmu.edu/set/

Course Policies and Expectations

Attendance/Participation
We meet one time synchronously in this course—May 14 5-7:30pm. Your attendance at this session is expected. After that, the course is asynchronous but NOT on demand. So that means that there are due dates for module assignments and the CBM project to which you must adhere. I will make two modules available at a time so that you may work ahead if you would like.

Late Work
To successfully complete this course, students need to adhere to all due dates for all module assignments and the CBM project. All assignments should be submitted on or before the assigned due date. To be considered on time, assignments must be submitted by the time given in the directions, unless otherwise noted by the instructor. Full credit is available for those submitted on time. Late assignments will not be accepted. However, the instructor reserves the

right to make allowances to this policy based on individual life circumstances. Please contact the instructor in advance if there is a problem with submitting your work on time.

Other Requirements

I will have office hours on Tuesdays from 5-6pm. These are not required but, if you have questions or are not sure about content, please come to office hours or schedule an appointment with me.

Grading

Grade	Percent
A	92-100%
A-	90-91%
B+	88-89%
B	83-87%
B-	80-82%
C	75-79%
F	<75

***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/policies-procedures/). 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.

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week (start date)	Assignment	Due Date
1 (5.14)	Synchronous session, Module 1 (Ethics, Foundational topics)	5.20
2 (5.21)	Module 2 (Basic assessment terminology, descriptive statistics, graphic displays, scores)	
3 (5.28)	Module 2	6.3
4 (6.4)	Module 3 (Curriculum based measurement, behavior observation protocols, informal data collection)	
5 (6.11)	Module 3	6.17
6 (6.18)	Module 4 Standardized achievement, diagnostic, and intelligence tests)	
7 (6.25)	Module 4	7.1
8 (7.2)	Module 5 (Interpreting test results, writing assessment results, using assessment results to make decisions)	
9 (7.9)	Module 5	7.13
10 (7.14)	Wrap up and submit CBM project	7.14

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/).

- 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/).

- 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/).

- 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/).

- Learning Services (learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

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/).

Appendix
Assessment Rubric(s)

Assessment #5 Curriculum-based Measurement Project

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Reason for Assessment **CEC Standard 3** **Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.**	• 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 understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning**	• 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. •

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
experiences for individuals with exceptionalities.			
Description of assessment procedure and example of probes **CEC Standard 4** **Candidate uses multiple methods of assessment and data sources in making educational decisions.**	• Candidate DOES NOT identify and/or describe a nonbiased assessment of target behavior OR identifies a biased assessment of target behavior. • Candidate DOES NOT identify and describe assessment procedures that directly related to individualized behavioral objective OR candidate identifies and describes assessment procedures that ARE NOT directly related to the behavioral objective. • Candidate DOES NOT describe and provide examples of CBM probes that: 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 a nonbiased assessment of target behavior. • Candidate identifies and describes assessment procedures that directly related to individualized behavioral objective. • Candidate describes and provides examples of CBM probes that: 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 a nonbiased assessment of target behavior. • Candidate identifies and describes assessment procedures that directly related to individualized behavioral objective. • Candidate describes and provides examples of CBM probes that: 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.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Changing the Behavior **CEC Standard 5** **Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.**	• 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, 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).	• 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 analysis of the skill area, and o Makes responsive adjustments to instruction based on continuous observation (collection of CBM data).	• 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 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 uses multiple methods of assessment and data sources in making educational decisions.	• 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	• 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.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	identifying any decisions made using the data decision rules, and ○ NOT/NOT THOROUGHLY providing recommendations for further instruction. •		• Candidate provides a strong example of professional thinking and writing in the integration of all required components.
Project Reflection CEC Standard 6 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.	• 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: ○ Self-evaluation of the instruction provided OR ○ Reflecting on one's practice to improve instruction and guide professional growth, OR • Commitment to use of evidence-based practices in assessment and instruction.	• Candidate uses learner data to reflect on the target student's response to the behavior change process, including evidence of: ○ Self-evaluation of the instruction provided ○ Reflecting on one's practice to improve instruction and guide professional growth, and ○ Commitment to use of evidence-based practices in assessment and instruction.	• Candidate uses learner data to reflect on the target student's response to the behavior change process, including evidence of: ○ Self-evaluation of the instruction provided ○ Reflecting on one's practice to improve instruction and guide professional growth, and • Commitment to use of evidence-based practices in assessment and instruction. • Candidate provides a strong example of professional thinking and writing in the integration of all required components.