EDSE 627 Assessment: section # 669 **Summer, 2011**

3 credit course

Graduate School of Education / Program: Special Education – Fairfax Cohort

Meetings: Thursdays 4:30-9:00 pm - June 2 – July 28

Location: Gatehouse Administrative Center, Room 3050/3051

Professor: *Cheryl F. Bragg, Ph. D.*

Virtual Office Hours: I am pleased to respond to questions by Email. If you need me to call you – let me know the number I might call and reach you directly and your time window. If you need to meet with me directly, just let me know and I will make arrangements with you. Just like you - I work at a school during daytime hours

George Mason University ♦ Helen A. Kellar Institute for Human Disabilities
Graduate School of Education
4400 University Drive, MS 1F2 /Fairfax, VA 22030-4444
[now located 2nd Floor of Finley Bldg.:4453 Mason Blvd. (next to Visitor Booth, with parking)]
Phone: **(703) 993-3670** – for messages only - if you have not been able to reach me by e-mail

Email: cbragg@gmu.edu

Eight classes:

JUNE						
S	M	T	W	T	F	S
			1	**2**	3	4
5	6	7	8	**9**	10	11
12	13	14	15	**16**	17	18
19	20	21	22	**23**	24	25
26	27	28	29	**30**		

JULY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	**7**	8	9
10	11	12	13	**14**	15	16
17	18	19	20	**21**	22	23
24	25	26	27	**28**	29	30

NOTE: This syllabus may change according to class needs

Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See http://ods.gmu.edu/ or call 703-993-2474 to access the ODS. If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with instructor or need special arrangements please let me know as soon as possible.

Course Description:

EDSE 627: Assessment 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.

TEXTS:

(1) **Ronald L.Taylor,** *Assessment of Exceptional Students : Educational & Psychological Procedures (8th Ed).* **N.J. Pearson, 2009**

(2) pdf doc online: Jim Wright**,** *Curriculum-based measurement: A manual for teachers.* Syracuse (NY) City Schools, 1992   http://www.jimwrightonline.com/pdfdocs/cbaManual.pdf

Also Recommended:

(3) *APA Publication Manual*.   American Psychological Association (APA), 6th Edition, 2009. Written Assignments for this course are expected to reflect clear, excellent writing in APA style, and to use their requirements for reference citations

APA Formatting Guidelines: http://www.psywww.com/resource/apacrib.htm
This website is offered as a companion to the APA style manual. It should not be considered a substitute for directly consulting the APA manual, 6th edition for standard procedures of applying APA style. Additional APA style help URLs are available on the GSE library URL.

Library Resources

The Kellar Library (located in the Finley Building, Room 116; 4453 Mason Blvd. (next to Visitor Booth, with parking) has books, videos, software, assessments, and assistive technology devices that may be checked out by GMU faculty/staff/students and K-12 teachers in the VA DOE Region 4 area. Most items can be checked out for 3 weeks. For more information about the Library and to search our online catalog see our website at -
 http://kihd.gmu.edu/library To search our online catalog, click on "Search the T/TAC catalog."

 Our Librarian is Jackie Petersen - jpetersk@gmu.edu / 703.993.3672.
 She would be happy to talk to you and/or show you around our library.

Evidence-Based Practices:

This course will incorporate the evidence-based practices (EBPs) relevant to *Self-determination*, *facilitating transitions*, *alternative assessments*, and *social skills*. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks (which provide web-based resources), and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Upon completion of this course, students will be able to meet the standards for teacher licensure established by the Council for Exceptional Children (CEC). The CEC Standards are
listed on the following web site:

http://staging.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/?from=tlcHome

Standard 8 –Assessment

Knowledge:

• Basic terminology used in assessment.

• Legal provisions and ethical principles regarding assessment of individuals.

• Screening, pre-referral, referral, and classification procedures.

• Use and limitations of assessment instruments.

• National, state or provincial, and local accommodations and modifications.

Skills:

• Gather relevant background information.

• Administer nonbiased formal and informal assessments.

• Use technology to conduct assessments.

• Develop or modify individualized assessment strategies.

• Interpret information from formal and informal assessments.

• 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.

• Report assessment results to stakeholders using effective communication skills.

• Evaluate instruction & monitor progress of individuals with exceptional learning needs.

• Develop or modify individualized assessment strategies.

• Create and maintain records.

Nature of Course Delivery:

Learning activities include the following:
1. Class lecture and discussion.
2. Application activities using computer spreadsheets.
3. Application activities using assessment instruments
4. Small group activities and assignments
5. Video presentations
6. On-line assessments
7. In-class paper and pencil assessments

In <u>detail</u> you can expect to:

➢ Provide the definition of assessment and the purposes and assumptions regarding assessment of exceptional children.

➢ Compare and contrast the terms assessment and testing.

➢ Describe relevant ethical standards, litigation, and legislation related to assessment.

➢ 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.

➢ Demonstrate knowledge of basic measurement concepts and evaluate the psychometric properties of individual tests.

➢ Create graphic displays of data in appropriate formats including: stem and leafplot, scatterplot, and line graph using a computer spreadsheet.

➢ Calculate descriptive statistics and correlation coefficients using a computer spreadsheet.

➢ Interpret test results, generate appropriate educational goals and objectives based upon these results, and report test results in a professional written format.

➢ Select, administer, and score of a variety of educational tests.

➢ 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.

➢ Conduct curriculum-based measurement activities to guide instructional decision-making.

➢ Explain the benefits and limits of different forms of data collected for assessment (e.g., standard scores vs. grade equivalents).

➢ Score and interpret behavior observation protocols from time sampling, event-recording, and interval recording procedures.

➢ Describe the procedures and purposes of Response to Intervention (RTI).

➢ Critique assessment and instructional accommodations relative to specific learning characteristics.

NOTE: It is impossible to train individuals enrolled in this class to criterion on the large number of tests on the market, consequently, the class will provide general training on the procedures for administering one example of an achievement test battery that is currently in wide use. Individuals needing training on specific instruments should arrange for such training through their schools or the test publisher. This class does not include training in the administration of tests of intelligence or projective measures.

LISTING OF GENERAL GMU INFO AND EXPECTATIONS:

Inclement Weather:

Off campus cohort classes follow the weather policy of the district in which they are held. If the school division closes, the buildings are not opened for GMU classes, therefore the class is canceled. The academic session cannot be extended – but a make-up class will be arranged (since we meet for such a short amount of time).

Attendance & Professional Behavior:

♦ GMU Students in the Special Education Department are **expected** to attend the class periods of the courses for which they register. Students are expected to fully participate in this class, as it is a core class for your license. Professional Educators - such as yourselves - should be punctual and demonstrate active performance of your duties –just as on the job.

♦ 10% of your grade will be based upon your attendance and your classroom engagement.

♦ To this end - you are being asked to **NOT** use your cell phones during class activities, discussion, and lecture. Your use of computer is expected to be limited to group work and/or taking notes. Respect for these requests will be taken into account for your participation.

There are 7 classes that will require your presence (as 1 class will be Blackboard-based and the last class will be your FINAL). You will receive credit for each class attended / you will also receive credit for being in class the full session / and for being respectful regarding your cell phone and computer. If for some reason you cannot make a class – [in real time that's like missing 3 classes] you are not relieved of the obligation to fulfill course assignments, including those that can only be fulfilled in class]. Please contact me as soon as possible should an unavoidable absence occur.

♦ The Graduate School of Education has asked each of you to be mindful of the **Dispositions for a Career Educator.** You can refresh yourself with these guidelines as they are outlined at:

http://cehd.gmu.edu/resources/student/
http://cehd.gmu.edu/assets/docs/cehd/Dispositions%20for%20a%20Career%20Educator.pdf

Student Expectations: COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

♦ **George Mason University Honor Code:**
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- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

♦ **Responsible Use of Computing**:

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- Students are expected to exhibit professional behaviors and dispositions at all times.

♦ **Campus Resources**

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

- **Writing Support:** The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

♦ **George Mason University Email**

- *https://mserver3.gmu.edu/* From this link, follow the directions for activating an email account. Every student is required to establish a GMU email account. Course email correspondence and other important university emails will be sent to GMU email accounts.

♦ **George Mason Patriot Web**

- https://patriotweb.gmu.edu/ This is where **Grades** are submitted !!! Final grades will be posted by Aug 1st

George Mason Patriot Web is a self-service website for students, faculty, and staff of George Mason University. There is a wealth of useful links, information, and online forms on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

♦ **Blackboard**

- Accessed at: courses.gmu.edu. Log in using your GMU email information. Questions regarding The Blackboard site should be directed to the ITU support desk at (703) 993-8870 / or http://itusupport.gmu.edu/STG/supportctrhours.asp

> For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

TASKSTREAM SUBMISSION OF SIGNATURE ASSIGNMENT:

Every student registered for *any* EDSE course is **required** to submit *s*ignature assignments to

TaskStream   https://www.taskstream.com

 TaskStream information is available at   http://gse.gmu.edu/programs/sped/ .

The *s*ignature assignment for the course is the **Curriculum-Based Measurement (CBM) project**.

Your grade will be recorded as an Incomplete (IN) – if you delay or forget to report your assignment !!!.
{The Registrar regrettably turns an IN into an "F" 🙁 if not taken care of by the end of the following semester (In our case Fall 2011).   If that happens, you will have to appeal your grade to the Associate Dean for Academic Affairs.

GRADING:

All assignments should be typed (submitted as hard copy please) and are due at 5:00 p.m. on the dates indicated on the attached class schedule.

[In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments.]

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

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

1) Participation   10 points   10 %

2) Blackboard assignment   10 points   10 %

3) Curriculum-Based Measurement Project Proposal   10 points   10 %

4) Curriculum-Based Measurement Project   30 points   25 %

5) Academic Assessment project   25 points   25 %

6) Final Exam   15 points   10 %

Blackboard: Assigned in class. Will be based upon your Chapter Book readings.

Academic Assessment project:

You will be performing an Achievement Assessment of a student that includes Reading and Math. You will be responsible for finding your own subject to test. You will also be responsible for arranging to borrow one of your school's Assessment Instruments [I will be glad to talk with your Administrator if you need help with approval]. Since one objective of this course is to familiarize you with assessment instruments and procedures, these subjects may be children of your friends or relatives. The parent of the child should be asked to read and sign a letter (to be provided in class) which explains this evaluation assignment. **(25 pts)**

Curriculum-Based Measurement (CBM) Project:

Students will create, implement, and share a curriculum-based measurement procedure for a student or group of students. The project will include a rationale/need for the skill improvement/mastery, plan for educational intervention and monitoring progress, implementation chart/graph, and results of the project. **(40pts total) The 1st phase of this project will be your submitted CBM Proposal. (10 pts).** This will include behavioral observations of the child to be assessed .

The following websites are good resources for examples of CBM activities, charts, graphs, etc.

http://www.interventioncentral.org : Including:

http://www.interventioncentral.org/index.php/cbm-warehouse

www.jimwrightonline.com/pdfdocs/**cbm**resources/excel/**cbm**Excel**Chart**.xls

http://www.jimwrightonline.com/pdfdocs/cbmresources/cbmgraphs/writing_40_12.pdf

CBM Math Worksheet
http://www.interventioncentral.org/index.php?option=com_content&view=article&id=196

CBM Early Math Fluency
http://www.interventioncentral.org/index.php?option=com_content&view=article&id=195

CBM Writing Probe Generator
http://www.interventioncentral.org/index.php?option=com_content&view=article&id=194

CBM Letter Naming Fluency
http://www.interventioncentral.org/index.php?option=com_content&view=article&id=190

CBM Dolch Word List Builder
http://www.interventioncentral.org/index.php?option=com_content&view=article&id=200

Oral Reading Fluency Passage Generator
http://www.interventioncentral.org/index.php?option=com_content&view=article&id=192

Behavior Report Card Generator
http://www.interventioncentral.org/index.php?option=com_content&view=article&id=197

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Details of the Curriculum-Based Measurement Project and Academic Assessment, and will be given to you as this class proceeds. Your task from this 1st class is to begin figuring out who you might be able to gain access to for observation assessment purposes. It is expected since you are COHORT Students that you are already working in an environment with children. Please let me know right away if you anticipate having difficulties locating children.

EDSE 627 Summer 2011 Class Schedule   [Subject to revision as course proceeds]

Session	Topic	Assignment Due
1 Jun 2	• Course Overview • Assessment Process • Historical, Philosophical, and Legal Considerations • Response to Intervention (RTI) • Practical and Ethical Considerations	Part I Chap 1 History & legislation Part I Chap 2 Assessment Process Part IV Chap 17 Case Studies Part I Chap 3 Ethics
2 Jun 9	• Behavior Observations • Multicultural Considerations • Criterion-Referenced Testing • Curriculum-Based Assessment (CBA)	Part II Chap 4 Observation / FBA Part II Chap 5 Criterion/ CBA Read Jim Wright's Manuel on Curriculum-Based Assessment
3 Jun 16	• Norm-Referenced Assessments • Descriptive Statistics/Standardized Assessment: basic statistical concepts • Scoring, Normative Data, Reliability, Validity	**CBM Proposal Due** Part IV Chap 11 Achievement Part III Chap 7 Intelligence
4 Jun 23	• Achievement – what is it ? • Assessment of Intelligence • Interpreting Data and Reports • Speech & Language Assessments • Early Childhood Assessment	Part III Chap 9 Behavior/Emotion Part IV Chap 13 Math Part IV Chap 14 Writing Part IV Chap 12 Reading
5 Jun 30	• *Achievement Testing* - In **Class Lab** on Achievement Tests	**CBM Project Due** Part III Chap 10 Oral Language Part V Chap 15 Early Childhood
6 Jul 7	*Blackboard Assignment* [due July 14th]	Part V Chap 16 Vocational /Transition Part II Chap 6 Portfolio Part III Chap 8 Adaptive Behavior
7 Jul 14	Guest Lecturer: *Nicole Connors* • Writing Assessment & Educational Reports • Re-evaluation Process • Interpreting Assessment for Educational Interventions • Test Accommodations • From Assessment to the IEP Process • Communicating Assessment Findings to I.E.P. Team	
8 Jul 21	• Portfolio Assessments • Adaptive Behavior Assessments • Alternative Assessments • Transition Assessment	**Academic Assessment Project Due**
9 Jul 28	• **FINAL EXAM**	

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