



EDSE 627 Assessment: sections 5S1/6G1 - Spring 2012

Graduate School of Education / Program: Special Education

Meetings: **Mondays 7:20 pm – 10:00 pm - Jan 23 – May 16, 2012**

Location: **Kellar Annex II - Room 113 [10396 Democracy Lane. Fairfax VA 22030]**

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. [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

[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

NOTE: This syllabus may change according to class needs

Ten classes:

JAN

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	31				

FEB

S	M	T	W	T	F	S
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				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			

President's Day

MAR

S	M	T	W	T	F	S
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				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	31

GMU Spring Break

APR

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					

FCPS SPRING BREAK –NO Class

Final Exam

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 ***norm-referenced assessments, curriculum-based assessments, and classroom testing and grading***. 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.

Student Outcomes

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 detail 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:

When there is a change in the university schedule due to inclement weather or other circumstances, the announcement will be made on the university switchboard, (993-1000) and the University's website: <http://www.gmu.edu/>

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 11 classes that will require your presence (as the 12th and 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 – 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

◆ Core Values Commitment

- The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

◆ George Mason University Honor Code:

- 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/>].

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.

◆ 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 May 16th.

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 signature assignments to

TaskStream <https://www.taskstream.com>

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

The signature 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 2012). If that happens, you will have to appeal your grade to the Associate Dean for Academic Affairs.

GRADING:

Class Grading Scale:

100--95% = A 94--90% = A- 89--80% = B 79--75% = C < 75% = F

All assignments should be typed (submitted as hard copy please) and are due 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** (unless agreed upon prior arrangements, have been made or there are presenting debilitating circumstances)] *

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) Book & Blackboard Assignments | 5 points | 10 % |
| 3) Curriculum-Based Measurement Project | 40 points | 40 % |
| 4) Academic Assessment Focus | 30 points | 25 % |
| 5) Final Exam | 15 points | 15 % |

* If you have turned in every assignment (incl. CBM proposal) on time you will be granted a **2-point** bonus

Academic Assessment project:

This project will serve to help you familiarize yourself with formal Achievement assessments. You can fulfill this requirement in one of 3 ways: (1) Assessing with the *Brigance*, (2) Assessing with an Achievement Assessment (such as *Woodcock-Johnson III*, or *KTEA II*) for Reading and Math [may not assess FCPS student (unless family or friend & not to be formally reported)], or (3) Performing a full study of one formal Achievement Assessment (such as *Woodcock-Johnson III*, *KTEA II*), including administering it to a friend or colleague. You will 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], or checking one out of the GMU Special Education library. 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. You will be responsible for finding your own subject to test. The parent of the child you select can be offered a letter (to be provided in class) which explains this evaluation assignment, if need be. **(30 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]** This

will include behavioral observations of the child to be assessed. **The 1st phase of this project will be your submitted CBM Proposal.**

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/pdffdocs/cbmresources/excel/cbmExcelChart.xls

http://www.jimwrightonline.com/pdffdocs/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

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. Please let me know right away if you anticipate having difficulties locating children.

EDSE 627 Spr 2012 Class Schedule

[Subject to revision as course proceeds]

Session	Topic	Assignment Due
1 Jan 23	<ul style="list-style-type: none"> • Course Overview • Assessment Process • History of Assessment 	Read Chap 1: pp 1-23 Read Chap 2: pp 26-32 / pp 36-37 / pp 42-45 / pp 48-51 & Table 2.1, p. 47
2 Jan 30	<ul style="list-style-type: none"> • Multicultural Considerations • Legal Considerations 	Read Chap 3: pp 53-62 / pp 69-72
3 Feb 6	<ul style="list-style-type: none"> • Practical and Ethical Considerations • Response to Intervention (RTI) • Behavior Observations 	Read Chap 4: pp 72-96 (look over Chart p. 99)
4 Feb 13	<ul style="list-style-type: none"> • Criterion-Referenced Testing • Curriculum-Based Assessment (CBA) • BRIGANCE <p>NO CLASS 2/20 – President’s Day</p>	Read Jim Wright’s Manuel on Curriculum-Based Assessment Read Chap 11: pp 264-269 Chap 15: pp 368-369 & Chap 5: pp 100-126 (Chart p. 126)
5 Feb 27	<ul style="list-style-type: none"> • Norm-Referenced Assessments • Descriptive Statistics/Standardized Assessment: basic statistical concepts 	
6 Mar 5	Scoring, Normative Data, Reliability, Validity <ul style="list-style-type: none"> • Achievement – what is it ? <p>NO CLASS 3/12 – GMU Spring Break</p>	Read Chap 2: pp 37-42 / pp 45-46 / pp 62-69
7 Mar 19	<ul style="list-style-type: none"> • Assessment of Intelligence • Speech & Language Assessments 	Readings – <i>see below</i> (1) CBM Project Due
8 Mar 26	<ul style="list-style-type: none"> • Achievement Testing - In Class Lab on Achievement Tests <p>NO CLASS 4/2 – FCPS Spring Break</p>	Read Chap 11: pp 252, 259 & 260 – Subtest descriptions – The rest look over – use for reference, incl. Chart pp 272-3 Also read <i>see below</i> (2)
9 Apr 9	<ul style="list-style-type: none"> • Writing Assessment & Educational Reports • Interpreting Data and Reports • Portfolio Assessments • Interpreting Assessment for Educational Interventions 	Chap 6: Read pp 127-146 Chap 8: Read 174-178 [pp 178-190; look over – use for reference] Also read <i>see below</i> (3)
10 Apr 16	<ul style="list-style-type: none"> • Early Childhood Assessment • Adaptive Behavior Assessments • Alternative Assessments /Transition Assessments 	Achievement Project Due Read Chap 2: pp 32-36; pp 46-48 Chap 9: Read pp 194-219 + Chart p.223 Chap 16: pp 377-392 Look over 392-395 + Chart 399

11 Apr 23	<p>WRAP-UP</p> <ul style="list-style-type: none"> • From Assessment to the IEP Process • Communicating Assessment Findings to I.E.P. Team 	Read Case Study – Chap 17 pp 403-410
12 Apr 30	<ul style="list-style-type: none"> • FINAL EXAM 	

(1) **Chap 7** Intelligence: Look over – use for reference

(1) **Chap 10** Oral Language: Read pp 225-230 [Look over – use for reference: pp 230-240 + Chart p. 243]

(2) **Chap 11** Student Profile: *Steve*, p. 247 & pp 270-271

(2) **Chap 12** Reading: Read pp 275-284 / Student Profile: *John* p. 274 & pp 294-295 / Then look over – use for reference pp 285-294 + Chart on 297 & 298

(2) **Chap 13** Math: Read pp 300 & 301 / Student Profile: *Zandra*, p. 299 & p. 321 / Look over the rest of the chapter & use for reference

(2) **Chap 14** Writing: Read pp 325-332 & TOWL-3; pp 336-339 / Student Profiles *Ed* & *Sarah*, pp 324-325 & 346-347 / Look over the rest of the chapter & use for reference, incl. Chart on p. 349

(3) **Chap 15** Early Childhood: Read pp 354-358 / READ CASE STUDY, pp 411-414 / The rest look over – use for reference, incl. Chart, p. 375

Bibliography

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