

Graduate School of Education
Program: Special Education
Spring Semester, 2012

Course title: EDSE 627, Section 665, Assessment

Credit Hours: 3

Meetings: Mondays, 5-7:20 PM, January 23rd – May 14th

Location: George Mason University Arlington Campus, FH210

Instructor: Dr. Sharon N. E. Ray

Office: 102B Finley Hall (Fairfax Campus)

Office Hours: Mondays by appointment and before and after class

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Course Description from University Catalog:

Prerequisite: None

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.

Student Outcomes

Upon completion of this course, students will be able 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 leaf plot, scatterplot, and line graph using a computer spreadsheet.
- Calculate descriptive statistics and correlation coefficients using a spreadsheet.
- Explain scores from norm-referenced assessments in an accurate manner appropriate for consumers of assessment information such as parents, other educators, and the students who participated in the assessments.
- Select, administer, and score a variety of educational tests.

- Interpret test results, generate appropriate educational goals and objectives based upon these results, and report test results in a professional written format.
- 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 assessment (e.g., individual, norm-referenced assessment vs. continuous progress measures).
- Explain the benefits and limits of different forms of data collected for assessment (e.g., standard scores vs. grade equivalents).
- Describe the procedures and purposes of Response to Intervention (RTI).
- Critique assessment and instructional accommodations relative to specific learning characteristics.

Professional Standards:

Relationship of Courses to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education, Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Emotional Disturbance and Learning Disabilities, and Mental Retardation. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC). The CEC Standards are listed on the following web site:

http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html

The CEC Standards that will be addressed in this class include some of the following.

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. Videotape & DVD presentations
6. On-line assessments
7. In-class paper and pencil assessments

College of Education and Human Development Statement of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

- ✓ Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/> for a listing of these dispositions.
- ✓ Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code. Be especially observant of proper documentation of source material in order to avoid plagiarism. See <http://mason.gmu.edu/%7Emontecin/plagiarism.htm> for guidelines.
- ✓ Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
- ✓ Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (OSD) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the OSD.

- ✓ Students are expected to attend all classes, arrive on time, and stay for the duration of the class time. **Two or more unexcused absences will result in no credit for this course.**
- ✓ We will use person first language in our class discussions and written assignments (and ideally in your professional practice). Please refer to “Guidelines for Non-Handicapping Language in APA Journals”
<http://www.apastyle.org/disabilities.html>

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.
<http://cehd.gmu.edu/values/>

Additional Listing of Resources and Expectations:

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/>

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.

TaskStream Submission

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit signature assignments to TaskStream (regardless of whether a course is an elective, a one time course or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. The signature assignment for this course (the CBM Project) must be submitted to TaskStream (<https://www.taskstream.com>) at the end of this course. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the required submission, the IN will convert to an F nine weeks into the following semester.

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.

Academic Integrity: Students in this course are expected to exhibit academic integrity at all times. It is essential that all students submit their own work, especially with the technical information and skills taught within this course. To that end, plagiarism is a violation of academic integrity, as well as the ideas and principles of this class. Plagiarism is the intentional or unintentional use of others' ideas, words, data, figures, pictures, sequence of ideas, or arrangement of materials without clearly acknowledging the source (based on the Mason Honor Code online at: <http://mason.gmu.edu/~montecin/plagiarism.htm>). The instructor reserves the right to submit your work to **turnitin.com**, a plagiarism detection service, for an integrity assessment as needed. Students who commit plagiarism of any form (eg. whether it be copying test answers, using someone else's exact words in a written assignment, etc.) will be given an "F" as their course grade and the matter will be reported to the Dean of the Education School and the GMU Honor Council.

Advising contact information: Please make sure that you are being advised on a regular basis as to your status and progress through your program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at jtemple1@gmu.edu or 703-993-2387. Please be prepared with your G number when you contact her.

This course will incorporate the evidence-based practices (EBPs) relevant to norm-referenced assessments, curriculum-based assessments, and classroom testing and grading. These EBPs are indicated with an asterisk (*) in this syllabus. 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.

Texts and Readings: Required Texts

Overton, T. (2012). *Assessing learners with special needs: An applied approach* (7th ed.). Upper Saddle River, N.J.: Merrill/Pearson.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. **(make sure it is the second printing)**

Outside articles pertinent to assessment will be assigned as relevant to class needs and interests.

Required Access to Course Blackboard Site

The George Mason Blackboard system will be used as an integral part of this course. It is important to access Blackboard several times a week between class sessions to check posted updates and messages. Additionally, class handouts will be posted on Blackboard for upcoming classes. The first night of class all handouts will be provided. After the first night, all handouts will be posted by Friday evening before Monday's class. Students are responsible for downloading these handouts or printing hard copies for use in class from the second class onwards. You can access Bb at

<https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp> .

****Starting January 30th, be sure to come to class prepared with the week's electronic copies of handouts or hard copies (whichever works best for you)!****

It is recommended that students retain copies of all course products to document their progress through the GSE ED/LD program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.

- The use of electronic devices that produce sound or otherwise interfere with the learning of others (i.e., cell phones, pagers, etc.) is prohibited during class. Please turn these devices off or to vibrate before the start of class.
- Computers may be used to take notes during class, but they may not be used for internet exploration or other non-class activities during class time.

Assessment of Course Requirements:

Requirements of this course include readings, from your textbook and professional journal articles, and activities, which include in-class individual and group work, as well as independent assignments outside of class. The goal of all work for this course is to increase your knowledge and skills about educational assessment to assist you in effectively evaluating your students' academic progress using multiple assessment forms to obtain a more comprehensive picture of individual students' learning needs and progress.

The signature assignment for this course is the curriculum-based measurement assignment that will assist you in applying assessment procedures, evaluating student performance, and designing instruction based on student need. There

are several other forms of assessment implemented in this class, including both formative and summative evaluation measures. Students are expected to complete all forms of class assessment and final grading will be based on the cumulative points that students **earn** based on their performance on all course assessments. Student performance on assignments is expected to be both timely and of high quality.

Online submission of student work is required. All written assignments should be submitted through the Blackboard Digital Assignments Tab. Assignments submitted by email will not be accepted unless there is an emergency technical issue with Blackboard. Each assignment should be submitted by the start of class on the due date (5 PM). Assignments that are not submitted by the appropriate time **are late**. Late assignments will be accepted with a point deduction. All course assignments should be completed with graduate level use of content, grammar, spelling, and written expression clarity. If writing is an area of difficulty, you will need to visit the GMU Writing Center to work on these skills (<http://writingcenter.gmu.edu>).

Assignments submitted through the Blackboard Digital Assignments Tab should be labeled with filenames that correspond to: <your first initial your last name abbreviated form of the assignment's name>. I will return graded assignments to you via Blackboard email. It is suggested that you download and save all returned assignments, as well as corresponding evaluations and comments. Below is example labeling for submission of all written assignments:

- SRayCBMProp – CBM Proposal**
- SRayCBMProj – CBM Project**
- SRayTest – Standardized Test: Report/Interpretation**

Course Requirements Evaluation	
Assignment	Points Earned/Total Points
1. Attendance & Participation (1 pt per class meeting)	/15
2. Curriculum-Based Measurement Proposal	/5
*3. Curriculum-Based Measurement Project	/25
4. Curriculum-Based Measurement Poster Presentation	/10
5. Standardized Test: Report/Interpretation	/15
6. Online Midterm Exam (Standard Test with MC, T/F, Fill in the Blank, and Problems, etc.)	/15
7. In Class Final Exam (Case Study Format)	/15
Total # of points earned	/100

*Course signature assignment.

Course evaluation and final grades will be calculated based on the below percentages calculated from each individual student's point score out of the

possible 100 point total. Late assignments will be accepted in the following manner for a few selected assignments (CBM Proposal, CBM Project, & Standardized Test):

- **5% point deduction – up to 1 week late**
- **10% point deduction – 1-2 weeks late**
- **25% point deduction – 2 weeks until the last class meeting**

*No late assignments will be accepted for the CBM Poster Presentation, the Midterm, and Final Exam.

Grading Scale:

A = 95-100%

A- = 90-94%

B+ = 87-89%

B = 80-86%

C+ = 77-79%

C = 70-76%

F = 69% and below

Course Assignment Details:

Attendance and Participation - Weekly (1 point per class for a total of 15 points)

Class attendance and participation are an important part of this class because of the specific and in depth information learned through the course. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. Students are expected to arrive on time, participate in all class discussions, presentations, and activities, and stay until the end of class. Attendance will be maintained through the artifacts students produce during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products. If you are unable to make any class sessions during the semester, please contact the instructor by phone or e-mail before the class session where you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 “grace” absence without a point penalty, as long as the instructor is notified before the class session. In this case, it is still the student’s responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. **Attendance points missed for more than one absence or any absence without instructor contact before class cannot be made up!** Two or more unexcused absences will result in no credit for this course.

Curriculum-Based Measurement Proposal – Due February 27th (5 points)

The curriculum-based measurement proposal is the written plan that students will formulate and present to the instructor for how they will monitor a single student's progress on a specific academic task. The proposal must detail the key points of the project's two-fold purpose: assessment and instruction.

The academic area selected for the CBM project can include any curriculum area taught in school, but must be appropriate for continuous progress monitoring. Each project will include two baseline measures and six instructional probes, so the academic area selected must be one that can be assessed, taught on a regular basis, and then re-assessed throughout the instructional process. Teachers who are already practicing in the field are suggested to pick a curriculum area which they already teach to make the project more meaningful and easily applied in their own classrooms. Individuals without their own classroom are asked to choose curriculum areas that would be appropriate and easily teachable to college-aged peers and family members (and one such person would be targeted for assessment and instruction for this project).

Helpful Guidelines

Curriculum area. When trying to select a curriculum area for CBM, whether you have a classroom or will be teaching peers, pick instructional tasks that directly support academic curriculum. Some examples would be reading fluency, mathematics facts proficiency, spelling tasks, vocabulary knowledge, and identification or matching of facts. Curriculum areas involving motor skills for sports and games, musical instrument performance, and other non-academic tasks would not be appropriate. Keep in mind that whatever you select must be easy to measure in terms of correct/incorrect or knowledgeable/unknowledgeable.

Continuous progress monitoring. The CBM project has its core focused on progress monitoring, which means the baseline measures and probes will be used to evaluate learner progress in terms of accuracy and speed of responses. These abilities are called fluency tasks within an academic area. The goal of fluency tasks is typically a pre-determined level of correctness and speed for mastery, which requires learner practice to accomplish. As a result, the academic area you target should be suitable for repeated assessment to gauge progress toward the pre-determined mastery level. When selecting your target academic area, consider the statement that the content selected and method for teaching makes about you in your final portfolio, since this project is a required artifact for the portfolios of degree-seeking students.

Discrete response tasks. Curriculum-based measurement is best implemented with learning tasks that specifically need fluency (accuracy and speed) for competence. Some examples are reading fluency, arithmetic computation, and recall of factual information. They are composed of discrete behaviors which can

be scored binomially (i.e., right or wrong) and must be executed automatically in order for them to be usable in higher-order tasks that rely upon them. Academic areas that are not appropriate for CBM include ones that are typically scored holistically or qualitatively.

Proposal Requirements

The CBM proposal should include the below elements. Based on this proposal you will receive feedback from the instructor on the suitability of your proposed project for the purposes of the course. If the proposed project does not fit appropriately within the scope of the course project, then the student will be given suggestions for a proposal revision and given the opportunity to revise and resubmit.

Your proposal must contain the following elements:

1. Name of the skill you will teach and a description of the probe you will use to evaluate the skill
2. The time length for your student to work on the probe. Remember, in most cases, probes are 2 – 3 minutes. Briefly explain the reasoning behind your time length.
3. Explain whether the time on your probe will be applied per item (e.g., name each word presented in 5 seconds or less) or applied across the entire body of the probe (e.g., complete 100 single digit multiplication problems, zero through nines, in one minute). Briefly explain the reasoning behind your timing procedures.
4. Explain whether you will score incorrect *and* correct responses or only correct responses for your student. Briefly explain the reasoning behind your scoring procedures.
5. Explain whether you will score whole points or allow partial credit. (If allowing partial credit, describe your scoring rules with specifics, e.g., counting individual digits in arithmetic problems.)
6. Describe how you will ensure that each probe is of identical length and identical difficulty.
7. Describe how you will determine the desired level of performance for the final measure.
8. Create a graph showing:
 - a. your estimation of the first two baseline points,
 - b. the phaseline separating the baseline from instructional phases, and
 - c. the aimline for your subsequent six instructional probes.

*Create the graph using Excel or another spreadsheet and then paste it into your proposal document.
9. Briefly describe your instructional method. How long will your sessions last? How often do you plan to meet with your student? What materials will you use?
10. State your behavioral objective. Your behavioral objective must include: (a) what the student will do, including response format, (b) how well they are to do it

by your last instructional probe, and (c) the time allotment that you will use to measure fluency.

The evaluation of the CBM Proposal will be based on a ½ point scale for each required element. A quarter (.25) point will be awarded for each included item, and a second (.25) quarter point will be awarded for each item description's clarity. The CBM proposal will be evaluated in this way for a total of 5 points.

Curriculum-Based Measurement Project – May 7th (25 points)

When completing the curriculum-based measurement project, the below information is essential to your success:

1. Think about whether there is a logical reason for the assessment. A variety of legitimate reasons for assessing learning and performance exist. Find something better than: "I had to do a project for a class."
2. Analyze the curriculum in use to determine the content and skills necessary to complete the task to be evaluated.
3. Make sure that the content you are teaching is appropriate for continuous progress assessment. That is, do not set up a series of discrete criterion referenced tests that could be administered independent of each other and without reference to each other. *Such projects can receive grades no higher than 70%, even if everything else is perfect!*
4. Formulate behavioral objectives before you start. What does the person have to do to show that they know the skill – how well and how fast do they have to be able to do it?
5. Develop appropriate assessment procedures (i.e., probes). A clear objective leads directly to a logical probe. Look back at your objective. What do you want the student to do? In what format? How well? How fast?
6. Create your probes ensuring that each probe is of the same difficulty, same number of items, same format, and same skills as the others. *The first probes (baseline measures) should be as difficult as the last probes that you will use.*
7. Obtain baseline data. One data point is not sufficient. Collect a minimum of two baseline measures, if the baseline measures are stable, then proceed to the next step. If the first two measures show instability, collect a third measure. If the third point is similar to either of the first measures, select a measure of central tendency to represent the overall baseline score for the left side of your aimline. If the addition of a third measure shows a trend, consider selecting a different topic or continue to probe until a stable baseline is obtained.
8. Conduct instruction and collect assessment data (6-10 lessons of ten to fifteen minutes in duration are sufficient for this exercise). As you see, you will need a few weeks to complete instruction and probes after obtaining baseline data – make sure to allow yourself plenty of time! In addition to the baseline data, you will need to obtain data from six instructional probes.

9. At each probe, load you data on the computer-generated graph that describes your project and apply the data decision rules so that you may adjust your instruction as needed.
10. Repeat steps as necessary.

After finishing the physical implementation, your project should be submitted in written format containing the following headings with the appropriate corresponding information:

- a. Student Information
- b. Content Description and Reason for Selection
- c. Behavioral Objective
- d. Description of the Probe(s) and Measurement Format including time limits
- e. Description of the Instructional Methods/Materials Employed
- f. Performance Graph
- g. Discussion of Results including:
 - o summary of the student responses to instruction
 - o any decisions made using the data decision rules
 - o recommendations for others or to be implemented on a repeated implementation (i.e., what would you do different next time?)

Curriculum-Based Measurement Project Rubric		
<i>Element</i>	<i>Points</i>	<i>Comments</i>
Student Information <ul style="list-style-type: none"> • Brief academic history • Brief description of student's academic strengths and weaknesses in the area targeted 	/5	
Planning <ul style="list-style-type: none"> • Reason for assessment • Curriculum analysis • Behavioral objective(s) • Probes 	/5	
Instruction <ul style="list-style-type: none"> • Instruction and materials selected show an understanding of the targeted area • Instructional modifications based on student assessment data evident 	/5	
Measurement <ul style="list-style-type: none"> • Clarity of Display 	/7	

<ul style="list-style-type: none"> • Baseline • Aimline • Phaseline • Data-decision rules evident 		
Overall Presentation <ul style="list-style-type: none"> • Logical organization and explanation of project • APA format 	/3	
TOTAL	/25	

Curriculum Based Measurement Poster Presentation – May 14th (10 points)

As master's level educators in the field, you will often be asked to attend and present at professional conferences. At our last class meeting, we will simulate a professional conference, where all students will be required to bring a tri-fold presentation board illustrating the major areas in their curriculum based measurement projects. All students will be expected to design their presentation boards with an audience in mind, taking into account readability of information, type of content displayed, and creativity exhibited in the final product. Students should be able to informally talk about their presentation boards to peers, as well as answer questions the night of the presentation. Additionally, each student will be given five minutes to present their overall project to the group, speaking clearly, concisely, and informatively on his or her project for approximately 5 minutes, using the tri-fold as the presentation visual.

RUBRIC for CBM Poster Presentation

Preparation Evident (comprehensive information on project displayed on poster)
(2.5 points)

0 0.5 1 1.5 2 2.5

Clear & Effective Visual Display of CBM Project Information (2.5 points)

0 0.5 1 1.5 2 2.5

Creativity/Originality of Poster & Presentation (2.5 points)

0 0.5 1 1.5 2 2.5

Presentation Content (knowledgeable explanation and discussion of CBM project) (2.5 points)

0 0.5 1 1.5 2 2.5

Standardized Test Report & Interpretation – April 9th (15 points)

Download the Files

You will be required to write a report given data collected for you and available on the class website. There are several files necessary for the report assignment.

They will appear in the folder labeled **Test Report** under the Course Content button on the Blackboard site.

How to Use the Files

ACH-Test-Report-Data.pdf. This file contains a computer printout of scores from the test given to this student. The printout should be attached to the end of a report; *however*, most laypeople and many professionals find this printout to be overwhelming. Therefore, your job will be to extract various pieces of information from this printout and insert them into the test report template provided for you.

ACH-Test-Report-Info.doc. This document contains the notes that the test administrator made in giving the test. Information about student test behavior is described here as well as information from the student's referral, educational history and several reports from classroom teachers regarding the student's performance in their classes. Your job is to extract the relevant information from this document and insert them in the appropriate places on the template provided for you.

Ach-Test-report-Template.doc. This is the template that I mentioned in the preceding section. Your job in this part of the assignment is to insert the data from the other two documents into the template and make a coherent report. Use the headings that I have included. Under each heading, you will find a short description of what is to be done *in italics*. Delete the italicized instructions for the version that you submit in class. Also, make sure that the italics are turned off in the text that you write for your report. The instructions form the basis for the scoring rubric that appears later in this syllabus. That means that I will be specifically looking for the things for which the instructions ask.

Scoring Rubric of Standardized Test Report and Interpretation

Item	Points	Comments
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Report

Demographics & Headings	/1
Summary of procedures used	/1
Observations & validity statement	/2
Tasks for each subtest described	/2
Summary of scores	/2
Data table of subtests & composites	/2
Domains discussed: ref performance	/2
Summary & Recommendations	/2
Overall Quality of writing	/1

Total Score	/15
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Midterm Exam – Due by 5PM on March 14th (15 points)

The midterm exam will consist of multiple choice, true or false, fill-in-the-blank, and problem-solving questions. This exam will include all textbook chapters, lectures, and class learning activities covered up to that point in the class. A midterm review packet will be given and a midterm review will be conducted in class the week before the midterm exam. The midterm is open-book and open-note, so feel free to use your text and class notes on the midterm. However, it is expected to be your own independent work, so collaboration with classmates is not permitted during the midterm.

Final Exam – Due by 5PM on May 14th (15 points)

The final exam will include a case study report and analysis. Since the nature of the material learned in class is cumulative, the final exam will cover all textbook chapters, lectures, and class learning activities from the whole semester, including items covered prior to the midterm. All of these items will be incorporated into the case study questions. Final exam review items will be given and a final exam review will be conducted in class the week before the final exam. The final exam is open-book and open-note, so feel free to use your text and class notes on the final exam. However, it is expected to be your own independent work, so collaboration with classmates is not permitted during the final exam.

Helpful Sources of Assessment Information

- Bateman, D. F. (2009). Due Process Hearing Case Study. *Teaching Exceptional Children, 42*(2), 73-75.
- Brigham, F.J. & Brigham, M.M. (2010). Preventive instruction: Response to

- intervention can catch students before their problems become insurmountable. *The American School Board Journal*, 197 (6), 32-33.
- Byrnes, M. (2008). Writing explicit, unambiguous accommodations. [Article]. *Intervention in School & Clinic*, 44(1), 18-24.
- Conderman, G., & Pedersen, T. (2010). Preparing students with mild disabilities for taking state and district tests. [Article]. *Intervention in School & Clinic*, 45(4), 232-241.
- *Daub, D., & Colarusso, R. P. (1996). The validity of the WJ--R, PIAT--R, and DAB--2 Reading subtests with students with learning disabilities. *Learning Disabilities Research & Practice*, 11(2), 90-95.
- Espin, C. A., Shinn, J., & Busch, T. W. (2000). *Formative evaluation* (Current Practice Alerts No. 3). Reston, VA: Division for Learning Disabilities & Division for Research of the Council for Exceptional Children.
- Fuchs, D., & Fuchs, L. S. (1986a). Test procedure bias: A meta-analysis of examiner familiarity effects. *Review of Educational Research*, 56(2), 243-262.
- *Fuchs, L. S., & Fuchs, D. (1986b). Effects of systematic formative evaluation: A meta-analysis. *Exceptional Children*, 53(3), 199-208.
- *Fuchs, L. S., & Fuchs, D. (2001). Helping teachers formulate sound test accommodation decisions for students with learning disabilities. *Learning Disabilities Research & Practice*, 16(3), 174-181.
- Moreland, K. L., Eyde, L. D., Robertson, G. J., & Primoff, E. S. (1995). Assessment of test user qualifications: A research-based measurement procedure. *American Psychologist*, 50(1), 14-23.
- Thurlow, M. L. (2001). *High stakes assessment* (Current Practice Alerts No. 4). Reston, VA: Division for Learning Disabilities & Division for Research of the Council for Exceptional Children.

COURSE SCHEDULE		
Date	Topics	Assignments Due
1/9	<i>EDSE 792 Final Portfolio Class Session</i>	
1/16	<i>Dr. Martin Luther King, Jr. Holiday</i>	

COURSE SCHEDULE		
Date	Topics	Assignments Due
1/23	<ul style="list-style-type: none"> • Syllabus and Course Expectations • Chapter 1: Introduction to Assessment & Related Ideas and Terminology* (miscue analysis*, progress monitoring (CBM)*, Formative Evaluation*, Functional Behavioral Assessments (FBA)*) 	
1/30	<ul style="list-style-type: none"> • Chapter 2: Legal, Professional, & Ethical Issues Surrounding Assessment* (Safe Positive Environments*, Self-Determination/Advocacy*, Individualized Educational Plan*) 	➤ Read Text Chapter 1
2/6	<ul style="list-style-type: none"> • Chapter 3: Generating and Understanding Descriptive Statistics* (norm-referenced assessments* - understanding statistics relevant to central tendency) 	➤ Read Text Chapter 2
2/13	<ul style="list-style-type: none"> • Chapter 4: Understanding and Beginning Interpretation of Descriptive Statistics* (norm-referenced assessments* - understanding statistics relevant to central tendency, Individualized Educational Plan*, Lesson Planning* (Active Teaching Model)) 	➤ Read Text Chapter 3
2/20	<ul style="list-style-type: none"> • Chapter 6: Curriculum-Based Measurement* (curriculum-based assessments* - progress monitoring (CBM)*, direct instruction/systematic & explicit*, Questioning Strategy Instruction*, MetaCognitive Strategies*, Differentiation*) • Curriculum Based Measurement Groups 	➤ Read Text Chapter 4 ➤ Work on Curriculum-Based Measurement Proposal
2/27	<ul style="list-style-type: none"> • Chapter 5: Norm-Referenced Assessment* (norm-referenced assessments* - usage, interpretation, and application of this assessment information) ➤ Mid-Term Review 	➤ Read Text Chapter 6 ➤ Curriculum-Based Measurement Proposal Due
3/5	<ul style="list-style-type: none"> ➤ Complete Online Mid-Term Examination (No Face-to-Face class meeting) 	➤ Read Text Chapter 5

COURSE SCHEDULE		
Date	Topics	Assignments Due
	➤ Curriculum-Based Measurement Project Individual Meetings (as needed)	
3/12	➤ Chapter 7: Response to Intervention and Progress Monitoring* (classroom testing and grading* - practices for constructing and administering these tests, as well as how to use miscue analyses* and differentiated instruction* based on them, Formative Evaluation*, Review & Practice to Mastery*)	➤ Mid-Term Due by Start of Class at 5PM
3/19	➤ Chapter 8: Academic Assessment (miscue analysis*, differentiated instruction*, Formative Evaluation*, Review & Practice to Mastery*)	➤ Read Text Chapter 7
3/26	➤ Chapter 9: Behavioral Assessments * (Functional Behavioral Assessments (FBA)*, Behavioral Intervention Plan (BIP)*, Positive Behavioral Supports (PBIS)*, Reinforcement & Consequences*, Behavioral Modification*, Applied Behavior Analysis (observation & Data)*, Safe Positive Environments*)	➤ Read Text Chapter 8
4/2	Spring Break	
4/9	➤ Chapter 10: Intelligence & Adaptive Behavior Assessments* (SELF-Regulatory Skills*, Routines/Rules/Structure*, Social Skills Instruction*)	➤ Read Text Chapter 9 ➤ Test Report Due
4/16	AERA Conference – Project Work Week	
4/23	➤ Chapter 11: Special Considerations in Assessment* (Teacher Variables*, Transition Self-Determination/Advocacy*) ➤	➤ Read Text Chapter 10
4/30	➤ Case Study Practice Activities for Final* (Individualized Educational Plan*, Lesson Planning* (Active Teaching Model)) ➤ Final Exam Review	➤ Read Text Chapter 11 ➤ Study for Final Exam
5/7	➤ In Class Final Exam	➤ CBM Projects Due

COURSE SCHEDULE		
Date	Topics	Assignments Due
		➤ Complete CBM Posters
5/14	CBM Poster Presentations	
5/18	<i>EDSE 792 Final Portfolio Submission</i>	

NOTE:

- * This syllabus may change according to class needs.
- * **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 call and/or make an appointment with instructor as soon as possible.**