



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

Fall 2013
EDSE 627 683: Assessment
CRN: 81296, 3 - Credits

Instructor: Dr. Jodi Duke	Meeting Dates: 9/11/2013 - 11/13/2013
Phone: 703-993-6555	Meeting Day(s): Wednesdays
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Office Hours: By appointment	Meeting Location: Off-campus

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

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.

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3145 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

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

Learner 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 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
- 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).
- 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.

Required Textbooks

Overton, T. (2012). *Assessing learners with special needs: An applied approach* (7th ed.). Upper Saddle River, N.J.: Merrill/Pearson. [ISBN: 9780131367104]

Digital Library Option

The Pearson textbook(s) for this course is available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmubncollege.com> and search the ISBN.

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsonhighered.com/>. Search by author, title, or ISBN.

Additional Readings

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

Other readings will be posted on the class Blackboard site.

Course Relationships to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 4: Instructional Strategies and Standard 8: Assessment.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

- c. 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.
- d. 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/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

PROFESSIONAL DISPOSITIONS

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

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/>]

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

Course Policies & Expectations

Attendance.

Students are expected to: (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time, and (d) complete all assignments. Attendance, timeliness, and professionally relevant, respectful and active participation are expected and required in order to earn weekly participation points or quiz points.

Class attendance is crucial to course competence; however, there may be an instance when you are not able to attend class. ***Please do not request permission to miss a class***—you must make your own decision.

For any absence, please notify the instructor by email prior to the start time of the missed session. For the *first* absence, a student does not earn credit for the participation points or quiz (if applicable) for that session and takes on the responsibility of obtaining all missed information from another student. Students who are absent are held responsible for the material covered and assignments given and due.

A *second* absence will result in the final grade dropping by 5 points.

Three absences will result in a base grade of 70 points, from which unearned points will be deducted.

If there are truly extenuating circumstances, it is your responsibility to consult with the instructor.

Participation.

Use of Computers, Cell Phones, PDAs, iPads, and other Electronic Devices and Materials:

Please be *fully* present in class. It is impossible to participate fully in this class while texting, engaging in social media sites, tweeting, working on documents, checking email, etc. Please use computers only for work related to the current class activity. Checking email, surfing the web, using applications software, or working on material other than the current class activity are considered distractions and counterproductive. Students engaging in such conduct during class time will not be permitted use of devices in class. The breach will be considered as non-attendance for that class session. If, for emergency reasons, you must be available via cell phone, please discuss the situation with the instructor in advance of class and, if access is granted, place your cell phone on vibrate and mute the ring tone to avoid class disruption.

Active participation includes:

- Listening to and participating in class discussions
- Taking notes
- Listening to instructor presentations and feedback
- Checking your email weekly and responding to the instructor's emails
- Completing all readings and other assignments prior to the start of each class session
- Coming to class with materials including textbooks and relevant materials from the class website
- Submitting all assignments prior to or on the assigned date and time

Active participation does not include:

- Sleeping in class

- Surfing the web, doing email, grading papers, writing lesson plans, and otherwise engaging in non-instructional activities during classtime.
- Holding conversations with your classmates during whole class instruction.
- Taking cell phone calls or texting during class
- Other off-task behaviors that are not relevant to instruction

Behaviors in the list above are not only non-indicators of participation, they are contra-indicators. That is, if you are doing those things, you are not participating in class. Students will fail to earn points for coming late, leaving early or non-engagement in the instructional activities during the time that they are in class. Repeated violations of these standards of department will be referred to the George Mason University Special Education Department faculty as evidence that the individual lacks the “disposition to be a teacher.” Such a finding can result in dismissal from the education program.

Late Work.

All assignments must be submitted *on or before* the assigned due date. **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.**

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, (NO ASSESSMENT REQUIRED FOR THIS COURSE) (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

Grading Scale

A	95 – 100 points
A-	90 – 94 points
B	80 – 89 points

C	70-79 points
F	69% and below

Assignments

NCATE/TaskStream Assignments.

None

Common Assignments.

1. Curriculum Based Measurement (CBM) Project (25 points)

Each student will complete a curriculum-based measurement project including at least *three baseline measures* and *six instructional probes* for a total of nine separate measurements of the student's performance. Any academic curriculum area is acceptable for the project; however, the curriculum taught must be appropriate for continuous progress monitoring and the tasks selected must be an academic learning task.

Practicing teachers are encouraged to select curricular areas for which they currently bear instructional responsibility.

New Project Required for this Course

Since this project was conceived and developed, a number of other courses have begun to use this idea as a class project. Students often ask if they may simply submit the project completed in another class to fulfill the requirements of this assignment. The answer is no.

There are a number of reasons for requiring a new project for this submission. Chief among them is my belief that students should take every opportunity to expand their repertoire and refine their skills while working with the class instructor as a mentor. Resubmitting a previously completed assignment gains you nothing but a very small amount of free time and provides no benefit for your own students.

Second, the requirements for this project are probably different from the requirements of the project you completed in your other classes. Students who have resubmitted projects from other classes have been disappointed in the grades they received in this class.

Penalty for violating this policy. Students who resubmit projects completed in other classes to fulfill this requirement will have the grade for this major assignment reduced to ZERO for the assignment. This project is one fifth of the grade for the course, consequently, having a grade of zero means that you can earn no grade higher than a B for the course and that can only happen if you have 100% on every other assignment (a very unlikely scenario because of my emphasis on formative evaluation). Don't take the risk. You'll be a more competent teacher and I'll be a happier instructor if you do something new and original for this class. Be creative!

Types of Instructional Outcomes Best Suited for CBM

Academic curriculum. Your CBM project must target instruction of tasks from the academic curriculum such as those that would be used to support students with mild to moderate disabilities who access the general education curriculum in schools. For example, measures of reading or calculation fluency, identification or matching of facts from a curriculum area, spelling tasks, mathematical calculation, or vocabulary (English or other language). Developing motor skills used for sports or games, playing musical instruments or other nonacademic tasks are very difficult to measure and are not appropriate or acceptable for your project in this class. There are, however, academic tasks in every aspect of athletics and the arts and you may use one of those tasks for your project.

Think about what the choice of target area says about you as an educator to the reader of your portfolio. This project is a required artifact for the portfolios of degree-seeking students. Teaching your roommate to play guitar hero demonstrates a high level of disinterest in the welfare of your present and future students. Projects that target important and demanding aspects of the curriculum are more impressive to portfolio evaluators and potential employers than are projects devoted to more tangential aspects of schooling.

Continuous progress monitoring. Curriculum-based measure assumes a variable appropriate for continuous progress monitoring. Tasks that are appropriate for continuous progress monitoring require the individual to be both accurate and fast in their responses. Such tasks are called fluency tasks. Fluency tasks require practice for mastery; therefore, they can be assessed repeatedly to show progress toward a pre-identified goal. Single trial, discrete learning tasks are better measured by single-administration of a criterion-referenced measure.

Discrete response tasks. Curriculum-based measurement lends itself most directly to behaviors for which fluency (the union of rate and accuracy) is the primary determinant of competence. Elements such as reading fluency, arithmetic computation, recall of factual information, and so on are easily monitored through CBM because 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. This allows one to consider the child's proficiency of the target behavior to be judged in terms of "hits and misses" exhibited during a certain time period. Behaviors that are scored holistically or qualitatively do not lend themselves as easily to CBM. Also, behaviors that are complex or deliberative are poor choices for CBM.

Specific Steps for Completing the CBM Project and Report

1. Specify reason for assessment. A variety of legitimate reasons for assessing learning and performance exist. Find something better than: "I had to do project for a class."
2. 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.
3. Analyze curriculum to determine the content and skills necessary to complete the task.
4. Formulate behavioral objectives. 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? Even though the word objectives is plural, you only need one for the project.

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 tool 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 three baseline measures*, and if the baseline measures are stable you may then proceed to the next step. If the first three measures show instability, collect a fourth measure. If the fourth 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 fourth 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). You will need in addition to data indicating a stable baseline, data from *a minimum of six instructional probes*.
9. At each probe, load your 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.
11. Create a summary written presentation of your project. Each written summary should include the following headings:
 - 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?)
12. Submit your report, including the computer-generated CBM graph to the Instructor.

Websites with Good Examples of CBM Activities, Charts, Graphs, Etc.

<http://www.interventioncentral.org>

<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

2. CBM Proposal (5 points)

A form for creating your CBM proposal is available on the class Blackboard website. Please use this form for your CBM proposal. You will receive feedback and advice on the proposal and, if the proposed project does not fit the parameters discussed in class, you will be asked to modify the proposal.

Other Assignments.

3. Behavioral Observation: (10 points)

Conduct a behavioral observation of a student in a classroom (or other setting if approved by instructor), using provided observational instruments. Select a classroom in which a teacher has concerns about one of his or her student(s). Ensure that you have permission to conduct this observation *in advance*. A letter to the principal will be available on Blackboard. No identifying information of the student should be collected. Prepare a written summary of the observation including recommendations as appropriate.

4. Standardized Test Report (10 points) (**This will be completed in class working alone or with a partner*)

Download the files. You will be required to write two reports given data collected for you and available on the class website. There are three files necessary for the first report assignment. They will appear in the folder labeled **Test Report** on the Blackboard site. The three files you will need to download for this assignment are:

- ACH-Test-Report-Data.pdf
- ACH-Test-Report-Info.doc
- Ach-Test-Report-Template.doc

How to Use the Files

ACH-Test-Report1-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-Report1-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. The template contains the major headings and shell of a data table that are required for this report. 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.

Under each heading, you will find a short description of what is to be done for that section *in italics* (To make things a little easier for you, I have also loaded a document containing only the headings. You might download the one with the instructions and then write your report on the blank version so that you do not have to worry about italics and font color.). 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.

Other Assignments.

4. Quizzes (15 points)

There will be five announced quizzes on the chapter readings throughout the course. Each quiz will be worth *3 points*. In order to be prepared for these short quizzes, you are encouraged to keep up with the reading and email the instructor with any questions prior to class. **Please be aware that you must be physically present to take the quizzes; they will not be emailed to you in the event of an absence nor will they be given to you upon your return unless you are in a true emergency situation, in which a makeup quiz may be offered at the discretion of the instructor.**

4. Final Exam (20 points)

The final exam will be completed at home with closed book/notes and will be due on the last night of class. A review sheet and class review will occur prior to the exam.

5. Attendance and In-Class Activities (15 points)

Each night you will earn points for active participation and group or individual completion of in-class activities. **Be aware that you must be physically present to participate in and earn points for the in-class activities. Points earned by your peers during your time of absence cannot be made up.**

Overview of Assignments:

1. Behavioral Observation	10 points
2. Test Report: Standardized Test: Individual Scoring/Interpretation	10 points
3. CBM Proposal	5 points
4. CBM Project	25 points
5. Quizzes	15 points
6. Final Exam	20 points
7. Attendance and In-Class Activities	15 points
TOTAL	100 POINTS

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.**

Schedule

****Starting September 18th, be sure to come to class prepared with the week's handouts electronically downloaded or as hard copies (whichever works best for you)!****

Date	Class Topic & Reading Assignments	Readings Due for this Class
9/11	Introduction and Course Overview Legal, Professional, and Ethical Requirements Relative to Assessment Assessment Process	READ: <i>Overton Chapters 1 & 2</i>
9/18	Response to Intervention (RTI) Curriculum Based Measurement (CBM) and Progress Monitoring Observations	READ: <i>Overton Chapters 6 & 7</i>
9/25	Criterion-Referenced Assessment BRIGANCE Curriculum Based Assessment (CBA)	READ: <i>Review Overton Chapter 6 and Read Jim Wright's Manual on Curriculum-Based Assessment</i> DUE: CBM Proposal Due Quiz #1
10/2	Norm-Referenced Assessment Descriptive Statistics/Standardized Assessment: Basic Statistical Concepts	READ: <i>Overton Chapters 3, 4 & 5</i> DUE: Behavior Observation Paper Quiz #2
10/9	Scoring, Normative Data, Reliability, Validity Use of Computers in Data Management (Graphing Using Excel) Interpreting Data and Reports	READ: <i>Overton Chapter 13</i> Quiz #3
10/16	Test accommodations Achievement Testing	DUE: Test Report (Will complete in class; may work individually or with a partner; due at end of class)

	<i>In Class Activities:</i> Achievement Testing Test Report	
10/23	Assessment of Behavior Assessment of Intelligence and Adaptive Behavior	READ: <i>Overton Chapters 9 & 10</i> Quiz #4
10/30	Large Scale and Alternative Assessments (Including Transition Assessments and Portfolio Assessments) From Assessment to Educational Reports and the IEP Process Classroom Testing, Grading, etc.	READ: <i>Overton Chapters 8 & 12</i> Quiz #5
11/6	Wrap-up Sharing of CBM Results Final Exam Review	DUE: CBM Papers Due
11/13	Final Exam	DUE: Final Examination Due by 11:59 p.m. (email completed exam to jduke4@gmu.edu) (Honor code, individual effort, no collaboration with classmates)