## 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-requisites:** 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) 993-3670 for assistance. All other students should refer to their faculty advisor.

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**Instructor:** Cheryl F. Bragg, Ph.D.  
**Meeting Dates:** 01/21/14 - 05/14/14

<table>
<thead>
<tr>
<th>Phone: 703-993-7072</th>
<th>Meeting Day(s): Monday</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-Mail: <a href="mailto:chbragg@gmu.edu">chbragg@gmu.edu</a></td>
<td>Meeting Time(s): 7:20 pm-10:00 pm</td>
</tr>
</tbody>
</table>

**Office Hours:** 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.

**Meeting Location:** KAII 113  
10396 Democracy Lane. Fairfax VA 22030

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**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.
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 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 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**


**Digital Library Option**
The Pearson textbook(s) for this course may be available as part of the George Mason University Division of Special Education and disAbility Research Digital Library. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. 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://gmu.bncollege.com](http://gmu.bncollege.com) and search the ISBN. To register your access code or purchase the Digital Library, visit: [http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html](http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html)

- 3 years subscription $525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at [http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html](http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html)

**Recommended Textbook** None other required.


**Additional Readings**

Other readings will be posted on the class blackboard site in the form of Adobe Acrobat (pdf) or Microsoft Word documents.


Written Assignments for this course are expected to reflect clear, excellent writing in APA style, and to use their requirements for reference citations.
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](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](mailto:jpetersk@gmu.edu) / 703.993.3672. She would be happy to talk to you and/or show you around our library.

**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/](http://oai.gmu.edu/honor-code/)].


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/](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.
♦ 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. Your use of computer is expected to be limited to group work and/or taking notes.

There are 12 classes that will require your presence (as the 13th and last class will be your FINAL). 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.

Late Work.
If there is some problem turning in your work on time please make arrangements with Dr. Bragg. Otherwise, only medical hardship with a written doctor’s note will be accepted for full credit. Lateness of one week or greater in an assignment will result in the loss of 10 points [from a total of 100 in configuring your final grade, so you regretfully would be starting with a 90 (or a “B.”)]. Incompletes – “IN” - will only be granted for documented medical hardships.

Bragg - EDSE 627 001: Spring 2014
**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](http://cehd.gmu.edu/api/taskstream)

**Grading Scale**

<table>
<thead>
<tr>
<th>Class Grading Scale:</th>
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<tbody>
<tr>
<td>100--95%</td>
<td>A</td>
</tr>
<tr>
<td>94--90%</td>
<td>A-</td>
</tr>
<tr>
<td>89--80%</td>
<td>B</td>
</tr>
<tr>
<td>79--75%</td>
<td>C</td>
</tr>
<tr>
<td>&lt; 75%</td>
<td>F</td>
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Please retain a copy of your assignments in addition to the one you submit. All assignments should reflect graduate level spelling, syntax, and grammar.

**Assignments**

- **Performance-based Assessment (TaskStream submission required).**
  - Not applicable
- **Performance-based Common Assignments (No TaskStream submission required).**

**Curriculum-Based Measurement (CBM) Project:**

Students will create, implement, and share a curriculum-based measurement procedure for a student or small group (2-3) 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. [40 pts total]. **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](http://www.interventioncentral.org)
Details of the Curriculum-Based Measurement Project and the other Assignments, 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 assessment purposes. Please let me know right away if you anticipate having difficulties locating children.

Other Assignments.

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) Observation project 8 points 5%
3) Curriculum-Based Measurement Project 40 points 40 %
4) Academic Assessment Focus 20 points 20 %
5) Blackboard Assignment 2 points 2 %
6) Final Exam 20 points 20 %

Schedule
## Spring 2014 EDSE 627 Class Schedule

*Subject to revision as course proceeds*

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| 1 | Jan 27  
*Mon*  

- Course Overview
- Assessment Process
- Response to Intervention (RTI)
- Observation  
|  |  | Text Chpt 9 |
| 2 | Feb 3  
*Mon*  

- History of Assessment
- Multicultural Considerations
- Legal Considerations
- Practical and Ethical Considerations  
|  |  | Text, Chpts 1, 2, & 7  
Observation Assignment |
| 3 | Feb 10  
*Mon*  

- Criterion-Referenced Testing
- BRIGANCE
- Curriculum-Based Assessment (CBA) - Intro  
|  |  | Text, Chpt 6  
Read Jim Wright’s Manuel on  
Curriculum-Based Assessment  
CBM Project Assignment |
| 4 | Feb 24  
*Mon*  

- Curriculum-Based Assessment (CBA) - Intensive  
|  |  | Observation Due |
| 5 | Mar 3  
*Mon*  

- Norm-Referenced Assessments
- Descriptive Statistics/Standardized Assessment: basic statistical concepts  
|  |  | Text, Chpts 3 & 4  
CBM Proposal due |
| 6 | Mar 17  
*Mon*  

- Scoring, Normative Data, Reliability, Validity
- Use of computers in data management
- Achievement – what is it?  
|  |  | Text, Chpts 5 & 8 |
| 7 | Mar 24  
*Mon*  

- *Achievement Testing*  
  - In *Class Lab* on Achievement Tests  
|  |  | Achievement Protocol Assignment |
| 8 | Mar 31  
*Mon*  

- Assessment of Intelligence  
|  |  | Text Chpt 10 |
| 9 | Apr 7  
*Mon*  

- Interpreting Data and Reports
- Interpreting Assessment for Educational Interventions |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Text, Chpt</th>
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</thead>
<tbody>
<tr>
<td>10 Apr 14 Mon</td>
<td><strong>Blackboard Activity</strong>&lt;br&gt;FCPS ~ Spring Break / Passover / Easter</td>
<td>11</td>
</tr>
<tr>
<td>11 Apr 21 Mon</td>
<td>• Early Childhood Assessment&lt;br&gt;• Speech &amp; Language Assessments</td>
<td></td>
</tr>
<tr>
<td>12 Apr 28 Mon</td>
<td>• Adaptive Behavior Assessments&lt;br&gt;• Alternative Assessments / Transition Assessments&lt;br&gt;• Portfolio Assessments</td>
<td>13</td>
</tr>
<tr>
<td>13 May 5 Mon</td>
<td>• Writing Assessment &amp; Educational Reports&lt;br&gt;• From Assessment to the I.E.P Process&lt;br&gt;• Communicating Assessment Findings to I.E.P. Team</td>
<td></td>
</tr>
<tr>
<td>14 May 12 Mon</td>
<td>• <strong>FINAL EXAM</strong></td>
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