



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

Spring 2014
EDSE 627 685: Assessment
CRN: 17984, 3 - Credits

Instructor: Dr. Sharon Ray	Meeting Dates: 01/21/14 - 05/14/14
Phone: Office (703) 993-5247 Cell (703) 673-8540	Meeting Day(s): Thursday
E-Mail: sray4@gmu.edu *** Best Contact Method! ***	Meeting Time(s): 4:30 pm-7:10 pm
Office Hours: Before/After Class or By Appointment	Meeting Location: ARLFH 311

***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-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.

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

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 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

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

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> 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>

- 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.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

Recommended Textbooks

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

Required Resources

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 Wednesday evening before Thursday'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)!****

Additional Readings

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

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.

Class attendance and participation are essential to this course because of the complexity of the assessment knowledge at its core. Attendance points are earned for each class to give students experience with and class credit for engaging in key activities related to assessment. Students are expected to be timely; actively participate in activities; and remain for the duration of class time.

Late Work.

All assignments should be submitted *on or before* the assigned due date. **In fairness to students who make the effort to submit work on time, total assignment points will be deducted from your grade for late assignments.**

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 Report):

- **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**

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%

A- = 90-94%

B+ = 87-89%

B = 80-86%

C+ = 77-79%

C = 70-76%

F = 69% and below

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 core 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)	/14
2. Curriculum-Based Measurement Proposal	/6
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. Final Exam (Case Study Format)	/15

Total # of points earned	/100
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Assignments

Performance-based Assessment (TaskStream submission required).

There are no NCATE/Taskstream Assignments for this course.

Performance-based Common Assignments (No TaskStream submission required). Curriculum-Based Measurement Proposal – Due February 27th (6 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.

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, except for element 8 which is worth 1.5 (.5 each for a-c). For all other items, 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 6 points.

Curriculum-Based Measurement Project – April 24th (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 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.

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:
 - summary of the student responses to instruction
 - any decisions made using the data decision rules
 - 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 • Baseline • Aimline • Phaseline • Data-decision rules evident 	/7	
Overall Presentation <ul style="list-style-type: none"> • Logical organization and explanation of project 	/3	

• APA format		
TOTAL		/25

Standardized Test Report & Interpretation – April 3rd (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 2** 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 have been 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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Other Assignments.

Attendance and Participation - Weekly (1 point per class for a total of 14 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 may result in no credit for this course.

Curriculum Based Measurement Poster Presentation – May 8th (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 time to present their overall project to a small group of their classmates, 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

Midterm Exam – Due by 5PM on March 13th (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 1st (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.

Schedule

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

COURSE SCHEDULE		
Date	Topics	Assignments Due
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 	<ul style="list-style-type: none"> ➤ Read Text Chapter 6 ➤ Curriculum-Based Measurement Proposal Due
3/6	<ul style="list-style-type: none"> ➤ Complete Online Mid-Term Examination (No Face-to-Face class meeting) ➤ Curriculum-Based Measurement Project Individual Meetings (as needed) 	<ul style="list-style-type: none"> ➤ Read Text Chapter 5
3/13	<ul style="list-style-type: none"> ➤ 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*) 	<ul style="list-style-type: none"> ➤ Mid-Term Due by Start of Class at 5PM
3/20	<ul style="list-style-type: none"> ➤ Chapter 8: Academic Assessment (miscue analysis*, differentiated instruction*, Formative Evaluation*, Review & Practice to Mastery*) 	<ul style="list-style-type: none"> ➤ Read Text Chapter 7
3/27	<ul style="list-style-type: none"> ➤ 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*) 	<ul style="list-style-type: none"> ➤ Read Text Chapter 8
4/3	<ul style="list-style-type: none"> ➤ Chapter 10: Intelligence & Adaptive Behavior Assessments* (SELF-Regulatory Skills*, Routines/Rules/Structure*, Social Skills) 	<ul style="list-style-type: none"> ➤ Read Text Chapter 9

COURSE SCHEDULE		
Date	Topics	Assignments Due
	Instruction*)	➤ Test Report Due
4/10	➤ Chapter 11: Special Considerations in Assessment* (Teacher Variables*, Transition Self-Determination/Advocacy*)	➤ Read Text Chapter 10
4/17	<i>Spring Break</i>	
4/24	➤ 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 ➤ CBM Projects Due
5/1	➤ Final Exam	➤ Complete CBM Posters
5/8	➤ CBM Poster Presentations	

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.

Appendix