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

Summer 2016
EDSE 627 624: Assessment
CRN: 42614, 3 - Credits

Instructor: Ms. Soo Ahn	**Meeting Dates:** 05/24/16 - 07/26/16
Phone: Appointments may be scheduled via email	**Meeting Day(s):** Tuesdays
E-Mail: sahn7@gmu.edu	**Meeting Time(s):** 5:00 pm - 9:00 pm
Office Hours: By Appointment	**Meeting Location:** Fairfax High School

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) 993-3670 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

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:

1. Provide the definition of assessment and the purposes and assumptions regarding assessment of exceptional children.
2. Compare and contrast the terms assessment and testing.
3. Describe relevant ethical standards, litigation, and legislation related to assessment.
4. 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.
5. Demonstrate knowledge of basic measurement concepts and evaluate the psychometric properties of individual tests.
6. Create graphic displays of data in appropriate formats including: stem and leaf plot, scatterplot, and line graph using a computer spreadsheet.
7. Calculate descriptive statistics using a computer spreadsheet.
8. Interpret test results, generate appropriate educational goals and objectives based upon these results, and report test results in a professional written format.
9. Select, administer, and score of a variety of educational tests.
10. 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.
11. 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).
12. Explain the benefits and limits of different forms of data collected for assessment (e.g., standard scores vs. grade equivalents).
13. Score and interpret behavior observation protocols from time sampling, event recording, and interval recording procedures.
14. Describe the procedures and purposes of Response to Intervention (RTI).
15. Critique assessment and instructional accommodations relative to specific learning characteristics.

Required Textbooks

Overton, T. (2016). Assessing learners with special needs: An applied approach (8th ed). Upper Saddle River, NJ: Pearson

Recommended Textbooks

American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

Required Resources

Access to Blackboard

Additional Readings

Posted on Blackboard. See appendix A.

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 5: Instructional planning and strategies; Standard 4: 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/the-mason-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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. [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.

Each class session is worth 10 points toward your In Class Work grade in the course. In order to earn these points, students must (a) attend class, (b) arrive on time, (c) stay for the duration of the class time, (d) show evidence of having read/studied material, (e) participate actively in class activities, and (f) complete all in-class assignments. If you are not in class, you cannot receive In Class Work points for that class session. If you have professional obligations (e.g., open house at school, coaching an athletic contest) that occur at the same time that class takes place or you were sick enough not to go to report to work the day of or the day after class, you may complete the in-class assignment for partial credit.

Late Work.

Assignments are due by midnight on the date indicated in the syllabus. If I change the due date for reasons related to student need in the course, the change will be discussed in class, posted on the Blackboard site, and confirmed in an email to all students. I will not accept late work. All assignments are to be submitted through Blackboard for official consideration. Do not email an assignment to me unless I request it. If you are not in class on the day an assignment is due, you are still responsible for submitting the assignment.

Workload.

Graduate-level work requires in-depth reading, study, and work on course requirements outside of class time. The general expectation is approximately three hours per week for each credit hour of a course. Students are expected to allot class study and preparation time weekly in addition to time spent on papers and assignments. Written and Oral Language APA Style is the standard format for any written work in the College of Education and Human Development. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (6th ed.) You are required to use APA guidelines for all course assignments. Please use the following website for APA format guidelines: http://apastyle.apa.org.

We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). We will also strive to replace the term "Mental Retardation" with "Intellectual Disabilities" in our oral and written communication in accordance with terminology choices in the disability community.

Blackboard Site.

I will use the Blackboard website for posting of course materials, announcements, and discussion boards. You will be responsible for all material posted on the website. Please check it regularly. An announcement email will be sent to your Mason email account if changes or updates are made to the site. All assignments must be submitted through Blackboard.

Communication.

The most efficient way to contact me is through email. I will try to respond back within 24 hours on business days. If you wish to receive feedback on a draft of an upcoming assignment, it is prudent to plan ahead to allow for buffer time as it may take me more than 24 hours to get it back to you.

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Curriculum Based Measurement Project* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

A	95-100%	323-340 pts
A-	90-94%	306-322 pts
B	80-89%	272-305 pts
C	70-79%	238-271 pts
F	<70%	<238 pts

Assignments

Performance-based Assessment (Tk20 submission required).

There is no Performance-based Assessment that must be posted to Tk20 for this course.

Performance-based Common Assignments (No Tk20 submission required).

Each student will complete a Curriculum-based Measurement Project for this course. Please see Blackboard under "Assignments" for assignment descriptions and rubrics.

Other Assignments.

Each student will also complete: (a) midterm exam, (b) three Reading Responses for use in class discussion, and (c) one independent test report.

All Assignments.

All assignments are due by 5:00 pm on the day of class, unless otherwise noted or communicated to class. Students are to submit assignments by posting them to Blackboard. Rubrics and directions for assignments and activities can be found on Blackboard under "Assignments."

Assignment Points		
Assignment	**Points Earned**	**Total Points Available**
1. Graded Class Work		100 Points (10/class)
2. Reading Responses		60 Points (20/each)
3. CBM Project		120 Points (Proposal:10pt; Project:100pts; Presentation:10)
4. Test Report		40 Points
5. Midterm exam		20 Points
Total Points		**340 points**

Schedule

Date	Topic(s)	Readings Due	Assignment Due
Week 1 5/24	Intro, ethics, basic ideas	Chapter 2	None
Week 2 5/31	CBM	*Required* - Chp 6 p. 165-179; - Teaching Tutorial 4 (oral reading fluency) - Teaching Tutorial 5 (maze procedure) *Choices for reading response:* - Busch & Reschly (2007) - Hasbrouck, Woldbeck, Ihnot, & Parker (1999) - Fuchs, Fuchs, & Zumeta (2008) (math) - Espin, Shin, & Busch & Espin (2005) (content areas/social studies) - Hosp & Hosp (2003) (reading, spelling, math) - McMaster, Du, Parker, & Pinto (2011) (writing)	Reading response 1

Date	Topic(s)	Readings Due	Assignment Due
Week 3 6/7	Classroom assessments	*Required* - Bennett (2001) - Chapter 6 p. 180-202 *Choices for reading response:* - Miller (2009) (writing) - De La Paz (2009) (rubrics for writing strategies) - Allsopp et al. (2008) (math) - King-Sears & Duke (2010) (reading in content areas)	CBM proposal Reading Response 2
Week 4 6/14	RtI	Required - Chapter 7 *Choice for reading response:* - Division for Learning Disabilities (2007) - Dexter & Hughes (2011)	Reading response 3
Week 5 6/21	Quantitative concepts I	*Required* - Chapter 3 (descriptive statistics)	
Week 6 6/28	Quantitative concepts II	*Required* - Chapter 4 (reliability and validity) **ONLINE or GUEST SPEAKER**	Midterm (DUE MIDNIGHT)
Week 7 7/5	Standardized test administration and interpretation	*Required* - Chapter 5,8	
Week 8 7/12	Standardized test administration and interpretation	*Required* - Chapter 9,10	Test Report
Week 9 7/19	High stakes tests and accommodations	*Required* - Engelhard, Fincher, & Domaleski (2011) - Randall & Engelhard (2009) - Review SOL links in Blackboard folder (only read about accommodations, not entire report)	CBM Project

Date	Topic(s)	Readings Due	Assignment Due
Week 10 7/26	Wrap up		Posters for Presentation

Appendix A

Bibliography

Curriculum-based Measurement

Busch, T. W. & Lembke, E. S. (2005). *Teaching tutorial 5: Progress monitoring in reading using the CBM maze procedure.* Charlottesville, VA: Division for Learning Disabilities.

Busch, T. W. & Reschly, A. L. (2007). Progress monitoring in reading: Using curriculum-based measurement in a response-to-intervention model. *Assessment for Effective Intervention, 32*, 223-230. doi: 10.1177/15345084070320040401

Espin, C. A., Shin, J., & Busch, T. W. (2005). Curriculum-based measurement in the content areas: Vocabulary matching as an indicator of progress in social studies learning. *Journal of Learning Disabilities, 38,* 353-363.

Fuchs, L. S., Fuchs, D., & Zumeta, R. O. (2008). A curricular-sampling approach to progress monitoring: Mathematics concepts and applications. *Assessment for Effective Intervention, 33*, 225-233. doi: 10.177/1534508407313484

Hasbrouck, J. E., Woldbeck, T., Ihnot, C., & Parker, R. I. (1999). One teacher's use of curriculum-based measurement: A changed opinion. *Learning Disabilities Research and Practice, 14*, 118-126.

Hosp, M. K. & Hosp, J. L. (2003). Curriculum-based measurement for reading, spelling, and math: How to do it and why. *Preventing School Failure, 48(1),* 10-17.

Lembke, E. S. & Busch, T. W. (2004). *Teaching tutorial 4: Curriculum-based measurement in reading: Oral fluency.* Charlottesville, VA: Division for Learning Disabilities.

McMaster, K. L, Du, X., Parker, D. C., & Pinto, V. (2011). Using curriculum-based measurement for struggling beginning writers. *Teaching Exceptional Children, 44(2),* 26-34. I

Informal Assessment

Allsopp, D. H., Kyger, M. M., Lovin, L., Gerretson, H., Carson, K. L., & Ray, S. (2008). Mathematics dynamic assessment: Informal assessment that responds to the needs of struggling learners in mathematics. *Teaching Exceptional Children, 40,* 6-16.

Bennett, R. E. (1982). Cautions for the use of informal measures in the educational assessment of exceptional children. *Journal of Learning Disabilities, 15*, 337-339.

De La Paz, S. (2009). Rubrics: Heuristics for developing writing strategies. *Assessment for Effective Intervention, 34*, 134-146. doi: 10.1177/1534508408318802

King-Sears, M. E. & Duke, J. M. (2010). Bring your textbook! Using secondary texts to assess reading demands and skills required for students with high-incidence disabilities. *Intervention in School and Clinic, 45,* 284-293.

Miller, L. (2009). Informal and qualitative assessment of writing skills in students with disabilities. *Assessment for Effective Intervention, 34,* 178-191. doi: 10.1177/1534508408318806

Response to Intervention

Division for Learning Disabilities. (2007). *Thinking about response to intervention and learning disabilities: A teacher's guide.* Charlottesville, VA: Author.

Hughes, C. A. & Dexter, D. D. (2011). Response to intervention: A research-based summary. *Theory into Practice, 50,* 4-11.

High Stakes Tests and Accommodations

Engelhard, G., Fincher, M., & Domaleski, C. S. (2011). Mathematics performance of students with and without disabilities under accommodated conditions using resource guides and calculators on high stakes tests. *Applied Measurement in Education, 24,* 22-38.

Randall, J. & Engelhard, G. (2010). Performance of students with and without disabilities under modified conditions: Using resource guides and read-aloud test modifications on a highstakes reading test. *The Journal of Special Education, 44*, 79-93.