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

Spring 2018
EDSE 627 001: Assessment
CRN: 10231, 3 – Credits

Instructor: Dr. Cheryl F. Bragg	**Meeting Dates**: 1/22/2018 – 5/14/2018
Phone: Phone appt. may be scheduled via e-mail	**Meeting Day**: Monday
E-Mail: *Cbragg@gmu.edu*	**Meeting Time(s)**: 7:20 pm - 10:00 pm
Office Hours: By appointment	**Meeting Location**: Fairfax, KRUG Hall 17
Office Location: meeting place arranged	**Other Phone**: (703) 993-4002 Kellar-Staff

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

Prerequisite(s): None
Co-requisite(s): None

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. Note: Field experience required. Offered by Graduate School of Education. May not be repeated for credit.

Registration Restrictions:
Enrollment limited to students with a class of Graduate or Senior Plus.
Enrollment is limited to Graduate or Undergraduate level students.
Schedule Type: Lecture

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip

Do you need to apply for internship? Students completing special education teacher licensure programs apply ahead of time for internships so supervisors, and sites if needed, can be arranged. Check your program plan or talk with your advisor if you are unsure when you should be applying for internship.

Course Delivery Method

Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities
4. Video and other media supports
5. Research activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of this course, teacher candidates/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.

Course Relationship 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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8). This course contains at least on Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

Required Textbooks
Overton, T. (2016). *Assessing learners with special needs: An applied
        approach* (8th Ed.). Upper Saddle River, N.J.: Merrill/Pearson. ISBN: 9   780133856415

Recommended Textbooks
American Psychological Association*. (2010). Publication manual of the American Psychological
        Association* (6th ed.). Washington, DC.

Written Assignments for this course are expected to reflect clear, excellent writing in APA style, and to use their requirements for reference citations

APA Formatting Guidelines:
The following website is offered as a companion to the APA style manual. It should not be considered a substitute for directly consulting the APA manual for standard procedures of applying APA style. https://owl.english.purdue.edu/owl/resource/560/01/

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

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

Library Resources

The Kellar Library (located in the Finley Building, Room 116; 4453 Mason Blvd.) 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 To search our online catalog, click on "Search the T/TAC catalog."

Our Librarian is Jackie Petersen - jpetersk@gmu.edu / 703-993-3672.
She would be happy to talk to you and/or show you around our library.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement
It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 627, the required PBA is Curriculum-Based Measurement Project. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required):

Curriculum-Based Measurement Project fulfills this requirement. You will upload the same document twice on blackboard, once in the assessment spot for Tk20 and once in the assignment slot (labeled Tk20). The assessment version will use a rubric that is necessary to ensure program integrity. It has no bearing on your grade other than if you fail to upload it, you get and incomplete that will automatically turn into an **F** unless you take care of the deficiency. You will not see the score on the rubric for this upload; however, you will see the score on the rubric that is provided in the syllabus for the version that you upload in the assignments slot. That score is the one that will be used in calculating your grade.

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 : Including:

http://www.interventioncentral.org/index.php/cbm-warehouse

www.jimwrightonline.com/pdfdocs/**cbm**resources/excel/**cbm**Excel**Chart**.xls

http://www.jimwrightonline.com/pdfdocs/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

Details of the **Curriculum-Based Measurement Project** 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.

College Wide Common Assessment (Tk20 submission required)

The College-wide Common Assessment required in this course is the Collaborative Learning Team Assessment. The Collaborative Learning Team Assessment is NOT a separate assessment for students, but is a part of the Curriculum-Based Measurement Project. Therefore, you'll post the Curriculum-based Measurement project to both assessment Tk20 links in Blackboard, and in the assignment folder (for a total of three uploads of the CBM project).

Performance-based Common Assignments (No Tk20 submission required.) - None

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	10 points	10 %
3) Curriculum-Based Measurement Project	40 points	40 %
CBM Proposal	2 points of 40	
4) Blackboard Assignment	3 points	3 %
5) Academic Assessment Focus	22 points	22 %
6) Final Exam	15 points	15 %

♦ Details of the Assignments will be given to you as this class proceeds.

♦ There will be reading assignments

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Course Policies and Expectations

Attendance/Participation
♦ 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 13 classes that will require your presence (as the 14th 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.

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 regrettably would be starting with a 90 (or a "B."). Incompletes – "IN" - will only be granted for documented medical hardships

Grading Scale

> **Class Grading Scale:**
> 100--95% = **A**   94--90% = **A-**   89--80% = **B**   79--75% = **C**   < 75% = **F**

Please retain a copy of your assignments in addition to the one you submit. All assignments should reflect graduate level spelling, syntax, and grammar.

> *Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted <u>must</u> be your own or with proper citations (see https://catalog.gmu.edu/policies/honor-code-system/).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See
https://cehd.gmu.edu/students/polices-procedures/

Class Schedule
*<u>Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.</u>

Session	Topic	Assignment Due
1/2 Jan 22 / 29	• Course Overview • Assessment Process • Response to Intervention (RTI) • Observation	-Text: Chpts 1 & 7 & 9 **-Assigned: Observation Project**
3 Feb 5	• History of Assessment • Legal Considerations	-Text: Chpt 2
4 Feb 12	• Criterion-Referenced Testing • Curriculum-Based Assessment (CBA)	**- Due: Observation Project (2/12)** - Read Jim Wright's Manuel on Curriculum-Based Assessment - Text, Chpt 6 **- Assigned: CBM Project**

Feb 19	President's Day	- Blackboard Assignment - **CBM Proposal due 2/23**
5 Feb 26	• Multicultural Considerations • Practical and Ethical Considerations	
6 Mar 5	• Norm-Referenced Assessments • Descriptive Statistics/Standardized Assessment: basic statistical concepts	- Text: Chpts 3 & 5
Mar 12	GMU Spring Break	
7 Mar 19	• Scoring, Normative Data, Reliability, Validity • Achievement – what is it ? • Assessment of Intelligence	- Text: Chpts 4 & 8 & 10
Mar 26	• FCPS Spring Break	- Blackboard Assignment
8 Apr 2	• ***Achievement Testing*** - In **Class Lab** on Achievement Tests	- Blackboard Assignment due -Text: Chpt 13 - **Assigned: Achievement Protocol Analysis**
9 Apr 9	• Interpreting Data and Reports • Interpreting Assessment for Educational Interventions	- Text: Chpt 11
10 Apr 16	• Speech & Language Assessments • Early Childhood Assessment • Sensory issues	**-Due: Achievement Protocol Analysis**
11 Apr 23	• Adaptive Behavior Assessments • Alternative Assessments / Transition Assessments	- Text: Chpt 12
12 Apr 30	• Portfolio Assessments • Misc. Assessments • Writing Assessment & Educational Reports	**-Due: CBM Project**

13 May 7th	• From Assessment to the IEP Process • Communicating Assessment Findings to IEP Team • Review of Assessment Interpretation	
14 May 14th	• **In class - FINAL EXAM**	

Note: Commencement is Friday, May 18th

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/.

Appendix

Assessment Rubric(s)

GMU ~ College of Education and Human Development
CAEP Common Assessments: Collaborative Learning Team Task: Documenting Impact on Learning

Scoring Guidelines

4-Exceeds Standard: Candidates receive a score of 4 if they perform beyond the expectations of candidates at this point in their programs. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard.

3-Meets Standard: This is the **TARGET** score. This score reflects that candidates have met the standard at the level expected at this point in their program. Candidates who receive a 3 have successfully met the standard.

2-Approaching Standard: Candidates receive this score when their understanding and effort does not meet the Target but shows basic understanding of the content being assessed.

1-Does not meet standard: Candidates who do not submit work, and/or who submit work that is clearly below the expectations for a candidate at this point in their program**.**

Rubric Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
Section 1. Collaboration with Colleagues				
The candidate collaborates with school professionals to plan and facilitate learning to meet diverse needs of learners. *InTASC 10* *VDOE 6* **Diversity**	The candidate does not provide evidence of discussion, clarification of ideas, and evaluation of other's ideas with school professionals to plan and/or jointly facilitate learning to meet diverse needs of learners.	The candidate provides evidence that he/she collaborates through discussion, clarification of ideas, and evaluation of other's ideas only occasionally or less than effectively with school professionals to plan and jointly facilitate learning to meet diverse needs of	The candidate provides evidence that he/she collaborates through discussion, clarification of ideas, and evaluation of other's ideas of school professionals to effectively plan and jointly facilitate learning that meets the diverse needs of learners.	The candidate provides evidence that he/she collaborates regularly and in a highly effectively manner through discussion, clarification of ideas, and evaluation of other's ideas with a variety of school professionals to plan and jointly facilitate learning to meet diverse needs of

Rubric Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
		learners, but did not take advantage of all opportunities.		learners. The candidate provides evidence of advanced preparation for the collaborative meeting by researching ideas and strategies, analyzing data or demonstrating other advanced preparation in order to contribute to the discussion.
The candidate engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice. *InTASC 10* *VDOE 6*	The candidate does not provide evidence of collaboration with school professionals to engage in professional learning that advances practice.	The candidate provides evidence that he/she only occasionally or less than effectively collaborates with school professionals to engage in professional learning that advances practice.	The candidate provides evidence that he/she effectively collaborates with school professionals to effectively and jointly engage in professional learning that advances practice.	The candidate provides evidence that he/she collaborates regularly and effectively with a variety of school professionals to effectively and jointly engage in professional learning that advances practice. The candidate demonstrates highly effective practice by reflecting on the impact of his/her collaboration and new knowledge.
Section 2. Planning Instruction				
Independently and in collaboration with colleagues, the candidate uses data (e.g., systematic observation, information	The candidate does not show evidence of collaboration with colleagues in the use of data to evaluate outcomes of teaching and learning or to adapt planning and practice.	The candidate independently or in collaboration with colleagues uses data to evaluate outcomes of teaching and learning but inaccurately	The candidate independently and in collaboration with colleagues uses data to effectively evaluate outcomes of teaching and	The candidate independently, and in collaboration with colleagues, uses multiple sources of data to accurately evaluate the

Rubric Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
about learners, research) to evaluate teaching and learning to adapt planning and practice. *InTASC 6* *VDOE 4*		or ineffectively adapts planning and practice.	learning, and adapts planning and practice.	outcomes of teaching and learning. The candidate effectively adapts planning and practice for all learners. The candidate includes an analysis of how assessment results will be used to impact future instructional decisions.
The candidate understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs. *InTASC 7* *VDOE 2* **Diversity**	The candidate exhibits a limited or no understanding of the strengths and needs of individual learners nor how to plan instruction that is responsive to strengths and needs.	The candidate exhibits a limited understanding of the strengths and needs of individual learners, and uses that knowledge to plan instruction that is responsive to these strengths and needs of a limited number of learners.	The candidate exhibits an understanding the strengths and needs of individual learners and effectively plans instruction that is responsive to these strengths and needs.	The candidate builds upon the strengths and addresses the needs of diverse learners in multiple ways. The candidate plans effective instruction that is responsive to learner strengths and needs throughout the lesson.
The candidate encourages positive social interaction, active engagement in learning, and self- motivation. *InTASC 3* *VDOE 5*	The classroom is a teacher-centered environment. Activities and assignments are inappropriate for learners' age or background. Learners are not engaged in learning.	The classroom is a teacher-centered environment. Candidate attempts to accommodate learners' questions or interests. Activities and assignments are appropriate to some learners and engage them mentally, but other learners are not engaged or self-motivated.	The classroom is a learner-centered environment. Candidate successfully accommodates learners' questions or interests. Activities and assignments are appropriate to learners,	Candidate seizes every opportunity to enhance learning, building on learner interests or a spontaneous event. The candidate creates opportunities for all learners to be cognitively engaged in the activities and assignments in their

Rubric Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
College-and-Career-Ready			and learners are cognitively engaged in exploring content. Learners are self-motivated.	exploration of content. Learners initiate or adapt activities and projects to enhance their understanding.
The candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery. *InTASC 5* *VDOE 2* **Technology** **Diversity** **College-and-Career-Ready**	Candidate conveys a negative attitude toward the content and suggests that the content is not important or was mandated by others.	Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the learners. Candidate accepts responsibility for the success of learning but displays a limited repertoire of instructional strategies.	Candidate conveys knowledge of the content, and learners demonstrate commitment to its value. Candidate accepts responsibility for the success of all learners through a repertoire of instructional strategies.	Candidate conveys extensive knowledge of the content, and demonstrate their initiative through the application of pedagogical content knowledge in planning and instruction.

Rubric Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
The candidate uses a variety of instructional strategies to encourage learners to develop an understanding of the content and to apply knowledge in meaningful ways. *InTASC 5* *VDOE 2*	The instructional strategies used by the candidate do not encourage an understanding of content .	The candidate uses a limited instructional strategies to encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways.	The candidate uses a variety of instructional strategies that encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways.	The candidate uses pedagogical content knowledge to implement a variety of instructional strategies that encourage all learners to develop both an understanding of the content and apply knowledge that in authentic ways.
Section 3. Assessment				
The candidate articulates how assessment strategies will be used to effectively assess impact on learning. *InTASC 8* *VDOE 3*	The candidate provides limited evidence of understanding assessment strategies; no connection to objectives and assessment procedures.	The candidate provides evidence of assessment strategies; minimal connection to objectives and procedures.	The candidate provides specific evidence of assessment strategies (formative and/or summative). There is evidence of alignment between the assessment and the states learning objectives and procedures)	The candidate provides detailed, best practice strategies to formative and summative assessment; assessments clearly and effectively assess the objectives. There is evidence of a strong alignment between the assessment and the states learning objectives and all instructional procedures.
The candidate designs assessments that align	The candidate provides no evidence that he/she designs	The candidate provides little evidence that he/she designs	The candidate provides evidence that he/she	The candidate provides multiple pieces of

Rubric Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
with standards and learning objectives with uses assessment methods to minimize sources of bias that can distort assessment results. *InTASC 8* *VDOE 3*	assessments that match learning objectives with assessment methods or minimizes sources of bias that can distort assessment results.	assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	designs effective assessments that closely match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	evidence that he/she designs effective assessments that align learning objectives with a variety of assessment methods and actively works to eliminate sources of bias that can distort assessment results.
Section 4. Analysis of Assessment Results				
The candidate analyzes test data to identify the impact of instruction on learning. *InTASC 8* *VDOE 3*	The candidate does not provide evidence of use of assessment data to understand the impact of instruction on learning.	The candidate provides minimal evidence of use of assessment data to understand the impact of instruction on learning.	The candidate correctly uses assessment data to examine the impact of instruction on learning.	The candidate examines and analyzes multiple sources of data to understand the impact of instruction on learning for every learner. The candidate uses this analysis to determine next steps for the learner.
The candidate reflects upon assessment results to plan additional relevant learning experiences. *InTASC 9* *VDOE 6*	The candidate describes rather provides specific examples of additional learning experiences relevant learning experiences.	The candidate describes rather than reflects on personal biases and accesses some resources to create additional relevant learning experiences.	The candidate reflects on some personal biases and accesses a range of resources to create additional relevant learning experiences.	The candidate provides evidence a broad range of resources to create additional relevant learning experiences.
Appendix				

Rubric Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
Appendix includes authentic and appropriate documentation of collaboration, planning, instruction, assessment, and data analysis. *InTASC 9* *VDOE 6*	Appendix is missing.	Appendix includes minimal or inappropriate documentation of collaboration, planning, instruction, assessment, and/or data analysis.	Appendix includes authentic and appropriate documentation of collaboration, planning, instruction, assessment, and data analysis.	Appendix includes a thorough and appropriate authentic and appropriate documentation of collaboration, planning, instruction, assessment, and data analysis.

Assessment #5 Curriculum-based Measurement Project

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Reason for Assessment CEC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	• Candidate omits or provides unclear/limited explanation of any of the following: o area of general curriculum of concern for student. o reason for prioritizing chosen area of the general curriculum. o student's current level of performance in the general curriculum area of concern. o **how the student's current level of performance differs from average performing peers.**	• Candidate identifies area of general curriculum of concern for student. • Candidate states reason for prioritizing chosen area of the general curriculum. • Candidate describes the student's current level of performance in the general curriculum area of concern. • Candidate describes how the student's current level of performance differs from average performing peers.	• Candidate identifies area of general curriculum of concern for student. • Candidate states reason for prioritizing chosen area of the general curriculum. • Candidate describes the student's current level of performance in the general curriculum area of concern. • **Candidate describes how the student's current level of performance differs from average performing peers.** • Candidate presents an innovative application of the concepts OR provides unusual depth and integration to the description of all areas.
Description of the Target Behavior CEC Standard 1 Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	• Candidate omits or provides unclear/limited explanation of any of the behavioral objective. • **Candidate states behavioral objective that DOES NOT include task, condition, and/or criterion directly related to general education curriculum.**	• Candidate states behavioral objective for student to show mastery and fluency in selected skill. • Candidate states behavioral objective that includes task, condition, and criterion directly related to general education curriculum. •	• Candidate states behavioral objective for student to show mastery and fluency in selected skill. • Candidate states behavioral objective that includes task, condition, and criterion directly related to general education curriculum. • Candidate presents an innovative application of the concepts OR provides unusual depth and integration to the description of all areas. •

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Description of assessment procedure and example of probes CEC Standard 4 Candidate uses multiple methods of assessment and data sources in making educational decisions.	• Candidate DOES NOT identify and/or describe a nonbiased assessment of target behavior OR identifies a biased assessment of target behavior. • Candidate DOES NOT identify and describe assessment procedures that directly related to individualized behavioral objective OR candidate identifies and describes assessment procedures that ARE NOT directly related to the behavioral objective. • Candidate DOES NOT describe and provide examples of CBM probes that: o Use constant time o Contain constant number of items o Remain constant in difficulty level OR candidate describes and provides examples of CBM probes that DO NOT: o Use constant time OR o Contain constant number of items OR o Remain constant in difficulty level • **Candidate DOES NOT employ clear rules for instructional decision-making.**	• Candidate identifies and describes a nonbiased assessment of target behavior. • Candidate identifies and describes assessment procedures that directly related to individualized behavioral objective. • Candidate describes and provides examples of CBM probes that: o Use constant time o Contain constant number of items o Remain constant in difficulty level • Candidate employs clear rules for instructional decision-making.	• Candidate identifies and describes a nonbiased assessment of target behavior. • Candidate identifies and describes assessment procedures that directly related to individualized behavioral objective. • Candidate describes and provides examples of CBM probes that: o Use constant time o Contain constant number of items o Remain constant in difficulty level • **Candidate employs clear rules for instructional decision-making.** • **Candidate presents an innovative application of the concepts OR provides unusual depth and integration to the description of all areas.**

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Changing the Behavior CEC Standard 5 Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	• Candidate describes an instructional plan for the individual student that DOES NOT: o Directly addresses the target behavior, OR o Is based on student current level of performance as evidenced by functional assessments, OR o Shows evidence of task analysis of the skill area, • **Candidate DOES NOT Make responsive adjustments to instruction based on continuous observation (collection of CBM data).**	• Candidate describes an instructional plan for the individual student that: o Directly addresses the target behavior, o Is based on student current level of performance as evidenced by functional assessments, o Shows evidence of task analysis of the skill area, and o Makes responsive adjustments to instruction based on continuous observation (collection of CBM data).	• Candidate describes an instructional plan for the individual student that: o Directly addresses the target behavior, o Is based on student current level of performance as evidenced by functional assessments, o Shows evidence of task analysis of the skill area, and o **Makes responsive adjustments to instruction based on continuous observation (collection of CBM data).** • **Candidate describes innovative or highly responsive instruction that directly addresses the target behavior and is based on student data.**
Summary of Results CEC Standard 4 Candidate uses multiple methods of assessment and data sources in making educational decisions.	• Candidate provides a performance graph that: o Is NOT clear to the reader, o DOES NOT include baseline, aimline, or phaseline and o DOES NOT INCLUDE clear indication of data decision points. • Candidate DOES NOT show evidence of interpretation of data and clear communication by: o NOT/NOT THOROUGHLY summarizing student response to instruction o NOT/NOT THOROUGHLY identifying any decisions made using the data decision rules, and o NOT/NOT THOROUGHLY providing recommendations for further instruction.	• Candidate provides a performance graph that: o Is clear to the reader, o Includes baseline, aimline, and phaseline and o Clear indication of data decision points. • Candidate shows evidence of interpretation of data and clear communication by: o Summarizing student response to instruction o Identifying any decisions made using the data decision rules, and o Providing recommendations for further instruction. •	• Candidate provides a performance graph that: o Is clear to the reader, o Includes baseline, aimline, and phaseline and o Clear indication of data decision points. • Candidate shows evidence of interpretation of data and clear communication by: o Summarizing student response to instruction o Identifying any decisions made using the data decision rules, and o Providing recommendations for further instruction. • Candidate provides a strong example of professional thinking and

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	•		writing in the integration of all required components.
Project Reflection CEC Standard 6 Candidate uses foundational knowledge of the field and his/her ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	• Candidate DOES NOT use learner data to reflect on the target student's response to the behavior change process, and DOES NOT include evidence of: o Self-evaluation of the instruction provided OR o Reflecting on one's practice to improve instruction and guide professional growth, OR • **Commitment to use of evidence-based practices in assessment and instruction.**	• Candidate uses learner data to reflect on the target student's response to the behavior change process, including evidence of: o Self-evaluation of the instruction provided o Reflecting on one's practice to improve instruction and guide professional growth, and o Commitment to use of evidence-based practices in assessment and instruction.	• Candidate uses learner data to reflect on the target student's response to the behavior change process, including evidence of: o Self-evaluation of the instruction provided o Reflecting on one's practice to improve instruction and guide professional growth, and • **Commitment to use of evidence-based practices in assessment and instruction.** • Candidate provides a strong example of professional thinking and writing in the integration of all required components.