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

Summer 2019  
EDSE 627 656: Assessment  
CRN: 42795, 3 – Credits

**Instructor:** Dr. Cheryl F. Bragg  
**Meeting Dates:** 5/22/2019 – 7/24/2019

**Phone:** Phone appt. may be scheduled via e-mail  
**Meeting Day(s):** Wednesday

**E-Mail:** Cbragg@gmu.edu  
**Meeting Time(s):** 4:30 pm – 9:00 pm

**Office Hours:** By appointment  
**Meeting Location:** Loudoun Admin Bldg.  
Rm 211

**Office Location:** meeting place arranged  
**Other Phone:** (703) 993-4002  
Kellar-Staff

**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. Offered by Graduate School of Education. May not be repeated for credit.

**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.

**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.
Course Delivery Method

Learning activities include the following:
1. Class lecture and discussion
2. Blackboard-instruction
3. Application activities
4. Small group activities
5. Video and other media supports

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.

Professional Standards

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 one 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


Recommended Textbooks


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/](https://owl.english.purdue.edu/owl/resource/560/01/)

Required Resources

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. 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)
Please see Blackboard:

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:

https://www.interventioncentral.org/curriculum-based-measurement-reading-math-assesment-tests

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

www.jimwrightonline.com/pdfdocs/cbmresources/excel/cbmExcelChart.xls


CBM Math Worksheet

CBM Early Math Fluency

CBM Writing Probe Generator

CBM Letter Naming Fluency
http://www.interventioncentral.org/index.php?option=com_content&view=article&id=190

CBM Dolch Word List Builder

Oral Reading Fluency Passage Generator

Behavior Report Card Generator

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 (No Tk20 submission required.) - None
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

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

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 8 classes that will require your presence (as the 9th 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. Should there be inclement weather which cancels a class - a Blackboard lesson will be arranged with a task assignment {and grading points will be adjusted accordingly}.

Late Work

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

**Class Grading Scale:**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100--95%</td>
<td>A</td>
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<tr>
<td>94--90%</td>
<td>A-</td>
</tr>
<tr>
<td>89--80%</td>
<td>B</td>
</tr>
<tr>
<td>79--75%</td>
<td>C</td>
</tr>
<tr>
<td>&lt; 75%</td>
<td>F</td>
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</tbody>
</table>

Please note the graduate grading scale does not include a “D.”

*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 must be your own or with proper citations (see [https://catalog.gmu.edu/policies/honor-code-system/](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/policies-procedures/](https://cehd.gmu.edu/students/policies-procedures/). In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student’s program – a self-evaluation at the start of their program, an instructor’s evaluation in the middle of their program, and a university supervisor’s evaluation during internship. When dispositions are assessed, it is important that for areas where a positive disposition is ‘occasionally evident’ or ‘rarely evident,’ the student takes steps to grow as an educator. See [https://cehd.gmu.edu/epo/candidate-dispositions](https://cehd.gmu.edu/epo/candidate-dispositions). In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.
Class Schedule
*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

**EDSE 627 Summer 2019 Class Schedule**

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Assignment Due</th>
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</thead>
</table>
| 1       | May 22 | -Text: Chpts 1, 2, 7 & 9  
- Assigned: Observation Project |
|         |       |                |
| 2       | May 29 | -Assigned: CBM Project  
-Read Jim Wright’s Manuel on Curriculum-Based Assessment  
-Text, Chpt 6 |
|         |       |                |
| 3       | Jun 5  | -Due: Observation Project  
-Text: Chpts 3, 4 & 5  
-Due: CBM Proposal |
|         |       |                |
| 4       | Jun 12 | - Text: Chpts 8 & 10  
- Assigned: Achievement Protocol Analysis |
|         |       |                |
| 5       | Jun 19 | -Text: Chpts 11 |
|         |       |                |
| 6       | Jun 26 | -Text: Chpts 12  
-Due: Achievement Protocol Analysis |
|         |       |                |
| Jul 3   | No Class – Happy 4th of July! | - Blackboard assignment |
### 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/](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/](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/](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/](http://ods.gmu.edu/)).

- Students must silence all sound emitting devices 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

**Assessment #5 Curriculum-based Measurement Project**

<table>
<thead>
<tr>
<th>Reason for Assessment</th>
<th>Does Not Meet Expectations (1)</th>
<th>Meets Expectations (2)</th>
<th>Exceeds Expectations (3)</th>
</tr>
</thead>
</table>
| **CEC Standard 3**    | • 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.  |

| **CEC Standard 1**    | • 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.  |

**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...
<table>
<thead>
<tr>
<th></th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
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</thead>
<tbody>
<tr>
<td>individuals with</td>
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<td>exceptionalities.</td>
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<tr>
<td><strong>Description of</strong></td>
<td>Candidate DOES NOT identify</td>
<td>Candidate identifies and describes a nonbiased assessment of target behavior.</td>
<td>Candidate identifies and describes a nonbiased assessment of target behavior.</td>
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<tr>
<td><strong>assessment procedure</strong></td>
<td>and/or describe a nonbiased</td>
<td>Candidate identifies and describes assessment procedures that directly related to individualized behavioral objective.</td>
<td>Candidate identifies and describes assessment procedures that directly related to individualized behavioral objective.</td>
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<tr>
<td><strong>and example of probes</strong></td>
<td>assessment of target behavior OR identifies a biased assessment of target behavior.</td>
<td>Candidate describes and provides examples of CBM probes that:</td>
<td>Candidate describes and provides examples of CBM probes that:</td>
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<tr>
<td>CEC Standard 4</td>
<td>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.</td>
<td>o Use constant time</td>
<td>o Use constant time</td>
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<tr>
<td>Candidate uses multiple</td>
<td>Candidate DOES NOT describe and provide examples of CBM probes that:</td>
<td>o Contain constant number of items</td>
<td>o Contain constant number of items</td>
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<td>methods of assessment and</td>
<td>o Use constant time</td>
<td>o Remain constant in difficulty level</td>
<td>o Remain constant in difficulty level</td>
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<td>data sources in making</td>
<td>o Contain constant number of items</td>
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<td>educational decisions.</td>
<td>o Remain constant in difficulty level</td>
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<td></td>
<td>Candidate DOES NOT employ clear rules for instructional decision-making.</td>
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<td>Candidate identifies and describes a nonbiased assessment of target behavior.</td>
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<td>Candidate identifies and describes assessment procedures that directly related to individualized behavioral objective.</td>
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<td>Candidate describes and provides examples of CBM probes that:</td>
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<td>o Use constant time</td>
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<td>o Remain constant in difficulty level</td>
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<td>Candidate employs clear rules for instructional decision-making.</td>
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<td>Candidate identifies and describes a nonbiased assessment of target behavior.</td>
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<td>Candidate identifies and describes assessment procedures that directly related to individualized behavioral objective.</td>
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<td></td>
<td>Candidate describes and provides examples of CBM probes that:</td>
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<td></td>
<td>o Use constant time</td>
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<td>o Contain constant number of items</td>
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<td></td>
<td>o Remain constant in difficulty level</td>
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<td></td>
<td>Candidate employs clear rules for instructional decision-making.</td>
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<td></td>
<td>Candidate presents an innovative application of the concepts OR provides unusual depth and integration to the description of all areas.</td>
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<tr>
<td><strong>Changing the Behavior</strong>&lt;br&gt;CEC Standard 5&lt;br&gt;Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</td>
<td><strong>Does Not Meet Expectations</strong>&lt;br&gt;1</td>
<td><strong>Meets Expectations</strong>&lt;br&gt;2</td>
<td><strong>Exceeds Expectations</strong>&lt;br&gt;3</td>
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</tbody>
</table>
| • 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**<br>CEC Standard 4<br>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 has  
  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 Includes baseline, aimline, and phaseline  
  o Is clear to the reader with clear indication of data decision points.  
  • Candidate shows evidence of interpretation of data and clear communication by:  
    o Summarizing student response to instruction / 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 writing in the integration of all required components. |
<table>
<thead>
<tr>
<th></th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
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<tbody>
<tr>
<td><strong>Project Reflection</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>CEC Standard 6</td>
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<td>Candidate uses foundational</td>
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<td>knowledge of the field and</td>
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<td>his/her ethical principles</td>
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<td>and practice standards to</td>
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<td>inform special education</td>
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<td>practice, to engage in</td>
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<td>lifelong learning, and</td>
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<td>to advance the profession.</td>
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<td>• Candidate DOES NOT use</td>
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<td>learner data to reflect on the</td>
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<td>target student’s response to</td>
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<td>the behavior change process,</td>
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<td>and DOES NOT include evidence</td>
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<td>o Self-evaluation of the</td>
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<td>instruction provided OR</td>
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<td>o Reflecting on one’s practice to improve instruction and guide professional growth, OR</td>
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<td>o Commitment to use of evidence-based practices in assessment and instruction.</td>
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<td>• Candidate uses learner data</td>
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<td>to reflect on the target</td>
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<td>student’s response to the</td>
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<td>behavior change process,</td>
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<td>including evidence of:</td>
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<td>o Self-evaluation of the</td>
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<td>o Reflecting on one’s practice to improve instruction and guide professional growth, and</td>
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<td>o Commitment to use of evidence-based practices in assessment and instruction.</td>
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<td>• Candidate provides a strong example of professional thinking and writing in the integration of all required components.</td>
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