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

Summer 2021
EDSE 627 664: Assessment
CRN: 44336, 3 – Credits

Instructor: Dr. Margaret Weiss/Reagan Murnan	**Meeting Dates:** 5/20/21 – 7/22/21
Phone: 703.993.5732	**Meeting Day(s):** Thursday
E-Mail: rmurnan@gmu.edu; mweiss9@gmu.edu	**Meeting Time(s):** 5 pm – 9 pm (Synchronous 5-7; asynchronous 7-9pm)
Office Hours: By appointment	**Meeting Location:** **https://gmu.zoom.us/j/6951566140**
Office Location: 213 Finley Building (by appointment on Zoom also)	**Other Phone:** N/A

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.

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All

other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

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 and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using BOTH synchronous and asynchronous formats via the Blackboard Learning Management system (LMS) housed in the MyMason portal (asynchronous) and Zoom (synchronous). You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. Our synchronous sessions will be held on Zoom. You will be given the Zoom link each week. The course site will be available on Wednesday, 5/19/21, after 5pm.

Under no circumstances may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: Browser support (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

  To get a list of supported operation systems on different devices see: Tested devices and operating systems (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students will need a headset microphone for use with the Zoom web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader (https://get.adobe.com/reader/)
  - Windows Media Player (https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
  - Apple Quick Time Player (www.apple.com/quicktime/download/)

Expectations

- Course Week:
  Our week will start on Thursday at 5pm with a synchronous session that will last no longer than 2 hrs and will finish on Thursday at 4:30pm before our next synchronous session. All asynchronous work from the week must be completed by Thursday at 4:30pm before the subsequent synchronous session.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3-5 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet

with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

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

Upon completion of this course, students will have met the following professional standards: CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8).

Required Texts

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

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Required Resources

Available on Blackboard

Additional Readings

Available on Blackboard

Course Performance Evaluation

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

VIA 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 VIA (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 VIA.

For EDSE 627, the required PBA is Curriculum-Based Measurement Project. Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment
(VIA submission required)

Curriculum-based Measurement (CBM)/Progress Monitoring Project

Each student will complete a CBM project including at least two baseline measures and six instructional probes for a minimum total of eight separate measurements of a student's performance. Any academic curriculum area is acceptable for the project; however, the curriculum taught must be appropriate for continuous progress monitoring and the task selected must be an academic learning task. Practicing teachers are encouraged to select a curricular area for which they currently bear instructional responsibility. You may also complete this project with neighbors, friends, spouses, children, co-workers, etc.

*Although the technique is appropriate for reading of continuous prose, CBM projects for prose reading occur in another class.

Types of Instructional Outcomes Best Suited for CBM

Discrete response tasks. CBM measurement lends itself most directly to behaviors for which fluency (the union of rate and accuracy) is the primary determinant of competence. Elements such as reading fluency (of sight words for this project), arithmetic computation, recall of factual information, and so on are easily monitored through CBM because 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. This allows one to consider the child's proficiency of the target behavior to be judged in terms of "hits and misses" exhibited during a certain time period. Behaviors that are scored holistically or qualitatively do not lend themselves as easily to CBM. Also, behaviors that are complex or deliberative are poor choices for CBM.

Academic curriculum. Your CBM project must target instruction of tasks from the academic curriculum such as those that would be used to support students in schools. For example, measures of reading and calculation fluency, identification or matching of facts from a curriculum area, spelling tasks, mathematical calculation, or vocabulary (English or other language). Developing motor skills used for sports or games, playing musical instruments or other nonacademic tasks are very difficult to measure and are not acceptable for your project. There are, however, academic tasks in every aspect of athletics and the arts and you may use one of those tasks for your project.

Continuous progress monitoring. CBM assumes a variable appropriate for continuous progress monitoring. Tasks that are appropriate for continuous progress monitoring require the individual to respond with both speed and accuracy. Such tasks are called fluency tasks. Fluency tasks require practice for mastery; therefore, they can be assessed repeatedly to show progress toward a pre-identified goal (e.g., addition facts answered accurately in one minute). Single trial, discrete learning tasks are better measured by single administration of a criterion-referenced measure (e.g., multistep algebra problem).

Directions for the Project

Complete the project proposal form given in the CBM Project folder in Blackboard. You will receive feedback on your proposal before you begin project development. On the proposal, include:

1. A specific reason for assessment. This should include:
    a. the area of the general curriculum that is of concern,
    b. the reason this area is a priority for the student,
    c. the student's present level of performance in this area (if available), and
    d. how the student's level of performance differs from that of his/her peers.
2. A description of how this area of the general curriculum is appropriate for continuous progress monitoring and what skills are necessary to complete the task.
3. A behavioral objective for the student. The behavioral objective should include a task, condition, and criterion.
4. Describe the probes and procedures (in brief form) that you would like to use.
5. Describe the planned instruction in general terms. Provide an example of the graph you will use, employing hypothetical data.

Once your project has been approved:

6. 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?
7. Create your probes, ensuring that each probe is of the same difficulty, same number of items, same format, and same tool skills as the others. The first probes (baseline measures) should be as difficult as the last probes that you will use.
8. Obtain baseline data. One data point is not sufficient. Collet 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 in the desired direction, consider selecting a different topic or continue to probe until a stable baseline is obtained.
9. Conduct instruction and collect assessment data (6-10 lessons of ten to fifteen minutes in duration are sufficient). You will need, in addition to data indicating a stable baseline, data from at least six instructional probes.
10. 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.
11. Repeat steps as necessary.
12. When you have completed your project, create a summary report of your project. Each written summary should include the following headings:
    a. Student information
    b. Content description and reason for selection
    c. Behavioral objective
    d. Description of the probes and measurement format, including time limits
    e. Description of the instructional methods/materials employed
    f. Performance graph
    g. Discussion of results, including:
        i. Summary of the student responses to instruction
        ii. decisions made using the data decision rules

iii. recommendations for others or to be used on repeated implementation

h. Reflections on the project, including:
   i. How CBM data can be used in the classroom
   ii. How CBM data collection is linked to the use of evidence-based practices
   iii. Self-evaluation of instruction provided

College Wide Common Assessment
(VIA submission required)

The required college-wide common assessment in EDSE 627 is the dispositions self-assessment. Towards the beginning of their licensure programs (at program entry), all teacher candidates completed a self-rating of dispositions, which reflect one's attitudes and deeply held beliefs. Teacher Candidates in the Special Education-General Curriculum graduate licensure program complete the self-rating again towards the mid-point of the licensure program, in EDSE 627. The self-assessment will be an online survey, which can be accessed through the Assessments page of the course Blackboard site. Your instructor will notify you when the link is available. The self-assessment has 12 items that ask you to reflect on your professional responsibility, collaboration and leadership, cultural responsiveness, and high expectations for learning. Please note that in addition to the initial self-rating at program entry and this mid-point self-rating in EDSE 627, your dispositions will also be assessed at least 1 other time during your program: an instructor-rated evaluation by a university supervisor during internship (EDSE 783). Instructors may complete instructor-rated disposition evaluations other times throughout your program. For more information on dispositions, see https://cehd.gmu.edu/epo/candidate-dispositions.

Other Assignments

Midterm Exam—Multiple choice and short answer exam on topics related to material through week of 6/10/21. Questions will be adaptations of items in end-of-chapter quizzes. Students will be required to take and submit the exam closed book without any supporting materials. After initial submission, if desired, students will be able to use materials to correct incorrect responses and submit for additional points. See directions in Blackboard.

Final Exam—Multiple choice and short answer exam on topics from the entire course. Questions will be slight adaptations of items in end of chapter quizzes. Students will be required to take and submit the exam closed book without any supporting materials. After initial submission, if desired, students will be able to use materials to correct incorrect responses and submit for additional points. See directions in Blackboard.

Participation—There are two participation grades: one for synchronous sessions and one for the asynchronous sessions. Asynchronous work will require "deliverables" that will then guide synchronous work. Submission of asynchronous work will be evaluated for the asynchronous participation grade. Each synchronous class session will review concepts from the asynchronous session work and provide application activities for the material. Students will engage, discuss/share, and ask questions related to the material. Activities for synchronous and asynchronous participation will be listed in the Class Session materials for each week.

Assignment Summary

Participation (synchronous)	50 (10 sessions @ 5 pts each session)
Participation (asynchronous)	50 (10 assignment weeks @ 5 pts each week)
CBM Project	35 points
Midterm exam	25 points
Final exam	25 points
Total Points:	185 points

Course Policies and Expectations

Attendance/Participation

Synchronous class attendance and participation are an important part of this course because of the technical nature of the information. Attendance points are earned for each synchronous 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 and activities, and stay until the end of class. Participation will be evaluated through the artifacts students produce and digitally submit during the session through group and individual work, as well as through the active engagement with others in the session. For full participation credit during each session, students must not only attend the full class session virtually, but actively participate, work cooperatively, and turn in high quality class products.

If you are unable to make any synchronous class sessions during the semester, please contact the instructors by e-mail **before** the class session you will miss. If the absence is due to an emergency, contact the instructor as soon as possible. Not attending the synchronous session will result in not earning synchronous participation points. However, the instructor reserves the right to allow a student to earn partial credit for synchronous points if activities are completed. Asynchronous participation activities can be completed at any time during the week and will be expected, even if a student is absent from the synchronous instruction. Two unexcused absences from synchronous sessions OR two unexcused weeks of incomplete asynchronous work will result in no credit for this course.

Late Work

To successfully complete this course, students need to adhere to all due dates for readings, assignments, and asynchronous work. All assignments should be submitted on or before the assigned due date. All asynchronous work must be completed before 4:30pm on the day of class.

To be considered on time, assignments must be submitted by the start of class on the due date, unless otherwise noted by the instructor. On all assignments and asynchronous work, full credit is available for those submitted on time. For every 24-hour period that an assignment is late, a 5% point deduction will occur. After one week from the due date (or until the last class session per the syllabus, whichever comes first), assignments will not be accepted. However, the

instructor reserves the right to make allowances to this policy based on individual life circumstances. Please contact the instructor in advance if there is a problem with submitting your work on time.

Grading

Grade	Percent
A	92-100%
A-	90-91%
B+	88-89%
B	83-87%
B-	80-82%
C	75-79%
F	<75

***Note:** The George Mason University Honor Code will be strictly enforced. See Academic Integrity Site (https://oai.gmu.edu/) and Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/). 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 new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See Policies and Procedures (https://cehd.gmu.edu/students/polices-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student's program – a self-evaluation at the start of their program, and a university supervisor's evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. 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.

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Course setup: 1.5-2 hrs of synchronous work on Thursdays, beginning at 5pm.
2-3 hrs of asynchronous work due before following Thursday at 4:30pm.

All required synchronous and asynchronous work for the week will be posted by class session in Class Session Materials on Blackboard

Date	Session Topic	Assignment Due
5/20	Introductions, Pre-assessment, Overview of course, Assessment framework	
5/27	Terminology and basics Using spreadsheets	Asynchronous work (see Blackboard)
6/3	Types of tests and the questions they answer (standardized, CBM, CBA, informal)	Asynchronous work (see Blackboard)
6/10	Standardized tests	Asynchronous work (see Blackboard) Midterm Exam CBM project proposal
6/17	CBM	Asynchronous work (see Blackboard)
6/24	CBA	Asynchronous work (see Blackboard)
7/1	Interpreting results	Asynchronous work (see Blackboard)
7/8	Application—writing reports; PLAAFP statements	Asynchronous work (see Blackboard)
7/15	Application—RTI, writing reports; PLAAFP statements	Asynchronous work (see Blackboard) Final Exam
7/22	Assessment process/wrap up Accommodations	Asynchronous work (see Blackboard) CBM Project

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: See Core 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 Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing. See 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 Disability Services (https://ds.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 either Tk20 or VIA should be directed to https://cehd.gmu.edu/aero/assessments/

- Questions or concerns regarding use of Blackboard should be directed to Blackboard Instructional Technology Support for Students (https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a "non-confidential employee" and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing the Title IX Coordinator (titleix@gmu.edu).

- **For information on student support resources on campus, see Student Support Resources on Campus (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 College of Education and Human Development (http://cehd.gmu.edu/).

Appendix
Assessment Rubric(s)

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.

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.
Changing the Target Behavior CEC Standard 5 Candidate selects, adapts, and uses a repertoire of	• 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	• 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,	• 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,

evidence-based instructional strategies to advance learning of individuals with exceptionalities.	level of performance as evidenced by functional assessments, OR ○ 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).	○ Shows evidence of task analysis of the skill area, and ○ Makes responsive adjustments to instruction based on continuous observation (collection of CBM data).	○ Shows evidence of task analysis of the skill area, and ○ 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: ○ Is NOT clear to the reader, ○ DOES NOT include baseline, aimline, or phaseline and ○ DOES NOT INCLUDE clear indication of data decision points. • Candidate DOES NOT show evidence of interpretation of data and clear communication by: ○ NOT/NOT THOROUGHLY summarizing student response to instruction ○ NOT/NOT THOROUGHLY identifying any decisions made using the data decision rules, and ○ NOT/NOT THOROUGHLY providing recommendations for further instruction.	• Candidate provides a performance graph that: ○ Is clear to the reader, ○ Includes baseline, aimline, and phaseline and ○ Clear indication of data decision points. • Candidate shows evidence of interpretation of data and clear communication by: ○ Summarizing student response to instruction ○ Identifying any decisions made using the data decision rules, and ○ Providing recommendations for further instruction. •	• Candidate provides a performance graph that: ○ Is clear to the reader, ○ Includes baseline, aimline, and phaseline and ○ Clear indication of data decision points. • Candidate shows evidence of interpretation of data and clear communication by: ○ Summarizing student response to instruction ○ Identifying any decisions made using the data decision rules, and ○ Providing recommendations for further instruction. • Candidate provides a strong example of professional thinking and 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	• 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: ○ Self-evaluation of the instruction provided OR	• Candidate uses learner data to reflect on the target student's response to the behavior change process, including evidence of: ○ Self-evaluation of the instruction provided ○ Reflecting on one's practice to	• Candidate uses learner data to reflect on the target student's response to the behavior change process, including evidence of: ○ Self-evaluation of the instruction provided ○ Reflecting on one's practice to

special education practice, to engage in lifelong learning, and to advance the profession.	○ Reflecting on one's practice to improve instruction and guide professional growth, OR • Commitment to use of evidence-based practices in assessment and instruction.	improve instruction and guide professional growth, and ○ Commitment to use of evidence-based practices in assessment and instruction.	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.

Article Readings

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