



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

Fall 2021
EDSE 627 001: Assessment
CRN: 71669, 3 – Credits

Instructor: Dr. Frederick Brigham	Meeting Dates: 8/23/2021 – 12/15/2021
Phone: 703 993 1667 I will send you my home phone number. Use that one.	Meeting Day(s): Tuesday
E-Mail: fbrigham@gmu.edu	Meeting Time(s): 7:20 pm – 10 pm
Office Hours: Tuesday 4:00 -7:00 in office or by telephone or zoom by arrangement	Meeting Location: Fairfax; KH 14
Office Location: Finley Hall, second floor, across from the elevator	Other Phone: I will send my home phone number to members of the class.

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 speded@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

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

(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). 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).

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).

Overton, T. (2016). *Assessing learners with special needs: An applied approach* (Eighth ed.). Upper Saddle River, New Jersey: Pearson Education.

Recommended Textbooks

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

Required Resources

You will need access to a computer with a spreadsheet. I recommend Microsoft Excel. It is almost everywhere and is pretty much the gold standard for general spreadsheets. Apple's Numbers will work for our purposes, but it is a little more difficult to use.

Additional Readings

Additional readings will be and listed in the syllabus and posted online for you.

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).

All assignments are to be uploaded to the appropriate slot in Blackboard. Email copies will not be accepted. The class project (CBM project *or* SOLAR Guide) will be uploaded to Blackboard *and* to VIA.

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)

The PB A for this class is the Curriculum-Based Measurement project. The pandemic has made that project impossible for some students wot carry out; therefore, I am accepting *individual* versions of the SOLAR Guide to be substituted for the CBM project.

College Wide Common Assessment

(VIA submission required)

N/A

Other Assignments

These things do not go to VIA, however, they must go to Blackboard.

- Getting to know you
- Believable Assessment Fictions
- Spreadsheet
- CBM proposal
- Standardized test report one (Dava Kaplan)
- Standardized test report two (Charley Horst)
- CBM Project Summary *OR* Completed Solar Guide (individual version)

Assignment Summary

See Appendices for Assignments, Due Dates and Point Values

Course Policies and Expectations

Attendance/Participation

Part of the responsibility that professional educators assume is punctual and active performance of their duties. Such behavior is expected in this class as well as in the performance of the duties of being a professional educator. I take attendance in each meeting to document who is present, on-time, present and late, as well as absent. I do not award points, nor do I impose penalties for absence, or tardiness. However, you miss class or come late at your own risk.

Much of the work in this class is dependent upon understanding the material from the previous classes. If you miss class, it is important that you read the assigned material and review the PowerPoint slides along with any other assigned materials before our next class meeting. I am available during office hours to assist you with questions, but we do not have time, nor do I have the responsibility to teach individual make-up sessions to people who miss class. Further, missing class does not alter the due dates of assignments.

Students in this class are all graduate students who are familiar with the expectations of college-level learning. This is probably the most demanding course in the licensure program, simply because there is so much unfamiliar material. Make your decisions about attending class according to this advice. It is, in the end, your career and your responsibility as a professional to choose wisely and accept responsibility for your choices.

Reasons for Absence Some students call or write to me to ask if it is alright to miss class. Please do not do that! The answer to “Is it alright to miss class?” is always no. I have not reserved one class meeting for an incredible burst of irrelevance that has nothing to do with anything related to the course! But, while it is not alright to miss class, it is sometimes necessary. All of the people enrolled in this class are professional educators or individuals who aspire to be a professional educator and they are adults. Therefore, if you need to miss class, I ask that you notify me by email so that I won’t worry about what happened to you. It is not necessary to tell me why. I believe that asking me to judge the adequacy of your reason is demeaning to both of us. That said, if it becomes necessary for you miss a large portion of the class meetings, we should discuss the number of meetings, the impact of missing them, and devise a plan for dealing with whatever issue is forcing you into that decision.

Late Work

Online Submission of Student Work Required. All student work must be submitted through the Blackboard class website. Due dates are posted at the end of the syllabus and, also on the blackboard site. On time submissions are required to be in the class Blackboard Assignment folder by the beginning of the class session on the due date.

Only submissions through the Blackboard Assignment folder will be accepted. Assignments sent as email attachments will be deleted without opening them. Assignments that are not in the Blackboard assignments folder at the appropriate time are late.

Ten percent of the available points for the assignment will be deducted for late submissions during the first week after the due date. After one week from the due date, assignments will be penalized an additional 10% of the total available score for each week they are late. Thus an assignment that is three weeks late is able to obtain only 70% of the points for the assignment regardless of the quality of the work. After three weeks, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment. The point deduction will be made after the grading is complete. In the case of an assignment that earned 90 out of 100 points, the student grade would be a score of 60 (90-30). The points are deducted for each week at the time that the assignment was originally due.

The date that the assignment was loaded into the Blackboard Assignment folder will be the date of record. Partially completed or inadequate assignments loaded into the Blackboard Assignment folder will be the assignments of record for the student. Do not even think about loading a poor-quality assignment on time and then asking later or trying to get me to allow a different assignment to be loaded because you loaded the wrong version.

Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback regarding their work that may be of value in later assignments. Strive to keep up

with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester. Some assignments appear in pairs. For paired assignments, your work in the first of the pairs is to serve as a model for the second assignment. Submission by due date for final and last day of class is required for submissions to be considered for grading at all. Assignments and exams submitted after the due date for the exam will be assigned a grade of zero.

Other Requirements

Please be advised that this course addresses requirements for working with individuals who are accessing the general education curriculum. If you wish to work with people accessing the modified curriculum (i.e., individuals with more pervasive disabilities), you are welcome to complete this class. However, you must carry out the assignments for applications in the general education curriculum. Also, this class may not meet licensing requirements for working with individuals who are accessing the modified curriculum. Check with your advisor to be certain about the appropriateness of this course for the license that you are pursuing.

Grading

Grading Scale

Assignment* Points

1. Getting to know you	5
2. Believable Assessment Fictions assignment	30
3. Spreadsheet: independent homework	40
4. CBM proposal	30
5. Midterm Examination	50
6. Standardized test: guided report/interpretation (WJ-IV)	50
7. Standardized test: independent report/interpretation (WJ-IV & Behavior)	100
8. Collaborative Team Table of Specifications write-up	30
9. CEC Accommodations module (on line) 15	15
10. CBM project upload on Assessment slot <i>and on</i> VIA slot	100
11. Final examination	50
	Total 500

*See previous discussion of penalties for late work.

Class Grading Scale

100--95% = A	89—88% = B+	79--75% = C
94--90% = A-	87—82% = B	< 75% =F
	81—80% = B-	

Extra Credit Options

There are no options for extra credit assignments in this class. There are plenty of ways to earn credit so that you can pass by following the instructions on the required assignments.

File Names for Online Submission

You must include your name in the file name when you submit to Blackboard. I will deduct five points from each submission (nonrefundable) if your file downloads without your name in the title. Non-refundable means that even if you send the file early for feedback purposes, you lose the five points for the assignment if it does not contain your name in the file name. Put in the more positive frame... You earn five points simply for remembering to put your name in the file name of your work.

Blackboard will not add your name to your submission in the form that is required for this class. It will label it on the server but when it downloads, only the name of the file as it appears on your computer will be transmitted. The name must be assigned to the file on your computer before you send it to Blackboard.

The format for the file name is:

<your LAST name-assignment name>

If I were submitting homework assignment 1 through the Dropbox, I would call it:

Brigham-Assignment 1

Note: If the file name on your computer does not look like my example, it will not look like my example in Blackboard or when it downloads to my computer and you will lose points.

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-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/policies-procedures/) (<https://cehd.gmu.edu/students/policies-procedures/>). Professional dispositions are an essential function of a special educator’s job, indicating that these dispositions are critical to develop and assess in special education licensure programs. 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, a self-evaluation at the mid-point of their program, and a university supervisor’s evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the

program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as “not proficient,” 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.

A detailed class schedule appears as an appendix.

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/) (<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/) (<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/) (<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/) (<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/) (<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 \(titleix@gmu.edu\)](mailto:titleix@gmu.edu).
- For information on student support resources on campus, see [Student Support Resources on Campus \(https://ctfe.gmu.edu/teaching/student-support-resources-on-campus\)](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 \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

Appendix

Assessment Rubric(s)

All rubrics for assignments are posted in the folders containing the assignment directions and needed material on the blackboard site. The assignments can be found under the heading, Assignments.

Here is an example of a rubric from this class.

		, CBM Rubric			
Project Elements	Wtg	1	0.5	0	NFD Comments
Planning (50)					
Reason for assessment clearly stated	5				
Topic appropriate for continuous progress	5				
Curriculum analysis	5				
Evidence that student possesses requisite	5				
Behavioral objective(s)	5				
Probes: constant time	5				
Probes: constant number	5				
Probes: constant difficulty	5				
Probe avoids spurious measurement	5				
Probe record keeping is clear and	5				
Instruction (10)					
Adequate description	5				
Evidence of response to measurement data	5				
Measurement (30)					
Clarity of Display	5				
Proper number of baseline & instr. probes.	5				
Baseline	5				
Aimline (X 5)	5				
Phase line (X 5)	5				
Data-decision rules evident (X 5)	5				
Overall Project Presentation (10)					
Writing quality (X 5)	5				
Clarity of explanation (X 5)	5				
Total Score	0				
General Comments:					

Appendix A Tentative Schedule

Mtg	Date	Topic	Preparation
1	8/24	Introduction and Course Overview (I will summarize Chpt 1 in class.)	Moreland 1995 (in syllabus) Text, Chpt 1
2	8/31	Legal, professional, and ethical requirements relative to assessment Quantitative Measurement Concepts I	Text, Chpts 2 & 3 Getting to Know You responses due
3	9/07	Computers in assessment data management*	Excel instructions on website. Believable Assessment Fictions response due.
4	9/14	Quantitative Measurement Concepts II	Text, Chpt 4 Daub (1996) Fuchs & Fuchs (1986a)
5	9/21	CBM	Text, Chpt 6 Espin (2000) Fuchs & Fuchs (1986b) Spreadsheet due
6	9/28	Achievement Tests	Text, Chpts 5 & 7
7	10/05	Analyzing tests & writing reports	Text, Chpt 11 CBM Proposal Due
	10/12	No class. Tuesday classes do not meet.	-----
8	10/19	Midterm	Midterm due 10:00 AM, 10/24
9	10/26	Behavior Intelligence and Adaptive Behavior	Text Chpt 9 Text Chpt 8 Test Report 1 Due
10	11/02	RTI Classroom testing, grading, etc.	Brigham (2010) Bateman (2009)
11	11/09	Reverse Engineering Success: The SOLAR Guide	In class activity to be uploaded after class.
12	11/16	Large scale and alternate assessments Test accommodations	Thurlow (2001) Conderman (2010) Byrnes (2008) Test Report 2 Due
13	11/23	No class meeting. Work on projects	Telephone/zoom consultation available
14	11/30	CBM presentations or SOLAR explanation	Oral presentation due in class. Written summary due by 12/14
	12/07	No class meeting, Mason Reading Day	
15	12/14	Final Examination	Final^b Due (9:00PM 12/15)

^b The final is comprehensive. One cannot answer questions regarding the second half of the class without mastering the material in the first half of the class.

Twelve Minimum Competencies for Proper Use of Tests*

1. Avoiding errors in scoring and recording.
2. Refraining from labeling people with personally derogatory terms like dishonest on the basis of a test score that lacks perfect validity.
3. Keeping scoring keys and test materials secure.
4. Seeing that every examinee follows directions so that test scores are accurate.
5. Using settings for testing that allow for optimum performance by test-takers (e.g., adequate room).
6. Refraining from coaching or training individuals or groups on test items, which results in misrepresentation of the person's abilities or competencies.
7. Willingness to give interpretation and guidance to test takers in counseling situations.
8. Not making photocopies of copyrighted materials.
9. Refraining from homemade answer sheets that do not align properly with scoring sheets.
10. Establishing rapport with examinees to obtain accurate scores.
11. Refraining from answering questions from test takers in greater detail than the test manual permits.
12. Not assuming that a norm for one job applies to a different job (and not assuming that norms for one group automatically apply to other groups).

* Source: Moreland, Eyde, Robertson, Primoff, & Most (1995, p.16)

Competencies with highest Factor Loadings on Seven Test Misuse Factors

	Factor Loading	Specific competencies (in shortened form)
Comprehensive Assessment	.70	Proper reporting of clinical observations during assessment
	.69	Use of tests to generate hypotheses
	.68	Follow-up with psycho-social history
	.68	Psycho-social history-taking skill
	.63	Considering the patient's state
	.62	Choice of tests to sample relevant behaviors
	.61	Teaching research evidence and test limitations
	.61	Keeping up with the field
Proper Test Use	.65	Refraining from helping a favored person earn a good score
	.62	Acceptance of responsibility for competent use of tests
	.62	Appropriate training and quality control over operations of all test users and results
Psychometric Knowledge	.73	Considering the standard error of measurement
	.66	Considering errors of measurement of a test score
Maintaining Integrity of Test Results	.70	Limitations of grade equivalents and percentile ranks for specific situations
	.69	Cut-off scores questionable due to disregard of the standard error of measurement
Accuracy of Scoring	.76	Use of checks on scoring accuracy
	.73	Avoiding errors in scoring and recording
	.71	Following scoring directions
	.66	Checking frequently during scoring to catch lapses
Appropriate Use of Norms	.65	Not assuming on job applies to another
	.58	Matching person to job using aptitude validities
Interpretive Feedback	.74	Willingness to give interpretations and guidance to test taker in counseling situations
	.74	Ability to give interpretation and guidance to test takers in counseling situations
	.67	Having enough qualified staff to provide counseling

Note: Variance accounted for by factors:

Comprehensive Assessment =	10%;	Proper Test Use =	8%;
Psychometric Knowledge =	6%;	Maintain Integrity of Test Results =	6%;
Accuracy of Scoring =	4%;	Appropriate Use of Norms =	4%;
Interpretive Feedback =	4%.		

Source: Moreland, Eyde, Robertson, Primoff, & Most (1995, p.17)

Bibliography

Bateman, D. F. (2009). Due Process Hearing Case Study. *Teaching Exceptional Children, 42(2), 73-75.*

Brigham, F.J. & Brigham, M.M. (2010). Preventive instruction: Response to intervention can catch students before their problems become insurmountable. *The American School Board Journal, 197 (6), 32-33.*

Byrnes, M. (2008). Writing explicit, unambiguous accommodations. [Article]. *Intervention in School & Clinic, 44(1), 18-24.*

Conderman, G., & Pedersen, T. (2010). Preparing students with mild disabilities for taking state and district tests. [Article]. *Intervention in School & Clinic, 45(4), 232-241.*

*Daub, D., & Colarusso, R. P. (1996). The validity of the WJ--R, PIAT--R, and DAB-2 Reading subtests with students with learning disabilities. *Learning Disabilities Research & Practice, 11(2), 90-95.*

Espin, C. A., Shinn, J., & Busch, T. W. (2000). *Formative evaluation* (Current Practice Alerts No. 3). Reston, VA: Division for Learning Disabilities & Division for Research of the Council for Exceptional Children.

Fuchs, D., & Fuchs, L. S. (1986a). Test procedure bias: A meta-analysis of examiner familiarity effects. *Review of Educational Research, 56(2), 243-262.*

*Fuchs, L. S., & Fuchs, D. (1986b). Effects of systematic formative evaluation: A meta-analysis. *Exceptional Children, 53(3), 199-208.*

*Fuchs, L. S., & Fuchs, D. (2001). Helping teachers formulate sound test accommodation decisions for students with learning disabilities. *Learning Disabilities Research & Practice, 16(3), 174-181.*

Moreland, K. L., Eyde, L. D., Robertson, G. J., & Primoff, E. S. (1995). Assessment of test user qualifications: A research-based measurement procedure. *American Psychologist, 50(1), 14-23.*

Thurlow, M. L. (2001). *High stakes assessment* (Current Practice Alerts No. 4). Reston, VA: Division for Learning Disabilities & Division for Research of the Council for Exceptional Children.

* I have written an abstract of this paper. It is available in the Toolkit materials section under the heading <Abstracts>. The original paper is substantially longer. It is available in the journal on the library shelves. You may retrieve it if you wish but the abstract should provide you with everything that you need for the activity.

The relevant sections of the paper by Moreland, Eyde, Robertson, Primoff, & Most, R. B. (1995) are included in the syllabus. No other reading of this paper is necessary.

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The best quote* about assessment I have ever found!

Oscar K. Buros is well known for establishing a test review service in 1938. He began with the belief that critical test reviewing would result in better quality tests. The introduction to the sixth edition of the *Mental Measurements Yearbook* (1965), the last edition for which Buros was alive, begins with the following quote:

At present, no matter how poor a test may be, if it is nicely packaged and if it promises to do all sorts of things which no test can do, the test user will find many gullible buyers. When we initiated critical test reviewing [1938] we had no idea how difficult it would be to discourage the use of poorly constructed tests of unknown validity. Even the better informed test users who finally become convinced that a widely used test has no validity after all are likely to rush to use a new instrument which promises far more than any good test can possibly deliver.

Counselors, personnel directors, psychologists, and school administrators seem to have an unshakable will to believe the exaggerated claims of test authors and publishers. If the users were better informed regarding the merits and limitations of their testing instruments, they would probably be less happy and less successful in their work. The test user who has faith—however unjustified—can speak with confidence in interpreting test results and in making recommendations. The well-informed test user cannot do this; he knows that the best of our tests are still highly fallible instruments which are extremely difficult to interpret with assurance in individual cases. Consequently, he must interpret test results cautiously and with so many reservations that others wonder whether he really knows what he is talking about. Children, parents, teachers, and school administrators are likely to have a greater respect and admiration for a school counselor who interprets test results with confidence even though his interpretations have no scientific justification. The same applies to psychologists and personnel directors. Highly trained psychologists appear to be as gullible as the less well-trained school counselors. It pays to know only a little about testing; furthermore, it is much more fun for everyone concerned— the examiner, examinee, and the examiner’s employer.

It is difficult to allocate the blame for the lack of greater progress. We think, however, that the major blame rests with test users. The better test publishers would like to make more moderate claims for their tests. Unfortunately, test buyers don’t want tests which make only moderate claims. Consequently, even the best test publishers find themselves forced by competition to offer test users what they want. Bad usage of tests is probably more common than good usage. Must it always be this way? We are afraid so. (p. xxii).

EDSE 627 Schedule of Class Assignments

* *Thanks to Professor Tim Konold of the University of Virginia for showing me this paragraph.*

Assignment	Topic	Submits	Assigned	Due
• GTKY	Set or questions to help me know who I get to work with.	1	8/24	8/31
• Assess Fictions	Respond to questions about “Believable Assessment Fictions”	1	8/31	9/07
• Spreadsheet	Descriptive Stats, Derived Scores	2	9/07	9/21
• CBM Proposal	Monitoring of Academic Progress	3	9/21	10/05
• Test Report 1	Use data on the class website with in-class support	1	10/05	10/19
• Midterm	Web-based, open book (Individual effort, no collaboration with classmates) Available 2/21 9:30 PM	1	10/05	10/24
• Test Report 2	Using data from class website	1	11/02	11/16
• CBM Project	Oral Presentation	1	10/12	11/30
• CBM Project	Monitoring of Academic Progress: Written Report	1	10/12	11/30
• Final	Web-based, open book (Individual effort, no collaboration with classmates) Available 11/30, 10:00 PM	1	11/30	12/15 8:00 AM

Important things to remember:

- Late assignments get penalized.
- Assignments must be submitted through the assignments folder in Blackboard
- Blackboard submissions must have your name *in the file name* or lose points.

Suggested names for the submissions...

your last name-GTKY
your last name-fictions
your last name-spreadsheet
your last name-Report-1
your last name-CBM-prop
your last name-Report-2
your last name-CBM
or
your last name-SOLAR

Use the “Save as” command on your application. Replace the words “*your last name*” with your actual last name and save. Then send the file with your name right there in the file name to me using dropbox. This is the equivalent of teaching school children to write their names on their papers. I expect graduate students in the education profession to be able to do this and will deduct points for