



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

Spring 2022
EDSE 627 670: Assessment
CRN: 24269, 3 – Credits

Instructor: Dr. Frederick (Rick) Brigham	Meeting Dates: 1/11/22 – 3/8/22
Phone: 703 993 1667 (office) I will give you my home phone number in class	Meeting Day(s): Tuesday
E-Mail: fbrigham@gmu.edu	Meeting Time(s): 5:15 pm – 8:45 pm supplemented by one hour of online instructions per week. ¹
Office Hours: online by arrangement	Meeting Location: N/A; Off-campus
Office Location: Finley Hall, second floor across from the elevator. My name is on a sign next to the door.	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.

¹ This hour of online instruction per week is in addition to the regular class preparation activities. Therefore, you will need to allocate more independent learning time to a course presented in this manner than you would to a course presented in the standard manner.

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
7. Online activities throughout the semester.

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.
11. Write assessment reports of academic achievement tests.
12. 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).
13. Explain the benefits and limits of different forms of data collected for assessment (e.g., standard scores vs. grade equivalents).
 14. Score and interpret behavior observation protocols from time sampling, event recording, and interval recording procedures.
 15. Describe the procedures and purposes of Response to Intervention (RTI).
 16. 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).

Required Texts

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

Recommended Texts

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

Additional Readings

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

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.

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)

The PBA for this class is the Curriculum-Based Measurement project. The pandemic has made that project impossible for some students not 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.	Test Report One: guided report/interpretation (WJ-IV & Teacher Reports)	50
7.	Test Report Two: independent report/interpretation (WJ-IV plus Broad Academic Knowledge & subtests, Teacher Reports, & Behavior Observation)	100
8.	Collaborative Team Table of Specifications write-up	30
9.	CEC Accommodations module (online)	15
10.	CBM or SOLAR project upload on Assessment slot and on 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 spreadsheet assignment through Blackboard, I would call it:

Brigham-Spreadsheet

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/>). Students are expected to exhibit professional behaviors and dispositions at all times. 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 VIA should be directed to viahelp@gmu.edu or <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 titleix@gmu.edu.

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 (X5)	5				
Phaseline (X5)	5				
Data-decision rules evident (X5)	5				
Overall Project Presentation (10)					
Writing quality (X5)	5				
Clarity of explanation (X5)	5				
Total Score		0			
General Comments:					

Appendix A
Tentative Course Schedule EDSE 627 670 Fall, 2022

Week	Date	Topic	Preparation
1	1/11	Introduction and Course Overview Online video Legal, professional, and ethical requirements relative to assessment Online video	Assignment for next time: Believable Assessment Fictions: Brigham, et al. (2017) Text, Chpt 1 Getting to know you due (as soon as you can)
2	1/18	Computers in assessment data management I	Text, Chpts 3 & 4 Excel instructions on website. Supporting videos on website. Believable Fictions due
3	1/25	Achievement Tests-1: Overview of the Woodcock-Johnson IV CBM, RTI, Progress Monitoring	Text, Chpt 5 Text, Chpt 6 Espin (2000)
4	2/01	Achievement Tests -2: Writing Assessment Reports	Text, Chpt. 8, Spreadsheet due CBM Proposal Due
5	2/08	Midterm Test accommodations (online activity)	On-line, Open book On-line CEC module (due any time before end of semester)

Week	Date	Topic	Preparation
6	2/15	Expanding our understanding of scores and statistics. <i>Online component</i>	Daub (1996) Fuchs & Fuchs (1986a) Fuchs & Fuchs (1986b) Test Report 1 Due
7	2/22	Assessment and Observation of Behavior Intelligence and Adaptive Behavior	Text Chpt 9 Text Chpt 10
8	3/01	Classroom testing, grading, etc. Large scale and alternate assessments,	ToS Activitiy (in-class) Thurlow (2001) Conderman (2010) Byrnes (2008)
9	3/08	CBM presentations Final Examination	Test Report 2, CBM Report or Ind. TOS, Final Due

Appendix B Listing of Assignment Resources

The instructions as well as scoring rubrics for these assignments are posted on the class website under the ASSIGNMENTS folder. Also, and this is important, make certain to have the topic and procedure for your CBM project approved before beginning the project.

Getting to Know You

- Question prompts
- Upload link

Believable Assessment Fictions

- Article to read
- Questions for your response
- Upload link

Spreadsheet

- In-class (practice) version
- Solutions for in-class version
- Independent Version (for upload and grading)
- Spreadsheet Instruction Package (written compilation of all procedures)
- Stem and leaf instructions (individual procedure guidance)
- Excel Command Summary (shorthand summary of all the procedures)
- How to make a CBM chart (guidance for creating the required CBM line chart)
- Your LAST Name Here, rubric for spreadsheet
- Spreadsheet Upload Link

How to do it videos are in the Course Content folder.

Go to: <Course Content> <Videos based on Class Notes> then see:

Videos	Runtime
○ 02 Chapter 3.1 Points of reference, kinds of scales	35:37
○ 03 Chapter 3.2 Graphic Data Displays	41:15
○ 04 Chapter 3.3a Numeric descriptors of a distribution	39:11
○ 05 Chapter 3.3b Percentiles, z scores, and Standard Scores	26:02
○ 06 Chapter 4A Reliability and Validity	31:33
○ 07 Chapter 4B Correlation, Standard Error of Measurement (SEM) & Confidence Intervals	56:17

CBM Proposal

- CBM proposal form
- Upload link for CBM proposal

How to do it videos are in the Course Content folder.

Go to: <Course Content> <Videos based on Class Notes> then see:

Videos	Runtime
○ 08 Progress Monitoring, CBM/A part one	44:07
○ 09 Progress Monitoring, CBM/A part two	1:08

CEC Accommodations Module

- Assessment Accommodations video (admittedly dated but still accurate)
- CCSSO Accommodations Manual
- CCSSO Glossary
- Link to Assessment Accommodation Quiz items

Test Report Training—Elaina (This is not the assignment; it is a training module.)

- *Test Report Guidance* (a series of videos that explain each procedure to be carried out in the spreadsheet assignment.)

Documents	N pages
○ Table of Contents	1
○ 00 Elaina Ybara's score printout WJ-IV	3

Videos	Runtime
○ 01 WJ-IV Printout & Demographics	10:25
○ 02 Clusters, Subtests, & W scores	7:05
○ 03 Age Equivalents (AE)	5:19
○ 04 Grade Equivalents (GE)	4:36
○ 05 Relative Proficiency Index (RPI)	9:07
○ 06 Standard Scores (SS)	7:35
○ 07 Confidence Interval (68% Band)	12:36
○ 08 Percentile Ranks (PR)	13:18
○ 09 Test Sessions Observations	18:01

- *Writing the Test Report* General guidelines and advice regarding the different sections appears in the videos in this section. The demonstration in these videos uses an evaluation conducted with Elaina Y. Your assignment is with a different evaluation case. THESE ARE WHERE I SHOW YOU HOW TO DO THE WORK!

Videos	Runtime
○ 00 Writing the Test Report Overview	32:44
○ 01 Demographics and Reason for Assessment	14:51
○ 02 Assessment Procedures descriptions	25:21
○ 03 General Interpretations of Scores	5:20
○ 04 Test Sessions Observations	20:14
○ 05 The Data Table	9:52
○ 06 Interpreting the Test Scores	18:31
○ 07 Teacher Reports	16:37
○ 08 Summary and Recommendations	23:26

Test Report One

This is the information for the assignment to upload for scoring and feedback. The videos explaining how to do this are in the *Test report Training—Elaina* folder.

- Test Report Guidance (simply a copy of the same information in the Elaina folder)
- Test Report Packet (table of contents for your reference)

Topic	Page
○ Woodcock-Johnson IV Subtest Descriptions Grid	3
○ WJ-IV Printouts: Age Norms	7
○ Parent Report	8
○ Score Report	9
○ Profile Report: Standard Scores	11
○ Profile Report: Age equivalents	14
○ WJ-IV Printouts Grade Norms	16
○ Parent Report	17
○ Score Report	18
○ Profile Report: Standard Scores	21
○ Profile Report: Grade equivalents	23
○ WR-IV Test Score Plotting Tool	25
○ Test Report Template	34
○ Test Report One Rubric	36
○ Test Report Instructions	38
○ Additional Information for Report One	45

Individual files

- Blank Template (The form for creating the report)
- Ach Test Report template instructions
- Dava Test Report Information
- WJ-IV Subtest descriptions (same grid as appears in the Elaina files)
- Subtest Plotting Tool for WJ-IV
- Scores - Age norms
- Scores – Grade Norms

- Test Report One Rubric (the tool I use for scoring... use it as a report-writing checklist)
- Test Report One – Upload (the link for sending me your report with your last name as the first word in the file name)

Test Report Two

It is extremely unwise to begin work on Test Report Two until you receive the feedback from Test Report One.

You may wish to review the tests report guidance contained in the Elaina folder.

- Ach Test Report template (same template as TR1, included link here for convenience)
- Scores – Age Norms (FOLDER: all the printout documents according to age norms)
- Scores – Grade Norms (FOLDER: all the printout documents according to grade norms)
- Academic Achievement Descriptions (broad domain and subtests added to TR2)
- Charley Test Report Info (background information regarding Charley)
- Charley Observation (classroom observation added to this report)
- Teach Reports (same format as used in TR1 but these are about Charley)
- TR-2 Rubric (FYI, you don't need to send this to me)
- TR-2 Upload link

There is an additional video resource for Test Report Two. In addition to collecting teacher reports, we conducted a classroom behavior observation. This video describes the technique and how to summarize the observation data.

	Videos	Runtime
○	10 Classroom Observation	48:04

Collaborative Table of Specifications Activity (in class group work)

- Table of Specifications Instructions and Task
- Table of Specifications Document

CBM Project

Your project must be approved by the instructor and you must carry out the proposed project for full credit.

You may wish to revisit the videos listed under the CBM Proposal section.

- Suggested Format for CBM Project Writeups
- CBM Project Rubric (FYI only, don't dent this to me)
- CBM Project or Individual SOLAR uplink (also upload the project to VIA)

Appendix C

FORMATIVE AND SUMMATIVE GRADING OF ASSIGNMENTS IN THE COURSE

Two assignments in the course are given formative assessment and can be revised. The number of revision options and submissions that may be accepted appears in the table below. Unless the column for the number of revisions allowed is a value greater than one, the assignment will receive summative evaluation and may be submitted only once.

Deadlines for Submission, Revision, and Resubmission

Unless prior arrangements are made with the instructor, only assignments that are submitted according to the schedule recorded in the syllabus may be revised. Late assignments will be scored only once, even if a revision option is provided for the assignment. Also, the last submission will be the recorded grade.

To be considered for a higher score, *any revision must be received within two weeks of the date that it was returned to you* through Blackboard. Revisions received after the two-week window has expired will be evaluated as time allows. Submissions after the two-week window has expired will *not* be considered for score alteration.

Appendix D

How to Reach Me by Telephone

Rather than post office hours on campus that will occur while you are at work, I will provide you with my home telephone number in a message sent at the beginning of the semester. I do not post my home phone number in the syllabus, so be on the lookout for that.

When you call me, you will probably get the answering machine. When the answering machine picks up, start talking and let me know who you are and that you are in my assessment class. The reason for this is that many people have caller IDs that come up as a name other than a member of the class. Unless you speak to me, I have no way of knowing that it is someone with whom I wish to speak rather than some jerk phishing for information by telling me that "...a boatload of money is about to be charged to my plastic card unless I speak to the representative..." No time for that!

If I pick up, we are golden, if not, you need to call me back. I do not return these phone calls. The reason is that your schedule is more occupied with inaccessible times than is mine. During the present pandemic, I work mostly at home, so you have a far greater chance of connecting with me on a call back than I do in returning the call. Also, about 75% of the time, when I returned calls to students in the past, it turned out that my call was no longer necessary because the student had already figured out the issue.

Calling hours are 9:00 AM to 9:00 PM seven days a week.

For some problems, a phone call provides too little support. I want to start with the phone connection, but if that doesn't give us what we need, I will create a zoom link for us and send it to you.

Finally, do not bother with the question, "will you look this over for me before I turn it in?" The request is essentially, "will you grade my assignment twice and the first one won't count?" Nope, there should be no need to do that for these kind of tasks in a graduate program.

So here it is in brief:

- You can call me at home.
- You can call me seven days a week, 9:00 AM—9:00 PM
- If you get the answering machine, speak to let me know it is you and that you are in my assessment class.
- If you miss me, call me back at your convenience. I don't return calls.

You can also send me an email with your questions. I also respond to emails even though the research indicates that it takes six times longer to accomplish the same thing online as it does in-person or on the phone!

Appendix E

EDSE 627 Class Assignments

Submission time is 10:00 AM for each due date.

Assignment	Topic	Number of Submissions	Assigned	Due Date
GTKY	Getting to Know You Questionnaire	1	1/11	ASAP
Believable Fictions	Responses to “Believable Assessment Fictions: The Lure of the Lore”	2	1/11	1/18
Spreadsheet	Descriptive Stats, Scores, Data Graphics	2	1/18	2/01
CBM Proposal	Monitoring of Academic Progress	3	1/25	2/08
Test Report 1	Use data on the class website with in-class support	1	2/01	2/15
Midterm	Content: Topics from weeks 1-5.	1	2/08 ^α	2/14 [ⓐ]
CEC Module	CEC Accommodations Module	∞	1/11	3/08
Test Report 2	Using data from class website	1	2/22	3/08
CBM Project	Monitoring of Academic Progress: Written Report	1	2/08	3/08
Final	Web-based, open book (Individual effort, no collaboration with others)	1	3/02	3/08

^α The exam will be posted well before this date. I am making it due on a weekend date to allow people who are busy to have the option of extended time instead of making it due on the 8th as would be the case in a face-to-face session.

[ⓐ] The midterm exam will be due by 9:00 AM on Monday February 14. That way you can have the entire weekend to work on it. You can certainly complete this before the 14th and I hope that you will. I just want you to have the time *if* you need it. IT is due at 9:00 AM because I am not about to stay up the night before grading papers!