



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

Summer 2022  
EDSE 627 674: Assessment  
CRN: 43974, 3 – Credits

<b>Instructor:</b> Dr. Margaret Weiss	<b>Meeting Dates:</b> 5/25/22 – 07/27/22
<b>Phone:</b> 703.993.5732	<b>Meeting Day(s):</b> Wednesday
<b>E-Mail:</b> mweiss9@gmu.edu	<b>Meeting Time(s):</b> 5:15 pm – 8:15 pm supplemented by one hour of online instruction per week in addition to regular class preparation activities. See Course Delivery Method below.
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Off-campus
<b>Office Location:</b> Finley 213 OR Zoom room <a href="https://gmu.zoom.us/j/6951566140">https://gmu.zoom.us/j/6951566140</a>	<b>Other Phone:</b> 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](mailto: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**

This course will be delivered via a hybrid format. This hybrid format consists of three hours of in person class time each week supplemented by an additional one hour of independent class work in the online environment. In-person class time will be 5:15 pm to 8:15 pm each week and the one hour of online learning is in addition to regular class work and preparation. As you budget your time for the course, keep in mind that you will need to allot more time to independent learning to a course presented in the hybrid format than to a course presented in a regular face-to-face format.

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).

### **Required Texts**

Overton, T. (2016). *Assessing learners with special needs: An applied approach (8<sup>th</sup> 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)**

CBM Project (See instructions and rubric in Appendix)

**College Wide Common Assessment  
(VIA submission required)**

Midpoint Dispositions Assessment (Available in Blackboard)

**Other Assignments**

- Dialogic Journals (6 @ 5pts each) Directions on Blackboard
- Midterm Exam (25 pts) 10 multiple choice questions + 4 application questions (more on Blackboard)
- Final Exam (25 pts) 10 multiple choice questions + 4 application questions (more on Blackboard)

**Assignment Summary**

Dialogic Journals (6 @ 5pts each)	30 points
Midterm Exam	25 points
Final Exam	25 points
CBM Project	40 points
<b>TOTAL</b>	<b>120 points</b>

**Course Policies and Expectations**

**Attendance/Participation**

In person class attendance and participation are an important part of this course because of the technical nature of the information. 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 submit during the session through group and individual work, as well as through the active engagement with others in the session.

If you are unable to make any class sessions during the semester, please contact the instructor 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. Given the 10-week nature of the course, two absences from class sessions 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 tests. All assignments should be submitted on or before the assigned due date. To be considered on time, assignments must be submitted by the time given in the directions, unless otherwise noted by the instructor. 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/) (<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.

<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment Due</b>
5/25	Introduction, Ethics, Purpose	Chp 1, 2	Introductory Activity (BB)
6/1	Basic Assessment Terms and Ideas	Chp 3, 4	Dialogic Journal 1 (BB)
6/8	Curriculum-based Measurement	Chp 7 (to p. 125); IRIS Module (BB)	Dialogic Journal 2 (BB)
6/15	Curriculum-based Measurement	Chp 7	Dialogic Journal 3 (BB) CBM proposal due
6/22	Formal Academic Assessments	Chp 5	Midterm exam
6/29	Formal/Informal Academic Assessments	Chp 8	Dialogic Journal 4 (BB)
7/6	Informal Academic Assessments	Chp 6 (p. 125-end)	Dialogic Journal 5 (BB)
7/13	Behavior/Adaptive Behavior Assessments	Chp 9, 10	Dialogic Journal 6 (BB)
7/20	Putting it all together	Chp 13; Harmon et al, 2020 (BB)	Final exam
7/27	Accommodations/modifications; Assessment for students from diverse backgrounds	Schol et al., 2008 (BB)	CBM Project due

**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](mailto: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, sexual harassment, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 the [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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto: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 Curriculum-based Measurement (CBM) 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.

### **Types of Instructional Outcomes Best Suited 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. Single trial, discrete learning tasks are better measured by single administration of a criterion-referenced measure.

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.

### **Directions for the Project**

Complete the project proposal form on the class website. 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. Collect 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

## Project Rubric

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Reason for Assessment</p> <p><b>CEC Standard 3</b></p> <p><b>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</b></p>	<ul style="list-style-type: none"> <li>• Candidate omits or provides unclear/limited explanation of any of the following:               <ul style="list-style-type: none"> <li>○ area of general curriculum of concern for student.</li> <li>○ reason for prioritizing chosen area of the general curriculum.</li> <li>○ student’s current level of performance in the general curriculum area of concern.</li> <li>○ <b>how the student’s current level of performance differs from average performing peers.</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Candidate identifies area of general curriculum of concern for student.</li> <li>• Candidate states reason for prioritizing chosen area of the general curriculum.</li> <li>• Candidate describes the student’s current level of performance in the general curriculum area of concern.</li> <li>• Candidate describes how the student’s current level of performance differs from average performing peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate identifies area of general curriculum of concern for student.</li> <li>• Candidate states reason for prioritizing chosen area of the general curriculum.</li> <li>• Candidate describes the student’s current level of performance in the general curriculum area of concern.</li> <li>• <b>Candidate describes how the student’s current level of performance differs from average performing peers.</b></li> <li>• <b>Candidate presents an innovative application of the concepts OR provides unusual depth and integration to the description of all areas.</b></li> </ul>
<p>Description of the Target Behavior</p> <p><b>CEC Standard 1</b></p> <p><b>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.</b></p>	<ul style="list-style-type: none"> <li>• <b>Candidate omits or provides unclear/limited explanation of any of the behavioral objective.</b></li> <li>• <b>Candidate states behavioral objective that DOES NOT include task, condition, and/or criterion directly related to general education curriculum.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Candidate states behavioral objective for student to show mastery and fluency in selected skill.</li> <li>• Candidate states behavioral objective that includes task, condition, and criterion directly related to general education curriculum.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate states behavioral objective for student to show mastery and fluency in selected skill.</li> <li>• Candidate states behavioral objective that includes task, condition, and criterion directly related to general education curriculum.</li> <li>• Candidate presents an innovative application of the concepts OR provides unusual depth and integration to the description of all areas.</li> <li>•</li> </ul>
<p><b>Description of assessment procedure and example of probes</b></p>	<ul style="list-style-type: none"> <li>• Candidate DOES NOT identify and/or describe a nonbiased assessment of target behavior OR identifies a biased assessment of</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate identifies and describes a nonbiased assessment of target behavior.</li> <li>• Candidate identifies and describes</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate identifies and describes a nonbiased assessment of target behavior.</li> <li>• Candidate identifies and describes</li> </ul>

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p><b>CEC Standard 4</b></p> <p><b>Candidate uses multiple methods of assessment and data sources in making educational decisions.</b></p>	<p>target behavior.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Candidate DOES NOT describe and provide examples of CBM probes that: <ul style="list-style-type: none"> <li>○ Use constant time</li> <li>○ Contain constant number of items</li> <li>○ Remain constant in difficulty level</li> </ul> </li> </ul> <p>OR candidate describes and provides examples of CBM probes that DO NOT:</p> <ul style="list-style-type: none"> <li>○ Use constant time OR</li> <li>○ Contain constant number of items OR</li> <li>○ Remain constant in difficulty level</li> </ul> <ul style="list-style-type: none"> <li>• <b>Candidate DOES NOT employ clear rules for instructional decision-making.</b></li> </ul>	<p>assessment procedures that directly related to individualized behavioral objective.</p> <ul style="list-style-type: none"> <li>• Candidate describes and provides examples of CBM probes that: <ul style="list-style-type: none"> <li>○ Use constant time</li> <li>○ Contain constant number of items</li> <li>○ Remain constant in difficulty level</li> </ul> </li> <li>• Candidate employs clear rules for instructional decision-making.</li> </ul>	<p>assessment procedures that directly related to individualized behavioral objective.</p> <ul style="list-style-type: none"> <li>• Candidate describes and provides examples of CBM probes that: <ul style="list-style-type: none"> <li>○ Use constant time</li> <li>○ Contain constant number of items</li> <li>○ Remain constant in difficulty level</li> </ul> </li> <li>• <b>Candidate employs clear rules for instructional decision-making.</b></li> <li>• <b>Candidate presents an innovative application of the concepts OR provides unusual depth and integration to the description of all areas.</b></li> </ul>
<p><b>Changing the Behavior</b></p> <p><b>CEC Standard 5</b></p> <p><b>Candidate selects, adapts, and uses a repertoire of evidence-based</b></p>	<ul style="list-style-type: none"> <li>• Candidate describes an instructional plan for the individual student that DOES NOT: <ul style="list-style-type: none"> <li>○ Directly addresses the target behavior, OR</li> <li>○ Is based on student current level of</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Candidate describes an instructional plan for the individual student that: <ul style="list-style-type: none"> <li>○ Directly addresses the target behavior,</li> <li>○ Is based on student current level of performance as evidenced by functional</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Candidate describes an instructional plan for the individual student that: <ul style="list-style-type: none"> <li>○ Directly addresses the target behavior,</li> <li>○ Is based on student current level of performance as evidenced by functional</li> </ul> </li> </ul>

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<b>instructional strategies to advance learning of individuals with exceptionalities.</b>	<p>performance as evidenced by functional assessments, OR</p> <ul style="list-style-type: none"> <li>○ Shows evidence of task analysis of the skill area,</li> </ul> <ul style="list-style-type: none"> <li>● <b>Candidate DOES NOT Make responsive adjustments to instruction based on continuous observation (collection of CBM data).</b></li> </ul>	<p>assessments,</p> <ul style="list-style-type: none"> <li>○ Shows evidence of task analysis of the skill area, and</li> <li>○ Makes responsive adjustments to instruction based on continuous observation (collection of CBM data).</li> </ul>	<p>assessments,</p> <ul style="list-style-type: none"> <li>○ Shows evidence of task analysis of the skill area, and</li> <li>○ <b>Makes responsive adjustments to instruction based on continuous observation (collection of CBM data).</b></li> </ul> <ul style="list-style-type: none"> <li>● <b>Candidate describes innovative or highly responsive instruction that directly addresses the target behavior and is based on student data.</b></li> </ul>
<p>Summary of Results</p> <p>CEC Standard 4</p> <p>Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>	<ul style="list-style-type: none"> <li>● Candidate provides a performance graph that: <ul style="list-style-type: none"> <li>○ Is NOT clear to the reader,</li> <li>○ DOES NOT include baseline, aimline, or phaseline and</li> <li>○ DOES NOT INCLUDE clear indication of data decision points.</li> </ul> </li> <li>● Candidate DOES NOT show evidence of interpretation of data and clear communication by: <ul style="list-style-type: none"> <li>○ NOT/NOT THOROUGHLY summarizing student response to instruction</li> <li>○ NOT/NOT THOROUGHLY identifying any decisions made using the data decision rules, and</li> <li>○ NOT/NOT THOROUGHLY providing recommendations for</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Candidate provides a performance graph that: <ul style="list-style-type: none"> <li>○ Is clear to the reader,</li> <li>○ Includes baseline, aimline, and phaseline and</li> <li>○ Clear indication of data decision points.</li> </ul> </li> <li>● Candidate shows evidence of interpretation of data and clear communication by: <ul style="list-style-type: none"> <li>○ Summarizing student response to instruction</li> <li>○ Identifying any decisions made using the data decision rules, and</li> <li>○ Providing recommendations for further instruction.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Candidate provides a performance graph that: <ul style="list-style-type: none"> <li>○ Is clear to the reader,</li> <li>○ Includes baseline, aimline, and phaseline and</li> <li>○ Clear indication of data decision points.</li> </ul> </li> <li>● Candidate shows evidence of interpretation of data and clear communication by: <ul style="list-style-type: none"> <li>○ Summarizing student response to instruction</li> <li>○ Identifying any decisions made using the data decision rules, and</li> <li>○ Providing recommendations for further instruction.</li> </ul> </li> <li>● <b>Candidate provides a strong example of professional thinking and writing in the integration of all required components.</b></li> </ul>

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	further instruction. •		
<p>Project Reflection</p> <p>CEC Standard 6</p> <p>Candidate uses foundational knowledge of the field and his/her ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p>	<ul style="list-style-type: none"> <li>• 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: <ul style="list-style-type: none"> <li>○ Self-evaluation of the instruction provided OR</li> <li>○ Reflecting on one’s practice to improve instruction and guide professional growth, OR</li> </ul> </li> <li>• <b>Commitment to use of evidence-based practices in assessment and instruction.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Candidate uses learner data to reflect on the target student’s response to the behavior change process, including evidence of: <ul style="list-style-type: none"> <li>○ Self-evaluation of the instruction provided</li> <li>○ Reflecting on one’s practice to improve instruction and guide professional growth, and</li> <li>○ Commitment to use of evidence-based practices in assessment and instruction.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Candidate uses learner data to reflect on the target student’s response to the behavior change process, including evidence of: <ul style="list-style-type: none"> <li>○ Self-evaluation of the instruction provided</li> <li>○ Reflecting on one’s practice to improve instruction and guide professional growth, and</li> </ul> </li> <li>• <b>Commitment to use of evidence-based practices in assessment and instruction.</b></li> <li>• <b>Candidate provides a strong example of professional thinking and writing in the integration of all required components.</b></li> </ul>