



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

Summer 2023  
EDSE 627 675: Assessment  
CRN: 43858; 3 – Credits

<b>Instructor:</b> Dr. Soo Ahn	<b>Meeting Dates:</b> 5/25/23 – 7/27/23
<b>Phone:</b> <a href="https://gmu.zoom.us/j/5094415945">https://gmu.zoom.us/j/5094415945</a>	<b>Meeting Day(s):</b> Thursday
<b>E-Mail:</b> <a href="mailto:sahn7@gmu.edu">sahn7@gmu.edu</a>	<b>Meeting Time(s):</b> 4:30 pm – 8:30 pm
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Off-campus

***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 in person and online. This format consists of eight weeks of four-hour in-person class and the final two weeks of online class. See schedule below for more specifics.

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*, (8th Ed.). Upper Saddle River, N.J. : Merrill/Pearson. [ISBN: 9780133856415]

### **Recommended Texts**

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

### **Additional Readings**

Other readings will be posted on the class blackboard site in the form of Adobe Acrobat (pdf) or Microsoft Word documents.

### **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/SLL (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/SLL.

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

### *Assignments and/or Examinations*

#### **Performance-based Assessment (VIA submission required)**

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.

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

The required college-wide common assessment in EDSE 627 is the dispositions self-assessment. Towards the beginning of their licensure programs (at program entry), all teacher candidates completed a self-rating of dispositions, which reflect one's attitudes and deeply held beliefs.

Teacher Candidates in the Special Education-General Curriculum graduate licensure program complete the self-rating again towards the mid-point of the licensure program, in EDSE 627. The self-assessment will be an online survey, which can be accessed through the Assessments page of the course Blackboard site. Your instructor will notify you when the link is available.

The self-assessment has 12 items that ask you to reflect on your professional responsibility, collaboration and leadership, cultural responsiveness, and high expectations for learning. Please note that in addition to the initial self-rating at program entry and this mid-point self-rating in EDSE 627, your dispositions will also be assessed at least 1 other time during your program: an instructor-rated evaluation by a university supervisor during internship (EDSE 783). Instructors may complete instructor-rated disposition evaluations other times throughout your program. For more information on dispositions, see: <https://cehd.gmu.edu/epo/candidate-dispositions>

<b>Assignment Points</b>		
<b>Assignment</b>	<b>Points Earned</b>	<b>Total Points Available</b>
<b>1. Class Work/Participation</b>		<b>100 Points (10/class)</b>
<b>2. Reading Response</b>		<b>30 Points</b>
<b>3. Behavior Homework</b>		<b>30 Points</b>
<b>4. CBM Project</b>		<b>100 Points (Proposal:10pt; Project:80pts; Presentation:10)</b>
<b>5. Test Report</b>		<b>40 Points</b>
<b>6. Final exam</b>		<b>50 Points</b>
<b>Total Points</b>		<b>350 points</b>

### **Student Evaluations of Teaching:**

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

### **Course Policies and Expectations**

#### *Attendance/Participation*

##### *Attendance.*

Each class session is worth 10 points toward your In Class Work grade in the course. In order to earn these points, students must (a) attend class, (b) arrive on time, (c) stay for the duration of the class time, (d) show evidence of having read/studied material, (e) participate actively in class activities, and (f) complete all in-class assignments. If you are not in class, you cannot receive In Class Work points for that class session. If you have professional obligations (e.g., open house at school, coaching an athletic contest) that occur at the same time that class takes place or you were sick enough not to go to report to work the day of or the day after class, you may complete the in-class assignment for partial credit.

#### *Workload.*

Graduate-level work requires in-depth reading, study, and work on course requirements outside of class time. The general expectation is approximately three hours per week for each credit hour of a course. Students are expected to allot class study and preparation time weekly in addition to time spent on papers and assignments. Written and Oral Language APA Style is the standard format for any written work in the College of Education and Human Development. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (7th ed.) You are required to use APA guidelines for all course assignments. Please use the following website for APA format guidelines:  
<http://apastyle.apa.org>.

#### *Late Work.*

Assignments are due by midnight on the date indicated in the syllabus. If I change the due date for reasons related to student need in the course, the change will be discussed in class, posted on the Blackboard site, and confirmed in an email to all students. I will not accept late work. All assignments are to be submitted through Blackboard for official consideration. Do not email an assignment to me unless I request it. If you are not in class on the day an assignment is due, you are still responsible for submitting the assignment.

We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). We will also strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in our oral and written communication in accordance with terminology choices in the disability community.

#### *Blackboard Site.*

I will use the Blackboard website for posting of course materials, announcements, and discussion boards. You will be responsible for all material posted on the website. Please check it regularly. An announcement email will be sent to your Mason email account if changes or updates are made to the site. All assignments must be submitted through Blackboard.

#### *Communication.*

The most efficient way to contact me is through email. I will try to respond back within 24 hours on business days.

## Grading

100--95% = A      94--90% = A-      89--85% = B      84--80% = B -      < 80% = F

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

**\*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.

Session	Topic	Assignment Due
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<p><b>1</b></p> <p><b>May 25</b></p>	<ul style="list-style-type: none"> <li>• Course Overview</li> <li>• Assessment Process</li> <li>• History of Assessment</li> <li>• Ethical Considerations</li> <li>• Response to Intervention (RTI)</li> </ul>	<p>-Text: Review – Chpt 1</p> <p>- Text: Review – Chpt 7</p>
<p><b>2</b></p> <p><b>June 1</b></p>	<ul style="list-style-type: none"> <li>• Classroom testing, grading, etc.</li> <li>• Test accommodations</li> </ul>	<p><i>Required</i></p> <ul style="list-style-type: none"> <li>- Bennett (2001)</li> <li>- Chapter 6 p. 180-202</li> </ul> <p><i>Choose one for addition reading:</i></p> <ul style="list-style-type: none"> <li>- Miller (2009) (writing)</li> <li>- De La Paz (2009) (rubrics for writing strategies)</li> <li>- Allsopp et al. (2008) (math)</li> <li>- King-Sears &amp; Duke (2010) (reading in content areas)</li> </ul>
<p><b>3</b></p> <p><b>June 8</b></p>	<ul style="list-style-type: none"> <li>• Curriculum-Based Measurement (CBM)</li> <li>• Curriculum-Based Assessment (CBA)</li> </ul>	<p>- Read Chpt 2</p> <p>- Review Jim Wright's Manual on Curriculum-Based Assessment</p> <p><b>Assigned: CBM Project and Reading Response</b></p> <p><i>Choices for reading response:</i></p> <ul style="list-style-type: none"> <li>• Busch &amp; Reschly (2007)</li> <li>• Hasbrouck, Woldbeck, Ihnot, &amp; Parker (1999)</li> <li>• Fuchs, Fuchs, &amp; Zumeta (2008) (math)</li> <li>• Espin, Shin, &amp; Busch &amp; Espin (2005) (content areas/social studies)</li> <li>• Hosp &amp; Hosp (2003) (reading, spelling, math)</li> <li>• McMaster, Du, Parker, &amp; Pinto (2011) (writing)</li> </ul>
<p><b>4</b></p> <p><b>June 15</b></p>	<ul style="list-style-type: none"> <li>• CBM Continued</li> <li>• Behavioral observation and Assessment</li> </ul>	<p>- Posted on Blackboard</p> <p><b>Assigned: Behavioral Assessment homework</b></p> <p><b>Due: CBM Proposal</b></p>
<p><b>5</b></p> <p><b>Jun 22</b></p>	<ul style="list-style-type: none"> <li>• Behavioral Assessment Continued</li> <li>• Descriptive Statistics/Standardized Assessment: basic statistical concepts</li> <li>• Scoring, Normative Data, Reliability, Validity</li> </ul>	<p>- Review Chpt 9 – Text (pp 188-196)</p> <p>- Text: Read Chpts 3 &amp; 4</p> <p><b>Due: Reading Response</b></p>



<b>6 Jun 29</b>	<ul style="list-style-type: none"> <li>Statistics Continued</li> <li>Norm-Referenced Assessments</li> <li>Start Data Reports</li> </ul>	- Text: Review Chpt 5 (94-106), Chpt 8 (pp 154-179), Chpt 9 (pp 206-209), & 10 (pp 212-231)
<b>7 Jul 6</b>	<ul style="list-style-type: none"> <li>Interpreting Data and Reports</li> <li>Writing Assessment &amp; Educational Reports</li> </ul>	- Read Chpt 13 - Review Chpt 5 again <b>Due – Behavior Homework</b> <b>Assigned: Data Report</b>
<b>8 Jul 13</b>	<ul style="list-style-type: none"> <li>Early Childhood</li> <li>Transition Assessment</li> </ul>	- Text: Read Chpts 12 & 10 (pp 231-241) & Chpt 11
<b>9 Jul 20</b>	<b>Asynchronous Online Class</b> <ul style="list-style-type: none"> <li>Work on CBM Project and IRIS Module</li> </ul>	<b>- Assigned: IRIS Module</b> <b>Due – Data Report</b>
<b>10 Jul 27</b>	<b>Synchronous Online Class Via Zoom</b> <ul style="list-style-type: none"> <li>Presentation of CBM project</li> <li>Final Exam</li> </ul>	- Text: Read Chpts 12 & 10 (pp 231-241) Review Chpt 9 (pp 198-206) <b>Due – CBM Project, Final</b>

### 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/).
- [Learning Services \(learningservices@gmu.edu\)](mailto:learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

#### **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).

## EDSE 627 Curriculum-based Measurement Project Rubric

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Reason for Assessment  <b>CEC Standard 3</b>	<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>
Description of the Target Behavior  <b>CEC Standard 1</b>	<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> </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> </ul>
<b>Description of assessment procedure and example of probes</b>	<ul style="list-style-type: none"> <li>• Candidate DOES NOT identify and/or describe a nonbiased assessment of target behavior OR</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate identifies and describes a nonbiased assessment of target behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate identifies and describes a nonbiased assessment of target behavior.</li> </ul>



