



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

Fall 2023
EDSE 352 001: Assessment
CRN: 73868, 3 – Credits

| | |
|---|---|
| Instructor: Clarissa Bunch Wade | Meeting Dates: 8/21/23 – 12/13/23 |
| Phone: Zoom Meeting Room ID 424 932 9585, Password 2z1RTk | Meeting Day(s): Monday/Wednesday |
| E-Mail: cbunch4@gmu.edu | Meeting Time(s): 10:30 am – 11:45 am |
| Office Hours: By appointment | Meeting Location: Fairfax; HORIZN 1007 |
| Office Location: N/A | 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 learning activities related to assessment of students with varying degrees of disabilities. Includes statistical and psychometric concepts in assessment. Addresses norm-referenced, criterion-referenced, curriculum-based, and informal assessment for instructional and placement decisions

Course Overview

EDSE 352 offers knowledge and learning related to assessment of students with varying degrees of disabilities. This course offers an introduction to statistical and psychometric concepts in assessment and addresses norm-referenced, criterion-referenced, curriculum-based, and informal assessment for instructional and placement decisions.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Did you know you may be able to take up to 12 credits of graduate Special Education courses now that will apply to both your undergraduate and a graduate degree program? For more information on the Accelerated Master's program, talk with an advisor: <https://education.gmu.edu/special-education/current-students/advising>.

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of this course, students will be able to:

1. Provide the definition of assessment and the purposes and assumptions regarding assessment of students with varying degrees of disabilities.
2. Compare and contrast the terms associated with assessment and testing.
3. Describe relevant ethical standards, litigation, and legislation related to assessment.
4. Understand the general knowledge of measurement theory and practice, including validity, reliability, norming, bias, sensitivity, and specificity.
5. Describe the characteristics of norm-referenced, criterion-referenced, curriculum-based, informal teacher-made tests, including similarities, differences, and validity related to individuals with varying degrees of disabilities.
6. Demonstrate knowledge of basic measurement concepts and evaluate the psychometric properties of individual tests.
7. Create electronic graphic displays of data in appropriate formats.
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 a variety of educational assessments commonly used for individual and group instruments including task analysis, observation, portfolio, and environmental assessments.
10. Use assessment information in making eligibility, program, and placement decisions for individuals with varying degrees of disability including those from culturally and/or linguistically diverse backgrounds.
11. Write assessment reports of academic achievement tests.
12. Create a curriculum-based assessment to guide instructional decision-making.

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 screening, pre-referral, and referral process as it relates to eligibility.
16. Identify factors that may influence assessment findings including cultural, behavioral, and varying disabilities
17. Understand the Virginia Accountability System, assessment options, and procedures for participation for students with varying degrees of disabilities.
18. Understand assessment options utilized in preK-12, education, diagnostic, college admission exams, industry certifications and placement exams.
19. Understanding assessment used for student achievement goal setting as related to teacher evaluation and determining student academic progress.

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).

Required Texts

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

Access to Blackboard – Class materials, additional readings, and activities will be posted and submitted via Blackboard.

Additional Readings

Bruhn, A. L., Kaldenberg, E., Bappe, K. T., Brandsmeier, B., Rila, A., Lanphier, L., Lewis, M., &

Slater, A. (2016). Examining the effects of functional assessment- based interventions with high school students. *Preventing School Failure, 60*(2), 106-116.

Bundock, K., O’Keeffe, B. V., Stokes, K., & Kladis, K. (2018). Strategies for minimizing variability in progress monitoring of oral reading fluency. *TEACHING Exceptional Children, 50*(5), 273-281.

Cannella-Malone, H. I., Sabielny, L. M., Jimenez, E. D., & Miller, M. M. (2013). Pick one!

- Conducting preference assessments with students with significant disabilities. *TEACHING Exceptional Children*, 45(6), 16-23.
- Chung, Y. C., & Douglas, K. H. (2014). Communicative competence inventory for students who use augmentative and alternative communication: A team approach. *TEACHING Exceptional Children*, 47(1), 56-68.
- Cornelius, K. E. (2014). Formative assessment made easy: Templates for collecting daily data in inclusive classrooms. *TEACHING Exceptional Children*, 47(2), 112- 118.
- Crawford, L. (2014). The role of assessment in a response to intervention model. *Preventing School Failure*, 58(4), 230-236.
- Filderman, M. J., & Toste, J. R. (2017). Decisions, decisions, decisions: Using data to make instructional decisions for struggling readers. *TEACHING Exceptional Children*, 50(3), 130-140.
- Goran, L., Monaco, E. A. H., Yell, M. L., Shriner, J., & Bateman, D. (2020). Pursuing academic and functional advancement: Goals, services, and measuring progress. *TEACHING Exceptional Children*, 52(5), 333-345.
- Harbour, K. E., Karp, K. S., & Lingo, A. S. (2017). Inquiry to action: Diagnosing and addressing students' relational thinking about the equal sign. *TEACHING Exceptional Children*, 49(2), 126-133.
- Harmon, S., Street, M., Bateman, D., & Yell, M. L. (2020). Developing present levels of academic achievement and functional performance statements for IEPs. *TEACHING Exceptional Children*, 52(5), 320-332.
- Hoover, J., Erickson, J. R., Herron, S. R., & Smith, C. E. (2018). Implementing culturally and linguistically responsive special education eligibility assessment in rural county

- elementary schools: Pilot project. *Rural Special Education Quarterly*, 37(2), 90-102.
- Koellner, K., Colman, M., & Risley, R. (2011). Multidimensional assessment: Guiding response to intervention in mathematics. *TEACHING Exceptional Children*, 44(2), 48-56.
- Parrish, P. R., & Stodden, R. A. (2009). Aligning assessment and instruction with state standards for children with significant disabilities. *TEACHING Exceptional Children*, 41(4), 46-56.
- Peltier, C., & Harrison, J. R. (2018). Selecting accommodations for mathematics assessments: legal and practical considerations. *Preventing School Failure*, 62(4), 300-310.
- Phillips, L. A., Briggs, A. M., Fisher, W. W., & Greer, B. D. (2018). Assessing and treating elopement in a school setting. *TEACHING Exceptional Children*, 50(6), 333-342.
- Rowe, D. A., Mazzotti, V. L., Hirano, K., & Alverson, C. Y. (2015). Assessing transition skills in the 21st century. *TEACHING Exceptional Children*, 47(6), 301-309.
- Stanford, P., & Reeves, S. (2005). Assessment that drives instruction. *TEACHING Exceptional Children*, 37(4), 18-22.
- Stecker, P. M., Lembke, E. S., & Foegen, A. (2008). Using progress-monitoring data to improve instructional decision making. *Preventing School Failure*, 52(2), 38-58.
- Swain, K. D., & Hagaman, J. L. (2020). Elementary special education teachers' use of CBM data: A 20-year follow up. *Preventing School Failure*, 64(1), 48-54.
- Tibbitt, J. (2020). Formative assessment: A tool for closing achievement gaps in diverse classrooms. *Odyssey*, 72-75.
- Walker, J. D., & Barry, C. (2018). Assessing and supporting social-skill needs for students

with high-incidence disabilities. *TEACHING Exceptional Children*, 51(1), 18-30.

Yell, M.L., Collins, J., Kumplene, G., & Bateman, D. (2020). The individualized education program: Procedural and substantive requirements. *TEACHING Exceptional Children*, 52(5), 304-31

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 352, the required PBA is Curriculum Based-Measurement Project Student Assessment Plan. 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)

Student Assessment Plan Project (25 points). See Appendix and Blackboard.

College Wide Common Assessment (VIA submission required)

N/A

Other Assignments

In-class Activities (10 @ 3 points each)

Each candidate will complete a total of 10 application activities during class time throughout the semester. See class schedule for due dates.

Critical Reflections (3 @ 10 points each)

Each candidate will complete 3 critical reflections using a provided reflection matrix. Reflections will focus on making connections between specific key concepts and each candidate's application of these concepts. The point of each reflection is NOT for candidates to simply provide a summary of the readings and/or their field experiences; rather, candidates are to think critically about what is being read/discussed/learned in class. Specific directions will be discussed in class and posted on Blackboard. See Class Schedule for due dates.

Examining Bias and Equity in Assessment Project (15 points total)

Each candidate will complete a project either individually or with a partner from class to examine bias and equity in assessment. This may include the examination of specific assessments or approaches to assessment or the assessment process. Final products for this project will be proposed by each candidate for approval by the instructor. Specific directions will be discussed in class and posted on Blackboard. See Class Schedule for due dates.

Assignment Summary

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|---|------------|
| In-class Activities (10 @ 3 points each) | 30 points |
| Critical Reflections (3 @ 10 points each) | 30 points |
| Examining Bias and Equity in Assessment Project | 15 points |
| Student Assessment Plan Project | 25 points |
| Total Points: | 100 points |

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

The knowledge and skills candidates will gain in this course are highly dependent upon class participation. Therefore, candidates are expected to arrive on time, participate in all class discussions and activities, and stay until the end of class. Candidates will demonstrate their participation in class by completing application activities throughout the semester. If you are unable to attend class, please contact me by email or phone prior to your absence. In case of an emergency, please contact me as soon as possible to make up any in-class work you may have missed. It is the candidate's responsibility to make arrangements for any notes, materials, or assignments missed during their absence.

Late Work

All assignments should be submitted on or before the assigned date via Blackboard (unless otherwise noted). Late work will be accepted on an individual basis. If you cannot submit an assignment on or before the assigned date, please contact me to make an alternative arrangement for submitting work. Late work submitted without contacting me may result in a reduction in points.

Grading

| Letter | Percent |
|--------|---------|
| A | 95-100% |
| A- | 90-94% |
| B+ | 87-89% |
| B | 83-86% |
| B- | 80-82% |
| C+ | 77-79% |
| C | 73-76% |
| C- | 70-72% |
| D | 60-69% |
| F | <60% |

***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. See [Policies and Procedures](https://cehd.gmu.edu/students/policies-procedures/) (<https://cehd.gmu.edu/students/policies-procedures/>). Professional dispositions are an essential function of a special educator’s job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in VIA/SLL 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 designated courses (EDSE 241, EDSE 361, EDSE 311), the mid-point self-evaluation is completed in designated courses (EDSE 445, EDSE 465, and EDSE 419), and the internship evaluation is completed by instructors in EDSE 482, EDSE 483, and EDSE 484. In addition to these three designated evaluation times, students, instructors, and/or mentor teachers may complete program disposition assessments as part of other courses. Instructors and mentor teachers may complete observer-rated disposition assessments other times throughout the program, as needed. 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.

Class Schedule

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

| Week | Date | Topic | Readings | Assignment or Activities Due |
|------|------|--|----------------|------------------------------|
| 1 | 8/21 | Introduction | None | |
| | 8/23 | What is assessment? Laws and Ethics | Overton, Ch. 2 | In-class Activity 1 |
| 2 | 8/28 | Descriptive Statistics | Overton, Ch. 3 | |

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| | 8/30 | Reliability and Validity | Overton Ch. 4 | In-class Activity 2 |
| 3 | 9/4 | Labor Day Holiday | No Class | |
| | 9/6 | | No Class – Independent work time | Critical Reflection 1 |
| 4 | 9/11 | Norm-referenced Assessments | Overton, Ch. 5 | |
| | 9/13 | Curriculum-Based Measurement (CBM) | Overton, Ch. 6 | In-class Activity 3 |
| 5 | 9/18 | Curriculum-Based Measurement (CBM) | Overton, Ch. 7 | |
| | 9/20 | Curriculum-Based Measurement (CBM) & Response to Intervention (RtI) | Filderman & Toste (2017) Bundock, et al. (2018) Stecker et al. (2008) Swain & Hagaman (2020) | In-class Activity 4 |
| 6 | 9/25 | Formal Academic Assessments | Overton, Ch. 8 | Critical Reflection 2 |
| | 9/27 | Informal Academic Assessments | Allsopp et al. (2008) Cornelius (2014) Harbour et al. (2017) | |
| 7 | 10/2 | Informal Academic Assessments | Chung & Douglas (2014) Koellner et al. (2011) Dennis et al. (2013) | In-class Activity 5 |
| | 10/4 | Linking Assessment and Instruction | Stanford & Reeves (2005) Parrish & Stodden (2009) Crawford, L. (2014) | Draft Student Assessment Plan Project |
| 8 | 10/9 | Fall Break | No Class | |
| | 10/11 | Informal Assessments and Students from Diverse Backgrounds | Hoover et al. (2018) Tibbitt (2020) | In-class Activity 6 |
| 9 | 10/16 | Behavior Assessments | Overton, Ch. 9 | In-class Activity 7 |
| | 10/18 | Behavior Assessments | Phillips et al. (2018) Walker & Barry (2018) | |
| 10 | 10/23 | Behavior Assessments and Students from Diverse Backgrounds | Bruhn et al. (2016) Oakes et al. (2018) | |
| | 10/25 | Adaptive Behavior | Overton, Ch. 10 | Draft Examining Bias and Equity in Assessment Project |
| 11 | 10/30 | Adaptive Behavior | See Blackboard | |

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| | 11/1 | | No class – Independent Work time | In-class Activity 8 |
| 12 | 11/6 | Other Assessments (IQ) | Overton, Ch. 10, 12 | |
| | 11/8 | Other Assessments | Rowe et al. (2015) Cannella-Malone et al. (2013) | |
| 13 | 11/13 | Other Assessments (Virginia SOLs) | See Blackboard | Final Examining Bias and Equity in Assessment Project |
| | 11/15 | Interpreting Results | Harmon et al. (2020) | |
| 14 | 11/20 | Interpreting Results | See Blackboard | Critical Reflection 3 |
| | 11/22 | Thanksgiving Break | No Class | |
| 15 | 11/27 | Interpreting Results | Yell et al. (2020) | In-class Activity 9 |
| | 11/29 | Accommodations | Overton Ch. 13 Goran et al. (2020) Peltier & Harrison (2018) | In-class Activity 10 |
| | 12/6 by 11:59 PM | | | Final Student Assessment Plan Project |

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: See [Core Values](http://cehd.gmu.edu/values/) (<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/).
- [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.

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

Directions for Student Assessment Plan

Final Project

The purpose of this project is to determine whether the teacher candidate can apply the knowledge of assessment learned throughout the semester to specific tasks that are a part of the role of a special educator. Specifically, the project asks the teacher candidate to take on the role of case manager and to:

1. understand a case study student,
2. identify what questions that remain about the student in order to design and progress monitor instruction,
3. develop a plan to answer those questions and monitor a student's progress, and
4. describe a plan to communicate results to the student, parent, and colleagues.

The instructor will provide each teacher candidate with a case study containing data about a student with a disability. Each teacher candidate will be able to choose a case study about a student with a disability who accesses the general curriculum, who accesses the adapted curriculum, or who is identified as blind or visually impaired. Once a case study is chosen, complete all parts of the assignment.

Part I: What do you know about your student? Present Level of Performance (PLOP) Statement

- Provide an overview of demographics.
- Summarize the information provided about the student in your own words providing statements about performance and evidence to support those statements. Address the academic and behavioral domains, providing information about other domains (e.g., social/emotional, adaptive behavior, mobility skills, etc.) as described in the case study.

Note: Be concise but specific. We will spend a significant amount of time in class writing Present Level of Performance statements. The expectation is that this statement will match the template/organization/detail you have learned in class.

Part II: What do you want to know about your student?

Once you have written your PLOP statement, make a list of questions or additional things you want to know about your student's performance in order to create a plan to address with the goal of having enough information to design instruction to meet the student's needs. List at least two specific questions for academics, for behavior, and for other any other areas unique to the student (i.e., this could be mobility or it could be additional academic or behavioral goals. Give a brief description of the importance of each question to the student's overall progress in school.

Part III: How can I find out? Assessment Plan

In this part, each candidate will develop an assessment plan directly tied to the list of questions. For one question in each area in Part II,

1. Identify a target of assessment and define/operationalize this target (be specific; Example—target: reading comprehension; define: stating the main idea of a paragraph; NONexample—target: reading comprehension; define: understanding what he reads).
2. Describe how to gather data in this target area
 - a. Specific measures to use
 - b. Specific steps to analyze and make determinations from this data

Part IV: What does it mean?

1. Using the PLOP statement:
 - a. Identify one pattern of concern and provide evidence to support your concern.
 - b. Write at least one IEP goal for that concern (include a task, condition, criterion)
 - c. Describe how to progress monitor for that goal
 - i. Specific measures you would use (with examples)
 - ii. Frequency of probes (if appropriate)
 - iii. How you would make instructional decisions (Analysis procedure)
2. Explain a plan for
 - a. Frequency of reporting student results from this progress monitoring to families
 - b. Provide sample visuals that could be used (e.g., graph from CBM)
 - c. Provide sample email/letters that could be used

Performance-based Assessment Rubric (TK20): Assessment Plan Project

| | Evidence | Does Not Meet Expectations 1 | Meets Expectations 2 | Exceeds Expectations 3 |
|---|---|---|---|---|
| <p>Candidate can describe defining characteristics of SWD who access the general curriculum, access the adapted curriculum, or are blind/visually impaired. CEC 1</p> | <ul style="list-style-type: none"> • Part I summary addresses domains appropriate to disability. • Part II questions address domains appropriate to disability. • Part III targets appropriate to disability | <ul style="list-style-type: none"> • Candidate includes description of only one or two domains of student characteristics. • Candidate does not include questions related to academic, behavioral, and other domains of student concern OR candidate's questions in these domains are considered irrelevant to student progression in school. • Candidate develops an assessment plan that does not target question domains. | <ul style="list-style-type: none"> • Candidate includes description of all domains relevant to student characteristics. • Candidate includes questions that cover the academic, behavioral, and other relevant student concerns AND questions are relevant to student progression in school. • Candidate develops an assessment plan that accurately targets questions domains AND provides a rationale for each question. | <ul style="list-style-type: none"> • Candidate includes description of all domains relevant to student characteristics and includes rationale for inclusion of domains OR relates student performance to typical student performance. • Candidate includes questions that cover the academic, behavioral, and other relevant student concerns AND questions are relevant to student progression in school. • Candidate develops an assessment plan that accurately targets questions |

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| | | | | domains, provides a rationale for each question, AND links to characteristics of a particular disability. |
| Candidate can recommend (make) instructional changes to curricula and | <ul style="list-style-type: none"> • Part IV | <ul style="list-style-type: none"> • Candidate provides a plan that either DOES NOT include a frequency of reporting to stakeholders OR | <ul style="list-style-type: none"> • Candidate provides a clear and specific description of a plan including the frequency of reporting | <ul style="list-style-type: none"> • Candidate provides a clear and specific description of a plan including the frequency of reporting |

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| <p>lessons based on data to make them accessible for SWD CEC 3, 4</p> <p>Candidate can effectively use error analysis to guide instructional decisions (and provide feedback to learners) CEC 5</p> | | <p>does not include a specific description of how instructional decisions will be made OR</p> <ul style="list-style-type: none"> • Candidate provides a plan that is limited in scope and detail. | <p>to stakeholders, identification of who the stakeholders are, and detailed description of how instructional decisions will be made.</p> | <p>to stakeholders, identification of who the stakeholders are, and detailed description of how instructional decisions will be made.</p> <ul style="list-style-type: none"> • Candidate provides examples of instructional decision- making rules in relevant content for the student. |
| <p>Candidate can describe and plan (use) a variety of effective procedures for progress monitoring for both academic and social behaviors. CEC 4</p> | <ul style="list-style-type: none"> • Part IV | <ul style="list-style-type: none"> • Candidate provides limited and unclear description of measures, frequency of probes, and analysis procedures OR • Candidate does not provide a description of any of the following: specific measures, frequency of | <ul style="list-style-type: none"> • Candidate provides a detailed description of specific measures, frequency of probes, and analysis procedure for BOTH present level of performance and progress monitoring. • Candidate provides a detailed description with examples of specific measures, frequency of | <ul style="list-style-type: none"> • Candidate provides a detailed description of specific measures, frequency of probes, and analysis procedure for BOTH present level of performance and progress monitoring. • Candidate provides a detailed description with examples of specific measures, frequency of |

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| | | probes, or analysis procedure OR <ul style="list-style-type: none"> • Candidate provides a description of measures, frequency, and analysis procedures that are unrelated to the target area. | probes, and analysis procedure that is directly related to target area. | probes, and analysis procedure that is directly related to target area. <ul style="list-style-type: none"> • Candidate provides a rationale from course material for the choice of plan. |
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| <p>Candidate can define and correctly use specialized terminology from assessment of SWD (e.g., types of scoring, types of tests) CEC 4</p> | <ul style="list-style-type: none"> • Part I use of terminology in summary of student • Part II questions indicate appropriate interpretation of terminology • Part III use of terminology across entire section | <ul style="list-style-type: none"> • Candidate DOES NOT use a term or terms from the course correctly in the assignment. | <ul style="list-style-type: none"> • Candidate uses all terms from the course correctly and appropriately in the assignment. | <ul style="list-style-type: none"> • Candidate uses all terms from the course correctly and appropriately in the assignment. • Candidate uses assessment terminology not directly taught in course accurately and appropriately in the assignment. |
| <p>Candidate practices ethical responsibility to advocate for appropriate services for SWD CEC 6</p> | <ul style="list-style-type: none"> • Part IV | <ul style="list-style-type: none"> • Candidate provides evidence of inappropriate communication and decision-making by ANY of the following: <ul style="list-style-type: none"> ○ Not using person-first language; ○ stating opinion, not facts; ○ providing examples of communication that is | <ul style="list-style-type: none"> • Candidate provides evidence of appropriate communication and decision-making by: <ul style="list-style-type: none"> ○ using person-first language; ○ stating facts of performance, not opinion; ○ providing examples of communication that is unbiased and formal in tone; and ○ identifying a | <ul style="list-style-type: none"> • Candidate provides evidence of appropriate communication and decision-making by: <ul style="list-style-type: none"> ○ using person-first language; ○ stating facts of performance, not opinion; ○ providing examples of communication that is unbiased and formal in tone; and ○ identifying a |

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| | | <p>biased and informal in tone; OR</p> <ul style="list-style-type: none"> ○ identifying an irrelevant or inconsequential IEP goal. | <p>relevant IEP goal.</p> | <p>relevant IEP goal.</p> <ul style="list-style-type: none"> • Candidate links all communication to long term goal of progress in relevant curriculum and post-school goals. |
| <p>Candidate can describe (and</p> | <ul style="list-style-type: none"> • Part IV | <ul style="list-style-type: none"> • Candidate DOES NOT provide a detailed plan with | <ul style="list-style-type: none"> • Candidate provides a detailed plan with examples to | <ul style="list-style-type: none"> • Candidate provides a detailed plan with examples to |

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| <p>implement) the collaborative and consultative roles of the special education teacher CEC 7 Candidate can identify (implement) effective co-planning and co-teaching methods to strengthen content acquisition by SWD CEC 7</p> | | <p>examples to communicate student progress appropriately to the student, parents/family, and colleagues OR provides an incomplete plan.</p> <ul style="list-style-type: none"> • Candidate provides plan examples that DO NOT show a clear distinction in language, tone, and method between stakeholders. | <p>communicate student progress appropriately to the student, parents/family, and colleagues.</p> <ul style="list-style-type: none"> • Candidate provides plan examples with clear distinction in language, tone, and method between stakeholders. | <p>communicate student progress appropriately to the student, parents/family, and colleagues.</p> <ul style="list-style-type: none"> • Candidate provides plan examples with clear distinction in language, tone, and method between stakeholders. • Candidate provides rationale for each sample provided |
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Note: Items in bold are the developmentally appropriate levels of candidate skill/knowledge for this course. The items in parentheses are the final level to be achieved in the program.

Grading Rubric (for performance in course)

| Item | Description | Points Possible |
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| Part I: PLOP Statement | <ul style="list-style-type: none"> • Summary of the information about the student in candidate’s own words. • Includes: <ul style="list-style-type: none"> ○ Relevant scores with interpretation of the scores across academic and behavioral domains (additional domains as provided) ○ Summaries of teacher/parent reports ○ Links information and describes patterns across environments | 10 |
| Part II: Questions | <ul style="list-style-type: none"> • Provides a list of at least 6 questions about the student that are directly linked to the data provided in Part I. • Each question can be answered by collecting some form of assessment data. • Each question is relevant to either student’s current performance in school or a post-school goal. | 3 |
| Part III: Assessment Plan | <ul style="list-style-type: none"> • Targets clearly defined and operationalized • Rationale provided • Data collection for present level of performance includes: <ul style="list-style-type: none"> ○ Specific measures ○ Analysis procedure | 5 |
| Part IV: What does it mean? | <ul style="list-style-type: none"> • IEP goal includes task, condition, criterion • IEP goal is related directly to academic target • Data collection plan for progress monitoring includes: <ul style="list-style-type: none"> ○ Specific measures (with examples provided) ○ Frequency of data collection ○ Analysis procedure (with examples provided) • Communication plan includes: <ul style="list-style-type: none"> ○ Description of visual representation of data to be shared with student, parent, colleagues ○ Sample email/letters that could be used to communicate results with parent and colleagues | 7 |
| | TOTAL | 25 |