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

Spring 2024
EDSE 627 686: Assessment
CRN: 23940, 3 – Credits

Instructor: Dr. Joy Banks	**Meeting Dates:** 3/6/24 – 5/8/24
Phone: 703- 993-6588	**Instructional Method:** Mix of face-to-face meetings and online instruction. See the face-to-face meeting dates below. All other meeting dates will be synchronous online video meetings supplemented by asynchronous online coursework, or purely asynchronous.
E-Mail: jbanks21@gmu.edu	**Meeting Day(s):** Wednesday (3/6; 3/13; 3/20; 4/3; 4/17; 4/24 only)
Office Hours: By Appointment	**Meeting Time(s):** 4:45 pm – 9:15 pm
Office Location: Finely Hall 202A	**Meeting Location:** N/A; 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 for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip
Do you need to apply for internship? Students completing special education teacher licensure programs apply ahead of time for internships so supervisors, and sites if needed, can be arranged. Check your program plan or talk with your advisor if you are unsure when you should be applying for internship.

Course Delivery Method
Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

A percentage of this course will be delivered online using an asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: Browser support (https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:

Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Service.

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 on Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

Required Texts

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

Harry, B., & Klingner, J. (2022). *Why are so many students of color in special education? Understanding race and disability in schools*. New York: Teacher College Press.

Recommended Texts

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

Required Resources

You will need access to a computer with a spreadsheet (e.g., Microsoft Excel).

You will need access to a computer that allows you to download software (e.g., Respondus Lockdown Brower https://its.gmu.edu/knowledge-base/how-to-install-and-use-the-respondus-lockdown-browser/)

Additional Readings

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

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

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)
 The PBA for this class is the Curriculum-Based Measurement project.

College Wide Common Assessment
(VIA submission required)
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). The college-wide common assessment in this course is: Midpoint Self-Rated Dispositions.

Please see Blackboard.

Other Assignments
- Final Quiz
- CBM Proposal
- CBM Project
- Test Report Write-Up
- Statistics Homework
- RtI Discussion Board

Assignment details and rubric will be found on Blackboard.

Assignment Summary

Assignment	Possible Points
Attendance & Participation	15 pts.
Reading Summaries (2)	20 pts.
Statistics Homework (Spreadsheet)	50 pts.
CBM Proposal	10 pts.
Standardized Test Report Write-Up	60 pts.
CBM Project	100 pts.
Quiz	50 pts.
Total Points:	305 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
Students are expected to: (a) attend and participate in all classes during the course, (b) arrive on time, (c) stay for the duration of the class time, and (d) complete all assignments. Attendance, timeliness, and professionally relevant, respectful and active participation are expected and required in order to earn weekly participation points.

Class attendance is crucial to course competence; however, there may be an instance when you are not able to attend class. *Please do not request permission to miss a class*—you must make your own decision. A *second* absence will result in the final grade dropping by 5 points.

If there are truly extenuating circumstances, it is your responsibility to consult with the instructor.

Late Work
Ten percent of the available points for the assignment will be deducted for late submissions during the first week after the due date. After one week from the due date, assignments will be penalized an additional 10% of the total available score for each week they are late. Thus, an assignment that is two weeks late is able to obtain only 80% of the points for the assignment regardless of the quality of the work. After two weeks, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

The point deduction will be made after the grading is complete. In the case of an assignment that earned 90 out of 100 points, the student grade would be a score of 70 (90-20). The points are deducted for each week at the time that the assignment was originally due.

The date that the assignment was loaded into the Blackboard Assignment folder will be the date of record. Partially completed or inadequate assignments loaded into the Blackboard Assignment folder will be the assignments of record for the student.

Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

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

licensing requirements for working with individuals who are accessing the modified curriculum. Check with your advisor to be certain about the appropriateness of this course for the license that you are pursuing.

Grading

Grade	Range
A	94 – 100%
A-	90 – 93%
B+	86 – 89%
B	80 – 85%
C	70 – 79%
F	69 - Below

*Note: The George Mason University Honor Code will be strictly enforced. See Academic Integrity Site (https://oai.gmu.edu/) and Honor Code and 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." All assignment are to be completed independently unless stated otherwise by the instructor. Work submitted must be your own new, original work for this course or with proper citations. Audio/video recordings and copies of class presentations are for personal use and may not be shared or distributed to others or the public at large (including posting or sharing through the internet and listservs).

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/). 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.

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

Class	Date	Topic	Preparation and Assignment Due
1	3/6	Introduction and Course Overview Legal, professional, and ethical requirements relative to assessment	Overton Chapters 1 & 2
2	3/13	What is testing? What is assessment? How can we use them?	Harry & Klingner Introduction and Chapter 1 & 2 Reading Summary Questions for Harry & Klingner Ch. 1 & 2
3	3/20	Quantitative Measurement Concepts I & II Assessment data management	Overton Chapter 3 & 4 Harry & Klingner Chapter 6 & 7 Excel – Review In-class
4	3/27	No Class – Spring Break	
5	4/3	CBM and Progress Monitoring	Overton Chapters 6 & 7 Harry & Klingner Chapter 8 Excel – Submit Assignment Due
6	4/10	No Class – Holiday (Eid Al Fitr)	Overton Chapters 9 & 10 CBM Proposal Due Sunday 4/14 @midnight
7	4/17	Achievement Tests	Overton Chapters 5 & 8 Harry & Klingner Chapter 9 & 10 Bring WJ-IV (if available)
8	4/24	Analyzing tests & writing reports	Overton Chapter 13 Harry & Klingner Chapter 11 & 12 Test Report Review – In class

9	5/1	Online: Alternative assessments Behavior Analysis Test accommodations RtI in Diverse Schools Revisit CBM Analysis	Overton Chapter 9 & 10 Harry & Klingner Chapter 13 Test Report Due Discussion Board Due
10	5/8	Online Quiz	CBM Assignment 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/).

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/).

- 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/).

- 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/).

- 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) (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
Assessment Rubric(s)

EDSE 627 Curriculum-based Measurement Project Rubric

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Reason for Assessment **CEC Standard 3**	• Candidate omits or provides unclear/limited explanation of any of the following: ○ area of general curriculum of concern for student. ○ reason for prioritizing chosen area of the general curriculum. ○ student's current level of performance in the general curriculum area of concern. ○ **how the student's current level of performance differs from average performing peers.**	• Candidate identifies area of general curriculum of concern for student. • Candidate states reason for prioritizing chosen area of the general curriculum. • Candidate describes the student's current level of performance in the general curriculum area of concern. • Candidate describes how the student's current level of performance differs from average performing peers.	• Candidate identifies area of general curriculum of concern for student. • Candidate states reason for prioritizing chosen area of the general curriculum. • Candidate describes the student's current level of performance in the general curriculum area of concern. • **Candidate describes how the student's current level of performance differs from average performing peers.** • **Candidate presents an innovative application of the concepts OR provides unusual depth and integration to the description of all areas.**
Description of the Target Behavior **CEC Standard 1**	• **Candidate omits or provides unclear/limited explanation of any of the behavioral objective.** • **Candidate states behavioral objective that DOES NOT include task, condition, and/or criterion directly related to general education curriculum.**	• Candidate states behavioral objective for student to show mastery and fluency in selected skill. • Candidate states behavioral objective that includes task, condition, and criterion directly related to general education curriculum. •	• Candidate states behavioral objective for student to show mastery and fluency in selected skill. • Candidate states behavioral objective that includes task, condition, and criterion directly related to general education curriculum. • Candidate presents an innovative application of the concepts OR provides unusual depth and integration to the description of all areas. •

Description of assessment procedure and example of probes	• Candidate DOES NOT identify and/or describe a nonbiased assessment of target behavior OR	• Candidate identifies and describes a nonbiased assessment of target behavior.	• Candidate identifies and describes a nonbiased assessment of target behavior.