



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

Fall 2024

EDSE 352 001: Assessment

CRN: 73301, 3 – Credits

Instructor: Dr. Joy Banks	Meeting Dates: 8/26/24 – 12/18/24
Phone: 703-993-6588	Meeting Day(s): Monday/Wednesday
E-Mail: jbanks21@gmu.edu	Meeting Time(s): 10:30 am – 11:45 am
Office Hours: By Appointment	Meeting Location: Fairfax; PETRSN 1109
Office Location: Finely Hall 202 A	Other Phone: NA

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 their LMS (Learning Management System).

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 your LMS

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., & Jordan, A. W. (2024). *Inclusive Assessment: An applied approach* (Ninth ed.). New Jersey: Pearson Education.

Recommended Texts

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

Required Resources

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

Additional Readings

Allsopp, D. H., Kyger, M. M., Lovin, L., Gerretson, H., Carson, K. L., & Ray, S. (2008).

Mathematics dynamic assessment: Informal assessment that responds to the needs of struggling learners in mathematics. *TEACHING Exceptional Children*, 40(3), 6-16.

- Broughton, A., Przymus, S. D., Oriz, A. A., & Cruz, B. J. S. (2023). Critical consciousness in decision-making: A model for educational planning and instruction with bilingual/multilingual students with disabilities. *TEACHING Exceptional Children*, 55(5), 338 – 349.
- 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.
- Dennis, L. R., Rueter, J. A., & Simpson, C. G. (2013). Authentic assessment: Establishing a clear foundation for instructional practices. *Preventing School Failure*, 57(4), 189-195.
- 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.

Oakes, W. P., Lane, K. L., & Hirsch, S. E. (2018). Functional assessment-based interventions: Focusing on the environment and considering function. *Preventing School Failure*, 62(1),25-36.

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), 304-318.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., LMS, 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 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 (18 points total). See Appendix and Blackboard.

College Wide Common Assessment (VIA submission required)

N/A

Other Assignments

Class Attendance (.5 pt. each; 13 points)

Each candidate will earn a half point for each class attended. Attendance is vital to success in the course. Teacher candidates earn credit for being both physically and psychologically present in class.

Dialogic Journals (3 pts each; 15 points total)

Each candidate will keep a dialogic journal to interact with texts and classmates. Directions will be available on Blackboard. See Class Schedule for due dates.

Tests (3 tests; 13 points each; 39 points total)

There will be three tests in the course. These tests will be completed through Blackboard. See Class Schedule for due dates.

CBM Project (15 points total)

Each candidate will complete a CBM project with a partner from class. Directions will be discussed in class and posted on Blackboard. See Class Schedule for due dates.

Assignment Summary

Attendance (26 class @ .5 point each)	13 points
Dialogic journals (5 @3 points each)	15 points
Tests (3 @13 points each)	39 points
CBM Project	15 points
Student Assessment Plan Project	18 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 LMS 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

Class attendance and participation are an important part of this class because of the technical nature of the information learned through the course. A half point for attendance is earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. Students are expected to arrive on time, participate in all class discussions and activities, and stay until the end of class. Attendance will be maintained through the artifacts students produce and digitally submit during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products. If you are unable to make any class sessions during the semester, please contact the instructors by phone or e-mail **before** the class session when you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 "grace" absence without a point penalty, **as long as the instructor is notified before the class session and in-class activities are completed on the student's own time and submitted.** In this case, it is still the student's responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. **Attendance points missed for more than one absence or any absence without instructor contact before class will be considered on an individual and case by case basis based on appropriate student documentation!** Two or more unexcused absences may result in no credit for this course.

Late Work

All assignments should be submitted *on or before* the assigned due date via Blackboard. In fairness to students who make the effort to submit work on time, total assignment points will be deducted from your grade for late assignments.

Late assignments will be accepted in the following manner:

- 10% point deduction – up to 1 day late
- 20% point deduction – 2 days late
- 30% point deduction – 3 days late
- 50% point deduction – 4-6 days late
- **Work will not be accepted a week or more late**

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:** George Mason University Academic Standards will be strictly enforced *through an institutional sanctioning matrix that all colleges and departments will need to adhere to if they find there are students who are engaged in academic dishonesty.* See [Academic Standards \(http://academicstandards.gmu.edu/\)](http://academicstandards.gmu.edu/) and [GMU Catalog - Academic Standards \(https://catalog.gmu.edu/policies/academic-standards/\)](https://catalog.gmu.edu/policies/academic-standards/). Students are responsible for reading and understanding the Standards. The Office of Academic Integrity “works to promote authentic scholarship, support the institution’s goal of maintaining high standards of academic excellence, and encourages continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.” Work submitted must be your own new, original work for this course or with proper citations.

Assignment Submission

All assignments are to be completed independently unless stated otherwise by the instructor. When we have team-based assignments, partners will be assigned in advance. Talk with the instructor prior to making changes to your team. All team members will receive a zero if teams are changed without approval.

Professional Dispositions

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See [Student Guide \(https://cehd.gmu.edu/current-students/cehd-student-guide\)](https://cehd.gmu.edu/current-students/cehd-student-guide). 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 undergraduate 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.

Use of Generative AI

Generative AI tools should follow the principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Class Schedule

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

Week	Date	Topic	Readings <i>(These are the assigned readings due to be completed by the day listed. Additional materials for each class session are in BB Class Session Materials.)</i>	Assignment
1	8/26	Introduction and Course Overview		
	8/28	What is assessment?	Overton Ch. 2	

		Laws and Ethics		
2	9/2	University Closed	No Class	
	9/4	Descriptive Statistics	Overton Ch. 3	
3	9/9	Normed-referenced assessments	Overton Ch. 5	
	9/11	Reliability and Validity and Multilingual Learners	Overton Ch. 4 and Broughton et al. (2022)	Journal 1
4	9/16	Online Exam	No Class	Online Exam; complete exam online before 9/16 at 11:45 AM
	9/18	Norm-referenced assessment and CBM	Overton Ch. 6	
5	9/23	CBM	Overton Ch. 6	CBM admin (in class)
	9/25	CBM	Overton Ch. 7	CBM admin (in class)
6	9/30	CBM/RtI	Filderman & Toste (2017), Bundock et al. (2018), Stecker et al. (2008), Swain & Hagaman (2020)	Journal 2 CBM admin (in class)
	10/2	Formal Academic Assessments	Overton Ch. 8	CBM admin (in class)
7	10/7	Informal Academic Assessments	Allsopp et al. (2008), Cornelius (2014), Harbour et al. (2017)	CBM admin (in class)
	10/9	Informal Academic Assessments	Chung & Douglas (2014), Koellner et al. (2011), Dennis et al. (2013)	Journal 3 CBM admin (in class)
8	10/14	Linking Assessment and Progress Monitoring	McConomy et al. (2021), Etscheidt (2006)	CBM admin (in class)
	10/16	Online Exam	No Class	Exam; complete exam online on 10/16 before 11:45 AM

9	10/21	Linking Assessment and Instruction	Standford & Reeves (2005), Parrish & Stodden (2009), Crawford (2014)	CBM admin (in class)
	10/23	Informal Assessment and Students from Diverse Backgrounds	Materials in Blackboard, Hoover et al. (2018), Tibbitt (2020)	CBM admin (in class)
10	10/28	Behavior Assessment	Overton Ch. 9, Phillips et al. (2018), Walker & Barry (2018)	Journal 4 CBM admin (in class)
	10/30	Behavior Assessment	Bruhn et al. (2016), Oakes et al. (2018)	CBM admin (in class)
11	11/4	Adaptive Behavior	Overton Ch. 10	CBM admin (in class)
	11/6	Adaptive Behavior	Materials in Blackboard	
12	11/11	Online Exam	No Class	Exam; complete online exam on 11/11 before 11:45 AM
	11/13	Other Assessments (IQ)	Overton Ch. 10, Overton Ch. 12	
13	11/18	Other Assessments	Rowe et al. (2015), Cannella-Malone et al. (2013)	
	11/20	Other Assessments (Virginia SOLs)	Materials in Blackboard	CBM Project DUE
14	11/25	Interpreting Data	Materials on Blackboard No class	
	11/27	Interpreting Data		
15	12/2	Interpreting Results	Materials on Blackboard, Harmon et al. (2020)	
	12/4	Interpreting Results	Yell et al. (2020)	Journal 5
16	12/9	Accommodations	Overton Ch. 13, Goran et al. (2020), Harrison (2018)	

	12/11	Submit Assignment	No Class	Student Assessment Plan Project Due
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CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: [Culture](https://cehd.gmu.edu/about/culture/) (<https://cehd.gmu.edu/about/culture/>)

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason’s Academic Standards. See [Academic Standards](https://catalog.gmu.edu/policies/academic-standards/) (<https://catalog.gmu.edu/policies/academic-standards/>).
- 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 your LMS should be directed to:
 - o [Blackboard Learn: https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/)

- o [Canvas](https://its.gmu.edu/service/canvas/): <https://its.gmu.edu/service/canvas/>
- For information about [student support resources](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus) on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
- o [TimelyCare](https://caps.gmu.edu/timelycare-services/): <https://caps.gmu.edu/timelycare-services/>
- o [Writing Center](https://writingcenter.gmu.edu/): <https://writingcenter.gmu.edu/>

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 ttitleix@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/).

Student and Faculty Names and Pronouns

Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use she/her for myself, and you may address me as “Dr. Banks” in email and verbally. I encourage students to use tools Mason provides to change your name and pronouns on Mason records, if you so choose: <https://registrar.gmu.edu/updating-chosen-name-pronouns/>

Diversity and Inclusion Statement

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global

understanding, and become aware of their biases and how they affect their interactions with others and the world.

Land Acknowledgement Statement

Land acknowledgment engages all present in an ongoing indigenous protocol to enact meaningful, reciprocal relationships with ancestors and contemporary tribal nations. As a state university, we have a responsibility to include and support indigenous communities and sovereign tribes in our work.

At the place George Mason University occupies, we give greetings and thanksgivings to these Potomac River life sources, to the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands apart with the brutal system of African American enslavement, to the recognized Virginia tribes who have lovingly stewarded these lands for millennia, including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patowomeck, and Nottaway, past, present, and future, and to the Piscataway tribes, who have lived on both sides of the river from time immemorial.

Appendix

Assessment Rubric(s)

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; NON-example—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 (VIA/SLL): 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 domains, provides a rationale for each question, AND links to characteristics of a particular disability.
	Evidence	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Candidate can recommend (make) instructional changes to curricula and 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>	<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 <p>OR</p> <ul style="list-style-type: none"> does not include a specific description of how instructional decisions will be made <p>OR</p> <ul style="list-style-type: none"> Candidate provides a plan that is limited in scope and detail. 	<ul style="list-style-type: none"> Candidate provides a clear and specific description of a plan including the frequency of reporting to stakeholders, identification of who the stakeholders are, and detailed description of how instructional decisions will be made. 	<ul style="list-style-type: none"> Candidate provides a clear and specific description of a plan including the frequency of reporting to stakeholders, identification of who the stakeholders are, and detailed description of how instructional decisions will be made. 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 <p>OR</p> <p>Candidate does not provide a description of any of the following: specific measures, frequency of probes, or analysis procedure</p> <p>OR</p> <ul style="list-style-type: none"> Candidate provides a description of measures, frequency, and analysis procedures that are unrelated to the target area. 	<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 probes, and analysis procedure that is directly related to target area. 	<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 probes, and analysis procedure that is directly related to target area. Candidate provides a rationale from course material for the choice of plan.
	<p>Evidence</p>	<p>Does Not Meet Expectations 1</p>	<p>Meets Expectations 2</p>	<p>Exceeds Expectations 3</p>
<p>Candidate can define and correctly use specialized terminology from assessment of</p>	<ul style="list-style-type: none"> Part I use of terminology in summary of student 	<ul style="list-style-type: none"> Candidate DOES NOT use a term or terms from the 	<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.

<p>SWD (e.g., types of scoring, types of tests) CEC 4</p>	<ul style="list-style-type: none"> Part II questions indicate appropriate interpretation of terminology Part III use of terminology across entire section 	<p>course correctly in the assignment.</p>		<ul style="list-style-type: none"> Candidate uses assessment terminology not directly taught in course accurately and appropriately in the assignment.
	<p>Evidence</p>	<p>Does Not Meet Expectations 1</p>	<p>Meets Expectations 2</p>	<p>Exceeds Expectations 3</p>
<p>Candidate practices ethical responsibility to advocate for appropriate services for SWD</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 biased and informal in tone; OR 	<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 relevant IEP goal. 	<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 relevant IEP goal. Candidate links all communication to long term goal of

		<ul style="list-style-type: none"> ○ identifying an irrelevant or inconsequential IEP goal. 		progress in relevant curriculum and post-school goals.
<p>Candidate can describe (and implement) the collaborative and consultative roles of the special education teacher CEC 7</p> <p>Candidate can identify (implement) effective co-planning and co-teaching methods to strengthen content acquisition by SWD CEC 7</p>	Part IV	<ul style="list-style-type: none"> • Candidate DOES NOT provide a detailed plan with examples to communicate student progress appropriately to the student, parents/family, and colleagues OR provides an incomplete plan. • Candidate provides plan examples that DO NOT show a clear distinction in language, tone, and method between stakeholders. 	<ul style="list-style-type: none"> • Candidate provides a detailed plan with examples to communicate student progress appropriately to the student, parents/family, and colleagues. • Candidate provides plan examples with clear distinction in language, tone, and method between stakeholders. 	<ul style="list-style-type: none"> • Candidate provides a detailed plan with examples to communicate student progress appropriately to the student, parents/family, and colleagues. • Candidate provides plan examples with clear distinction in language, tone, and method between stakeholders. Candidate provides rationale for each sample provided