



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

Summer 2016

EDSE 627 627: Assessment

CRN: 42634, 3 - Credits

Instructor: Dr. Cheryl F. Bragg	Meeting Dates: 05/26/16 - 07/28/16
Phone: Phone appt. may be scheduled via e-mail	Meeting Day(s): Thursdays
E-Mail: <i>Cbragg@gmu.edu</i>	Meeting Time(s): 4:30 pm - 8:30 pm
Office Hours: By appointment	Meeting Location: Stonebridge H.S.; Ashburn

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

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.

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

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

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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 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.

Required Textbooks

Overton, T. (2016). *Assessing learners with special needs: An applied approach (8th Ed.)*. Upper Saddle River, N.J.: Merrill/Pearson. [ISBN: 9780133856415]

Required Resources

Pdf doc online: Jim Wright, [Curriculum-based measurement: A manual for teachers](http://www.jimwrightonline.com/pdfdocs/cbaManual.pdf). Syracuse (NY) City Schools, 1992 <http://www.jimwrightonline.com/pdfdocs/cbaManual.pdf>

Additional Readings

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

[APA Publication Manual](#). American Psychological Association (APA), 6th Edition, 2009.

Written Assignments for this course are expected to reflect clear, excellent writing in APA style, and to use their requirements for reference citations

[APA Formatting Guidelines](http://www.psywww.com/resource/apacrib.htm): <http://www.psywww.com/resource/apacrib.htm>

This website is offered as a companion to the APA style manual. It should not be considered a substitute for directly consulting the APA manual, 6th edition for standard procedures of applying APA style. Additional APA style help URLs are available on the GSE library URL.

Course Relationships to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 5: Instructional planning and strategies; Standard 4: Assessment.

GMU Policies and Resources for Students:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].

b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

c. Students are responsible for the content of university communications sent to their George Mason University 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.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

e. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. [See <http://ods.gmu.edu/>].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

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

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Course Policies & Expectations

Attendance.

◆ GMU Students in the Special Education Department are expected to attend the class periods of the courses for which they register. Students are expected to fully participate in this class, as it is a core class for your license. Professional Educators - such as yourselves - should be punctual and demonstrate active performance of your duties – just as on the job.

◆ 10% of your grade will be based upon your attendance and your classroom engagement. Your use of computer is expected to be limited to group work and/or taking notes.

◆ There are 9 classes that will require your presence (as the 10th and last class will be your FINAL). If for some reason you cannot make a class – you are not relieved of the obligation to fulfill course assignments, including those that can only be fulfilled in class]. Please contact me as soon as possible should an unavoidable absence occur.

Late Work.

◆ If there is some problem turning in your work on time please make arrangements with Dr. Bragg. Otherwise, only medical hardship with a written doctor’s note will be accepted for full credit. Lateness of one week or greater in an assignment will result in the loss of 10 points [from a total of 100 in configuring your final grade, so you regrettably would be starting with a 90 (or a “B.”). Incompletes – “IN” - will only be granted for documented medical hardships

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Curriculum Based Measurement Project* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

Class Grading Scale:

100--95% = A 94--90% = A- 89--80% = B 79--75% = C < 75% = F

Please retain a copy of your assignments in addition to the one you submit. All assignments should reflect graduate level spelling, syntax, and grammar.

Assignments

Performance-based Assessment (Tk20 submission required).

Not Applicable

Performance-based Common Assignments (No Tk20 submission required).

Students will create, implement, and share a curriculum-based measurement procedure for a student or small group (2-3) of students. The project will include a rationale/need for the skill improvement/mastery,

plan for educational intervention and monitoring progress, implementation chart/graph, and results of the project. [40 pts total)]. **The 1st phase of this project will be your submitted CBM Proposal.**

The following websites are good resources for examples of **CBM** activities, charts, graphs, etc.

<http://www.interventioncentral.org> : Including:

<http://www.interventioncentral.org/index.php/cbm-warehouse>

www.jimwrightonline.com/pdfdocs/cbmresources/excel/cbmExcelChart.xls

http://www.jimwrightonline.com/pdfdocs/cbmresources/cbmgraphs/writing_40_12.pdf

CBM Math Worksheet

http://www.interventioncentral.org/index.php?option=com_content&view=article&id=196

CBM Early Math Fluency

http://www.interventioncentral.org/index.php?option=com_content&view=article&id=195

CBM Writing Probe Generator

http://www.interventioncentral.org/index.php?option=com_content&view=article&id=194

CBM Letter Naming Fluency

http://www.interventioncentral.org/index.php?option=com_content&view=article&id=190

CBM Dolch Word List Builder

http://www.interventioncentral.org/index.php?option=com_content&view=article&id=200

Oral Reading Fluency Passage Generator

http://www.interventioncentral.org/index.php?option=com_content&view=article&id=192

Behavior Report Card Generator

http://www.interventioncentral.org/index.php?option=com_content&view=article&id=197

Details of the **Curriculum-Based Measurement Project** and the other Assignments, and will be given to you as this class proceeds. Your task from this 1st class is to begin figuring out who you might be able to gain access to for assessment purposes. Please let me know right away if you anticipate having difficulties locating children.

Grades will be calculated based upon a 100 point scale. The following are the major course assignments and corresponding grade points:

1) Participation	10 points	10 %
2) Observation project	10 points	10 %
3) Curriculum-Based Measurement Project	40 points	40 %
4) Academic Assessment Focus	25 points	25 %
5) Final Exam	15 points	15 %

Other Assignments.

There are reading assignments.

Schedule

EDSE 627 Summer 2016 Class Schedule

[Subject to revision as course proceeds]

Session	Topic	Assignment Due
1 May 26	<ul style="list-style-type: none"> • Course Overview • Assessment Process • Response to Intervention (RTI) • Observation 	-Text: Chpts 1 & 9 -Assigned: Observation Project
2 Jun 2	<ul style="list-style-type: none"> • History of Assessment • Multicultural Considerations • Legal Considerations • Practical and Ethical Considerations 	-Text: Chpts 2 & 7
3 Jun 9	<ul style="list-style-type: none"> • Criterion-Referenced Testing • BRIGANCE • Curriculum-Based Assessment (CBA) • Norm-Referenced Assessments • Descriptive Statistics/Standardized Assessment: basic statistical concepts 	-Due: Observation Project -Assigned: CBM Project -Read Jim Wright's Manual on Curriculum-Based Assessment -Text, Chpt 6
4 Jun 16	<ul style="list-style-type: none"> • Scoring, Normative Data, Reliability, Validity • Assessment of Intelligence 	-Text: Chpts 3 & 4 -Due: CBM Proposal
5 Jun 23	<ul style="list-style-type: none"> • Achievement – what is it ? • Speech & Language Assessments • Early Childhood Assessment • Sensory issues 	-Text: Chpts 5 & 8
6 Jun 30	<ul style="list-style-type: none"> • <i>Achievement Testing</i> - In Class Lab on Achievement Tests 	- Text: Chpts 10 & 11 -Assigned: Achievement Protocol Analysis
7 Jul 7	<ul style="list-style-type: none"> • Interpreting Data and Reports • Interpreting Assessment for Educational Interventions • Writing Assessment & Educational Reports 	- Text: Chpt 13

8 Jul 14	<ul style="list-style-type: none"> • Adaptive Behavior Assessments • Alternative Assessments / Transition Assessments • Portfolio Assessments • Misc. Assessments 	<p>Due: Achievement Protocol Analysis</p> <p>-Text: Chpt 12</p>
9 Jul 21	<ul style="list-style-type: none"> • From Assessment to the IEP Process • Communicating Assessment Findings to IEP Team <p>Review of Assessment Interpretation</p>	<p>-Due: CBM Project</p>
10 Jul 28	<ul style="list-style-type: none"> • In class - FINAL EXAM 	