

Name:

Date:

## EDSPE 510: Classroom Measurement and Management

# Description of 2 Movement Cycles, Data Collection Plans, and 2 Days' Data for Each Movement Cycle

**Describe at least 2 movement cycles** you might assess. One of them should be your instructional target for the *Teacher-Manager Project*, if you've decided upon a target for your project. The other can be (but does not have to be) the target for your *Learner-Manager Project* (say facts). In any case, select behaviors that should be **assessed over different periods** (for example, one-minute vs. all day) and where one assessment period would usually remain constant, while the assessment period for the other movement cycle might change from day-to-day.

For **each** movement cycle, **define the movement cycle**; **describe how you would assess the movement cycle**; and **provide 2 days' data for each movement cycle**

### When you record the data:

- (1) **Assessment time** should be specified in minutes – the time over which the data were collected.
- (2) **Total possible** is the maximum number of movements the learner could make during the assessment. This is not simply the sum of the corrects and errors made, but rather, some artificial limit on movements. If there is no record ceiling, simply enter "NA".
- (3) **Correct and error counts** are the number of correct and error movements made by the learner during the assessment.
- (4) **Comments** need not be included, but should be if something unusual happened during the assessment
- (5) **The record floor** =  $1/(\text{assessment time in minutes})$
- (6) **The record ceiling** =  $(\text{total possible count})/(\text{assessment time in minutes})$ ; say "NA" if there is no ceiling.
- (7) **Correct and error frequencies** =  $\text{count}/(\text{assessment time in minutes})$ .

This assignment can be completed at home and submitted to the instructor whenever you're ready, and can be redone as often as you like until you are satisfied with your grade.

The **aim** will be 6 out of 6 possible points: 1 point each for the movement cycle definition, assessment plan, and 2 days' data for each of the 2 movement cycles.

## Movement Cycle #1

**Description** (describe the movement cycle with enough detail that someone reading the description could easily count the behavior):

**Assessment Plan** (how will you collect data on this movement cycle; be sure to include where and under what conditions data will be collected, the assessment time, who will count and time the behavior, and how counts and times will be recorded):

2 Days' Data (fill in the cells in the table below):

1 <sup>st</sup> Date	Assessment Time	Total Possible	Correct Count	Error Count
Comment	Record Floor	Record Ceiling	Correct Frequency	Error Frequency
2 <sup>nd</sup> Date	Assessment Time	Total Possible	Correct Count	Error Count
Comment	Record Floor	Record Ceiling	Correct Frequency	Error Frequency

## Movement Cycle #2

**Description** (describe the movement cycle with enough detail that someone reading the description could easily count the behavior):

**Assessment Plan** (how will you collect data on this movement cycle; be sure to include where and under what conditions data will be collected, the assessment time, who will count and time the behavior, and how counts and times will be recorded):

2 Days' Data (fill in the cells in the table below):

1 <sup>st</sup> Date	Assessment Time	Total Possible	Correct Count	Error Count
Comment	Record Floor	Record Ceiling	Correct Frequency	Error Frequency
2 <sup>nd</sup> Date	Assessment Time	Total Possible	Correct Count	Error Count
Comment	Record Floor	Record Ceiling	Correct Frequency	Error Frequency