Syllabus
Department of Special Education
University of Nevada, Las Vegas

Preparing professionals for changing educational contexts

Prefix & Number: EDSP 473
Title: Developmental Assessment in Early Childhood Special Education
Credit: 3 semester hours
Semester: Fall 2008
Class hours: Friday 4:30-8:30, Saturday 8:30-5:30
Instructor: Jany Ortiz-Robinson
Class Location: Childcare Assistance
Office Hours: By appointment as needed
Email: ortizrob@unlv.edu

Prerequisites: Students must have completed ESP 470 or have permission of instructor

NAEYC GUIDELINES ADDRESSED
3. Observing, Documenting and Assessing to Support Young Children and Families.
Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.
   a. Understanding the goals, benefits and uses of assessment
   b. Knowing about and using observation, documentation and other appropriate assessment tools and approaches
   c. Knowing about assessment partnerships with families and other professionals

Course description:
Survey of issues related to assessment of children with atypical patterns of development. Introduction to principles of unstructured and structured observations of young children with developmental delays or those at risk for developmental delays. Issues of cultural diversity are considered.

Course Objectives:
Knowledge
1. Each candidate will demonstrate knowledge of various assessment activities and the roles of different professionals and family including child find, screening/diagnostic assessment, educational assessment and monitoring of progress. (3c)
2. Each candidate will demonstrate knowledge of the important issues in the evaluation and assessment of individuals with disabilities including the use of standardized instruments for diverse populations of learners not included or underrepresented in standardization samples. (3b)
3. Each candidate will demonstrate knowledge of the importance of adaptations and accommodations in assessment and evaluation for students who are culturally and/or linguistically diverse. (3a)
4. Each candidate will demonstrate knowledge of the legal and ethical requirements including but not limited to those for confidentiality and due process related to evaluation for eligibility, assessment and placement. (3b)

5. Each candidate will demonstrate knowledge of the appropriate use and meaning of scores derived from both norm and criterion referenced instruments including, but not limited to, grade scores, standard scores, and percentile ranks and standings. (3a)

6. Each candidate will demonstrate knowledge of typical approaches to the assessment of cognitive, social/adaptive, communication/language, and motor skills including the value of transdisciplinary team assessment. (3c)

7. Each candidate will demonstrate knowledge of the functional and legally mandated relationship between assessment results and placement decisions as mitigated by requirements for LRE and family participation. (3c)

8. Each candidate will demonstrate knowledge of focused observation, norm referenced tests, criterion referenced checklists and ordinal scales. (3b)

9. Each candidate will demonstrate knowledge of the roles that families play in assessment. (3c)

10. Each candidate will demonstrate knowledge of various approaches to observing child/environment interactions, child/other interactions including child/child and parent/infant interactions. (3b)

11. Each candidate will demonstrate knowledge of assessment adaptations necessary for specific sensory, motor impairments and language differences. (3a)

12. Each candidate will demonstrate knowledge of techniques for assessment of both family strengths and family needs. (3c)

13. Each candidate will demonstrate knowledge of the importance of both formative and summative data collection for the determination of the appropriateness of content and instructional strategy. (3a)

Performance (Skills):
1. Each candidate will demonstrate the ability to identify the characteristics of assessment procedures designed to result in information relevant to the determination of appropriate educational/intervention content and strategy. (3a)

2. Each candidate will, through written response to test questions and through critiques, demonstrate the ability to express the importance for collaborative assessment that includes the responses and observations family members and other professionals. (3c)

3. Each student will, by responses to examination questions, demonstrate the ability to interpret and communicate the meaning of information derived from both formal and informal assessment procedures. (3a)

4. Each candidate will develop written critical analyses of at least one assessment instrument demonstrating an ability to identify appropriate characteristics for selection of content, sequence and instructional strategy and to communicate those results in a clear unambiguous manner that adheres to copyright laws and APA publication standards (3a, 3b, 3c)

Disposition(s):
1. Each candidate will demonstrate an appreciation for the limitations of assessment data for young children as imposed by cultural diversity and linguistic difference. (3a, 3b, 3c)
Text(s), readings and instructional resources


Optional Text(s):


Current and Classical Reference:


Federal Register, Volume 54, Number 80, Thursday, April 27, 1989, Pp. 18248-18256.


Federal Register, Volume 57, Number 85, Friday, May 1, 1992, Pp. 18986-19012.

Federal Register, Volume 57, Number 189, Tuesday, September 29, 1992, Pp. 44794-44840.


Obrzut, J. E., & Boliek, C. A. (1993). Assessment of the child with social and


Course Requirements and Grading Policy:

**Course Requirements:**

1. Two exams, each worth 100 points.
2. Each group will complete a critique of an assessment instrument, procedure, or system utilized for diagnosis and/or curriculum planning with young children either suspected to be or confirmed to be eligible for preschool special education or early intervention. Upon the completion of the written critique, students will orally present their findings to the class. Critique should include the following questions:
   a) How were the developmental sequences (or task/skill sequences) derived?
   b) Does it measure what it intends to measure? (How do you know?)
   c) Does it have the ability to make the discriminations you want as an interventionist? Why?
   d) Are the items clearly specified and are the criteria for pass/fail clearly delineated? (Give some examples)
   e) Can it be used to determine annual goals and short-term objectives? (Why or why not?)
   f) Does it focus on some areas better than others and if so, what are they?
   g) On what population was the assessment normed?
   h) Is the assessment ‘adaptable’ that is, does it allow for changes in criteria for passing, failing, materials, or presentation based upon the obvious limitations of the student.

Each written critique should consist of a cover page with complete references of the test in APA style and be followed by as many necessary typed, double spaced pages. The form that the critique takes can be as simple as a reinstatement of the questions followed by the answer. Please note that you are responsible for finding the tests, instruments, etc. to review. Some good sources include the Lynn Bennett Early Childhood Education Center, Clark County School District, and Headstart.

3. Each student must select and administer one informal criterion referenced (curriculum referenced) instrument of developmental or functional skills. It may be the same one that you critiqued. You will prepare and submit a brief summary report of your observation of the student’s performance. The report will include:
a) Description of the subject including age, gender program s/he is attending and any known developmental issues.
b) Your rationale for choosing the three skills you assessed.
c) A description of the conditions under which you assessed the child’s performance.
d) A description of the results of your assessment including a description of differences in performance over difficulty and/or skill areas.
e) A discussion of the implications of the child’s performance for instruction, i.e. what did you learn that might suggest what to teach, how to teach it and/or where to begin instruction?

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<th>Course Grades:</th>
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<tr>
<td>Attendance/Participation</td>
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<td>Group Presentation</td>
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Final grade for the course will be determined by the simple arithmetic average of the two exams plus the points earned for the critique, assessment report and attendance/participation. (total possible points equal 400 divided by 4).

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+= 67-69
D = 63-66
D- = 60-62
F = Below 60
Course Outline and Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Friday 10/24</td>
<td>I. Introduction and Overview of Course</td>
<td>Bagnato et al. Chapter 1</td>
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<td>II. Assessment v. Evaluation</td>
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<td>Saturday 10/25</td>
<td>III. Eligibility for services</td>
<td>Bagnato et al. Chapter 1</td>
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<td>IV. P.L.105-17: Assessment</td>
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<td></td>
<td>V. Observing Young Children</td>
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<td>VI. Norm Referenced Testing</td>
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<td>Friday 10/31</td>
<td>Holiday - No class</td>
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<tr>
<td>Saturday 11/1</td>
<td>VII. Criterion Referenced Assessment</td>
<td>Bagnato et al. Chapter 2</td>
<td>Midterm</td>
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<td>VIII. Child Find/ Screening</td>
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<td>IX. Assessing for Content</td>
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<td>Friday 11/7</td>
<td>X. Portfolio Assessment</td>
<td>Bagnato et al. Chapter 2</td>
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<td>XI. Assessing for Content and Strategy</td>
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<td>Saturday 11/8</td>
<td>XII. Assessing Interactions</td>
<td>Bagnato et al. Chapter 2</td>
<td>Assessment Critique</td>
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<td>Friday 11/14</td>
<td>XIII. Assessing CP&amp;R</td>
<td>Bagnato et al. Chapter 2, 4,5</td>
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<td>Saturday 11/15</td>
<td>XIV. Formative Assessment v. Summative Assessment</td>
<td>Bagnato et al. Chapter 4,5</td>
<td>Assessment Project</td>
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<td>-Baseline data</td>
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<td>Due</td>
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<td>Final Exam</td>
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Exams must be completed on the dates indicated. Failure to do so, without an acceptable excuse approved by the instructor, will result in 0 points for the missed exam, without exception. REMEMBER that you are responsible for all material, including announcements, handouts and material presented in class whether or not you are present.

**Collection of Student Assignments for Accreditation Purposes** – Assignments completed for this course may be used as evidence of candidate learning in national, state, and regional accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated.

**Academic Misconduct** – “Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.” An example of academic misconduct is plagiarism: “Using the words or ideas of another, from the Internet or any source, without proper citation of the sources.” See the “Student

Copyright – The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. To familiarize yourself with copyright and fair use policies, you are encouraged to visit the following website: http://www.unlv.edu/committees/copyright/.

Disability Resource Center (DRC) – It is important to know that over two-thirds of the students in the DRC reported that the syllabus statement, often read aloud by the faculty during class, directed them to the DRC office. The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. Faculty should not provide students accommodations without being in receipt of this plan.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: Voice (702) 895-0866, TTY (702) 895-0652, fax (702) 895-0651. For additional information, please visit: http://studentlife.unlv.edu/disability/.

Missed Class(es)/Student – As a general rule, a student missing a class or laboratory assignment because of observance of a religious holiday shall have the opportunity to make up missed work. Students must notify the instructor of anticipated absences by the last day of late registration, August 25, 2008, to be assured of this opportunity. NOTE: Students who represent UNLV at any official extracurricular activity shall also have the opportunity to make up assignments, but the student must provide official written notification to the instructor no less than one week prior to the missed class(es). This policy shall not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the university that could reasonably have been avoided. There should be good faith effort by both faculty and student to come to a reasonable resolution. When disagreements regarding this policy do arise, they can be appealed to the department chair/unit director, college/school dean, and/or the Faculty Senate Academic Standards Committee. For purposes of definition, extracurricular activities may include, but are not limited to: band, drama, intercollegiate athletics, recruitment, and any other activity sanctioned by a college/school dean, and/or the Executive Vice President and Provost.
Rebelmail – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication. All UNLV students receive a Rebelmail account after admission to the university. Nonadmitted students should contact the Student Help Desk at (702) 895-0761, in the Student Union Room 231, or by e-mail: studenthelp@unlv.edu. See http://rebelmail.unlv.edu/ for additional information.

UNLV Writing Center – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/
RUBRIC FOR ESP 473 EXAMS

<table>
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<tr>
<th>Proficiency</th>
<th>Format &amp; Organization</th>
<th>Completeness of Information</th>
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| **EXCEEDS EXPECTATIONS**                     | - Consistent organization  
- Consistent use of APA style  
- Correct spelling and grammar  
- References each answer to text, notes or outside readings | - Answers at least 95% of total # of questions correctly  
- Uses a variety of sources  
- Presents comprehensive perspective  
- Synthesizes information and reaches conclusions  
- Answers all questions | 48 – 50 POINTS |
| **MEETS EXPECTATIONS**                       | - Occasional lapses of clarity in organization  
- One or two spelling or grammar errors  
- Inconsistent correct use of references  
- Covered the required points in each answer | - Answered fewer than 80% of the questions correctly  
- At least 1/2 of the answers contain references  
- Uses less than 3 references  
- Answers are only partially responsive to questions | 40 – 47 POINTS |
| **BELOW EXPECTATIONS**                       | - Disorganized and difficult to follow  
- Minimal use of APA style  
- Many spelling errors  
- No references or incorrect references  
- Did not answer all questions | - Answered fewer than 80% of questions correctly  
- No reference to text or outside reading  
- No synthesis of information from different sources  
- Numerous incomplete answers | < 40 POINTS |
### Rubric for Criterion Based Assessment Report

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<th>Proficiency</th>
<th>Test Administration</th>
<th>Report of Administration</th>
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| **EXCEED EXPECTATIONS**      | - Appropriate subject selection and description<br>- Skills clearly identified<br>- Instructional rationale for skill selection presented<br>- Administration conditions clearly described<br>- Administration conditions consistent with test instructions  

48 – 50 POINTS | - Subject performance described and summarized appropriately<br>- Between skill and within skill performance variation described<br>- Developmental and functional implication of performances described<br>- Skills for which instruction is needed are identified and are prioritized<br>- Excellent writing mechanics, good APA style adherence<br>- At least 5 references  

48 – 50 POINTS |
| **MEETS EXPECTATIONS**       | - Little rationale given for subject selection, minimal description<br>- Fewer than 3 skills assessed, weak description<br>- Rational for skill selection weak or incomplete<br>- Administration conditions inadequately or only partly described<br>- Required administration conditions only partially met  

40 – 47 POINTS | - Subject performance only partially or inadequately described or summarized<br>- Between skill and within skill performance not adequately addressed<br>- Developmental/functional implications not fully described<br>- Skills targeted for instruction are identified but not prioritized<br>- Some grammatical and/or construction errors<br>- Three to five references, inconsistent APA style  

40 – 47 POINTS |
| **DOES NOT MEET EXPECTATIONS** | - No rationale for subject selection and/or inadequate subject description<br>- No description for skills<br>- Administration inadequately described<br>- Administration conditions not appropriate to test  

< 40 POINTS | - Description of subject performance is inadequate<br>- Poor to no description of subject performance<br>- Performance implications not addressed<br>- No targets for instruction given<br>- Fewer than 3 references, and/or no adherence to APA style  

< 40 POINTS |