I. Course Prefix & Number: EDSP 473

II. Course Title: Developmental Assessment in ECSE

III. Course Credit Hours: 3 hours

IV. Semester: Spring, 2013

V. Instructor: Neal Nguyen, Ph.D. Candidate

VI. Office Location: CEB 110
   Location/Day/Time: CBC – C 217/Thursdays 4-6:45pm

VII. Office Hours: Mondays 2 – 4pm OR by appointment

VIII. Telephone/Email: 895-3185; WebCampus Mail/nnguyen@unlv.nevada.edu

IX. Prerequisite(s): Students must have completed EDSP 471 or consent of instructor.

X. 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.

InTASC Standards Addressed:

- Standard 1.0 Learner Development
- Standard 3.0 Learning Environments
- Standard 6.0 Assessment
- Standard 9.0 Professional Learning and Ethical Practice

NAEYC Standards Addressed:
3. Observing, Documenting and Assessing to Support Young Children and Families.

XI. Course Objectives: (InTASC, NAEYC):

Knowledge:
(The ways students demonstrate what they know and how they are able to put skills in to practice to make a difference in child learning).
1. Each candidate will demonstrate knowledge of various assessment activities and the roles of different professionals and families including child find, screening/diagnostic assessment, educational assessment and monitoring of progress. INTASC6(j), INTASC6(k), INTASC6(m), NAEYC3b.
   Measurement/Evaluation: Exams

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 under-represented in standardization samples. INTASC1(e), NAEYC 3a.
   Measurement/Evaluation: Exams

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. NAEYC 3b.
   Measurement/Evaluation: Exams and Assessment Critique

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. NAEYC 3a.
   Measurement/Evaluation: Exams and Assessment Critique

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. INTASC6(l), INTASC6(n), NAEYC 3a.
   Measurement/Evaluation: Exams and Assessment Critique

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 and the appropriate use of technology. NAEYC 3c.
   Measurement/Evaluation: Exams and Assessment Critiques

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. NAEYC3d.
   Measurement/Evaluation: Exams and Assessment Critique

8. Each candidate will demonstrate knowledge of correct terminology used in assessment. NAEYC 3a.
   Measurement/Evaluation: Exams and Assessment Critique

9. Each candidate will demonstrate knowledge of focused observation, norm referenced tests, criterion referenced checklists and ordinal scales. NAEYC 3b.
   Measurement/Evaluation: Exams and Assessment Critique

10. Each candidate will demonstrate knowledge of the roles that families play in assessment. NAEYC 3d.
    Measurement/Evaluation: Exams and Assessment Critique
11. Each candidate will demonstrate knowledge of various approaches to observing child/environment interactions, child/other interactions including child/child and parent/infant interactions. NAEYC 3b.
   Measurement/Evaluation: Exams and Assessment Critique

12. Each candidate will demonstrate knowledge of assessment adaptations necessary for specific sensory, motor impairments and language differences. NAEYC 3b.
   Measurement/Evaluation: Exams and Assessment Critique

13. Each candidate will demonstrate knowledge of techniques for assessment of both family strengths and family needs. NAEYC 3d.
   Measurement/Evaluation: Exams

14. 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 as related to local, state and national standards. InTASC6(j), InTASC6(o), NAEYC 3a.
   Measurement/Evaluation: Exams and Assessment Critique

Performances (Skills):
(The ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students are learning.)

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. InTASC6(a), InTASC6(g), NAEYC 3a
   Measurement/Evaluation: Exams and Assessment Critique

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 of family members and other professionals. InTASC6(c), InTASC9(c), NAEYC 3d
   Measurement/Evaluation: Exams and Assessment Critique

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. InTASC3(e), InTASC6(h), InTASC6(d), NAEYC 3b
   Measurement/Evaluation: Exams and Assessment Critique

4. Each candidate will develop written critical analyses of at least one assessment instrument demonstrating an ability to identify appropriate characteristics of each for selection of content, sequence and instructional strategy and to communicate those results in a clear unambiguous manner that adheres to copy right laws and APA publication standards. NAEYC 3a, NAEYC 3b, NAEYC 3c, NAEYC3d
   Measurement/Evaluation: Exams and Assessment Critique

Disposition(s):
(Values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth—guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.)

1. Each candidate will develop an appreciation for the limitations of assessment data for young children as imposed by disability, cultural diversity and linguistic difference, InTASC6(q), InTASC6(s), InTASC6(t), InTASC6(u), InTASC6(v), InTASC9(l), NAEYC 3a, NAEYC3b, NAEYC3c,

Measurement/Evaluation: Exams and Assessment Critique

Results:
(The ways students demonstrate what they know and how they are able to put skills in to practice to make a difference in child learning).

Each candidate will be able to identify critical characteristics of assessment instruments used to contribute to the identification curricular content, sequence and instructional strategy.

XII. Suggested Resources:

Required Text(s):


Optional Text(s):


Current and Classical Reference:


**Internet Resources:**

Early Childhood Education Online:

http://www.ume.maine.edu/~cofed/eceol/welcome.html

The Council for Exceptional Children (CEC): Division of Early Childhood (DEC)

http://www.dec-sped.org

The National Association for the Education of Young Children (NAEYC)

http://www.naeyc.org

ARC List of Disability Related Resources on the Net:

http://www.TheARC.org/misc/dislnkin.html

Information about specific disabilities:

http://www.familyvillage.wisc.edu/specific.htm

**XIII. Course Requirements and Grading Policy:**

**Course Requirements:**

1. **Participation/Expectations (20 points)**

a. All students are expected to be **ON-TIME** for each class meeting AND respectful to other students in the class and the instructor.

b. All cell phones must be turned off including the instructor (Students must notify the instructor in advance for emergency or exceptional circumstances). Laptops are only for note-taking purposes. Please feel free to leave the room quietly to make necessary/important phone call(s) or laptop use and return to class when you are done. **There will be no “texting” or inappropriate internet usage during weekly lectures and in-class whole/small groups discussions.**

c. Class participation (in-class discussions) are expected and count as part of your grade.

d. All work need to be submitted **ON THE DATE(s)** as indicated in the syllabus or a **5 points deduction for each day** after the specified due date(s) of each late assignment(s).
2. **Two Examinations (50 points each – A total of 100 points)**

Two tests are required. One will be given mid session and the other at the end of the session. Each test will cover assigned readings (text, class notes, articles, assessment instruments), class notes, in-class discussions, lectures, and media (Rubric for grading will be discussed in class and included in both midterm and final exams of this course).

3. **Assessment Critique (70 points)**

Each student must complete a critique of an assessment instrument, procedures or systems 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. Your critique should consist of a cover page with the complete reference of the test (reference page) in APA style (6th edition) (additional references should be included on the reference page) and be followed by as many as necessary typed double spaced pages to answer the following questions after the introduction section (include at least 3 professional/peer-reviewed references from articles/journals) of the critique (additional questions may be provided at the discretion of the instructor):

1. What does the table of contents and appendices tell you about the instrument?
2. How were the developmental sequences (or task sequences) derived?
3. Does it measure what it intends to measure? How do you know?
   Does it have the ability to make the discriminations you want as an interventionist? Why?
4. Are the items clearly specified and are the criteria for pass/fail clearly delineated? (Give some examples.)
5. Can it be used to determine annual goals and short-term objectives? (Why or why not?)
6. Does it focus on some areas better than others and, if so, what are they?
7. On what population was the assessment normed?
8. Is the assessment "adaptable" ... that is, does it allow for changes in criteria for passing, materials, or presentation based upon the obvious limitations of the student(s).

*** NOTE: The instructor will use the thorough description(s) of each assignment for this course as rubrics for grading purposes. Students should consult with the instructor should there be any questions or concerns.
Administrative Requirements

1. All assignments are due on the day indicated in the course schedule. Due dates are listed on the course schedule. One letter grade will be deducted for each day an assignment is late. Missed assignments/exams cannot be made up and will result in a score of 0 (zero).

2. If a student wishes reconsideration of the scoring of an exam or an assignment, the student must submit a written request to the instructor that identifies- 1) the assignment to be reconsidered, and 2) the rational.

3. A grade of "Incomplete" will be granted only if the student has:
   • completed 75% of the course,
   • earned a grade of "B" or better at the time the "Incomplete" grade is requested, and
   • requested an "Incomplete" grade for personal or academic reasons deemed **extraordinary** by the instructor.
   • The student and instructor must negotiate a due date for completion of the course assignments. If course requirements are not completed by the agreed upon date, the earned grade will be submitted. There is no grading penalty for completing the course by the agreed upon date.

4. All assignments MUST be typed double-spaced (APA 6th Ed.). Work submitted should reflect undergraduate level expectations in terms of scope, depth, writing mechanics, and appearance.

Please note- that you are responsible for finding the tests, instruments etc. to review. Some good sources include the (UNLV Lynn Bennett Early Childhood Education Center, UNLV CML Library, Clark County School District, and Head Start).

Grading Policy:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>190-200</td>
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<tr>
<td>A-</td>
<td>180-189</td>
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<tr>
<td>B+</td>
<td>174-179</td>
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<tr>
<td>B</td>
<td>166-173</td>
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<tr>
<td>B-</td>
<td>160-165</td>
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<td>C+</td>
<td>154-159</td>
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<td>C</td>
<td>146-153</td>
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<td>C-</td>
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<td>D+</td>
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<td>D</td>
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<td>D-</td>
<td>119-125</td>
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<td>F</td>
<td>Below 118</td>
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Midterm Exam 50
Final Exam 50
Participation 20
Critique 70
Total Points 190
### IX. Tentative Schedule (Subject to Change with Notice)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>• Introductions • Syllabus/Q&amp;A • Assessment Introduction</td>
<td></td>
<td><em>Be certain to keep up with weekly reading(s) for meaningful in-class group discussions.</em></td>
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<tr>
<td>Jan 24</td>
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<tr>
<td>Week 2</td>
<td>• Historical Perspectives on Alternative Assessment</td>
<td>Losardo &amp; Syverson, Chapter 1</td>
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<td>Jan 31</td>
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<tr>
<td>Week 3</td>
<td>• Traditional/Contemporary Assessment Models</td>
<td>Losardo &amp; Syverson, Chapter 2</td>
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<td>Feb 7</td>
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<tr>
<td>Week 4</td>
<td>• Linking Assessment and Intervention</td>
<td>Losardo &amp; Syverson, Chapter 3</td>
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<td>Feb 14</td>
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<tr>
<td>Week 5</td>
<td>• Naturalistic Assessment</td>
<td>Losardo &amp; Syverson, Chapter 4</td>
<td><em>Students notify instructor on assessment tool(s) to be examined/sign assessment sheet</em></td>
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<td>Feb 21</td>
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<tr>
<td>Week 6</td>
<td>• Focused Assessment</td>
<td>Losardo &amp; Syverson, Chapter 5</td>
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<td>Feb 28</td>
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<tr>
<td>Week 7</td>
<td>• Midterm Exam Review • Critique Project Q&amp;A</td>
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<td>Mar 7</td>
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<tr>
<td>Week 8</td>
<td><strong>MIDTERM EXAM</strong></td>
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<td><strong>MIDTERM EXAM</strong></td>
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<td>Mar 14</td>
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<td>Week 9</td>
<td>• Performance Assessment</td>
<td>Losardo &amp; Syverson, Chapter 6</td>
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<td>Mar 21</td>
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<tr>
<td>Week 10</td>
<td><strong>Spring Break</strong></td>
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<td><strong>Enjoy your break</strong></td>
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<td>Mar 28</td>
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<tr>
<td>Week 11</td>
<td>• Instructor will be out-of-town for research</td>
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<tr>
<td>Apr 4</td>
<td>conference. Use this time to work on your critique</td>
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<td></td>
<td>project/reading.</td>
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<td></td>
<td>• No Class Meeting</td>
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<tr>
<td>Week 12</td>
<td>• Portfolio Assessment • The instructor will speak</td>
<td>Losardo &amp; Syverson, Chapter 7</td>
<td><strong>CRITIQUE PROJECT MEETING WITH STUDENTS</strong></td>
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<tr>
<td>April 11</td>
<td>to each student on his/her progress on the</td>
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<td></td>
<td>critique project.</td>
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<td>Week 13</td>
<td>• Dynamic Assessment</td>
<td>Losardo &amp; Syverson,</td>
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<tr>
<td>Date</td>
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<tr>
<td>April 18</td>
<td>Chapter 8</td>
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<tr>
<td>Week 14</td>
<td>April 25</td>
<td>• Curriculum-Based Language Assessment</td>
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<td>Week 15</td>
<td>May 2</td>
<td>• Transdisciplinary Framework</td>
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<td>• Final Exam Review</td>
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<td></td>
<td>• Q&amp;A</td>
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<tr>
<td>Week 16</td>
<td>May 9</td>
<td>• FINAL EXAM</td>
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<tr>
<td></td>
<td></td>
<td>ENJOY YOUR SUMMER</td>
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</table>

NOTE: Exams and the assessment critique are to be taken (or handed in) no later than the date and the time indicated. REMEMBER you are responsible for all material, including announcements, schedule changes to course outline, handouts, and material presented in class whether or not you are present.

**University Policies**

**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. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the [Student Academic Misconduct Policy](http://studentconduct.unlv.edu/misconduct/policy.html) (approved December 9, 2005)

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**Disability Resource Center (DRC)** – The Disability Resource Center (DRC) determines accommodations that are “reasonable” in promoting the equal access of a student reporting a disability to the general UNLV learning experience. In so doing, the DRC also balances instructor and departmental interests in maintaining curricular standards so as to best achieve a fair evaluation standard amongst students being assisted. In order for the DRC to be effective it must be considered in the dialog between the faculty and the student who is requesting accommodations. For this reason faculty should only provide students course adjustment after having received this “Academic Accommodation Plan.” If faculty members have any questions regarding the DRC, they should call a DRC counselor.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The DRC is located in the Student Services Complex (SSC-A), Room 143, phone (702) 895-0866, fax (702) 895-0651. For additional information, please visit: [http://drc.unlv.edu/](http://drc.unlv.edu/)

**Religious Holidays Policy** - Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed
work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the last day of late registration of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university which could have been avoided. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=4&navoid=164.

Tutoring - The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex, #22 on the current UNLV map. Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: http://academicsuccess.unlv.edu/tutoring/.

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-3-301. 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/

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 such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.

Any other class specific policies (e.g., absences, make-up exams, extra credit policies, plagiarism/cheating consequences, policy on pagers/mobile phones, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.).