SYLLABUS

Department of Educational & Clinical Studies
University of Nevada, Las Vegas
Preparing professionals for changing educational contexts

I. Course Prefix & Number: EDSP 473 1001
II. Title: Developmental Assessment in Early Childhood Special Education

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I. Provost Statements

Disability Resource Center
The Americans with Disabilities Act mandates accessibility in all aspects of the learning environment. “If you have a documented disability that may require assistance, you will need to contact Disability Services (DS) for coordination in your academic accommodations. Disability Services is located within Learning Enhancement Services (LES), in the Reynolds Student Services Complex (SSC), Room 137. The phone number is 895-0866 or TTY 895-0652.
For additional information about Disability Services please refer to their website at: http://www.unlv.edu/studentlife/les.

Academic Integrity Statement
UNLV and its College of Education demand a high level of scholarly behavior and academic honesty on the part of students. Violations by students exhibiting dishonesty while carrying out academic assignments and procedural steps for dealing with academic integrity are delineated in the Handbook of Regulations Governing Probation and Suspension Within The College of Education. This publication may be found in the Curriculum Materials Library (CML – CEB 101), or the Office of the Dean of the College of Education (CEB 301). To help familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page at: http://www.unlv.edu/committees/copyright.

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 COPYRIGHT AND 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 help you familiarize yourself with copyright and fair use policies, the University encourages you to visit the following website: https://www.unlv.edu/provost/copyright
Religious Holidays
It is UNLV’s policy to give students who miss class because of observance of religious holidays the opportunity to make up missed work. Students are responsible for notifying the instructor no later than the last day of registration for the semester or summer term of plans to observe the holiday.

Collection of Student Assignments for Accreditation Purposes
Assignments completed for this course may be used as evidence of candidate learning in national, regional, and state 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. Thank you.

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 (SSC). 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 – The following statement is recommended for inclusion in course syllabi:
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

Final Examinations – The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.
III. **Course Credit Hours:** 3 credits

IV. **Semester/Time/Location:**
- Spring 2017
- Thursdays 4:00 – 6:45 pm
- CEB 205

V. **Instructor:** Maryssa Kucskar

VI. **Office Location:** CEB 149

VII. **Office Hours:**
- Thursdays 2 – 4 pm (when class)
- Or by appointment

VIII. **Telephone:**
- 895-1802 (Voice Mail)
- Maryssa.Kucskar@unlv.edu (Email)

IX. **Prerequisite Course(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 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 Guidelines 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 into 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.
   \[\text{Measurement/Evaluation: Exams}\]

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.
   \[\text{Measurement/Evaluation: Exams}\]

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.
   \[\text{Measurement/Evaluation: Exams and Assessment Critique}\]
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*
**Performance (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 into 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):**


**Recommended Text(s):**

Bagnato, S. J., Neisworth, J. T., & Pretti-Frontczak, K. (2010). *LINKing authentic assessment*

Optional Text(s):


Current and Classical References:


Internet Resources:

Early Childhood Education Online: http://www.ume.main.edu/~cofed/eceol/welcome.html

Zero to Three http://www.zerotothree.org

The Division for Early Childhood (DEC) http://www.dec-sped.org

Nevada Association for the Education of Young Children http://www.nevaeyc.org/

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/dislinkin.html
Information about specific disabilities:
http://www.familyvillage.wisc.edu/specific.htm

UNLV Library:
http://www.library.unlv.edu/

XIII. Course Requirements and Grading Policy:
Description of Instructional Procedures:

This is a hybrid course, meeting both in-class and completing coursework online, or out-of-class. The primary in-class instructional formats for this course include lecture and discussions; collaborative/cooperative learning activities, individual and small group problem solving and contextual applications; role-play/simulations; media presentations, community resource personnel. Out-of-class learning activities may include, but are not limited to the following learning activities: assigned readings; a paper or project; quizzes; and WebCampus postings and/or discussions.

Course Requirements:

1. Two Examinations (100 points each; 200 points total):
   Two tests are required. One will be given mid session and the other at the end of the session. Each test will consist of 15 to 20 short-answer and/or multiple choice questions which cover assigned readings (text, articles, assessment instruments), class notes, lectures, and media

2. Assessment Critique (100 points & 50 points; total 150 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) and be followed by as many as necessary typed double spaced pages to answer the following questions (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?
   4. Does it have the ability to make the discriminations you want as an interventionist? Why?
   5. Are the items clearly specified and are the criteria for pass/fail clearly delineated? (Give some examples.)
   6. Can it be used to determine annual goals and short-term objectives? (Why or why not?)
   7. Does it focus on some areas better than others and, if so, what are they?
   8. On what population was the assessment normed?
   9. 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.
The assessment critique is due at 4:00 PM on Thursday, April 27, 2017. You will be required to submit an electronic version in Microsoft Word format (.doc or .docx extension) of your assessment critique in WebCampus. No other file types will be accepted.

Students will also complete an oral presentation in class. Students will answer and discuss all 9 questions in their presentation. Students will also have a visual aide to accompany their presentation, either a handout, a powerpoint, or other instructor-approved visual. The presentation component is worth 50 points.

**Criteria for Oral Presentation:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>5</td>
</tr>
<tr>
<td>Visual aide</td>
<td>10</td>
</tr>
<tr>
<td>Activities with visual support(s)</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
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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 Teacher Development & Resources Library (UNLV TDRL), Clark County School District, and Head Start. The instructor reserves the right to request that the student produces a copy of the assessment.

**3. Online Participation and Discussion (5 points each for a total of 50 points):**

To facilitate discussion of session readings, students will respond to discussion questions and prepare to possibly lead the discussion of the question in class. Periodically students may also be asked to prepare a discussion question. Discussion questions will be addressed at the beginning of class. Each week’s discussion post is due in WebCampus at 3:00 PM on Thursday (i.e.: Discussion #1 is due in WebCampus on January 26 at 3:00 pm). Each discussion should be no less than three to five sentences in length and should be thoughtful and non-repetitive.

**4. Online Quizzes (5 points each; total of 50 points):**

Quizzes will be given throughout the semester. The purpose of the quiz is to reinforce and build on the course content students receive in this class. Each quiz will be five questions in length. They will be comprised of true/false, multiple choice, or short answer/essay and must be taken in WebCampus. Each week’s quiz will stop accepting submissions at 4:15 PM on Thursday.

**4. Participation & Attendance Points (50 points):**

Attendance and participation are essential for mastery of course content. Students are encouraged to take a proactive rather than a reactive role during class. Students are expected to come to class each week prepared to discuss and respond to main topics from the readings. For participation and attendance, students will earn approximately 3 points per class period that is in-person or online. Points will be earned based on the following rubric:
### Target Acceptable Unacceptable

<table>
<thead>
<tr>
<th><strong>Arrival</strong></th>
<th>Student arrives to class on time, with all materials prepared</th>
<th>Student arrives late to class OR without all materials prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participation</strong></td>
<td>Student actively participates in class discussion and activities and is prepared with assignment materials. Student comprehensively completes designated online activity.</td>
<td>Student somewhat participates in class discussion activities OR is not well prepared with assigned materials OR partially completes online activity</td>
</tr>
<tr>
<td><strong>Longevity</strong></td>
<td>Student remains in class for the entire time</td>
<td>N/A</td>
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</tbody>
</table>

**Participation and attendance activities points will only be given if a student is present in class and participates.** Therefore, if a student does not attend class, regardless of the reason, they will not earn the points. Updated at midterm, end of course, or per student request.

**Administrative Requirements and Course Policies:**

1. **Late Policy:** Assignments are due at the start of class at 4:15 pm. Assignments turned in late will receive a 10% deduction per day, up to 3 days. Assignments turned in more than 3 days late will not be accepted. No exceptions. Dependent on the assignment, some assignments need to be uploaded to Webcampus via Turn It In when notified by the instructor.

2. **All assignments MUST be done in APA 6th edition,** including typed and double-spaced. Work submitted should reflect undergraduate college-level expectations in terms of scope, depth, writing mechanics, appearance, and APA 6th Edition style (where appropriate).

3. This class is supported by WebCampus. Each student enrolled in the class is expected to log on to WebCampus and to monitor closely the class site for messages and additional assignments on a daily basis. The instructor will utilize WebCampus to display course notes and materials. Students are expected to bring a copy of the course notes and materials (hard copy or electronic) from WebCampus for each scheduled class session.

4. 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, Clark County School District, and Head Start.
Other Notes - Students are expected to demonstrate professional behavior at all times. This includes:

- Refraining from inappropriate or personal comments about other students or the instructor
- Refraining from excessive questions, particularly about information the student does not know because s/he did not complete the assigned readings
- Cell phones for emergency use only during class
- Not using laptops unless for purposes explicitly related to the course. If laptop use becomes a distraction to students in the class, laptops will no longer be permissible.
- The instructor may deduct points from students’ grades or ask students to leave class for any of the activities above. Students who are asked to leave class will receive an unexcused absence for that day and will not be allowed to make up any assignments.

Grading Policy:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>90-94</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>63-66</td>
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<tr>
<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>59 or below</td>
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<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Online Discussions</td>
<td>50</td>
</tr>
<tr>
<td>Quizzes</td>
<td>50</td>
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<tr>
<td>Midterm Exam</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td>Assessment Critique</td>
<td>100</td>
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<tr>
<td>Assessment Critique</td>
<td>50</td>
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<tr>
<td>Presentation</td>
<td>50</td>
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<tr>
<td>Participation/Attendance</td>
<td>50</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>500</strong></td>
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</tbody>
</table>

- 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.
## XIV. Course Outline (Tentative): Course outline subject to change

**EDSP 473**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>January 19</td>
<td>Syllabus and WebCampus, Part I</td>
</tr>
</tbody>
</table>
| 2.   | January 26 | Topic:  
  • Syllabus and Webcampus, Part II  
  • Introduction and Historical Perspectives on Alternative Assessment  
  Reading:  
  • Losardo & Syverson, Chapter 1 |
| 3.   | February 2 | Topic:  
  • DEC & NAEYC Recommended Practices: Assessment  
  Reading:  
  • Losardo & Syverson, Chapter 1 (if you haven’t read it yet)  
  • DEC & NAEYC Recommended Practices: Assessment  
  Due:  
  • Quiz #1  
  • Discussion #1  
  • Quiz #2  
  • Discussion #2 |
| 4.   | February 9 | Topic:  
  • Traditional and Contemporary Assessment Models  
  Reading:  
  • Losardo & Syverson, Chapter 2  
  Due:  
  • Quiz #3  
  • Discussion #3 |
| 5.   | February 16| Topic:  
  • Linking Assessment and Intervention  
  Reading:  
  • Losardo & Syverson, Chapter 3  
  Due:  
  • Quiz #4  
  • Discussion #4 |
| 6.   | February 23| Topic:  
  • Naturalistic Assessment  
  Reading:  
  • Losardo & Syverson, Chapter 4 |
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Due:</th>
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<tbody>
<tr>
<td>7.</td>
<td>March 3</td>
<td>Focused Assessment</td>
<td>Losardo &amp; Syverson, Chapter 5</td>
<td>Quiz #5, Discussion #5</td>
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<td>Online Class</td>
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<td>8.</td>
<td>March 9</td>
<td>Performance Assessment</td>
<td>Losardo &amp; Syverson, Chapter 6</td>
<td>Quiz #6, Discussion #6</td>
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<td>9.</td>
<td>March 16</td>
<td>Mid-Term Exam – Online</td>
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<td></td>
<td>Online</td>
<td>Individual Student Meetings*</td>
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<td>10.</td>
<td>March 23</td>
<td>Portfolio Assessment</td>
<td>Losardo &amp; Syverson, Chapter 7</td>
<td>Quiz #8, Discussion #8</td>
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<td>11.</td>
<td>March 30</td>
<td>Dynamic Assessment</td>
<td>Losardo &amp; Syverson, Chapter 8</td>
<td>Quiz #9, Discussion #9</td>
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<td>12.</td>
<td>April 6</td>
<td>Assessment TBA</td>
<td>Article TBA</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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<td>April 13</td>
<td>Spring Break!!!</td>
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<td>April 20</td>
<td>Online Class</td>
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<tr>
<td>Topic:</td>
<td>Curriculum-Based Language Assessment</td>
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<tr>
<td>Reading:</td>
<td>Losardo &amp; Syverson, Chapter 9</td>
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<tr>
<td>Due:</td>
<td>Quiz #10</td>
<td>Assessment Critique</td>
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<tr>
<td>April 27</td>
<td>Transdisciplinary Framework</td>
<td>Assessment Critique</td>
<td></td>
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<tr>
<td>Reading:</td>
<td>Losardo &amp; Syverson, Chapter 10</td>
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<tr>
<td>Due:</td>
<td>Assessment Critique</td>
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<tr>
<td>May 4</td>
<td>Assessment Critique In-Class Presentations</td>
<td>Review for Final Exam</td>
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<tr>
<td>May 8th</td>
<td>Final Exam*</td>
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</table>

* Exams must be taken on the date indicated at the time of the regularly scheduled class and as notified by the instructor. Failure to do so, without an acceptable excuse approved by the instructor, will result in 0 points without exception. Also, the assessment critique MUST be turned in NO LATER than the date and time indicated above. See the course late policy.
<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format &amp; Organization</th>
<th>Completeness of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXCEEDS</strong></td>
<td>√ Consistent organization and thought</td>
<td>√ Contained at least 5 references</td>
</tr>
<tr>
<td><strong>EXPECTATIONS</strong></td>
<td>√ Consistent use of APA 6(^{th}) ed. style</td>
<td>√ Used a variety of references</td>
</tr>
<tr>
<td>45-50 Points</td>
<td>√ Correct spelling and grammar</td>
<td>√ Presented original perspective about test or instrument</td>
</tr>
<tr>
<td></td>
<td>√ Cited all references in text &amp; in references correctly</td>
<td>√ Current Information published within last 5 years (2011-2017)</td>
</tr>
<tr>
<td></td>
<td>√ Covered the required topics</td>
<td>√ Is consistent in position taken across questions</td>
</tr>
<tr>
<td><strong>MEETS</strong></td>
<td>√ Fair organization but with occasional lapses in clarity</td>
<td>√ Contains at least 3 references</td>
</tr>
<tr>
<td><strong>EXPECTATIONS</strong></td>
<td>√ APA 6(^{th}) ed. style with minor discrepancies</td>
<td>√ More than 2 references came from a non-peer reviewed source</td>
</tr>
<tr>
<td>40-44 Points</td>
<td>√ One or two spelling or grammar errors</td>
<td>√ Variety of references not well represented</td>
</tr>
<tr>
<td></td>
<td>√ Not all references cited in text &amp; in references correctly</td>
<td>√ Information presented was only partially representative of new &amp; current information</td>
</tr>
<tr>
<td></td>
<td>√ Covered the required questions</td>
<td>√ Information presented was only partially representative of new &amp; current information</td>
</tr>
<tr>
<td><strong>BELOW</strong></td>
<td>√ Disorganized &amp; difficult to follow</td>
<td>√ Did not contain at least 3 references</td>
</tr>
<tr>
<td><strong>EXPECTATIONS</strong></td>
<td>√ Minimal use of APA 6(^{th}) ed. style with major discrepancies</td>
<td>√ No references were from a peer reviewed source</td>
</tr>
<tr>
<td>Less than 40 Points</td>
<td>√ Many spelling or grammar errors</td>
<td>√ Poor variety of references</td>
</tr>
<tr>
<td></td>
<td>√ References in text &amp; reference list not cited correctly</td>
<td>√ Information not current (published 10+ years ago)</td>
</tr>
<tr>
<td></td>
<td>√ Did not answer the required questions</td>
<td>√ No indication of consistency in opinions or views across answers/questions</td>
</tr>
</tbody>
</table>