I. Course Prefix & Number: EDSP 473 1001

II. Course Title: Developmental Assessment in ECSE

III. Course Credit Hours: 3 hours

IV. Semester: Spring 2016

V. Instructor: Christy Baxter

VI. Office Location: CEB 315
Class Location: CEB 220

VII. Office Hours: Tuesdays & Thursdays 10am - 1:00pm and Wednesdays 1-4:00pm and by appointment

VIII. Telephone: 702-895-2966 (Voice Mail);
e-mail: christine.baxter@unlv.edu

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

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 copyright 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 References:**


XIII. Course Requirements and Grading Policy:

Course Requirements:

1. **Midterm Examination**: (50 points)

   One midterm exam is required. The test will cover assigned readings (text, class notes, articles, assessment instruments), class notes, lectures, and media.

2. **Assessment Critique**: (100 points)

   Each student must complete a critique of at least one 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(s) (reference page) in APA style (6th edition) (additional references should be included on the reference page: see assignment rubric) 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). The additional references will be used to clarify terminology, provide examples, or make distinctions.

   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.
3. **Final Assessment Portfolio:** (50 points)

   Each student must develop an assessment portfolio. This portfolio will include:
   1) a summary of each type of assessment covered in the course, including the type of information that would be obtained from the assessment
   2) a rationale for the criteria involved in selecting or developing the assessment
   3) how the assessment would be used to inform instruction
   4) an example of assessment items (teacher-made or developed)
   5) other relevant information for the type of assessment

**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. 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.

3. Attendance and participation are required. Students are permitted one absence during the term and each additional absence in excess of one will result in 5 points being deducted from the final point total at the end of the term. There will be no exceptions to this policy.

   **Please note**- that students 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 Acelero.

**Grading Policy:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</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>
</tr>
<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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<tr>
<td>C+</td>
<td>154-159</td>
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<td>C</td>
<td>146-153</td>
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<td>D</td>
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<tr>
<td>D-</td>
<td>119-125</td>
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<td>F</td>
<td>Below 118</td>
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</tbody>
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Midterm Exam 50
Final Assessment Portfolio 50
Critique 100

**Total Points**
200
Student Expectations:

**In-class Behavior:** Students are expected to conduct themselves in a professional manner in relationship to the opinions, ideas, and values of fellow classmates. Examples of additional in-class behaviors that are considered by the instructor to be unprofessional include: (a) carrying on side conversations during class instruction and/or while another individual is speaking, (b) arriving late to class and disrupting others already engaged in the session’s activities, and (c) not coming to class prepared causing a lack of meaningful participation and/or effort on the part of the student.

**WebCampus:** The instructor will utilize WebCampus (https://webcampus.nevada.edu) to display course notes and materials. Students are expected to bring a copy of the course notes and materials from WebCampus for each scheduled class session.

**NOTE:** Exams, the assessment portfolio, 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.
IV. Course Schedule:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Jan 21</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
</table>
|        |        | Week 2     | Jan 28 | • Introductions  
• Syllabus  
• Assessment Introduction  | Losardo & Syverson, Chapter(s) 1 |
|        |        | Week 3     | Feb 4  | • Historical Perspectives on Alternative Assessment  
• DEC & NAEYC Recommended practices: Assessment  
• Purposes of Assessment | DEC & NAEYC Recommended practices: Assessment |
|        |        | Week 4     | Feb 11 | • Traditional and Contemporary Assessment Models  
• Screening vs Assessment | Losardo & Syverson, Chapter(s) 2  
Screening Article |
|        |        | Week 5     | Feb 18 | • Family Involvement (Family Guest Speaker) | DEC & NAEYC Recommended practices: Assessment |
|        |        | Week 6     | Feb 25 | • Norm-Referenced Assessments  
• Criterion Referenced Instruments | Norm Referenced Article |
|        |        | Week 7     | Mar 3  | • Linking Assessment to Intervention | Criterion Referenced Article |
|        |        | Week 8     | Mar 10 | • Evaluating Assessments | Losardo & Syverson, Chapter(s) 3, 4, & 5 |
|        |        | Week 9     | Mar 17 | | MIDTERM EXAM |
|        |        | Spring Break |       | | |
|        |        | Week 10    | Mar 31 | • Assessment at the State Level (NDE Guest Speaker) | Losardo & Syverson, Chapter(s) 6 & 7 |
|        |        | Week 11    | April 7 | • Naturalistic & Focused Assessment | Losardo & Syverson, Chapter(s) 8 |
|        |        | Week 12    | April 14 | • Performance & Portfolio Assessment | Losardo & Syverson, Chapter(s) 9 |
|        |        | Week 13    | April 23 | • Dynamic Assessment | Losardo & Syverson, Chapter(s) 10 |
|        |        | Week 14    | April 29 | • Curriculum-Based Language Assessment | CRITIQUE DUE |
|        |        | Week 15    | May 5  | • Transdisciplinary Framework | Losardo & Syverson, Chapter(s) 10 |
|        |        | Week 16    | May 12 | | FINAL EXAM (date, time & place TBA) |
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 Student 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 (approved December 9, 2005) located at: http://studentconduct.unlv.edu/misconduct/policy.html.

Copyright – The University requires all members of the University Community to familiarize themselves with 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. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Remember, you have access to the writing center on campus and are welcome to come in for help during my posted office hours. Additionally, you have access to “Brainfuse” found on your front page of WebCampus as well as SafeAssign as you turn the assignments in. You should also familiarize yourselves with the OWL at Purdue website (https://owl.english.purdue.edu/owl/resource/560/1/) and http://www.accreditedschoolsonline.org/resources/preventing-plagiarism/.

Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

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 end of the first two weeks of classes, January 29, 2016, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Incomplete Grades - The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The Incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

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 – 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 702-895-3908. 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 clearest 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. Emailing within WebCampus is acceptable.

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.