I. Course Prefix & Number: EDSP 473
II. Course Title: Developmental Assessment in Early Childhood Special Education
III. Course Credit Hours: 3 hours
IV. Semester: Spring, 2012
V. Instructor: Catherine Lyons, Ph.D.
VI. Office Location: CEB 124
   Class Location: CEB 203, Thursdays 4 – 6:45 PM
VII. Office Hours: Monday and Thursday 1:30 – 3:30 pm - by appointment
VIII. Telephone: 895-1112 (Voice Mail)
   lyonsc@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.

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

CEC (Core) Standards Addressed:

- Standard 1.0 Philosophical, Historical and Legal Foundations
- Standard 3.0 Assessment, Diagnosis, Evaluation
- Standard 4.0 Instructional Content and Practice
- Standard 7.0 Communication & Collaborative Partnership
- Standard 8.0 Professionalism and Ethical Practices
XI. **Course Objectives:**

**Knowledge:**

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. *(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 under-represented 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. *(3c)*.

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 correct terminology used in assessment. *(3b).*

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

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

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

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

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

9. 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 of 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 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. (3a, 3b, 3c)

Disposition(s):

1. Each candidate will develop an appreciation for the limitations of assessment data for young children as imposed by cultural diversity and linguistic difference. (3a, 3b, 3c).

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. Two Examinations:

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, articles, assessment instruments), class notes, lectures, and media (25 points each).

2. Assessment Critique:

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) (50 points):

- How were the developmental sequences (or task sequences) derived?
- 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?
- Are the items clearly specified and are the criteria for pass/fail clearly delineated? (Give some examples.)
- Can it be used to determine annual goals and short-term objectives? (Why or why not?)
- Does it focus on some areas better than others and, if so, what are they?
- On what population was the assessment normed?
- 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.

Administrative Requirements

1. All assignments are due on the day indicated in 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. 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.

3. 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 LBECEC, local school districts, Nevada Early Intervention Services, Head Start, and campus and public libraries.

**Grading Policy:**

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<tr>
<th>Grade</th>
<th>Minimum Score</th>
<th>Maximum Score</th>
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<tr>
<td>A</td>
<td>95-100</td>
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<td>A-</td>
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<td>B+</td>
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<td>F</td>
<td>59 or below</td>
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<tr>
<th>Component</th>
<th>Points</th>
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<tr>
<td>Midterm Exam</td>
<td>25</td>
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<td>Final Exam</td>
<td>25</td>
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<tr>
<td>Critique</td>
<td>50</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
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</table>
XIV. Course Outline:
<table>
<thead>
<tr>
<th>Spring, 2012</th>
<th>Topics / Readings</th>
<th>Assignments/Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 19</td>
<td><em>Losardo &amp; Syverson, Chapter 1</em> Introductions, Review of Syllabus and Assignments Assessment Position Statements (NAEYC &amp; DEC)</td>
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<tr>
<td>January 26</td>
<td><em>Losardo &amp; Syverson, Chapter 2</em> Historical Perspectives on Alternative Assessment</td>
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<td>February 2</td>
<td><em>Losardo &amp; Syverson, Chapter 3</em> Traditional and Contemporary Assessment Models: Purpose of Assessment and Screening Instruments</td>
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<td>February 9</td>
<td>Norm Referenced</td>
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<td>February 16</td>
<td>Criterion Referenced</td>
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<td>February 23</td>
<td><em>Losardo &amp; Syverson, Chapter 4</em> Linking Assessment and Intervention</td>
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<tr>
<td>March 1</td>
<td><em>Losardo &amp; Syverson, Chapter 5</em> Naturalistic Assessment</td>
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<td>March 8</td>
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<td>Mid-Term Exam</td>
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<td>March 15</td>
<td><em>Losardo &amp; Syverson, Chapter 6</em> Focused Assessment</td>
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<td>March 22</td>
<td><em>Losardo &amp; Syverson, Chapter 7</em> Performance Assessment</td>
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<td>March 29</td>
<td><em>Losardo &amp; Syverson, Chapter 8</em> Portfolio Assessment</td>
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<td>Spring Break</td>
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<td>April 2</td>
<td>No Class</td>
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<td>April 12</td>
<td><em>Losardo &amp; Syverson, Chapter 9</em> Dynamic Assessment</td>
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<tr>
<td>April 19</td>
<td><em>Losardo &amp; Syverson, Chapter 10</em> Curriculum-Based Language Assessment &amp; Transdisciplinary Framework</td>
<td>Critique Due</td>
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<td>April 26</td>
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<td>Critique Presentations</td>
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<tr>
<td>May 3</td>
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<td>Critique Presentations</td>
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<tr>
<td>May 10</td>
<td><strong>FINAL EXAM WEEK</strong></td>
<td>Final Exam</td>
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</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.

**XV. Provost’s Statements**
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 (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 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/committees/copyright/.

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/.

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.

**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.

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**RUBRIC FOR EDSP 473 ASSESSMENT CRITIQUE (Total Points 50)**

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<tr>
<th>Criteria</th>
<th>Score</th>
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<tr>
<td>Proficiency</td>
<td>Format &amp; Organization</td>
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<tr>
<td><strong>EXCEEDS EXPECTATIONS</strong></td>
<td>✓ Consistent organization and thought</td>
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<td>45-50 Points</td>
<td>✓ Consistent use of APA style</td>
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<td>✓ Correct spelling and grammar</td>
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<td>✓ Cited all references in text &amp; in references correctly</td>
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<td></td>
<td>✓ Covered the required topics</td>
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<tr>
<td><strong>MEETS EXPECTATIONS</strong></td>
<td>✓ Fair organization but with occasional lapses in clarity</td>
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<tr>
<td>40-44 Points</td>
<td>✓ APA style with minor discrepancies</td>
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<td>✓ One or two spelling or grammar errors</td>
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<td>✓ Not all references cited in text &amp; in references correctly</td>
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<td></td>
<td>✓ Covered the required questions</td>
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<tr>
<td><strong>BELOW EXPECTATIONS</strong></td>
<td>✓ Disorganized &amp; difficult to follow</td>
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<tr>
<td>Less than 40 Points</td>
<td>✓ Minimal use of APA style with major discrepancies</td>
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<td>✓ Many spelling or grammar errors</td>
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<td>✓ References in text &amp; reference list not cited correctly</td>
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<tr>
<td></td>
<td>✓ Did not answer the required questions</td>
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