Syllabus
Department of Special Education
University of Nevada, Las Vegas

Preparing professionals for changing educational contexts

Prefix & Number: EDSP 473
Title: Developmental Assessment in Early Childhood Special Education
Credit: 3 semester hours
Semester: Spring 2011
Class hours: Thursday 4:30-6:30
Instructor: Dr. Rory Brown-Sipp
Class Location: UNLV Campus: Building: (Education) Classroom: TBA
Office Hours: By appointment as needed
Email: rsipp@eisteam.org

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

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

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

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

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

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

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

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

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

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

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

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

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

**Performance (Skills):**

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

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

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

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

**Disposition(s):**

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

Optional Text(s):


Current and Classical Reference:


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


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

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


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


Course Requirements and Grading Policy:

Course Requirements:

1. (200 points total between both exams) Two exams (Mid-Term and Final Examination), each worth 100 points.

2. (50 points total) The student participants will be divided into four equal groups. Each group will be assigned one of two environmental assessments (Early Childhood Environmental Rating Scale (ECERS) or the Classroom Assessment Scoring System (CLASS)). Each group will learn how to use the tool, use the tool to rate an early childhood environment, complete a critique of the assessment instrument and then have a group presentation/discussion on his or her findings. Upon the completion of the written critique, students will orally present their findings to the class. Critique should include the following questions:
   a) Can this assessment be used to determine quality?
   b) Does it measure what it intends to measure? and is it reliable? (How do you know?)
   c) Does it have the ability to make the discriminations you want as an interventionist? Why?
   d) Are the items clearly specified and are the criteria for pass/fail clearly delineated? (Give some examples)
   e) Can it be used to support the completion of annual goals and short-term objectives? (Why or why not?)
   f) Does it focus on some areas better than others and if so, what are they?
   g) On what population was the assessment normed? Or is it criterion referenced only?
   h) Is the assessment ‘adaptable’ that is, does it allow for changes in criteria for passing, failing, materials, or presentation based upon the obvious limitations of the students or the environment.

Each written critique should consist of a cover page with complete references of the test in APA style and be followed by as many necessary typed, double spaced pages. The form that the critique takes can be as simple as a reinstatement of the questions followed by the answer. Please note that you are responsible for finding the tests, instruments, etc. to review. Some good sources include the Lynn Bennett Early Childhood Education Center, Clark County School District, and Headstart.
3. (150 points total/30 points total each) Each student will be responsible for critiquing five (5) articles of which one will be provided in class to use for your group debates. The selected articles should be on topics that include, but are not limited to: Assessments and Children with Special Needs, The History of Assessments, Implementation of Certain Assessments, The Effects of Implementing Assessments in Schools and etc. The critiques should be at least two pages in length and should be written and referenced following the guidelines of APA. This critiques should include or follow the format listed below:
   a) Provide an introductory statement that provides your reader with an outline of what he or she can expect to read within the text or body of your paper.
   b) Briefly discuss your rationale for choosing the article and topic you selected.
   c) Discuss the aspect in which the article specifically addressed information regarding assessments. Whether the information was regarding the development of assessments, the effect of assessments, the disagreement with assessing children and etc.
   d) Give your opinion on the information provided. Was it easy to follow and understand? Did the information assist you or influence your decisions regarding assessments and testing of children?
   e) In your closing paragraph, provide your view of the article, the content, your personal view regarding assessments and how your view aligns with the authors or how you view rebuts what the author has provided.

4. (50 points total) “The Great Debaters”: The student participants will be divided into two groups. Each group will be provided an article regarding assessments, high stakes assessments, and the disagreement with assessments of children all together. Each group will read, understand, and debate the points outlined in his or her article using the energy of influence to support their argument.

5. (50 points total) The student participants will be divided into three groups. Each group will be responsible for locating and critiquing one of three assigned content, state, or program standards. The standards include: The Head Start Performance Standards (Education and Disabilities Sections only), the Clark County School District’s Curriculum Essentials Framework, and the Nevada Pre-K Standards. Although no deliverables are required (written paper), a group discussion of the specifics regarding the assigned standard (s) is expected and required.

6. (50 points) Each student will identify and critique one assessment instrument of his or her choice. Upon the completion of the written critique, students will orally present their findings to the class. Critique should include the following questions:
   a) Can this assessment be used to strengths and abilities?
   b) Does it measure what it intends to measure? and is it reliable? (How do you know?)
   c) Does it have the ability to make the discriminations you want as an interventionist? Why?
   d) Are the items clearly specified and are the criteria for pass/fail clearly delineated? (Give some examples)
   e) Can it be used to support the completion of annual goals and short-term objectives? (Why or why not?)
f) Does it focus on some areas better than others and if so, what are they?
g) On what population was the assessment normed? Or is it criterion referenced only?
h) Is the assessment ‘adaptable’ that is, does it allow for changes in criteria for passing, failing, materials, or presentation based upon the obvious limitations of the students or the environment.

The form that the critique takes can be as simple as a reinstatement of the questions followed by the answer.

Please note that you are responsible for finding the tests, instruments, etc. to review. Some good sources include the Lynn Bennett Early Childhood Education Center, Clark County School District, and Headstart.

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**Course Grades:**

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<tr>
<td>Attendance/Participation</td>
<td>50</td>
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<tr>
<td>Midterm/Final</td>
<td>200</td>
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<tr>
<td>Group Presentation (EA)</td>
<td>50</td>
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<tr>
<td>Article Critiques (5)</td>
<td>150</td>
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<tr>
<td>In-Class Group Debate</td>
<td>50</td>
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<tr>
<td>Group Discussion and Content Standard Critique</td>
<td>50</td>
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<tr>
<td>Independent Assessment Critique</td>
<td>50</td>
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Final grade for the course will be determined by the simple arithmetic average of the two exams plus the points earned for the article critiques, the group presentations and attendance/participation. (total possible points equal 600).

A = 95-100
A- = 90-94
B++ = 87-89
B = 83-86
B- = 80-82
C++ = 77-79
C = 73-76
C- = 70-72
D++ = 67-69
D = 63-66
D- = 60-62
F = Below 60
## Course Outline and Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>January 20, 2011</td>
<td><strong>1. Introduction and Overview of Course History and Trends of Assessments</strong></td>
<td></td>
<td><strong>Pre-Assessment</strong></td>
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<tr>
<td>February 3, 2011</td>
<td><strong>3. History and Trends of Assessments (Continued)</strong> Understanding Key Terms regarding Assessments</td>
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<td>February 10, 2011</td>
<td><strong>4. Young Children and Assessments</strong></td>
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<td>February 17, 2011</td>
<td><strong>5. Young Children and Assessments</strong></td>
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<td>February 24, 2011</td>
<td><strong>6. Parents and Assessment of Young Children</strong></td>
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<td><strong>First Article Critiques Due</strong></td>
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<tr>
<td>March 3, 2011</td>
<td><strong>7. Parents and Assessment of Young Children</strong></td>
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<td>March 10, 2011</td>
<td><strong>8. (4) Student Assessment Critiques</strong></td>
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<td><strong>Independent Assessment Critiques (30 minutes per assessment critique)</strong></td>
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<td>March 17, 2011</td>
<td><strong>9. NO CLASS: Spring Break</strong></td>
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<td>March 24, 2011</td>
<td><strong>10. Independent Study and Preparation for Presentations and Mid-Term: NO CLASS</strong></td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<td>March 31, 2011</td>
<td>11. (4) Student Assessment Critiques</td>
<td>Independent Assessment Critiques (30 minutes per assessment critique), Mid-Term, and Second Article Critique Due</td>
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<td>April 7, 2011</td>
<td>12. Independent Study and Preparation for Presentations and Debate: NO CLASS</td>
<td>Independent Assessment Critiques (30 minutes per assessment critique)</td>
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<td>April 14, 2011</td>
<td>13. Environmental Elements of Assessment AND (4) Student Assessment Critiques</td>
<td>Independent Assessment Critiques (30 minutes per assessment critique)</td>
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<td>April 28, 2011</td>
<td>15. Using Data to Make Decisions AND remaining Student Assessment Critiques</td>
<td>Group Standards Critique and In-Class Discussion</td>
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<tr>
<td>May 5th, 2011</td>
<td>16. Using Date to Make Decisions</td>
<td>Group Environmental Assessment Critiques and In-Class Discussion</td>
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<tr>
<td>May 12th, 2011</td>
<td>17. Post Assessment, Make-Up, One on One Meetings as Requested</td>
<td>Final Examination, Remaining 2 Article Critiques, and all other assignments not yet submitted.</td>
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Exams must be completed on the dates indicated. Failure to do so, without an acceptable excuse approved by the instructor, will result in 0 points for the missed exam, without exception. REMEMBER that you are responsible for all material, including announcements, handouts and material presented in class whether or not you are present.
Collection of Student Assignments for Accreditation Purposes – Assignments completed for this course may be used as evidence of candidate learning in national, state, and regional accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated.

Academic Misconduct – “Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.” An example of academic misconduct is plagiarism: “Using the words or ideas of another, from the Internet or any source, without proper citation of the sources.” See the “Student Academic Misconduct Policy” (approved December 9, 2005) located at: http://studentlife.unlv.edu/judicial/misconductPolicy.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. To familiarize yourself with copyright and fair use policies, you are encouraged to visit the following website: http://www.unlv.edu/committees/copyright/.

Disability Resource Center (DRC) – It is important to know that over two-thirds of the students in the DRC reported that the syllabus statement, often read aloud by the faculty during class, directed them to the DRC office. The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. Faculty should not provide students accommodations without being in receipt of this plan. UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: Voice (702) 895-0866, TTY (702) 895-0652, fax (702) 895-0651. For additional information, please visit: http://studentlife.unlv.edu/disability/.

Missed Class(es)/Student – As a general rule, a student missing a class or laboratory assignment because of observance of a religious holiday shall have the opportunity to make up missed work.
Students must notify the instructor of anticipated absences by the last day of late registration, August 25, 2008, to be assured of this opportunity. NOTE: Students who represent UNLV at any official extracurricular activity shall also have the opportunity to make up assignments, but the student must provide official written notification to the instructor no less than one week prior to the missed class(es). This policy shall not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the university that could reasonably have been avoided. There should be good faith effort by both faculty and student to come to a reasonable resolution. When disagreements regarding this policy do arise, they can be appealed to the department chair/unit director, college/school dean, and/or the Faculty Senate Academic Standards Committee. For purposes of definition, extracurricular activities may include, but are not limited to; band, drama, intercollegiate athletics, recruitment, and any other activity sanctioned by a college/school dean, and/or the Executive Vice President and Provost.

Rebelmail – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication. All UNLV students receive a Rebelmail account after admission to the university. Nonadmitted students should contact the Student Help Desk at (702) 895-0761, in the Student Union Room 231, or by e-mail: studenthelp@unlv.edu. See http://rebelmail.unlv.edu/ for additional information.

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

<table>
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<th>Proficiency</th>
<th>Format &amp; Organization</th>
<th>Completeness of Information</th>
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| **EXCEEDS EXPECTATIONS** | - Consistent organization  
- Consistent use of APA style  
- Correct spelling and grammar  
- References each answer to text, notes or outside readings | - Answers at least 95% of total # of questions correctly  
- Uses a variety of sources  
- Presents comprehensive perspective  
- Synthesizes information and reaches conclusions  
- Answers all questions |
|                      | **48 – 50 POINTS**                                                                   | **48 – 50 POINTS**                                                                           |
| **MEETS EXPECTATIONS** | - Occasional lapses of clarity in organization  
- One or two spelling or grammar errors  
- Inconsistent correct use of references  
- Covered the required points in each answer | - Answered fewer than 80% of the questions correctly  
- At least 1/2 of the answers contain references  
- Uses less than 3 references  
- Answers are only partially responsive to questions |
|                      | **40 – 47 POINTS**                                                                   | **40 – 47 POINTS**                                                                           |
| **BELOW EXPECTATIONS** | - Disorganized and difficult to follow  
- Minimal use of APA style | - Answered fewer than 80% of questions correctly  
- No reference to text or |

| - Many spelling errors | outside reading |
| - No references or incorrect references | - No synthesis of information from different sources |
| - Did not answer all questions | - Numerous incomplete answers |
| **< 40 POINTS** | **< 40 POINTS** |