Preparing Professionals for Changing Educational Contexts
Department of Special Education
College of Education
University of Nevada, Las Vegas

Prefix & Number: ESP 475
Title: Developmental Assessment in Early Childhood Education
Credit: 3 semester hours
Semester: Spring 2004
Class Location: BEH 217
Instructor: Keri Altig
Office Location: CEB 155
Office Hours: Monday, Tuesday 9:00 a.m. – 12:30 p.m.
Wednesday, Thursday 1:00 p.m. – 3:30 p.m.
Telephone: 895-0438
Email: altig@unlv.nevada.edu
Prerequisites: Students must have completed ESP 470

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

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 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. (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)

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)

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

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

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. (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 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)

Required Text(s):
Resources


Federal Register, Volume 63, Number 71, Tuesday, April 14, 1998. pp. 18289-18296.

Early Intervention Program for Infants and Toddlers with Disabilities; Final Rule.


Public Law 105-17: The Individuals with Disabilities Education Act Amendments of 1997. (Can be downloaded from http://Thomas.loc.gov/).

Course Requirements and Grading Policy:

1. **Examinations (100 points)**
   - Two examinations will be given. The examinations will be multiple choice, short answer, and essay questions that cover materials presented in class and in the assigned readings.

2. **Assessment practice and presentation (100 points)**
   - Candidates need to locate a young child with or without disabilities birth-to-five years of age and apply an assessment procedure using norm-referenced or criteria-referenced tests (your choice of testing instruments). A class presentation is required during the final day. The final written report must be completed and include the following information:
     1). The testing instrument (age/group, assessment type, scoring, domains/content, special needs options, family involvement, validation);
     2). The child’s current development (physical, cognitive, social/emotional, communication, and adaptive);
     3). The specific domain(s)/area(s) tested for the child;
     4). The setting where the child was tested;
     5). Adaptations/Accommodations used during the test for a child with disabilities, if applicable;
     6). Summary of the test results (in numerical and narrative formats);
     7). Recommendations for education or intervention plan.
     8). Your critique about the testing instrument that includes: a) Does it measure what it intends to measure? (How do you know?) b) Can it be used to determine annual goals and short-term objectives? (Why or Why not?)

Please note that you are responsible for finding the tests, instruments, etc. to review and conduct the assessment practice. Some good sources may include Clark County School District and the UNLV library.

*All assignments are due on the days indicated in the course schedule. One letter grade will be deducted for each day an assignment is late. Any missed notes are your responsibility. Candidates must be present during presentations otherwise one letter grade will be deducted.*
Course Grades:
1. Examinations: 100 points
2. Assessment practice and presentation: 100 points
Total: 200 or 200/2=100

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

Instructional Methods
A variety of instructional methods will be used in this course. Included among them are lecture, demonstration, hands-on practice with manipulative devices, small group activities, cooperative planning and team teaching, and field-based experience.

Administrative Requirements
1. Attendance and participation is expected in learning activities (in class and outside of class) that include discussion role-play and simulations, individual and collaborative learning/problem solving processes. Note: regular attendance, completion of assigned readings, and participation in class is expected (after 2 absences, 10 points will be deducted from the final grade for each absence; similarly, 2 points will be deducted from the final grade each time the student is more than 10 minutes late for class, after the first two tardies).

2. 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 zero.

3. A grade of “Incomplete” will be granted only if the student has: completed 75% of the course, earned a grade of “B” or better at the time the “Incomplete” grade is requested, and requested an “Incomplete” grade for personal or academic reasons deemed extraordinary by the instructor.
The student and instructor must negotiate a due date for completion of the course assignments. If course requirements are not completed by the agreed upon date, the earned grade will be submitted. There is not grading penalty for completing the course by the agreed upon date.

4. All assignments must by typed and double-spaced. Where appropriate, the APA 5th Edition style should be implemented in all submitted work.
Learning Enhancement Services

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, Suite 137. The phone number is 895-0866 or TDD 895-0652.

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.

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.
### Class Schedule: (the following is a guideline and may change during the semester)

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignments</th>
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<tbody>
<tr>
<td>1/22</td>
<td>• Overview of course</td>
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<td>1/29</td>
<td>• ECSE</td>
<td>Chapter 1, Losardo</td>
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<td>• Part C vs. Part B</td>
<td>Chapter 1, Bagnato</td>
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<td>• Purpose of evaluation and assessment/Foundations</td>
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<td>2/5</td>
<td>• Early Identification</td>
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<td>• Child Find</td>
<td>Chapter 8, Losardo</td>
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<td>• Family Involvement</td>
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<td>2/12</td>
<td>• Assessment Models</td>
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<td></td>
<td>• Observations</td>
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<td>• Domains</td>
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<tr>
<td>2/19</td>
<td>• Norm vs. Criterion-referenced testing</td>
<td>Chapter 2, Losardo</td>
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<td>• Formal vs. Informal</td>
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<td>2/26</td>
<td>• Portfolios</td>
<td>Chapter 6, Losardo</td>
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<td>• Alternative Assessment</td>
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<td>3/4</td>
<td>• Assessment and Culturally Diverse Students</td>
<td>Chapter 10, Losardo (p. 186)</td>
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<td>3/11</td>
<td>• Mid-Term Examination</td>
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<td>3/18</td>
<td>• Raw Scores, Standard Scores, Bell Curve</td>
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<td>3/25</td>
<td>• TBD</td>
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<td>4/1</td>
<td>• Intervention through Assessment</td>
<td>Chapter 5, Bagnato</td>
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<td>4/8</td>
<td>• Group Work - Vignettes</td>
<td>Chapter 3, Bagnato</td>
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<tr>
<td>4/15</td>
<td>• Group Work – Vignettes</td>
<td>Chapter 10, Losardo</td>
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<td>4/22</td>
<td>• Assessment</td>
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<td>• Presentation/Paper due</td>
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<tr>
<td>4/29</td>
<td>• Assessment</td>
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<td>• Presentation/Paper due</td>
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<tr>
<td>5/6</td>
<td>• Final Examination</td>
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# Assessment & Presentation Rubric

<table>
<thead>
<tr>
<th>Proficiency Presentation</th>
<th>Format (20%)</th>
<th>Completeness (60%)</th>
<th>Completeness (20%)</th>
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| Exemplary (90-100)       | • Consistent organization.  
                           • APA style used.  
                           • Spelling and grammar elements with few or no errors. | • Provides enough information for replication.  
                           • Thorough investigation.  
                           • Current information.  
                           • Cover all the 8 questions. | • Logical flow.  
                           • Understandable to audience.  
                           • Sticks to the topic.  
                           • Visuals used.  
                           • Sticks to time limit (10-15 minutes) and complete. |
| Acceptable (80-89)        | • Frequently organized – but has occasional lapses.  
                           • APA style with minor errors.  
                           • Spelling and grammar with few minor or one major error. | • Provides information for replication with minor attempt at research.  
                           • Current information.  
                           • Cover 7 of the 8 questions. | • Semi-logical flow.  
                           • Too high to too low for audience.  
                           • Sticks to time limit, but incomplete. |
| Unacceptable (<80)        | • Somewhat difficult to follow.  
                           • Sometimes organized.  
                           • APA style seldom used.  
                           • Spelling and grammar with many errors. | • Outdated information.  
                           • Cover 6 or fewer questions. | • Illogical.  
                           • Too high or too low for audience.  
                           • Off-course.  
                           • Little or no use of visuals.  
                           • Exceeds time limit, incomplete. |