Department of Special Education
College of Education, University of Nevada, Las Vegas
Course Syllabus
Spring, 2006

Preparing Professionals for Changing Educational Contexts

Prefix and Number: ESP 475
Title: Developmental Assessment in Early Childhood Special Education
Credit: 3 hours
Semester/Time/Location: Thursday 4 – 6:45 p.m.
Instructor: Keri Altig
Office Location: CEB 149
Office Hours: Monday – Friday 11:30-1:30p.m. By appointment
Telephone/email: 895-1100 altig@unlv.nevada.edu
Prerequisite Course(s): 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)
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 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 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):
Supplemental Reading:

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, team teaching, and field-based experience. Candidates are expected to participate during in-class discussion as well as discussion questions posted on WebCT.

Assignments and Evaluation Procedures:
1. Participation (20 points)
2. 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.
3. Article Review (30 points)
   Each student will complete a written report of a journal article concerning assessment or evaluation procedures for young children with atypical development or a diagnosed disability.
4. Assessment Critique (100 points)
   Each student will complete a written critique of an assessment instrument, procedure, or system utilized for diagnosis and/or curriculum planning with young children either typically developing, suspected to be or confirmed to be eligible for preschool special education or early intervention. Upon the completion of the written critique, students will orally present their findings to the class. Each critique should consist of a cover page with the complete reference of the test in APA style and be followed by as many as necessary typed, double spaced pages to answer the following questions:
   a) The testing instrument (age-group, assessment type, score, domains/content, special needs options, family involvement, validation)
   b) How were the developmental sequences (or task/ skill sequences) derived?
   b) Does it measure what it intends to measure? (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 determine 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?
   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 student.
The form that your critique takes can be as simple as a restatement of each question followed by your answer, or as complicated as you see fit.

Please note that you are responsible for finding the tests, instruments, etc. to review. Some good sources include the 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 will be your responsibility.

**Administrative Requirements:**
1. Attendance and participation in learning activities (in class and outside of class and WebCT) that include discussion, role-play and simulations, individual and collaborative learning/problem solving processes. Note: regular attendance, completion of assigned reading(s), and participation in class is expected (after 2 absences, 5 points will be deducted from the final grade for each absence).
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 cannot be made up and will result in a score of 0 (zero).
3. A grade of “incomplete” will be granted only if the student has:
   a. Completed 75% of the course,
   b. Earned a grade of “C” or better at the time the incomplete grade is requested
   c. The requested incomplete grade for personal or academic reasons is deemed extraordinary by the instructor, and
   d. 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 be typed and double-spaced. Work submitted should reflect college-level expectations in terms of scope, depth, writing mechanics, appearance, and APA 5th Edition style (where appropriate).

**Performance Assessments and Grading Policy:**
Refer to the assignment rubrics for specifics. Final grades will be based upon the total number of points earned:

- **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
Learning Enhancement Services (LES)
“The UNLV Learning Enhancement Services houses the resources for students with disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The LES is located in the Student Services Complex (SSC), Room 137. Their numbers are: (702) 895-0866/Voice; (702) 895-0652/TDD; and, (702) 895-0651/fax. For additional information please visit http://www.unlv.edu/studentlife/drc.”

Academic Integrity Statement
UNLV and its College of Education demand a high level of scholarly behavior and academic honesty on the part of candidates. Violations by candidates 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 or the Office of the Dean of the College of Education.

Religious Holidays
It is UNLV’s policy to give candidates who miss class because of observance of religious holidays the opportunity to make up missed work. Candidates 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 Candidate 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. Candidates 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.
<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topics</th>
<th>Assignments</th>
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| 1/19        | Introductions  
Overview of Course  
Overview of WebCT  
Observation systems | Chapter 4, Losardo |
| 1/26        | UNLV/CSUN observations;  
anecdotal, unstructured observations | UNLV/CSUN observations |
| 2/2         | UNLV/CSUN observations;  
structured observations | UNLV/CSUN observations |
| 2/9         | ECSE  
Part C vs. Part B  
Purpose of evaluation and assessment/ foundations  
***Assessment Demo*** | Chapter 1, Bagnato  
Chapter 1, Losardo  
***Bring in observations*** |
| 2/16        | Early Identification  
Child Find  
Family Involvement  
Transdisciplinary Approach  
***Assessment Demo*** | Chapter 2, Bagnato  
Chapter 9, Losardo |
| 2/23        | Performance Assessment  
Assessment Models  
Domains  
***Assessment Demo*** | Chapter 5, Losardo |
| 3/2         | Portfolio  
Alternative Assessment  
Assessment and Culturally Diverse students | Chapter 6, Losardo  
Chapter 10, Losardo |
| 3/9         | Midterm examination | Midterm examination |
| 3/16        | Spring break | Spring break |
| 3/23        | Norm vs. Criterion referenced testing  
Formal vs. Informal  
Naturalistic Assessment | Chapter 2, Losardo  
Chapter 3, Losardo  
**Article Due** |
| 3/30        | Library Work – Assess your student | Library Work – Assess your student |
| 4/6         | Library Work – Assess your student | Library Work – Assess your student |
| 4/13        | Raw Scores, Standard Scores, Bell Curve, etc. | |
| 4/20        | Intervention through assessment | Chapter 3, Bagnato  
Chapter 5, Bagnato |
| 4/27        | Assessment  
Presentation/Paper Due | Assessment  
Presentation/Paper Due |
| 5/4         | Assessment  
Presentation/Paper Due | Assessment  
Presentation/Paper Due |
| 5/11        | Final Examination | Final Examination |