I. Prefix & Number: ESP 475 (9M6)

II. Title: Developmental Assessment in Early Childhood Special Education

III. Credit: 3 semester hours

IV. Semester: Spring 2006 (EOB)

V. Instructor: Dr. John Filler

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1 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 the Disability Resource Center for coordination in your academic accommodations. The DRC is located in the Reynolds Student Services Complex in Room 137. The DRC phone number is 895-0866 or TDD-895-0652”.

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.

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.
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

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.

XI. 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 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 copy right 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)

XII. 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.


Horner, R. H., O'Neill, R. E., Flannery, K. B. (1993). Effective behavior support


XIII. Course Requirements and Grading Policy:

Course Requirements:
1. Each student will complete the reading assignments

2. 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 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) 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 Lynn Bennett Early Childhood Education Center, Clark County School District, and EOB Headstart.

Course Grades:

Final grade for the course will be determined by the simple arithmetic average of the two tests plus the points earned for the critiques (total possible equal 300/3 or 100). Each test is worth a max of 100 points and the critique is worth a max of 100 points.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>90-94</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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### XIV. Course Outline and Schedule

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic(s) and Assignment</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Friday - March 24&lt;br&gt;(4:30pm – 9:30pm)</td>
<td>I. Introduction and&lt;br&gt;Overview of Course&lt;br&gt;II. Assessment v. Evaluation&lt;br&gt;(Bagnato et al. Chapter 1)</td>
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<tr>
<td>2.</td>
<td>Sat. - March 25&lt;br&gt;(8:30am – 5:00pm)</td>
<td>III. Eligibility for services&lt;br&gt;IV. P.L.105-17: Assessment&lt;br&gt;V. Observing Young Children&lt;br&gt;VI. Norm Referenced Testing&lt;br&gt;(Bagnato et al. p. 103-116)</td>
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<tr>
<td>3.</td>
<td>Friday - March 31&lt;br&gt;(4:30pm – 9:30pm)</td>
<td>VII. Criterion Referenced Assess.&lt;br&gt;Review for Midterm Exam</td>
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<tr>
<td>4.</td>
<td>Sat.- April 1&lt;br&gt;(8:30am – 5:00pm)</td>
<td>MIDTERM EXAM&lt;br&gt;VIII. Child Find / Screening&lt;br&gt;IX. Assessing for Content</td>
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<td>5.</td>
<td>Friday - April 7&lt;br&gt;(4:30 – 9:30pm)</td>
<td>IX. Assessing for Content (cont.)&lt;br&gt;X. Portfolio Assessment&lt;br&gt;(Bagnato et al. p. 90-99)&lt;br&gt;ASSESSMENT CRITIQUE DUE</td>
</tr>
<tr>
<td>6.</td>
<td>Sat. – April 8&lt;br&gt;(8:00am – 5:00pm)</td>
<td>XI. Assessing for Content and&lt;br&gt;Strategy&lt;br&gt; - AEPS&lt;br&gt; - Carolina&lt;br&gt;XII. Assessing Interactions&lt;br&gt;(Bagnato et al. p. 123 – 127)</td>
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<tr>
<td>7.</td>
<td>Friday – April 14&lt;br&gt;(4:30 – 9:00pm)</td>
<td>XIII. Assessing CP&amp;R&lt;br&gt;Review for FINAL Exam&lt;br&gt;(Bagnato et al. Chapters 4 &amp; 5)</td>
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</table>

C  =  73-76
C- =  70-72
D+ =  67-69
D  =  63-66
D- =  60-62
F  =  Below 60
8. Sat.- April 15
   (8:00am – 5:00pm)

XIV. Formative Assessment
     v. Summative Assessment
     - Baseline data
     FINAL EXAM!!!!

* Exams must be taken on the dates indicated at the time of the regularly scheduled class. Failure to do so, without an acceptable excuse approved by the instructor, will result in 0 points for the missed exam, without exception. The assessment critique MUST be turned in no later than 5:00pm Friday April 14. REMEMBER that you are responsible for all material, including announcements re schedule changes, handouts and material presented in class whether or not you are present.
RUBRIC FOR ESP 475 EXAMS

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format &amp; Organization</th>
<th>Completeness of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXEMPLARY</td>
<td>- Consistent organization&lt;br&gt;- Consistent use of APA style&lt;br&gt;- Correct spelling and grammar&lt;br&gt;- References each answer to text, notes or outside readings</td>
<td>- Answers at least 95% of total # of questions correctly&lt;br&gt;- Uses a variety of sources&lt;br&gt;- Presents comprehensive perspective&lt;br&gt;- Synthesizes information and reaches conclusions&lt;br&gt;- Answers all questions</td>
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<tr>
<td>48 – 50 POINTS</td>
<td>48 – 50 POINTS</td>
<td>48 – 50 POINTS</td>
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<tr>
<td>ACCEPTABLE</td>
<td>- Occasional lapses of clarity in organization&lt;br&gt;- One or two spelling or grammar errors&lt;br&gt;- Inconsistent correct use of references&lt;br&gt;- Covered the required points in each answer</td>
<td>- Answered fewer than 80% of the questions correctly&lt;br&gt;- At least 1/2 of the answers contain references&lt;br&gt;- Uses less than 3 references&lt;br&gt;- Answers are only partially responsive to questions</td>
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<tr>
<td>40 – 47 POINTS</td>
<td>40 – 47 POINTS</td>
<td>40 – 47 POINTS</td>
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<tr>
<td>UNACCEPTABLE</td>
<td>- Disorganized and difficult to follow&lt;br&gt;- Minimal use of APA style&lt;br&gt;- Many spelling errors&lt;br&gt;- No references or incorrect references&lt;br&gt;- Did not answer all questions</td>
<td>- Answered fewer than 80% of questions correctly&lt;br&gt;- No reference to text or outside reading&lt;br&gt;- No synthesis of information from different sources&lt;br&gt;- Numerous incomplete answers</td>
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<tr>
<td>&lt; 40 POINTS</td>
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# RUBRIC FOR ESP 475 ASSESSMENT CRITIQUE

<table>
<thead>
<tr>
<th>Proficiency</th>
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<th>Completeness Of Information</th>
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<tbody>
<tr>
<td><strong>EXEMPLARY</strong></td>
<td>- Consistent organization &amp; thought</td>
<td>- Contained at least 5 references</td>
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<td></td>
<td>- Consistent use of APA style</td>
<td>- Used a variety of references</td>
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<td></td>
<td>- Correct spelling &amp; grammar</td>
<td>- Presented original perspective about test or instrument</td>
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<td></td>
<td>- Cited all references in text &amp; in references correctly</td>
<td>- Current Information</td>
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<td></td>
<td>- Covered the required topics</td>
<td>- Is consistent in position taken across questions</td>
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<td></td>
<td>48 – 50 POINTS</td>
<td>48 – 50 POINTS</td>
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<tr>
<td><strong>ACCEPTABLE</strong></td>
<td>- Fair organization but with occasional lapses in clarity</td>
<td>- Contains at least 3 references</td>
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<tr>
<td></td>
<td>- APA style with minor discrepancies</td>
<td>- More than 1 reference came from the Internet</td>
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<td>- One or two spelling or grammar errors</td>
<td>- Variety of references not well represented</td>
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<td></td>
<td>- Not all references cited in text &amp; in references correctly</td>
<td>- Information presented was only partially representative of new &amp; current information</td>
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<tr>
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<td>- Covered the required questions</td>
<td>- Is consistent in opinions or views across questions/answers</td>
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<td>40 – 47 POINTS</td>
<td>40 – 47 POINTS</td>
</tr>
<tr>
<td><strong>UNACCEPTABLE</strong></td>
<td>- Disorganized &amp; difficult to follow</td>
<td>- Did not contain at least 3 references</td>
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<tr>
<td></td>
<td>- Minimal use of APA style with major discrepancies</td>
<td>- No references were from the Internet</td>
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<tr>
<td></td>
<td>- Many spelling or grammar errors</td>
<td>- Poor variety of references</td>
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<tr>
<td></td>
<td>- References in text &amp; reference list not cited correctly</td>
<td>- Information not current</td>
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<tr>
<td></td>
<td>- Did not answer the required questions</td>
<td>- No indication of consistency in opinions or views across answers/questions</td>
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<tr>
<td></td>
<td>&lt; 40 POINTS</td>
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