I. **Course Prefix & Number:** ESP 773

II. **Course Title:** Assessment of Young Children with Disabilities

III. **Course Credit Hours:** 3 hours

IV. **Semester:** Fall 2013

V. **Instructor:** Christy Baxter

VI. **Office Location:** CEB 153A
    **Class Location:** CBC C113

VII. **Office Hours:** by appointment

VIII. **Email:** baxterc9@unlv.nevada.edu

IX. **Prerequisite(s):**
    Students must have completed ESP 771-Perspectives on Early Childhood Special Education or consent of instructor.

X. **Course Description:**

    Course focuses upon subjective, objective, unstructured and structured observations of young children with physical disorders, communication disorders and disorders of behavior, learning and development. Survey, review and critique of standardized and non-standardized tests as well as the use of test data in planning instruction.

**InTASC Standards Addressed:**

- Standard 1.0 Learner Development
- Standard 3.0 Learning Environments
- Standard 6.0 Assessment
- Standard 9.0 Professional Learning and Ethical Practice

**CEC/DEC Standards Addressed:**

- Standard 5: Learning Environments and Social Interactions
- Standard 7: Instructional Planning
- Standard 8: Assessment
- Standard 10: Collaboration

**NAEYC Standards Addressed:**

- Standard 2: Building Family and Community Relationships
• Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
• Standard 4: Using Developmentally Effective Approaches

XI. Course Objectives: (InTASC; ICC= Common Core CEC; ECSE= CEC Early Childhood Special Ed; NAEYC= NAEYC)

**Knowledge:**
(The ways students demonstrate what they know and how they are able to put skills into practice to make a difference in child learning).

1. Each student will demonstrate knowledge of how to conduct environmental inventories to evaluate developmental and functional appropriateness. INTASC6(p), ICC5K1, NAEYC2a
   Measurement/Evaluation: Exams

2. Each candidate will demonstrate knowledge of basic terminology, various assessment activities and the roles of different professionals and family including child find, screening/diagnostic assessment, educational assessment and monitoring of progress. INTASC6(j), InTASC6(k), ICC8K1, ICC8K3, NAEYC2a, NAEYC3d
   Measurement/Evaluation: Exams and Assessment Critiques

3. Each student will demonstrate knowledge of the legal and ethical foundations and local and state guidelines for the assessment of young children including limitations of assessment instruments. ICC8K2, ICC8K4, ECSE8K2, ICC8K5, ECSE9K1, NAEYC3c
   Measurement/Evaluation: Exams and Assessment Critiques

4. Each candidate will demonstrate knowledge of typical approaches to the assessment of cognitive, social/adaptive, communication/language, and motor skills including the use of technology in assessment. InTASC6(n), ICC7KI, ICC8K4, NAEYC3b
   Measurement/Evaluation: Exams and Assessment Critiques

5. Each candidate will demonstrate knowledge of the roles that families play in assessment. ICC8K4, NAEYC3d
   Measurement/Evaluation: Exams and Assessment Critiques

6. Each candidate will demonstrate knowledge of assessment adaptations necessary for specific sensory, motor impairments and language differences. ICC8K4
   Measurement/Evaluation: Exams and Assessment Critiques

7. Each candidate will demonstrate knowledge of techniques for assessment of both family strengths and family needs. InTASC6(m), ICC10K2, ICC10K3
   Measurement/Evaluation: Exams

8. Each candidate will demonstrate knowledge of how to use baseline data for the determination of the appropriateness of content and instructional strategy. InTASC6(l), InTASC6(m), ICC8K3, NAEYC3a
   Measurement/Evaluation: Exams

9. Each candidate will demonstrate knowledge of the alignment of assessment with curriculum, content standards, and local, state, and federal regulations. InTASC6(o), ICC8K5, ECSE8K3
   Measurement/Evaluation: Exams and Assessment Critiques
Performances (Skills):
(The ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students are learning.)

1. Each student will demonstrate the ability to identify the characteristics of assessment procedures designed to result in information relevant to the determination of educational/intervention; content, sequence and strategy and how to interpret the results of various assessment instruments/procedures. InTASC6(a), InTASC6(g), InTASC6(h), InTASC9(c), ICC8S1, CC8S4, CC8S5, CC8S6, CC8S7, ICC8S8, ECSE8S1, NAEYC4d
   Measurement/Evaluation: Assessment Critiques

2. Each student will demonstrate both knowledge of and ability to perform task analyses and collect baseline data for important skills as essential components of the observation and assessment of performances of young children for development of appropriate outcomes, benchmarks, goals and objectives. InTASC3(e), InTASC6(c), InTASC6(e), ICC7S5, ICC7S6, ICC7S4, ECSE7S1
   Measurement/Evaluation: Exams and Assessment Critiques

Disposition(s):
(Values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth—guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.)

1. Each candidate will demonstrate an appreciation for the limitations of assessment data for young children as imposed by cultural diversity and linguistic difference and by age and/or culturally inappropriate standards. InTASC1(i), InTASC6(q), InTASC6(r), InTASC6(s), ICC7K1, ICC8K4, ICC8K2 CC10, K1, NAEYC3a
   Measurement/Evaluation: Exams and Assessment Critiques

2. Each candidate is committed to using multiple sources for assessment purposes and to making necessary accommodations for learner age, culture and disability within a context of ethical practice. InTASC6(t), InTASC6(u), InTASC6(v), InTASC9(l).
   Measurement/Evaluation: Exams and Assessment Critiques

Results:
(The ways students demonstrate what they know and how they are able to put skills in to practice to make a difference in child learning).

Each candidate will be able to conduct critical analyses of assessment instruments demonstrating an ability to identify appropriate characteristics of each for selection of content, sequence and instructional strategy.

XII. Suggested Resources:

Required Text(s):

Optional Text(s):


Current and Classical References:


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.

Federal Register, Volume 71, Number 156, Monday, August 14 2006, Pp. 46540 -46845.

34 CFR Parts 300 and 301, Assistance to States for the Education of Children with Disabilities and Preschool Grants for Children with Disabilities; Final Rule.


Internet Resources:

The Division for Early Childhood (CEC):
http://www.dec-sped.org/
National Early Childhood Technical Assistance System:  
http://www.nectas.unc.edu/

UNLV Library:  
http://www.library.unlv.edu/

National Association for the Education of Young Children  
http://www.naeyc.org/

XIII. Course Requirements and Grading Policy:

Course Requirements:

1. Examinations:

   Two tests are required. One will be given mid session and the other at the end of the session. Each will be taken in class and consist of 10 to 15 short-answer questions which cover material presented in class and in the assigned readings.

2. Assessment Critiques:

   Each student must do at least two critiques of assessment/evaluation instruments, procedures or systems utilized for curriculum planning with young children either suspected to be or confirmed to be eligible for preschool special education or early intervention. However, more than two may be done and, if so, the two with the highest grades will be the ones figured in to the final grade average. Each critique should consist of a cover page with the complete reference of the test etc. in APA style (6th Edition) and be followed by as many as necessary typed double spaced pages to answer the following questions:

   1. How were the developmental sequences (or task sequences) derived?

   2. Does it measure what it intends to measure? (How do you know?)

   3. Does it have the ability to make the discriminations you want as an interventionist? Why?

   4. Are the items clearly specified and are the criteria for pass/fail clearly delineated? (Give some examples.)

   5. Can it be used to determine annual goals and short-term objectives? (Why or why not?)

   6. Does it focus on some areas better than others and, if so, what are they?

   7. On what population was the assessment normed?

   8. 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?
The form that your critiques take should be as simple as a restatement of each question followed by your answer. Both critiques must be turned in by the beginning of class on Wednesday, November 13. If you elect to do more than two, all must be turned in by the beginning of class on November 13. None will be accepted after that date and time and a 0 score for the missed assignment will be entered into the computation of final grade.

Please note that you are responsible for finding the tests, instruments etc. to review. Some good sources include the Lynn Bennett ECE Center on campus and the UNLV library. However, remember that the LBECEC is under no obligation to assist you. They do so only as a favor to students taking this class, so act accordingly. I will be glad to direct you in some other direction should you encounter difficulties in your search.

**Grading Policy:**

Final grade for the course will be determined by the simple arithmetic average of the two tests plus the points earned for the two best critiques. Each test is worth a max of 100 points and the each critique is worth a max of 50 points (total possible equal 300; 300/3 or 100 max average for course). Grades with associated point ranges are:

- 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
## XIV. Course Outline:

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic &amp; Readings / Assignments</th>
</tr>
</thead>
</table>
| 1       | Aug. 28  | I. Introductions  
|         |          | II. ECSE Eligibility Requirements                                                             |
| 2       | Sept. 4  | No Class (Locate 2 Assessments for Critique)                                                   |
| 3       | Sept. 11 | III. Term Definitions  
|         |          | IV. Assessment in Part C of 108-446 (McClean et al., Chapter 1)                                |
| 4       | Sept. 18 | V. Assessment in Part B of 108-446  
|         |          | VI. Purpose of Evaluation & Assessment & Baseline/Intervention (McClean et al., Chapter 2)    |
| 5       | Sept. 25 | VII. Assessment Models  
|         |          | VIII. Norm Referenced Testing  
|         |          | - The Battelle Inventory  
|         |          | - The Bayley Scales (McClean et al., Chapter 3)                                               |
| 6       | Oct. 2   | IX. Child Find & Screening  
|         |          | - APGAR  
|         |          | - POPRAS  
|         |          | - NBAS (McClean et al., Chapter 5)                                                             |
| 7       | Oct. 9   | X. Criterion Referenced Testing  
|         |          | - The UPAS  
|         |          | XI. Dishabituation  
|         |          | Review for Midterm Exam (McClean et al., Chapter 7)                                           |
| 8*      | Oct. 16  | MIDTERM EXAM (All notes and readings to date)                                                   |
| 9       | Oct. 23  | XII. Defining "Content"  
|         |          | (Language and Social Skills, Motor and Cognition) (McClean et al., Chapter 10)                 |
| 10      | Oct. 30  | XIII. Assessing to Determine Content  
|         |          | - Brigance  
|         |          | - HOME (McClean et al., Chapter 12 &13)                                                       |
|         |          | XIV. Assessing for Content & Strategy  
|         |          | - AEPS  
|         |          | - Carolina  
<p>|         |          | XV. Assessing Parent/Child Interactions (Mclean et al., Chapter16)                            |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>11</td>
<td>Nov. 6</td>
<td>XVI. Introduction to Family Assessment (34 CFR PART 303)</td>
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<td></td>
<td></td>
<td>XVII. Assessing Concerns, Priorities &amp; Resources (McClean et al., Chapter 8 &amp; 17)</td>
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<tr>
<td>12</td>
<td>Nov. 13</td>
<td>XVIII. Formative Program Evaluation        (McClean et al., Chapter 4)</td>
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<td>ALL CRITIQUES DUE NO LATER THAN 7:00PM</td>
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<tr>
<td>13</td>
<td>Nov. 20</td>
<td>XIX. Assessment &amp; Cultural Diversity Review for Final Exam</td>
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<tr>
<td>14</td>
<td>Nov. 27</td>
<td>THANKSGIVING RECESS</td>
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<tr>
<td>15*</td>
<td>Dec. 4</td>
<td>FINAL EXAM</td>
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<td></td>
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<td>(All notes and readings to date)</td>
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</tbody>
</table>

* Exams and the assessment critiques are to be taken (or handed in) **no later** than the date and the time indicated; however, you are encouraged to turn in your critiques as soon as possible. The final will be held at the scheduled time (7:00 PM) unless otherwise noted in class. **REMEMBER you are responsible for all material, including announcements re schedule changes, handouts, and material presented in class whether or not you are present.**
<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format &amp; Organization</th>
<th>Completeness of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>TARGET</td>
<td>- Consistent organization</td>
<td>- Answers at least 95% of total # of questions correctly</td>
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<tr>
<td></td>
<td>- Consistent use of APA style</td>
<td>- Uses a variety of sources</td>
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<td>- Correct spelling and grammar</td>
<td>- Presents comprehensive perspective</td>
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<td>- References each answer to text, notes or outside readings</td>
<td>- Synthesizes information and reaches conclusions</td>
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<td></td>
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<td>- Answers all questions</td>
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<tr>
<td>48 – 50 POINTS</td>
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<tr>
<td>ACCEPTABLE</td>
<td>- Occasional lapses of clarity in organization</td>
<td>- Answered more than 80% of the questions correctly</td>
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<td>- One or two spelling or grammar errors</td>
<td>- At least 1/2 of the answers contain references</td>
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<td>- Inconsistent correct use of references</td>
<td>- Uses less than 3 references</td>
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<td>- Covered the required points in each answer</td>
<td>- Answers are only partially responsive to questions</td>
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<td>40 – 47 POINTS</td>
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<td>40 – 47 POINTS</td>
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<tr>
<td>UNACCEPTABLE</td>
<td>- Disorganized and difficult to follow</td>
<td>- Answered fewer than 80% of questions correctly</td>
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<tr>
<td></td>
<td>- Minimal use of APA style</td>
<td>- No reference to text or outside reading</td>
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<td></td>
<td>- Many spelling errors</td>
<td>- No synthesis of information from different sources</td>
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<td></td>
<td>- No references or incorrect references</td>
<td>- Numerous incomplete answers</td>
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<td></td>
<td>- Did not answer all questions</td>
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<tr>
<td>&lt; 40 POINTS</td>
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<tr>
<td>Proficiency</td>
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<td>Completeness Of Information</td>
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<tr>
<td>TARGET</td>
<td>- Consistent and clear organization &amp; thought&lt;br&gt;- Consistent use of correct APA style&lt;br&gt;- Correct spelling &amp; grammar&lt;br&gt;- Cited all references in text &amp; in references correctly&lt;br&gt;- Answered the required questions completely</td>
<td>- Contained at least 5 references&lt;br&gt;- Used a variety of references&lt;br&gt;- Presented original perspective about test or instrument&lt;br&gt;- Current Information&lt;br&gt;- Is consistent in position taken across questions</td>
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<td>20-25 POINTS</td>
<td>20-25 POINTS</td>
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<tr>
<td>ACCEPTABLE</td>
<td>- Fair organization but with occasional lapses in clarity&lt;br&gt;- APA style with minor errors&lt;br&gt;- One or two spelling or grammar errors&lt;br&gt;- Not all references cited in text &amp; in references correctly&lt;br&gt;- Answered the required questions</td>
<td>- Contains at least 3 references&lt;br&gt;- No more than 1 reference came from the Internet&lt;br&gt;- Variety of references not well represented&lt;br&gt;- Information presented was only partially representative of new &amp; current information&lt;br&gt;- Is consistent in opinions or views across questions/answers</td>
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<td>15-19 POINTS</td>
<td>15-19 POINTS</td>
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<tr>
<td>UNACCEPTABLE</td>
<td>- Disorganized &amp; difficult to follow&lt;br&gt;- Minimal use of APA style with major errors&lt;br&gt;- Many spelling or grammar errors&lt;br&gt;- References in text &amp; reference list not cited correctly&lt;br&gt;- Did not answer the required questions completely</td>
<td>- Did not contain at least 3 references&lt;br&gt;- All references were from the Internet&lt;br&gt;- Poor variety of references&lt;br&gt;- Information not current&lt;br&gt;- No indication of consistency in opinions or views across answers/questions</td>
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<td>&lt; 15 POINTS</td>
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If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to me during office hours so that we may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach me before or after class to discuss your accommodation needs.

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 end of the first two weeks of classes, September 6, 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 that could not reasonably be avoided. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=4&navoid=164.

Incomplete Grades - The grade of I – Incomplete – can be granted when a student has satisfactorily completed all course work up to the withdrawal date of that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. A student who receives an I is responsible for making up whatever work was lacking at the end of the semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

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