Instructor: Noelle Hause, EdD, LPC, IMH-E(IV)C
Office hours: By appointment only

Contact information:
Email: noelle.hause@unco.edu

Course Description
The course explores theory and application of assessment methods in Early Childhood/Early Childhood Special Education. It discusses effective informal assessment techniques and emphasizes an ecological approach to gathering information. The course introduces standardized assessment and screening instruments and provides an overview of the purposes and limitations of such tests. Cross-disciplinary approaches, matching assessment procedures to the intended purpose, and linked assessment/planning systems are emphasized.

Pre-requisites: None

Relationship of this Course to the Program Knowledge Base
The faculty of the School of Special Education believe:
- Children and youth with exceptionalities are part of a larger community of diverse learners;
- Children and youth with exceptionalities can learn when provided with effective and/or differentiated instruction, the adaptation of the learning environment, and culturally responsive pedagogy and curriculum;
- Children and youth with exceptionalities excel when they are held to high standards and expectations;
- The larger mission of education is best served when special educators collaborate with families, general educators, and related services professionals;
- Children and youth with exceptionalities develop lifelong attitudes and behaviors when responsibility, self-determination, and ownership of their education are expected.

Professional Standards Met
[see Appendix A for details]
The knowledge base for the master’s level special education generalist endorsement in Early Childhood/Early Childhood Special Education at the University of Northern Colorado relates to the following program standards:
- Council for Exceptional Children (CEC), Common Core Curriculum
- Council for Exceptional Children, Division for Early Childhood
- National Association for the Education of Young Children (NAEYC), Advanced Standards
- Colorado Department of Education (CDE), Section 9.08 (Early Childhood Special Education generalist)
E. Course Goals and Objectives

a. Acquire knowledge of assessment theory and of recommended practices in the individual assessment of young children.
   i. Describe developmental theory and its relationship to assessment in ECSE.
   ii. Demonstrate knowledge of evaluation and measurement issues unique to ECSE.
   iii. Identify assessment instruments and processes appropriate for young children.
   iv. Demonstrate knowledge of the different purposes of assessment (e.g., screening, diagnosis, individual planning, progress monitoring).
   v. Describe a variety of assessment methods and approaches including systematic observation, documentation, play-based assessment.
   vi. Articulate the benefits of and procedures for team-based assessment.
   vii. Demonstrate knowledge of cultural, language, and disability considerations that may compromise the validity of assessment approaches and tools in ECSE.
   viii. Demonstrate familiarity with a variety of ECSE assessment and evaluations tools.
   ix. Demonstrate knowledge of assessment content across developmental domains (cognitive, social-emotional, communication, motor, adaptive, and aesthetic).
   x. Describe characteristics of authentic assessment.

   CDE: 9.08 (9)(a); CRD: 5.01 (.1); NAEYC 3, 5

b. Develop skills in developmental assessment of young children.
   i. Identify multiple assessment instruments and processes considering individual child needs (i.e., need for accommodation, age, specific developmental needs, and cultural and language considerations), family needs, and assessment purposes.
   ii. Conduct authentic, routines-based assessment using an integrated team approach across all developmental domains.
   iii. Assist families to actively participate in the assessment process by sharing their observations and priorities for their child, identifying family resources and priorities, and providing input and clarification to assessment reports.
   iv. Develop a professionally written transdisciplinary assessment report appropriate for sharing with families and professionals, incorporating information gained from multiple disciplines, the child’s family, and medical professionals.

   CDE: 9.08: (5)(a-e); (6)(a); (9)(a, b, c); CDE: 8.01 (4)(a-d f); CRD: 5.01(.1); CEC: 8S(1-6); NAEYC: 2, 3,

c. Develop knowledge and skills related to individual planning.
   i. Use assessment findings across disciplines to develop an Individualized Family Service Plan (IFSP) and/or Individualized Education Plan (IEP).
   ii. Complete an observational report on an IFSP or IEP conference (with age group of least experience).
   iii. Develop a simulated IFSP or IEP with a team based on a case study.
iv. Identify a process to conduct ongoing assessment, monitor accomplishment of individual plan outcomes, and modify plans.

v. Consider assessment findings, natural environment and least restrictive placement provisions in recommendations for services and placements.

vi. Identify IFSP outcomes/IEP goals and IFSP strategies/IEP objectives that are individually and developmentally appropriate for the child.

vii. For IFSPs, identify outcomes to support families of infants and toddlers in collaboration with caregivers.

CDE: 9.08 (5)(b); (6)(a-d); CDE: 8.01 (1)(a)(iii iv); (b); (3)(a); (4)(e); CEC: 7S(1-3); NAEYC: 1, 3

F. Content of the Course
   a. Recommended practices in early childhood assessment
   b. Cultural competence and active inclusion of families through all phases of assessment
   c. Facilitating families’ identification of resources, priorities, and concerns
   d. Cross disciplinary collaboration in assessment
   e. Identifying and selecting appropriate instruments related to assessment purpose
   f. Accommodating individual needs to minimize assessment bias
   g. Assessment across developmental domains
   h. Test standardization, reliability, validity, and measurement (normed and criterion referenced)
   i. Linking assessment to comprehensive program planning and monitoring
   j. Authentic assessment in natural environments and routines
   k. Planning for child and family transitions.

G. Course Requirements (more guidelines are provided for each of these assignments under Assignments tab in Blackboard; www.blackboard.unco.edu).

   You can choose to work with another classmate [in pairs] for any of the following assignments [except the Participation assignments]. Need permission from the instructor at least one week prior to the assignment due date.

   Refer to due dates in the schedule

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation Assignments:</td>
<td>110</td>
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<tr>
<td>- 5 Reflections (5 X10 points)</td>
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<tr>
<td>- 4 Quizzes (4 X 10 points)</td>
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<td>- Maya’s plan (10 points)</td>
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<td>- FQOL (10 points)</td>
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<td>Screening/ Evaluation Observation:</td>
<td>60</td>
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<tr>
<td>You will observe a screening or an evaluation for young children hosted in their local community. After observing the screening/evaluation, you will submit a written summary and reflection on the experience using the given template.</td>
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Assignment Description | Points
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**Curriculum-based Assessment:** You will conduct a curriculum based assessment with a child birth to 8 years of age chronologically, to identify the child's current developmental level. You will write a 2-4 page report appropriate for sharing with families and professionals, incorporating information gathered from the family and other professionals. *iWebfolio artifact.*
You must provide video recording of the sessions to the instructor [about 15 minutes total]. | 100

**IFSP or IEP:** Develop an IEP/ IFSP for the child on whom you completed the assessment above. Write a narrative on the process of the IEP/ IFSP meeting and planning for transition. *iWebfolio artifact.* | 100

**Environmental Assessment:** Conduct an assessment of center based infant toddler or preschool environment using a formal assessment method and provide a written 3-5 page double space report using the template provided. | 65

**Assessment Matrix:** Create a matrix of early childhood assessment instruments (total 3; at least 1 from each of the three categories- screening, diagnosis, and program planning/progress monitoring). Evaluate each instrument according to recommended practices, purpose, child age and other characteristics, and developmental domains. | 45

**TOTAL** | **500**

All reports/ summaries should use a code for identifying information such as names of individuals or places. Do not place the child's, teacher, parents or other individuals name on material you submit for this class, except on the family consent you may submit.

H. Grading Criteria

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<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>475 or more</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>465- 474</td>
<td>93-94</td>
</tr>
<tr>
<td>B+</td>
<td>455- 464</td>
<td>91-92</td>
</tr>
<tr>
<td>B</td>
<td>440- 454</td>
<td>88-90</td>
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<tr>
<td>B-</td>
<td>430- 439</td>
<td>86-87</td>
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<tr>
<td>C+</td>
<td>420- 429</td>
<td>84-85</td>
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<tr>
<td>C</td>
<td>400- 419</td>
<td>80-83</td>
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<tr>
<td>C-</td>
<td>390- 399</td>
<td>78-79</td>
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<tr>
<td>D+</td>
<td>380- 389</td>
<td>76-77</td>
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<tr>
<td>D</td>
<td>360- 379</td>
<td>72-75</td>
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<tr>
<td>D-</td>
<td>350- 359</td>
<td>70-71</td>
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<tr>
<td>F</td>
<td>349 or less</td>
<td>Less than 70</td>
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</tbody>
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I. Required Readings:

a. Electronic portfolio (iWebfolio) subscription ($35.00 per year) is also required for students who enrolled in the MAECSE program.

c. Additional readings are available within the BB. Below is the list of some of these readings available online, if you wish to plan ahead. Please see Appendix B for additional suggested readings.

  - p27- 42: Chapt 2- Purposeful Assessment
  - p 43-56: Chapt 3- Perspectives on early childhood learning and assessments
  - p 181-232- Chapt 7- Judging the quality and utility of assessments
  - p 233-280- Chapt 8- Assessing all children
  - p 145- 178- Chapt 6 Measuring quality in early childhood environments

J. Disability Access
Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

K. Academic Honesty
 UNC Definition of Plagiarism: The following is the approved UNC definition of plagiarism. Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof. Regarding written work in particular, direct quotations, statements which are a result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of indentation shall be used to indicate all direct quotes.

Students are required to follow guidelines related to academic honesty as outlined in the student handbook, available at [http://www.unco.edu/dos/docs/StudentHandbook.pdf](http://www.unco.edu/dos/docs/StudentHandbook.pdf). Also see guidance related to plagiarism at [http://www.unco.edu/dos/student_plagiarism.html](http://www.unco.edu/dos/student_plagiarism.html).

L. UNC Incomplete Policy:
An "I" is assigned due to unanticipated circumstances the last week of the term that make the student unable to complete course requirements within the allotted time (e.g. he/she missed the final examination due to sickness, an emergency in the family). The instructor must submit to the school director, a written notice of the specific coursework to be completed
before the final grade is determined; a copy is kept in the school and one is provided to the student. To amend a grade of "I" with an earned grade on a student's transcript, the student must complete all incomplete course work by the last day of the next semester, including summer term. If the course requirements are not completed within the time limitation and the grade received in the Registrar's Office, the grade will be recorded on the academic record as a failing or unsatisfactory grade.
APPENDIX A
Professional Standards Met in the Course:

Colorado Department of Education Early Childhood Special Education Generalist Standard Section 9.08:

(5) The early childhood special education (ECSE) teacher is knowledgeable about assessment, and is able to:
   (a) utilize a wide variety of assessment strategies to identify appropriate developmental and learning strategies.
   (b) utilize ongoing assessment, of all aspects of young children’s development and learning, including that of children with special needs, to facilitate the participation of all young children, including those with special needs, in achievement, self-reflection, and self-assessment over time, and in a variety of settings.
   (c) involve families as active participants in their child’s assessment process
   (d) utilize appropriate assessments for specific cultural groups, diverse learners, and especially for students with special needs to recommend or provide access to appropriate support services.
   (e) communicate the results of assessment for the purpose(s) of:
      (i) individualized and group program planning
      (ii) referral, for all children, including those with special needs, when necessary, to further screening and evaluation
      (iii) active participation in the implementation and ongoing modification of the individualized education program (IEP) and individual family service plan (IFSP) for all children, especially those with special developmental and learning needs, and including the appropriate use of the results of standardized testing in planning for instruction.

(6) The early childhood educator is knowledgeable about child development and learning and curriculum development and implementation able to:
   (a) use a multidisciplinary team approach which includes involving families as active participants and which guides service delivery and plan implementation
   (b) plan and implement meaningful, integrated and developmentally-appropriate learning experiences which reflect the core content curriculum and the processes of learning and domains of development, especially for the learner with special needs.
   (c) provide learning opportunities for diverse populations by using a wide variety of instructional strategies.
   (d) evaluate practice and modify interactions and/or instruction based on informal and formal assessment(s).

(9) The early childhood educator is knowledgeable about assessment, and is able to:
   (a) use a wide variety of informal and formal assessment(s) in planning for instruction and its delivery; and in facilitating the awareness, in all young children, including those with special needs, of their own capability to learn and their achievement, through self-reflection and self-assessment.
   (b) observe, record, and assess the cognitive, social, emotional, communicative, motor, adaptive, and aesthetic development of all young children, including those with special needs, over time, and in a variety of settings through:
      (i) their responses
(ii) determining techniques they use to solve problems, arrive at answers, and create products
(iii) their dispositions to persistence, curiosity, risk-taking, motivation, engagement, and excitement for learning.
(iv) use a wide variety of assessment strategies, including, but not limited to:
   (a) ongoing observation, divergent questioning, and listening.
   (b) timely and ongoing systematic procedures, such as ongoing observation records, event and time sampling, and developmental checklists
   (c) systematic sampling of the work of all children, including that of those with special needs, as related to, but not limited to performance, disposition, conversation, writing, creativity in the arts, audiotapes of oral language and/or reading, dictated stories, responses to literature, social interaction(s), and emotional response(s).
(c) work with families to assist them in becoming active and supportive participants and guides in the assessment process, by:
   (i) selecting, evaluating, and using, appropriate assessments for specific cultural groups, diverse learners, and children with special needs
   (ii) articulating the results of assessment, for the purpose of planning strategies, programs, and activities; for student referral(s); and for effective implementation of the IEP and IFSP.

*Colorado Department of Education Early Childhood Education Standards, Section 8.01*

(1) The early childhood educator is knowledgeable about early childhood education; its multiple historical, philosophical and social foundations; how these influence current thought and practice; and be able to demonstrate the ability to utilize such knowledge in the instruction of students. In planning for and implementing instructional delivery, the early childhood educator is able to incorporate:
   (a) proven concepts related to typical and atypical traits of child development which can affect the acquisition of knowledge, skills, and abilities by students, including, but not limited to:
      (iii) addressing the identified learning strengths and needs of each child, including those of children with special needs.
   (iv) taking timely advantage of the prior acquisition of information, abilities, and experience of the student, as related to readiness for learning, and the development of such core skills as language, reading, writing, math, science, and the arts.
(b) design and implement effective strategies for curriculum development, implementation, and instructional delivery, as related, but not limited to:
   (i) literacy and language, math, science, social studies, the arts, health and safety, physical education, and technology ability
   (ii) the expansion of thinking skills.
   (iii) student content standards.
   (iv) applicable aspects of socialization.
   (v) the processes of inquiry, modeling, multi-sensory instruction, adaptations, and addressing varied learning styles.
(4) The early childhood educator is knowledgeable about the assessment of student learning, and:
   (a) is able to utilize multiple and varied, formal and informal means for assessment and identification of student learning needs in planning for appropriate cognitive, social, emotional, communicative, motor, adaptive, aesthetic, and other types of development. Such means may include, but not be limited to, observation, and recording:
      (i) responses and the processes students use in problem-solving, arriving at answers, and in creating products.
      (ii) students’ dispositions, to include, but not limited to persistence, curiosity, risk-taking, motivation to learn, excitement about learning.
   (b) can articulate the results of assessment, to appropriate professionals, for the purposes of program planning, student referral, and in the design and implementation of formal student plans.
   (c) can involve families, as active participants in the assessment process, if and as necessary, for the advancement of student learning.
   (d) can select, evaluate and/or administer assessments appropriate for students from diverse cultural backgrounds, and/or who present unique learning characteristics, and/or who have special needs, which require test adaptations, and/or require the assistance of relevant and appropriate support services.
   (e) utilizes available developmental assessment data, in the areas of cognition, speech and language, fine and gross motor, and social skills, in:
      (i) planning for individualized and group programs.
      (ii) referring children, when necessary, for further screening and evaluation.
      (iii) the implementation of, and in assisting with, ongoing revisions in IEPs, and in other formal plans for students with identified developmental and/or learning needs.
   (f) recognizes the necessity for security and for confidentiality inherent in assessment, and in communicating about standardized and other testing
      (iii) utilize a variety of assessment strategies, including:
         (a) ongoing observations, divergent questions, and listening to understand what and how children are thinking.
         (b) systematic procedures, such as running records, event and time sampling, and developmental checklists.
         (c) systematic sampling of children’s work, performances, and dispositions, including collecting examples of conversations, writing, art works, audio tapes of oral language and/or reading, dictated stories, literature responses, social interactions, and emotional responses.

Colorado Department of Education, Reading Directorate Standards
5.01.1 Understand the basic concepts involved in test selection administration, standardized administration techniques and interpretation (reliability, validity, and standard error, norm-referenced, and criterion-referenced)
   • Understand the purposes of different kinds of assessments (screening, progress monitoring, diagnostic and outcome)
- Understand the legal and ethical issues in the fair and meaningful evaluation of students in the classroom, including confidentiality, informed consent, privacy, and bias
- Identify independent, objective sources for reviews of valid and reliable assessment tools
- Select, administer and interpret reliable and valid classroom screening measures to identify students at risk for reading difficulty
- Select, administer and interpret a variety of formal and informal diagnostic assessment tools and use the findings to develop a plan for instruction or intervention
- Select, administer, and interpret progress-monitoring assessments to evaluate students’ progress toward an instructional goal and determine effectiveness of instruction / intervention and regularly articulate progress to students
- Analyze and incorporate the results of end-of-year achievement tests into a body of evidence for the development of instructional plans (e.g., ILPs)
- Translate technical concepts and terminology of assessments into concrete, clear, and culturally sensitive language for reporting to colleagues, students, and parents

**Council for Exceptional Children, Early Childhood, Knowledge (K) and Skills (S), EC:**
7S (1) Implement, monitor, and evaluate IFSPs and IEPs.
7S (2) Plan and implement developmentally and individually appropriate curriculum
7S (3) Design intervention strategies incorporating information from multiple disciplines.
8S (1) Assess the development and learning of young children
8S (2) Select, adapt, and use specialized formal and informal assessments for infants, young children, and their families
8S (3) Participate as a team member to integrate assessment results in the development and implementation of IFSPs and IEPs
8S (4) Assist families in identifying their concerns, resources, and priorities
8S (5) Participate and collaborate as a team member with other professionals in conducting family-centered assessments
8S (6) Evaluate services with families

**National Association for the Education of Young Children, Core Standards**
Standard 1. Promoting Child Development and Learning
Standard 2. Building Family and Community Relationships
Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families
Standard 5. Becoming a Professional
APPENDIX A

Suggested Readings


