A. Catalog Entry
EDSP 437: Assessment, Diagnosis and Evaluation in Early Childhood Special Education
Abbreviation: (ASSESS IN ECSE)
Three semester hours (3)
Prerequisites: EDSP 360 or EDSP 361 and 2.5 GPA

Course Description:
Provides participants with knowledge of the selection, administration, and interpretation of formal and informal assessment techniques for young children with disabling and at-risk conditions and their families.

B. Detailed Description of Content of Course
Designed to provide knowledge and experience in assessing preschool children’s cognitive, social-emotional, communication, motor, and adaptive development. A variety of formal instruments and informal procedures will be presented and required of participants in order to make valid decisions about children’s learning and development. This assessment information will be used to collaborate with other professionals conducting family centered assessments and formulation of the IEP and IFSP.

Course content includes:
I. Characteristics and qualities of assessment of young children
II. Aspects of a multidisciplinary, multidimensional, family-centered approach
   A. Referral
   B. Play-based observation
   C. Developmental screening
   D. Family information
   E. Criterion-referenced and standardized assessment tools
   F. Results
   G. Eligibility
   H. Outcomes
   I. Transition
   J. Recommended practices to guide functioning as a member of a multi-disciplinary, family-centered team
III. Assessment of Infants, toddlers and preschoolers
   A. Overview of what evaluation and assessment process looks like for each developmental period
      1. Typically used instruments
      2. Team members
      3. Purposes
      4. Legislative mandates
      5. Selecting, adapting, and using informal and formal tests
   B. Review of normal child growth and development from birth through age five
   C. Determining present levels of development and functioning
   D. Identifying developmental delay and/or atypical development
IV. Instruction and practice with play-based observation and developmental screening
V. Basic tests and measurements terminology and principles
A. Standardization process  
B. Reliability and validity  
C. Types of scores and how they are used  

VI. Administration and scoring of selected developmental assessment tools  
VII. Working with others to assess physical development including vision and hearing, and cognitive, communication, social and adaptive development.  
VIII. Identifying and conveying strengths and needs of children and families, determining outcomes, and planning appropriate educational and family interventions  
IX. On-going assessment and using a variety of data collection strategies to monitor and record student and family progress.  

C. Detailed Description of Conduct of Course  
Instructional strategies will include lecture format with class discussion, audio/visual presentations, and simulations (role-playing, free writes, written exams and group activities). Students will be required to administer and score tests.  

D. Goals and Objectives of the Course  
Goals, objectives, and assignments in the class address NCATE Standards 1b: Pedagogical content knowledge and skill for teacher candidates and 1g: Professional dispositions for all candidates.  

Objectives below also include the following standards:  
- Council for Exceptional Children (CEC/DEC)  
  - Common Core Standards  
    - Standard 1: Foundations  
    - Standard 2: Development and Characteristics of Learners (CC/EC2)  
    - Standard 3: Individual Learning Differences (CC/EC3)  
    - Standard 5: Learning Environments and Social Interactions  
    - Standard 6: Language (CC/EC2)  
    - Standard 7: Instructional Planning (CC/EC7)  
    - Standard 8: Assessment (CC/EC8)  
    - Standard 9: Professional Ethical Practice (CC/EC9)  
    - Standard 10: Collaboration (CC/EC10)  
- National Association for the Education of Young Children Standards  
  - Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families and Collaboration  
  - Standard 5: Becoming a Professional  
- Virginia Department of Education (VDOE) Licensure Standards  
  - Professional Studies requirements  
    - Competency 2: Curriculum and instructional procedures  
  - Special Education: Early Childhood (birth through age 5)  
    - Competency 3: Assessment  
  - Early/Primary Education PreK-3  
    - Competency 1: Methods  

Interdisciplinary Studies Early Childhood Education/Early Childhood Special Education (IDEC) competencies identified in the course objectives were developed to organize standards from six national and state specialty professional areas for which a crosswalk is provided.
Upon successful completion of EDSP 437, students will . . .

1. Identify and interpret tasks/procedures involved in an evaluation process to ensure valid decisions about children’s learning and development. (IDEC 3.1 and 3.2)

2. Describe several assessment models for identifying preschool disabilities. (IDEC 3.1 and 3.2)

3. Identify the distinguishing characteristics of preschool disabilities. (IDEC 1.1)

4. Discuss the legal ramifications and ethical considerations involved in the evaluation process. (IDEC 6.6)

5. Demonstrate understanding of the purpose, limitations and statistical terminology of various diagnostic instruments. (IDEC 3.1 and 3.2)

6. Demonstrate the ability to work professionally with families, school personnel and other professionals. (IDEC 2.1 and 6.4)

7. Demonstrate the ability to enter a testing situation, establish rapport with the child being evaluated and determine if the testing situation had any effect on the child’s performance. (IDEC 3.2)

8. Show competencies for collecting relevant assessment information via systematic behavioral observations, informal evaluations, parent interviews, and the administration of selected norm-referenced and criterion-referenced instruments. (IDEC 3.1 and 3.2)

9. Interpret the results of standardized tests. (IDEC 3.2)

10. Distinguish norm-referenced from criterion-referenced measures, including the instructional applications of each. (IDEC 3.2)

11. Apply information regarding test validity and reliability in selecting an instrument. (IDEC 3.2)

12. Evaluate standardized tests in terms of technical and practical criteria, cost, administration time, ease of administration, format, alternate forms, scoring procedures, ease of interpretation and norms. (IDEC 3.2)

13. Assess children’s cognitive, socio-emotional, communication, motor, and adaptive development. (IDEC 3.1 and 3.2)

14. Demonstrate qualities to effectively assess children of diverse ages and abilities, and with children and families reflecting culturally and linguistically diverse family systems. (IDEC 2.2)

15. Integrate informal and formal evaluations in a written report leading to the development of an IFSP or IEP. (IDEC 2.3)

16. Illustrate competency at communicating these findings and recommendations orally to appropriate individuals including the parent, school personnel, and course instructor. (IDEC 3.2)

17. Use technology effectively to assist in assessment. (IDEC 4.8 and 6.8)

18. Demonstrate appropriate professional writing skills including organization, clarity, spelling, and grammar in assessment reports. (IDEC 6.9)
E. Assessment Measures

- Students will...
- Conduct assessment of a family’s resources, priorities and concerns and write a reflection
- Complete written exams
- Key NCATE Performance Assessment: “Students will conduct developmental, hearing and vision screenings and write a diagnostic report”

F. Other Course Information

None