



SPED 520 Assessment & Evaluation in ECSE

Fall 2024

Basic Information

Instructor

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Email

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Office Hours

By appointment (on zoom or in person in ED 2214)

Class Time

Thursdays @ 4:00pm

Class Location

EDUC 3115

<https://canvas.csun.edu>

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Welcome! I am excited to see how each of you will bring your own personality, knowledge, and experiences into this class as you learn about the theory and practice of assessment and evaluation of infants, toddlers and young children with exceptional needs. Assessment is an integral part of instruction, and it will allow you to determine if your teaching is effective and if you need to make any changes to promote learning. Looking forward to working with you!

Conceptual Framework- What does the college value?

Michael D. Eisner College of Education (Approved May 2018)

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to **excellence, innovation, and social justice**. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

Campus Resources– What support is available?

If you are facing challenges related to food insecurity, housing precarity/ homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from CSUN with A HEART (<https://www.csun.edu/heart>). There are also additional links on our Canvas site for resources to support your academic goals and engagement with campus activities.



SUPPORTING YOUR BASIC NEEDS. INSPIRING YOUR FUTURE.

Course Description- What is this class about?

This course is about assessment and evaluation of young children with disabilities – here's the official description from the catalog:

This course is an **advanced** study of the theory and practice of assessment and evaluation of infants, toddlers and young children with exceptional needs. It examines the uses and limitations of current assessment practices for educational decision-making with this population. Included are evaluation, selection, and administration of assessment instruments for both the child and the child's family. Assessment for program evaluation is also considered.

Course Objectives – What will I learn? (from the catalog)

After completing this course, you will be able to:

1. discuss the basic principles of assessment and evaluation of groups and individuals including the relationship between assessment and instructional planning;
2. select, utilize, and interpret assessment devices for infants and young children within one's own discipline;
3. discuss the impact of ethnic, linguistic, and cultural difference on individual child performance and adapt assessment devices accordingly;
4. discuss how health factors and related needs of infants and young children affect test performance and select assessment practices responsive to these special developmental needs;
5. select, utilize, and interpret assessment devices to determine family needs in relationship to the infant or young child with exceptionalities;
6. integrate and communicate assessment results with information from other sources (e.g., interviews, observations, medical records);
7. interpret and communicate assessment results to other professionals and to parents (e.g., written reports, oral communication during team meetings);
8. select, utilize, and interpret a variety of devices for evaluation of program effectiveness in meeting child and family needs.

Keys to Success

- Attend classes regularly.
- Always be prepared for class.
- Don't be afraid to ask questions.
- Manage your time and plan ahead.
- Maintain good communication with your instructor.
- Use university resources.

Standards of Effective Practice – What is required by the Professional Standards?

The readings, class discussions, activities, and assignments of this course are intended to provide you with opportunities to develop the following content knowledge and skills, as outlined by the CEC/DEC professional preparation standards (2020).

Standard 4: Candidates know and understand the purposes of assessment in relation to ethical and legal considerations. Candidates choose developmentally, linguistically, and culturally appropriate tools and methods that are responsive to the characteristics of the young child, family, and program. Using evidence-based practices, candidates develop or select as well as administer informal measures, and select and administer formal measures in partnership with families and other professionals. They analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting.

Components:

4.1 Candidates understand the purposes of formal and informal assessment, including ethical and legal considerations, and use this information to choose developmentally, culturally, and linguistically appropriate, valid, reliable tools and methods that are responsive to the characteristics of the young child, family, and program.

4.2 Candidates develop and administer informal assessments and/or select and use valid, reliable formal assessments using evidence-based practices, including technology, in partnership with families and other professionals.

4.3 Candidates analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals.

4.4 Candidates, in collaboration with families and other team members, use assessment data to determine eligibility, develop child and family-based outcomes/goals, plan for interventions and instruction, and monitor progress to determine the efficacy of programming.

Accessibility – Need additional support? Ask for Help!

**Alone we can do
so little;**



**together we can
do so much.**

~Helen Keller

Everyone's brain and body works differently— please ask for help if you need it.

The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and various state laws prohibit such discrimination. Students with disabilities are encouraged to register with the Disability Resource and Educational Services (DRES) at <https://www.csun.edu/dres>.

Registration and completion of a services agreement must occur each semester. Reasonable and effective accommodations and services will be provided for students that register with DRES in a timely manner and with appropriate documentation in accordance with federal, state, and university guidelines. DRES can be reached at (818) 677-2684 and is located in Bayramian Hall, room 110.

Class Format– What is class like?

All official communication will be by e-mail to your CSUN email account so check it frequently.

In-Person Meetings: Campus meetings will be required (*see course schedule for meeting dates). Please come on time, prepared, and ready to participate in class activities which will include, but is not limited to lectures, role-playing, paired/group projects, etc. Plan to stay the entire time. Bring paper, pen/pencil, and/or your laptop/tablet to take notes in/on.

Class materials and resources will be made available online. You will access these by logging on with your campus credentials to Canvas (<https://canvas.csun.edu/>). If you have difficulty logging in to the course or you do not see the course listed, please contact the IT Help Desk. To succeed in this course, you must have reliable access to a computer and internet connection. CSUN offers currently enrolled students the option to borrow devices such as computers and internet hotspots through its Device Loaner Program (<https://www.csun.edu/it/device-loaner-program>). Minimal technical skills, such as attaching documents and using Word are necessary for succeeding in the course. If you are having technical difficulties, please contact technical support at <https://www.csun.edu/it/need-help>.

Attendance: Your active and consistent participation is required to get the most from this course. An additional 3-6 hours a week should be reserved for reviewing class material, preparing for the next class, and working on course assignments. I hope that the various activities will further your understanding and application of the class topics. Remember that eligibility for financial aid is also based on student participation.

Restrictions on Disclosure and Distribution: To foster a safe environment for learning, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Unauthorized distribution of such materials is a violation of academic standards and may violate copyright laws and/or privacy rights.

*What happens in
SPED 520,
stays in SPED 520*

Class Guidelines– What are the class norms? (for you and me)

- **Write and speak in digestible chunks.** Lengthy paragraphs and speeches are difficult for others to digest. Keep your statements short and simple.
- **Use humor carefully.** Sarcasm, in particular, does not translate well in class and especially in online environments. It's best to avoid the potential pitfalls of misunderstood messages.
- **Assume the best intentions.** It can be easy to misread someone's intended message. Give your peers and instructor the benefit of the doubt. Ask them to clarify their meaning.
- **We are not the same.** Respect differences and check your assumptions.
- **Language matters.** Choose your words carefully; avoid using slang, and be kind.
- **Minimize class disruptions.** Please remember to mute ring tones and notification sounds on cell phones during class. Try your best to be on time.

Something else you'd like to add here? Please let me know.

Textbooks– What books do I need?

<https://www.bkstr.com/csunorthridgestore/shop/textbooks-and-course-materials>

	<p>Grisham-Brown, J., & Pretti-Frontczak, K. (2011). Assessing young children in inclusive settings. Baltimore, MD: Paul Brookes.</p>
	<p>Desired Results Developmental Profile access Manual, and instruments available at: www.draccess.org/assessors/drdpinstruments.html</p>
	<p>There will be other readings assigned on CANVAS as appropriate.</p>

Student Conduct Code

This class will follow the **CSUN Student Conduct Code**. Detailed information can be found at <http://catalog.csun.edu/policies/student-conduct-code/>

*I want to know **your** own thoughts and ideas about the class material so submit your own work.*

Plagiarism and cheating will not be tolerated. If you are not clear on what constitutes plagiarism, see this resource from the University Library: <https://libguides.csun.edu/journalism/plagiarism>

Person-first & Identity-first language In general, person-first language should be used during class discussions and in written products. Using person-first language means acknowledging that people are so much more than their disability and it prevents labeling. Examples of person-first language are “child with a disability” instead of “disabled child”; “child with language impairments” instead of “language-delayed child”; “child who has an intellectual disability” instead of “mentally retarded child.” Focus on the child's strengths instead of deficits.

Some people may prefer identity-first language as key facets in their identity. Asking individuals how they would like to identify is often the best way to learn which type of language to use.

Course Requirements– What do I have to do?

Lots of different ways to demonstrate what you have learned.

□ Observation Project (20 pts)

This assignment will provide you with an opportunity to practice objective observation skill. You will choose another classmate to work together on this assignment. You two will choose a child from birth to 6 years old, with or without disabilities, and observe the child **at the same time** for at least 30 min. You will demonstrate understanding of young children's typical and atypical development, diverse backgrounds, and their strengths and challenges across developmental and curricula domains. Maintain a detailed continuous running record and compare observations with your peer and reconcile differences.

[1.1][1.2][1.3][1.4][1.6][4.1][5.1][5.2][5.4][1.1][1.2][1.3][1.4][1.6][4.1][5.1][5.2][5.4]

□ Iris Modules (20 pts)

You will work on IRIS Modules and complete the assessments to demonstrate your understanding of evidence-and standards-based practices in designing and conducting evaluations and assessments, and use the information to identify child and family outcomes, develop goals and instruction and intervention activities. [5.2][5.3][5.2][5.3]

□ In Class Assessment Practices (5-10 pts each; total 40 pts)

The purpose of this assignment is to provide you with an opportunity to familiarize yourself with a variety of evidence-based assessment procedures that will effectively guide you through data driven decision process. **If you are absent (excused or not), you will not be allowed to submit the in-class activity assignments.** Though the dates of the In-Class Activities are listed on the class schedule, there may be changes and there may be pop-up in-class activities.

- Assessing EC Environment [1.9][2.4][2.6][1.9][2.4][2.6]
- Developing Goals and Data Collection Forms
[1.7][1.10][4.6][4.8][5.2][5.3][5.6][1.7][1.10][4.6][4.8][5.2][5.3][5.6]
- ASQ-3 Screening Activity [5.1][5.2][5.3][5.1][5.2][5.3]
- AEPS Family Report [4.5][4.8][5.8][4.5][4.8][5.8]
- DBI Practice & Interpretation [5.1][5.2][5.3][5.1][5.2][5.3]

□ DRDP Assessment Group Project (40 pts)

The purpose of this assignment is to provide you with an opportunity to work as members of a team in collaboratively administering and interpreting the results of assessment instruments, gathering and using ongoing assessment data to establish goals, informing learning experiences, communicating with families and writing comprehensive reports.

You have the choice of working with a group of no more than three people on this assignment. You will select **one preschool-aged child with or at risk for disability**, assess the child using DRDP, and create a brief but comprehensive written narrative report (include numbers and visuals) regarding the child's performance on each of the assessment.

[1.1][1.2][1.3][1.4][1.6][4.1][4.3][4.6][5.1][5.2][5.3][5.4][5.5][5.6][5.7][5.8][6.7]

[1.1][1.2][1.3][1.4][1.6][4.1][4.3][4.6][5.1][5.2][5.3][5.4][5.5][5.6][5.7][5.8][6.7]

***Detailed information and grading rubrics will be provided throughout the course on our Canvas site.*

How will I be graded?

Observation Project	20
Iris Modules	10x2
In-Class Assessment Practices	40
DRDP Assessment Project	40
Total Possible Points	120

How do points change to grades?

A	94-100%
A-	90-93.9%
B+	88-89.9%
B	82-87.9%
B-	80-81.9%
C+	78-79.9%
C	72-77.9%
C-	70-71.9%
D	60-69.9%
F	59.9% & below

So what do the grades mean?

The following is the Department of Special Education's grading policy:

A = Outstanding. Performance reflects an outstanding level, including the integration of information and the application of theory and research to practice. Projects and exams are comprehensive, thoughtful, well organized, and clearly written.

B = Very Good. Performance reflects competencies that surpass a basic level of understanding and skill, and that indicates some ability to integrate and apply information.

C = Satisfactory. Performance reflects a minimal level of competency attainment, understanding, and skill. It does not meet graduate-level and professional standards.

D = Barely passing. Performance reflects the attainment of some competencies.

F = Failing. Performance does not meet expectations for basic competency attainment.

Note: The ECSE program requires that candidates obtain a grade of C or better in each course and maintain an overall GPA of 3.0

Submission of Assignments – How do I submit work?

Assignments are submitted by **uploading them to Canvas**. Feedback and grades will be provided through Canvas. Please make sure you are giving yourself enough time to complete and submit the assignments for the course to minimize any unforeseen challenges. ***Plan ahead!***

Unless otherwise specified, all assignments must be typed, have one-inch margins, font size 12, and be submitted as **Microsoft documents or pdfs**. CSUN provides all students with free access to Microsoft Office, which includes Word, PowerPoint, and Excel. Here is a link to the CSUN free Microsoft Office site:

<https://www.csun.edu/it/microsoft-office>

Turning work in on time will allow you to participate and gain more from class meetings. It will also allow me to give you feedback earlier. **Late assignment may not be accepted** unless prior written approval has been given by the instructor or acceptable documentation of an illness or emergency situation can be provided.

Writing: Students are expected to turn in papers and assignments of high quality. All work should represent your reflections upon and the integration of information covered in class in an organized way. References should follow APA guidelines (<http://owl.english.purdue.edu/owl/resource/560/01/>).

Additionally, written assignments are to be clear in sentence construction and should be proofread before submitting. Assignment with excessive spelling and/or grammar mistakes is not professional and it will be difficult for me to read and interpret what you mean. If you need additional assistance with writing, please visit the University Writing Center at: <https://www.csun.edu/undergraduate-studies/learning-resource-center/university-writing-center>. **Please be aware that an assignment with more than 5 spelling/grammar mistakes on one page will be graded as a Zero.**

Withdrawals and Incompletes

Life is unpredictable— I get it. However, it is your responsibility to monitor your own performance as you will not be automatically dropped for absences or poor performance. **Incomplete grades** are granted only in extreme and unavoidable situations. Fifty percent (50%) of classwork must be completed with a passing grade before an incomplete can be considered.

Before you decide you are unable to stay in this class, I encourage you to meet with me. We might be able to resolve your concerns.

Respect for Diversity & Commitment to Non-Discrimination

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Please let me know if there are ways to improve in this regard for you personally or for other students or student groups.

With the above in mind, students and faculty each have responsibility for maintaining a safe and respectful space to express their reasoned opinions. Because our classroom should be free of all forms of discrimination, professional courtesy and consideration for our classroom community are especially important with respect to topics dealing our diverse social identities. Any student who has concerns with inappropriate behavior in the course should contact me as soon as possible, or you may also contact CSUN's Title IX Coordinator directly:

Barrett Morris
University Hall, Room 285
Phone: (818) 677-2077
E-Mail: barrett.morris@csun.edu

Course Schedule– When do I do everything?

**Schedule, topics, & assignments subject to change with notice*

Week	Topics	Readings	Assignments Due
Week 1 8/29	Welcome & Introduction		
Week 2 9/5	Assessment; Ethics Legal and Procedural Considerations [6.6]	Part B & C regulations Grisham-Brown, J., & Pretti-Frontczak, K. (2011). Chapter 1	
Week 3 9/12	Assessing EC Environment [1.9][2.4][2.6]	Ch.3 McLean, Hemmeter, & Snyder (2013).	In-Class Activity: Evaluating the Environment
Week 4 9/19	The Pre-Referral Process [5.2] [5.3]	Iris Module: https://iris.peabody.vanderbilt.edu/module/preref/#content	Iris Module #1
Week 5 9/26	Authentic assessment: Observations [1.6] [4.6][5.1] [5.2] [5.3] [5.6]	Grisham-Brown & Pretti-Frontczak (2011) Chapter 2	
Week 6 10/3	Performance Monitoring; and graphing and analyzing data [1.7][1.10][4.6] [4.8][5.1] [5.2][5.3][5.5][5.6]	Iris Module: https://iris.peabody.vanderbilt.edu/module/dbi2/cresource/#content	In-Class Activity: Developing Data Collection Sheets
Week 7 10/10	Work on the Observation Project		
Week 8 10/17	RTI (Assessment) [5.2] [5.3][5.6]	Iris Module: https://iris.peabody.vanderbilt.edu/module/rti02/#content	Iris Module #2
Week 9 10/24	Child find & Screening; Communicating Screening Results [5.1] [5.2] [5.3]	Grisham-Brown & Pretti-Frontczak (2011) Chapter 6	Observation Project In-Class Activity:ASQ-3
Week 10 10/31	Formal assessments, psychometric properties [5.1] [5.2] [5.3]	Grisham-Brown & Pretti-Frontczak (2011) Chapter 5	In-Class Activity: BDI and Interpreting the results
Week 11 11/7	Assessment for Program Planning; CBA DDDM process AEPS Write an assessment report AEPS Practice (family interview) [1.6][4.5][4.6][4.8] [5.1] [5.2][5.3] [5.7][5.8]	Grisham-Brown & Pretti-Frontczak (2011) Chapter 7 Readings on Canvas	In-Class Activity: AEPS and Interpreting the results
Week 12 11/14	Understanding and using Desired Results ACCESS [4.6] [4.8][5.1][5.2] [5.3][5.5] [5.7][5.8]	READ: https://www.draccess.org/ Download relevant DRDP worksheets	
Week 13 11/21	Work on DRDP Report		DRDP Report
Week 14 11/28	Thanksgiving Break; No Class		
Week 15 12/5	Program Evaluation & Review [5.1][5.2] [5.3] [6.18]	Grisham-Brown & Pretti-Frontczak (2011) Chapter 9	

Linking Key:

TPE	Page #	TPE	Page #	TPE	Page #
[1.1] [1.1]	6	[2.4]	8	[5.1]	8
[1.2] [1.2]	6	[2.4] [2.4]	6	[5.1] [5.1]	6
[1.3] [1.3]	6	[2.6]	8	[5.2]	8
[1.4] [1.4]	6	[2.6] [2.6]	6	[5.2] [5.2]	6
[1.6]	8	[4.1] [4.1]	6	[5.3]	8
[1.6] [1.6]	6	[4.3] [4.3]	6	[5.3] [5.3]	6
[1.7]	8	[4.5]	8	[5.4] [5.4]	6
[1.7] [1.7]	6	[4.5] [4.5]	6	[5.5]	8
[1.9]	8	[4.6]	8	[5.5] [5.5]	6
[1.9] [1.9]	6	[4.6] [4.6]	6	[5.6]	8
[1.10]	8	[4.8]	8	[5.6] [5.6]	6
[1.10] [1.10]	6	[4.8] [4.8]	6	[5.7]	8
				[5.7] [5.7]	6
				[5.8]	8
				[5.8] [5.8]	6
				[6.6]	8
				[6.7] [6.7]	6
				[6.18]	8