1. Submitted by College of Education
   Department/Division offering course: Department of Special Education & Rehabilitation Counseling
   Date: 10/04

2. Changes proposed:
   (a) Present prefix & number: FAM 407
   Proposed prefix & number: IEC 507
   (b) Present Title: Assessment of Young Children
   New Title: Same
   (c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:
   (d) Present credits: 2
   Proposed credits: 3
   (e) Current lecture: laboratory ratio: 1 ½ Lecture 1 Hour Lab
   Proposed: No Lab – 3 hrs. lecture
   (f) Effective Date of Change: (Semester & Year): Fall 2005

3. To be Cross-listed as:
   Prefix and Number
   Signature: Department Chair

4. Proposed change in Bulletin description:
   (a) Present description (including prerequisite(s)):
      An introduction to the assessment and measurement of skills in children from birth to primary. Training in the development and use of commercially available and teacher made assessment devices and techniques suitable for teachers to administer. Includes observations, standardized tests, portfolio development, and transdisciplinary assessment, used by teachers of young children. Includes laboratory experience in assessment of children birth to age 5. Lecture, one and one half hours; laboratory, one hour per week. Prereq: FAM 255
   (b) New description:
      An introduction and application of assessment and measurement in children from birth to primary. Training in the development and use of commercially available and teacher made assessment devices and techniques suitable for teachers to administer. Includes observations, standardized tests, portfolio development, and transdisciplinary assessment, used by teachers of young children.
   (c) Prerequisite(s) for course as changed: FAM 255 – Admission to Teacher Education Program or enrollment as required/elective course for IEC graduate students
      – co-requisite to be taken with IEC 508, 509 & 510

5. What has prompted this proposal?
   Program revision – based on feedback from student evaluations suggesting that workload is equivalent to a 3 hour course.

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:

7. What other departments could be affected by the proposed change?
   None

8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? X Yes ☐ No

9. Will changing this course change the degree requirements in one or more programs?*
   If yes, please attach an explanation of the change.*
   Yes ☒ No

10. Is this course currently included in the University Studies Program?
    If yes, please attach correspondence indicating concurrence of the University Studies Committee.
    ☐ Yes X No

11. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.
UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

12. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. □ Check here if 400G-500.

12. Is this a minor change? □ Yes □ No
(NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

13. Within the Department, who should be consulted for further information on the proposed course change?

Name: Katherine McCormick
Phone Extension: 257-9573

Signatures of Approval:

[Signature] 11/23/04
Department Chair

[Signature] 12/20/04
Dean of the College

UNDERGRADUATE COUNCIL

**Undergraduate Council

**Graduate Council

**Academic Council for the Medical Center

**Senate Council

**If applicable, as provided by the Rules of the University Senate.

Date of Notice to the Faculty 2/1/05

Date

Date

Date

Date of Notice to University Senate

ACTION OTHER THAN APPROVAL

*********

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

a. change in number within the same hundred series;
b. editorial change in description which does not imply change in content or emphasis;
c. editorial change in title which does not imply change in content or emphasis;
d. change in prerequisite which does not imply change in content or emphasis;
e. cross-listing of courses under conditions set forth in item 3.0;
f. correction of typographical errors. [University Senate Rules, Section III - 3.1]
IEC 507
ASSESSMENT OF YOUNG CHILDREN
FALL 2005

Jennifer Grisham-Brown, Ed.D.
119 Taylor Education Building (office)
229 Taylor Education Building. (mailbox)
257-8943 (office)
jgleat00@ uky.edu
Office Hours: Monday - 11:00 am – 1:00 pm

11:00 a.m. – 12:15 p.m. Tuesday and Thursday

I. **Course Descriptors**

An introduction to the assessment and measurement of skills in children from birth to primary. Training in the development and use of commercially available and teacher-made assessment devices and techniques suitable for teachers to administer. Includes observations, standardized tests, portfolio development, and transdisciplinary assessments, used by teachers of young children. Includes laboratory experience in assessment of children birth to five. Prerequisite: FAM 255.

II. **Relationship of the course conceptual framework and to the Kentucky Education Reform Act**

The Kentucky Department of Education has developed guidelines for persons to obtain certification in Interdisciplinary Early Childhood Education (IECE). The IECE certification is designed around nine Teacher Standards that describe the skills that teachers certified in this area should have. This course may address all of the nine standards but emphasizes the four that are listed below. These will be discussed in detail in class. These outcomes are consistent with the emphasis on preparing teachers as reflective decision makers.

Standard IV The early childhood educator shall assess children’s cognitive, emotional, social, communicative, adaptive and physical development; organized assessment information; and communicate the results appropriate to the purpose of the assessment.

Standard V The early childhood educator shall reflect on and evaluate teaching and learning situations, learning environments, and programs for infants, toddlers, preschool children, kindergarten children, and their families.

Standard VI - The early childhood educator shall collaborate and consult with the following to design, implement, and support learning programs for children, staff in a team effort; volunteers; families and primary caregivers; other educational, child care, health and social services providers in an interagency and interdisciplinary teams; and local, state, and federal agencies.
Standard VII – The early childhood educator supports and promotes the self-sufficiency of families as they care for and provide safe, healthy, stimulating, and nurturing environments for young children.

III. **Required Texts**


VI. **Reserve Readings**

Bricker (2002)

Dichtelmiller, Jablon, Dorfman, Marsden, & Meisels (2000)

Grisham-Brown (2000)


Helm, Beneke, & Steinheimer (1997)

Leung (1996)

Linder (1993)

Mindes (2003) – Chapters 2-5

IV. **Course Purpose/Objectives/Core Competencies**

A. The purpose of the course is to improve knowledge and skills in the assessment of young children

B. The Primary objective of the course is to increase the participants’ knowledge and skills about the interaction of development and learning with assessment. Specific objectives are unique to the individual learner and will be reflected in lab summary reports. Additional objectives for students include demonstration of the ability to:

1. Apply the results of measurement theory to ongoing assessment of children.
2. Define the nature and purposes of assessment.
3. Assess young children using a variety of teacher-made and commercially available techniques.
4. Interpret the results of other assessment devices used by counselors, psychologists, etc., what they measure and what the results mean.

C. The early childhood educator:

1. Plan and implement developmentally and individually appropriate curricula and instructional practices based on assessment knowledge of individual children.

2. Create a caring community of learners, assessing children’s learning and development.

3. Observe, record, and assess young children’s development and learning and engage parents in the assessment process.

4. Integrate authentic assessment data with formal assessment information.

5. Communicate to a family assessment information and relevant activities that are embedded in the family’s daily activities and routines.

6. Select, administer, and evaluate instruments and procedures based on purpose of assessment being conducted and its compliance with established criteria and standards taking into consideration specific exceptionalities.

7. Actively involve families in the assessment of their children’s development and communicate results in everyday language in the home language whenever possible.

8. Articulates and assesses the learning situation with respect to key elements.

V. Requirement and Evaluation System

A. Grading Scale:

Undergraduate
180-200=A
160-179=B
140-159=C
120-139=D
Below 120=E
Graduate

225 – 250=A
200 – 224=B
199 – 175=C
Below 175=E

B. Weight assigned to each requirement

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listserve messages</td>
<td>5</td>
</tr>
<tr>
<td>Attendance and participation</td>
<td>10</td>
</tr>
<tr>
<td>Reflection paper – Norm-referenced</td>
<td>10</td>
</tr>
<tr>
<td>Reflection paper – Play Based</td>
<td>10</td>
</tr>
<tr>
<td>Observation data and summary</td>
<td>15</td>
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<tr>
<td>Assessment report (portfolio task)</td>
<td>100</td>
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<tr>
<td>Midterm Exam</td>
<td>25</td>
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<tr>
<td>Final Exam</td>
<td>25</td>
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<td>TOTAL</td>
<td><strong>200</strong></td>
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</table>

<table>
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<tr>
<th>Requirement</th>
<th>Points</th>
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<tr>
<td>Midterm Exam</td>
<td>25</td>
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<tr>
<td>Final Exam</td>
<td>25</td>
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<tr>
<td>Assessment Critique</td>
<td>50</td>
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<tr>
<td>TOTAL</td>
<td><strong>250</strong></td>
</tr>
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</table>

1. Reflective Papers – Students are required to administer two assessments for this class (norm-referenced and play-based). Students will conduct the norm-referenced and play-based assessment during practicum hours. Students will be assigned a child at the ECL with whom they will work on these assignments. Following the completion of the norm-referenced assessment and the play-based assessment, students will be required to write a 2-3 page reflective paper of their experiences (see attached questions for format).

2. Students will use a minimum of two (2) of the observation strategies described in class to gather information about their assigned child during their practicum. Following the observation, students will write a summary of the information collected and turn it, as well as the raw data into the instructor.
3. Based on the information gathered on your assigned child, each student will develop an assessment report with a summary of the child’s development, recommendations, and possible IEP objectives. The specific guidelines for this assignment can be found in the Portfolio Task Assignment described at the end of the syllabus. Students will work on the assessment activities in small groups. However, each student must turn in an original product!

4. **Graduate Students.** Graduate students taking IEC 507 will critique 10 assessment instruments found in the early childhood resource library. In the critique, students will determine the following: type of assessment, purpose/use, psychometric properties (if any), intended population, and perceived usefulness of the tool.

5. All assignments are due when stated. No work will be accepted late unless prior arrangements have been made. The exception to this is when an assignment is dependent on your target child being present for school and he/she is not. Under those circumstances, you must complete the assignment when the child returns to school and turn in the written component of the assignment one week upon completion of your work with the child.

6. All assignment must be typed.

7. Assignments may be submitted **one week early** for non-contingent feedback. Students may use feedback from the instructor for the final product.

8. Students are responsible for all material and announcements presented in class whether in attendance or not.

9. Exams will include information covered in handouts, required texts, class lecture and labs.

10. Class Attendance and Participation – Attendance in this class is required! Acceptable reasons for excused absences are listed in the **Student Rights and Responsibilities**. The instructor has the right to request appropriate verification of such absences. Students are expected to read assigned readings prior to class and attend class prepared to participate in discussions. Participation will be evaluated weekly. After one unexcused absence students’ final grade will automatically be lowered one letter grade! If you arrive late, see me after class to make sure you have checked on the roll!

11. Each student is expected to join the IECE Litserve and send 5 messages.

Policies related to unexcused absences, cheating/plagiarism, withdrawal, incompletes, final exams and common exams can be found in your copy of Student Rights and Responsibilities. As students and faculty at the University of Kentucky, we are all responsible for adhering to these policies.
VI. Schedule and Assignments

Course Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 26</td>
<td>Overview of Course and Syllabus</td>
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<tr>
<td>August 31</td>
<td>Definition of Assessment</td>
<td>Chapters 1 &amp; 2 (text)</td>
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<td>Reasons for Assessment</td>
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<td>Trends</td>
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<td>September 2</td>
<td>Characteristics of Quality Assessments</td>
<td>Chapters 9 &amp; 10 (text)</td>
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<tr>
<td>September 7</td>
<td>Characteristics of Quality Assessments</td>
<td>Chapters 9 &amp; 10 (text)</td>
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<td>Leung, 1996</td>
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<td>September 16</td>
<td>Parent Involvement</td>
<td>Chapter 2 – Mindes (2003)</td>
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<td>September 21</td>
<td>Parent Involvement</td>
<td>Case Study/Distributed in Class</td>
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<td>September 23</td>
<td>Lab Day</td>
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<td>September 28</td>
<td>Screening – DIAL-III</td>
<td>Kentucky Assessment Guidelines (Screening)</td>
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<td>September 30</td>
<td>Diagnostic Assessment - Battelle</td>
<td>Kentucky Assessment Guidelines (Diagnostic</td>
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<td>OBSERVATION ASSIGNMENT DUE</td>
<td>Assessment)</td>
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<td>October 5</td>
<td>Program Evaluation – ECERS-R, ITERS, ELLCO</td>
<td>Kentucky Assessment Guidelines (Program</td>
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<td>Evaluation)</td>
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<td>Midterm</td>
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<td>October 12</td>
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<tr>
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<td>Event</td>
<td>Resource</td>
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<td>October 14</td>
<td>Translating Assessment Information into IEPs/IFSPs</td>
<td>Grisham-Brown &amp; Hemmeter, 1998</td>
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<td>October 19</td>
<td>Lab Day</td>
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<td>October 21</td>
<td>Naturalistic and Focused Assessment</td>
<td>Chapters 3 and 4 (text) Grisham-Brown, 2000</td>
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<td>October 26</td>
<td>Naturalistic Assessment (Cont.)</td>
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<td>October 28</td>
<td>AEPS</td>
<td>Bricker (2002)</td>
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<td>November 2</td>
<td>Academic Holiday</td>
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<td>November 4</td>
<td>Lab Day</td>
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<td>November 9</td>
<td>TPBA SECOND REFLECTIVE PAPER DUE</td>
<td>Linder (1993)</td>
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<td>November 11</td>
<td>Planning Day for Assessment Lab</td>
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<td>November 16</td>
<td>Lab Day</td>
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<td>November 18</td>
<td>Lab Day</td>
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<tr>
<td>November 20</td>
<td>Assessment Lab – 8:00 am – 11:00 am – Early Childhood Laboratory</td>
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<td>November 23</td>
<td>Dynamic and Curriculum Based Assessment</td>
<td>Chapters 7 and 8 (text)</td>
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<td>November 25</td>
<td>Academic Holiday</td>
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<td>November 30</td>
<td>Performance Assessment</td>
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<td>December 2</td>
<td>Portfolio Assessment</td>
<td>Chapter 6 (text) Helm, Beneke, &amp; Steinheimer (1997)</td>
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<td>December 7</td>
<td>No Class – Work on Projects</td>
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<td>December 9</td>
<td>Work Sampling</td>
<td>Dichtelmiller, Jablon,</td>
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<td>ASSESSMENT PROJECT DUE</td>
<td>Dorfman, Marsden, &amp; Meisels (2000)</td>
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<td>DECEMBER 16 – 10:30 am</td>
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Norm-Referenced Assessment Assignment

Objectives

1. To conduct a norm-referenced test.
2. To prepare a reflective paper that demonstrates the student’s knowledge of the purpose of the assessments and the advantages and barriers to these types of assessments.

Procedures

1. Participate in team assessment
2. Prepare a paper that addresses the issues listed below. The paper should be no longer than 3 pages long and should be typed. It should represent a summary of the process as well as reflections of your participation in the process. The following issues are provided only as guidelines. Your report may include information other than that listed below.
   a. Describe the assessment including the following:
      1. Brief description of the assessment instrument and its purpose;
      2. A brief overview of the child you tested.
   b. Answer the following questions:
      1. How did the children response during the assessment? To what extend do you think you got an accurate picture of the child’s abilities?
      2. How did the parents respond to the process?
      3. What are the advantages of these types of assessments?
      4. What are the barriers of implementing norm-referenced assessments with young children?

Evaluation

The assignment is worth 10 points and will be based on the following factors: lab participation thoroughness of report, accuracy of information, organization of report, and mechanics.
Team Program Planning Assignment

Objectives

1. To participate in a team assessment with classmates.
2. To prepare a reflective report that demonstrates the students’ knowledge of the purpose of the assessment and the advantages and barriers to this type of assessment approach.

Procedures

1. Participate in team assessment.
2. Prepare a paper that addresses the issues listed below. The paper should be no longer than 3 pages long and should be typed. It should represent a summary of the process as well as reflections of your participation in the process. The following issues are provided only as guidelines. Your report may include information other than that listed below.
   a. Describe the assessment including the following:
      1. An overview of the assessment used by your team; and
      2. A brief overview of the child you tested.
   b. Answer the following questions:
      1. How did the child respond during the assessment? To what extent do you think you got an accurate picture of the child’s abilities?
      2. How did the parents respond to the process?
      3. What are the advantages of this type of assessment for program planning?
      4. What are the barriers of implementing this type of assessment?

Evaluation

The assignment is worth 10 points and will be based on the following factors: lab participation, thoroughness of report, accuracy of information, organization of report and mechanics.
PORTFOLIO ENTRY: ASSESSMENT AND INTERPRETATION
SCREENING, DIAGNOSTIC AND INSTRUCTIONAL PROGRAMMING

SITUATION: You are the lead teacher in an Infant, Toddler, Preschool or Kindergarten program. One of your roles is to assess children, involving the family in the process when appropriate. Select one child in your program that has been referred because of a suspected developmental delay or requires assessment to update an IFSP or IEP. It is anticipated that it will take about 45 days to prepare this entry.

TASK(S):
1. Select and provide a written rationale for your selection of a screening test, a diagnostic test, and a criterion-referenced measure for instructional programming with the child.
2. After securing parental permission of verifying file documentation of such, videotape the administration of all measure.
3. Score all tests administered.
4. Identify strategies for involving parents in the assessment as identified in administration procedures for each assessment instrument selected or as per recommended practices.
5. Prepare an assessment report summarizing the results of all three assessments with recommendations.

PRODUCT(S):
1. Written rationale for selection of each assignment instrument.
2. Files of completed test protocols.
3. Written list of strategies for involving parents.
4. Assessment report, which integrates results of all assessments and includes recommendations for the child and family.

SCORING:
- Performance on Teacher Standard V: Reflects on and evaluates teaching and learning. With emphasis on performance criteria G and H.
- Performance on Teacher Standard VI: Collaborates with professionals, volunteers and families. With emphasis on performance criteria B, I and N.
- Performance on Teacher Standard VIII: Promotes and supports self-sufficiency of families. With emphasis on performance criteria D and H.
- The product(s) will be reviewed for:
  - Error-free administration and interpretation procedures exemplifying recommended practices as observed in video, protocols, and written report.
  - Clear and comprehensive written report with integration of results of assessment into report.
  - Adequate rationale for selection of assessment instruments.