

SYLLABUS ¹
Special Education
University of Nevada, Las Vegas
Preparing professional for changing educational contexts

- I. **Course Prefix & Number:** ESP 773 1001
- II. **Course Title:** Assessment of Young Children with Disabilities
- III. **Course Credit Hours:** 3 hours
- IV. **Semester:**
- V. **Instructor:**
- VI. **Office Location:**
Class Location:
- VII. **Office Hours:**
- VIII. **Telephone:**

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 in to 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):

McClellan, M., Wolery, M., & Bailey, D., (2004). *Assessing infants and preschoolers with special needs* (3rd ed.). Columbus, OH: Merrill.

Optional Text(s):

Bailey, D. B., & Simeonsson, R. J. (1988). *Family assessment in early intervention*. Columbus, OH: Merrill Publishing Company.

Benner, S. M.. (1992). *Assessing young children with special needs: An ecological perspective*. White Plains, NY: Longman Publishing Group.

Bentzen, W.R. (1997). *Seeing young children: A guide to observing and recording behavior*. (3rd ed.). Albany, NY: Delmar Publishers.

Cubertson, J. L., & Willis, D. J. (Eds.). (1993). *Testing young children: A reference guide for developmental, psycho educational and psychological assessments*. Austin, TX: Pro-Ed.

Paget, K. D., & Bracken, B. A. (1982). *The psycho educational assessment of preschool children*. The Psychological Corporation: Harcourt Brace Jovanovich, Inc.

Current and Classical References:

Alberto, P. A., & Troutman, A. C. (1986). *Applied behavior analysis for teachers* (2nd ed.). Columbus, OH: Merrill Publishing Company.

Bailey, D. B., & Simeonsson, R. J. (1988). *Family assessment in early intervention*. Columbus, OH: Merrill Publishing Company.

Blackorby, J., Schiller, E., Mallik, S., Hebbeler, K., Huang, T., Javitz, H., et al. (2010). Patterns in the Identification of and Outcomes for Children and Youth with Disabilities. Final Report. NCEE 2010-4005: National Center for Education Evaluation and Regional Assistance.

Benner, S. M.. (1992). *Assessing young children with special needs: An ecological perspective*. White Plains, NY: Longman Publishing Group.

Bentzen, W.R. (1997). *Seeing young children: A guide to observing and recording*

behavior. (3rd ed.). Albany, NY: Delmar Publishers.

Bradley, M. C., Daley, T., Levin, M., O'Reilly, F., Parsad, A., Robertson, A., et al. (2011). IDEA National Assessment Implementation Study. Final Report. NCEE 2011-4027: National Center for Education Evaluation and Regional Assistance.

Bricker, D., Pretty-Frontczak, K., Johnson, J., & Straka, E. (2002). *Assessment, evaluation and programming system (2nd ed.): Administration guide: Volume 1.* Baltimore: Paul H. Brookes Publishing Co.

Bricker, D., Capt, B., & Pretti-Frontczak, K. (2002). *Assessment, evaluation and programming system (2nd ed.): Test, birth to three years and three to six years: Volume 2.* Baltimore: Paul H. Brookes Publishing Co.

Bricker, D., & Waddell, M. (2002). *Assessment, evaluation and programming system (2nd ed.): Curriculum for birth to three years: Volume 3.* Baltimore: Paul H. Brookes Publishing Co.

Bricker, D., & Waddell, M. (2002). *Assessment, evaluation and programming system (2nd ed.): Curriculum for three to six years: Volume 4.* Baltimore: Paul H. Brookes Publishing Co.

Bijou, S. W., & Baer, D. M. (1961). *Child development: Vol. 1. A systematic and empirical theory.* New York: Appleton-Century-Crofts.

Bijou, S. W., & Baer, D. M. (1967). *Child development: Readings in experimental analysis.* New York: Appleton-Century-Crofts.

Brinker, R. P. (1985). Curricula without recipes: A challenge to teachers and a promise to severely mentally retarded students. In D. Bricker and J. Filler (Eds.). *Severe mental retardation: From research to practice* (pp. 208-229). Reston, VA: Council for Exceptional Children.

Browder, D. M. (1991). *Assessment of individuals with severe disabilities: An applied approach to life skills assessment* (2nd Ed.). Baltimore, MD: Paul H. Brookes Publishing Co.

Brown, F., & Snell, M. E. (1993). Meaningful assessment. In M. E. Snell (Ed.). *Instruction of students with severe disabilities* (4th ed.) (pp. 61-99). New York: Merrill.

Brown, L., Branston, M. B., Hamre-Nietupski, S., Pumpian, I., Certo, N., & Gruenewald, L. (1979). A strategy for developing chronological-age-appropriate and functional curricular content for severely handicapped adolescents and young adults. *The Journal of Special Education*, 13(1), 81-90.

Chomsky, N. (1975). *Reflections on language.* New York: Pantheon.

Chomsky, N. (1980). On cognitive structures and their development: A reply to Piaget. In M. Piattelli-Palmarini (Ed.), *Language and learning: The debate between Jean Piaget and Noam Chomsky* (pp. 35-54). Cambridge, MA: Harvard University Press.

Cole, K.N., Dale, P.S., & Thal, D. J. (1996). *Assessment of communication and language* (Vol. 6). Baltimore, MD: Paul H. Brookes Publishing Co.

- Cooper, J. O., Heron, T. E., & Heward, W. L. (1987). *Applied behavior analysis*. Columbus, OH: Merrill Publishing Company.
- Craighead, W., Kazdin, A., & Mahoney, M. (Eds.). (1981). *Behavior modification*. Boston: Houghton Mifflin.
- Cubertson, J. L., & Willis, D. J. (Eds.). (1993). *Testing young children: A reference guide for developmental, psychoeducational and psychological assessments*. Austin, TX: Pro-Ed.
- Dewrang, P., & Sandberg, A. D. (2010). Parental Retrospective Assessment of Development and Behavior in Asperger Syndrome during the First 2 Years of Life. *Research in Autism Spectrum Disorders, 4*(3), 461-473
- Evans, I. M., & Meyer, L. H. (1985). *An educative approach to behavior problems: A practical decision model for interventions with severely handicapped learners*. Baltimore: Paul H. Brookes Publishing Co.
- Federal Register, Volume 54, Number 80, Thursday, April 27, 1989, Pp. 18248-18256.
- Federal Register, Volume 54, Number 119, Thursday, June 22, 1989, Pp. 26306-26348.
- 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.*
- Freud, S. (1950). *The ego and the id*. London: Hogarth.
- Gagné, R. M. (1985). *The conditions of learning* (3rd ed.). New York: Holt, Rinehart & Winston.
- Gagné, R. M., & Briggs, L. J. (1976). *Principles of instructional design* (2nd ed.). New York: Holt, Rinehart & Winston.
- Gagné, R. M., Briggs, L. J. & Wager, W. W. (1992). *Principles of instructional design* (4th ed.). Fort Worth, TX: Harcourt Brace Jovanovich College Publishers.
- Gaylord-Ross, R. J., & Browder, D. M. (1991). Functional assessment: Dynamic and domain properties. In L. H. Meyer, C. A. Peck, & L. Brown (Eds.). *Critical issues in the lives of people with severe disabilities* (pp. 45-67). Baltimore: Paul H. Brookes Publishing Co.
- Gaylord-Ross, R. J., & Holvoet, J. F. (1985). *Strategies for educating students with severe handicaps*. Boston: Little, Brown and Company.
- Garwood, S. G. (1989). The role of theory. In S. G. Garwood and R. R. Fewell (Eds.). *Educating handicapped infants* (pp. 3-23). Rockville, MD: Aspen Systems Corporation.

- Gesell, A., & Amatruda, C.S. (1947). *Developmental diagnosis: Normal and abnormal child development*. New York: Harper & Row Publishers.
- Haywood, H.C., Filler, J.W., Shifman, M.A., & Chatelanat, G. (1975). Behavioral assessment in mental retardation. In P. McReynolds (Ed.), *Advances in psychological assessment* (Vol. 3, pp. 96-137). San Francisco: Jossey-Bass Publishers.
- Heineman, K. R., La Bastide-Van Gemert, S., Fidler, V., Middelburg, K. J., Bos, A. F., & Hadders-Algra, M. (2010). Construct Validity of the Infant Motor Profile: Relation with Prenatal, Perinatal, and Neonatal Risk Factors. *Developmental Medicine & Child Neurology*, *52*(9), e209-e215.
- Horner, R. H., O'Neill, R. E., Flannery, K. B. (1993). Effective behavior support plans. In M. E. Snell (Ed.). *Instruction of students with severe disabilities* (4th Ed.). (pp. 184-214). New York: Merrill.
- Hunt, J. McV. (1961). *Intelligence and experience*. New York: Ronald Press.
- Hunt, J. McV. (1987). Introduction. In I. C. Uzgaris and J. McV. Hunt (Eds.). *Infant performance and experience: New findings with the ordinal scales* (pp. 1-35). Urbana, IL: University of Illinois Press.
- Hyatt, K. J., & Filler, J. W. (2007). A Comparison of the Effects of Two Social Skill Training Approaches on Teacher and Child Behavior. [Article]. *Journal of Research in Childhood Education*, *22*(1), 85-96.
- Johnson-Martin, N., Attermeier, S., & Hacker, B. (1999). *The carolina curriculum for preschoolers with special needs*. Baltimore: Paul H. Brookes Publishing Co.
- Johnson-Martin, N., Jens, K., Attermeier, S., & Hacker, B. (1990). *The carolina curriculum for infants and toddlers with special needs*. Baltimore: Paul H. Brookes Publishing Co.
- Keilty, B., LaRocco, D. J., & Casell, F. B. (2009). Early Interventionists' Reports of Authentic Assessment Methods through Focus Group Research. *Topics in Early Childhood Special Education*, *28*(4), 244-256
- Kim, D.-H., & Smith, J. (2010). Evaluation of Two Observational Assessment Systems for Children's Development and Learning. *NHSA Dialog*, *13*(4), 253-267.
- Knoblock, H., & Pasamanick, B. (1974). *Gesell and Amatruda's developmental diagnosis* (3rd ed.). Hagerstown, MD: Harper & Row, Publishers.
- Mallory, B. L. (1992). Is it always appropriate to be developmental? Convergent models for early intervention practice. *Topics in Early Childhood Special Education*, *11*(4), 1-12.
- McClellan, M., Bailey, D., & Wolery, M. (2004). *Assessing infants and preschoolers with special needs* (3rd ed.). Columbus, OH: Merrill.
- McWilliam, R. A. (2011). The Top 10 Mistakes in Early Intervention in Natural Environments--And the Solutions. *Zero to Three*, *31*(4), 11-16.

- Meisels, S.J. & Fenichel, E. (1996). *New visions for the developmental assessment of infants and young children*. Washington, DC: Zero to Three.
- Mindes, G., Ireton, H., & Mardel-Czudnowski, C. (1996). *Assessing young children*. Albany, NY: Delmar Publishers.
- Nilsen, B. A. (1997). *Week by week plans for observing and recording young children*. Albany, NY: Delmar Publishers.
- Obrzut, J. E., & Boliek, C. A. (1993). Assessment of the child with social and emotional disorders. In J. L. Cubertson and D. J. Willis (Eds.). *Testing young children: A reference guide for developmental, psychoeducational and psychological assessments* (pp. 345-377). Austin, TX: Pro-Ed.
- Ollendick, T. H., & Hersen, M. (Eds.). (1984). *Child behavioral assessment: Principles and procedures*. Elmsford, NY: Pergamon Press Inc.
- Paget, K. D., & Bracken, B. A. (1982). *The psycho educational assessment of preschool children*. The Psychological Corporation: Harcourt Brace Jovanovich, Inc.
- Piaget, J. (1952). *The origins of intelligence in children*. New York: International Universities Press and W .W. Norton & Company Inc.
- Piaget, J. (1954). *Problèmes de psycho-linguistique. Symposium de l'Association de psychologie scientifique de langue française*. Paris: Presses Universitaires de France.
- Piaget, J. (1971). *The language and thought of the child*. New York: Meridian Books.
- Piaget, J. (1973). *The child and reality: Problems of genetic psychology*. New York: Grossman Publishers.
- Salvia, J., & Ysseldyke, J.E. (1988). *Assessment in special and remedial education* (4th ed.). Boston: Houghton Mifflin Company.
- Sailor, W., & Guess, D. (1983). *Severely handicapped students: An instructional design*. Boston: Houghton Mifflin Company.
- Sears, R. R. (1965). The development of gender role. In F. Beach (Ed.). *Sex and behavior*. (pp. 133-165). New York: Wiley.
- Snell, M. E. & Grigg, N. C. (1987). Instructional assessment and curriculum development. In M. E. Snell (Ed.), *Systematic instruction of persons with severe handicaps* (3rd ed., pp. 64-110). Columbus, OH: Merrill Publishing Co.
- Strain, P. S., McConnell, S. R., Carta, J. J., Fowler, S. A., Neisworth, J. ., & Wolery, M. (1992). Behaviorism in early intervention. *Topics in Early Childhood Special Education*, 12(1), 121-141.

- Swanson, H. L., & Watson, B. L. (1989). *Educational and psychological assessment of exceptional children: Theories, strategies, and applications* (2nd ed.). Columbus, OH: Merrill Publishing Co.
- Sulzer-Azeroff, B., & Mayer, G. R. (1977). *Applying behavior analysis procedures with children and youth*. New York: Holt, Rinehart, & Winston.
- Thorndike, R. L. & Hagen, E. P. (1977). *Measurement and evaluation in psychology and education* (4th ed.). New York: Wiley.
- Vincent, L. J., & Broome, K. (1977). A public school service delivery model for handicapped children between birth and five years of age. In E. Sontag, J. Smith and N. Certo (Eds.), *Educational programming for the severely and profoundly handicapped* (pp. 177-189). Reston, VA: The Council for Exceptional Children.
- Vincent, L. J., Salisbury, C., Walter, G., Brown, P., Gruenewald, L. J., & Powers, M. (1980). Program evaluation and curriculum development in early childhood/special education: Criteria of the next environment. In W. Sailor, B. Wilcox and L. Brown (Eds.), *Methods of instruction for severely handicapped students* (pp. 303-329). Baltimore: Paul H. Brookes.
- White, O. R. (1985). The evaluation of severely mentally retarded populations. In D. Bricker and J. Filler (Eds.), *Severe mental retardation: From research to practice* (pp. 161-207). Reston, VA: Council for Exceptional Children.
- Wortham, S. C. (1990). *Tests and measurement in early childhood education*. New York: Macmillan Publishing Company.
- Xu, Y. (2011). The Effects of Teaching Primary Caregivers to Conduct Formative Assessment on Caregiver-Child Social Interaction and Children's Developmental Outcomes. *Early Child Development and Care*, 181(4), 549-571.

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 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 Thursday, **December 1st**. If you elect to do more than two, all must be turned in by the beginning of class on December 1st. **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 LBCEEC 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:

<u>Session</u>	<u>Date</u>	<u>Topic & Readings / Assignments</u>
1	Sept. 1	I. Introductions (Why this class?) II. ECSE Eligibility Requirements
2	Sept. 8	III. Term Definitions IV. Assessment in Part C of 108-446 (McClellan et al., Chapter 1)
3	Sept. 15	V. Assessment in Part B of 108-446 VI. Purpose of Evaluation & Assessment & Baseline/Intervention (McClellan et al., Chapter 2)
4	Sept. 22	VII. Assessment Models VIII. Norm Referenced Testing - The Battelle Inventory - The Bayley Scales (McClellan et al., Chapter 3)
5	Sept. 29	IX. Criterion Referenced Testing

			- The UPAS
6	Oct. 6	X.	Child Find & Screening - APGAR - POPRAS - NBAS (McClellan et al., Chapter 5)
7	Oct. 13	XI.	Dishabituation Review for Midterm Exam (McClellan et al., Chapter 7)
8*	Oct. 20		MIDTERM EXAM (All notes and readings to date)
9	Oct. 27	XII.	Defining "Content" (Language and Social Skills, Motor and Cognition) (McClellan et al., Chapter 10)
10	Nov. 3	XIII.	Assessing to Determine Content - Brigance - HOME (McClellan et al., Chapter 12 & 13) 11 Nov. 10
			XIV. Assessing for Content & Strategy - AEPS - Carolina
		XV.	Assessing Parent/Child Interactions (McClellan et al., Chapter 16)
12.	Nov. 17	XVI.	Introduction to Family Assessment (34 CFR PART 303)
13.	Nov. 24		THANKSGIVING RECESS
14.	Dec. 1	XVIII.	Formative Program Evaluation (McClellan et al., Chapter 4) <u>ALL CRITIQUES DUE BY 4:15 PM</u>
15.	Dec. 8	XIX.	Assessment & Cultural Diversity Review for Final Exam
*16	Dec. 15		FINAL EXAM

* 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 (4:15 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.

RUBRIC FOR ESP 773 EXAMS

Proficiency	Format & Organization	Completeness of Information
TARGET	<ul style="list-style-type: none"> - Consistent organization - Consistent use of APA style - Correct spelling and grammar - References each answer to text, notes or outside readings <p style="text-align: center;">48 – 50 POINTS</p>	<ul style="list-style-type: none"> - Answers at least 95% of total # of questions correctly - Uses a variety of sources - Presents comprehensive perspective - Synthesizes information and reaches conclusions - Answers all questions <p style="text-align: center;">48 – 50 POINTS</p>
ACCEPTABLE	<ul style="list-style-type: none"> - Occasional lapses of clarity in organization - One or two spelling or grammar errors - Inconsistent correct use of references - Covered the required points in each answer <p style="text-align: center;">40 – 47 POINTS</p>	<ul style="list-style-type: none"> - Answered more than 80% of the questions correctly - At least 1/2 of the answers contain references - Uses less than 3 references - Answers are only partially responsive to questions <p style="text-align: center;">40 – 47 POINTS</p>
UNACCEPTABLE	<ul style="list-style-type: none"> - Disorganized and difficult to follow - Minimal use of APA style - Many spelling errors - No references or incorrect references - Did not answer all questions <p style="text-align: center;">< 40 POINTS</p>	<ul style="list-style-type: none"> - Answered fewer than 80% of questions correctly - No reference to text or outside reading - No synthesis of information from different sources - Numerous incomplete answers <p style="text-align: center;">< 40 POINTS</p>

RUBRIC FOR ESP 773 ASSESSMENT CRITIQUES

Proficiency	Format & Organization	Completeness Of Information
TARGET	<ul style="list-style-type: none"> - Consistent and clear organization & thought - Consistent use of correct APA style - Correct spelling & grammar - Cited all references in text & in references correctly - Answered the required questions completely <p style="text-align: center;">20-25 POINTS</p>	<ul style="list-style-type: none"> - Contained at least 5 references - Used a variety of references - Presented original perspective about test or instrument - Current Information - Is consistent in position taken across questions <p style="text-align: center;">20-25 POINTS</p>
ACCEPTABLE	<ul style="list-style-type: none"> - Fair organization but with occasional lapses in clarity - APA style with minor errors - One or two spelling or grammar errors - Not all references cited in text & in references correctly - Answered the required questions <p style="text-align: center;">15-19 POINTS</p>	<ul style="list-style-type: none"> - Contains at least 3 references - No more than 1 reference came from the Internet - Variety of references not well represented - Information presented was only partially representative of new & current information - Is consistent in opinions or views across questions/answers <p style="text-align: center;">15-19 POINTS</p>
UNACCEPTABLE	<ul style="list-style-type: none"> - Disorganized & difficult to follow - Minimal use of APA style with major errors - Many spelling or grammar errors - References in text & reference list not cited correctly - Did not answer the required questions completely <p style="text-align: center;">< 15 POINTS</p>	<ul style="list-style-type: none"> - Did not contain at least 3 references - All references were from the Internet - Poor variety of references - Information not current - No indication of consistency in opinions or views across answers/questions <p style="text-align: center;">< 15 POINTS</p>

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you 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 the instructor in front of others 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 within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for 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. The incomplete work must be made up

before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. 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.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

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Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.