Wilmington University
College of Education

Graduate Special Education Programs

Course Number: EPY 317

Course Title: Assessment of Young Children

Faculty:

Course Book- No book, Online Educational Resources only

Office Hours/Method of Contact:

COURSE DESCRIPTION: It is critical to understand how both formal and informal assessments, when developmentally appropriate in design and purpose, are beneficial for early childhood. This course focuses on the appropriate assessments and an understanding of the assessments when planning and effectively implementing educational services and programs for children ages three to five years old with various learning needs. Students will gain an understanding of appropriate strategies for assessing, recording results, rating systems, and the use of multiple assessment tools. Strategies will be learned and students will gain on understanding about accommodations and modifications for young children with disabilities. Students will be competent with the use of assessment strategies to describe a child's educational and learning strengths as well as instructional needs.

USE OF VIDEO: The use of technology is an integral part of the teaching / learning process and a necessary skill for success in teaching. As such, teacher candidates will engage in multiple forms of assessment including but not limited to creating and uploading digital recordings of various forms for evaluation and guidance. Student work is uploaded into secure sites and is not available to the public.

LATE ASSIGNMENT SUBMISSION: If an assignment is submitted after Sunday at 11:59PM on that given week, the assignment will receive a penalty. The penalty will not exceed 10% of the assignment grade per day.

ATTENDANCE: Attendance for an **online learning course** is defined as "logging onto the course" and

- Identify Best Practice in assessments used for infants and young children.

NAYCE

- Understand the connection between medical conditions or developmental delays and the need for behavioral and educational supports.

NAYCE STANDARDS ADDRESSED THIS WEEK:

1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children
4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.
4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills critical for young children.
5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.
5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children's learning in each content area.

WEEK SIX LEARNING OUTCOMES:

- Reflect on Knowledge of assessment theory and practice to apply to a philosophy of assessment.
- Demonstrate an understanding of the effects of Trauma on the learning and behavior of infants and young children.
- Read about assessment practices when working with students who are linguistically diverse (ELL, ESL) and apply your understanding.

NAYCE STANDARDS ADDRESSED THIS WEEK:

1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.
1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.
1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities, and about development and learning in cultural contexts— to make evidence-based decisions that support each child.

ECSE STANDARDS ADDRESSED THIS WEEK:

1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.

3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

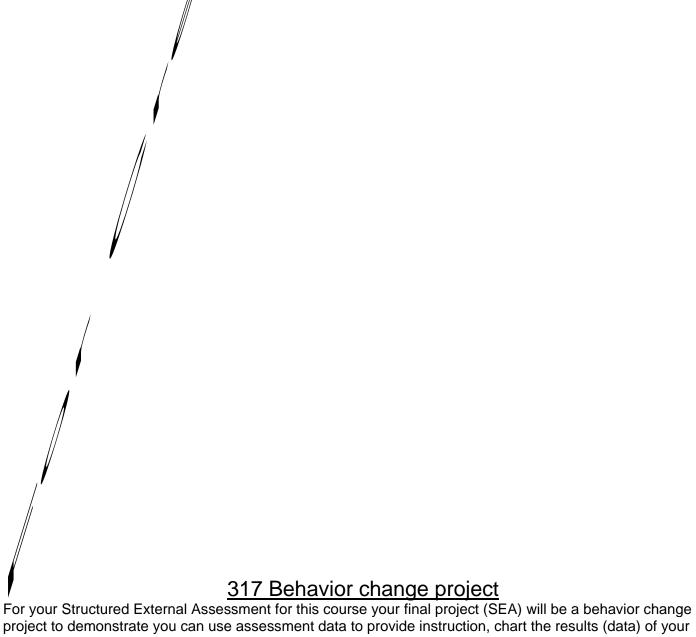**3b:** Know a wide range of types of assessments, their purposes, and their associated methods and tools.

3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

3d: Build assessment partnerships with families and professional colleagues.

4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.

METHODOLOGY:
   A. **Teaching Methods:**
   - **Reading**
   - **Videos**
   - Board0.0000092 0 612 79 reW*nBT/F4 12 Tf1 0 0 1 9462.88 Tm0 g2(all 30781TETQ0.0000092 0 6

317 Behavior change project

For your Structured External Assessment for this course your final project (SEA) will be a behavior change project to demonstrate you can use assessment data to provide instruction, chart the results (data) of your Creating Ege

- the steps you will take to teach this behavior remembering that behavior can be taught through the different developmental domains;
- what you will do to reinforce the desired behavior or social skills
- include base line data as to the frequency, intensity and/or duration of the behavior collected over the last 3 weeks;
- and how progress will be monitored.

In week 4: you will begin providing your intervention to your chosen child a minimum of twice a week (for a minimum of 15 m
each session. You will submit your progress monitoring form for review. (If you need to make changes to your plan, talk with your instructor).

In weeks 5-6 you will continue providing your intervention and documenting progress. Note any adjustments you make.

In week 7 you will submit a comprehensive report which covers the following areas:

- description of your student and the social-emotional or behavioral concerns you noted;
- a summary of the assessments you gave and the results with a statement as to how you feel these results affect your chosen child;
- description of the antecedent, behavior and consequences and the replacement behavior that serves the same function as the behavior of concern;
- summary of description of your intervention;
    - positive and negative reinforcers or consequences
    - a chart with baseline and weekly data recorded;
- a summary of progress or lack of progress made based on your weekly notes, and
- a statement of the effectiveness of intervention plan based on result.

behavior of concern CEC 1.0, 2.1 INTASC 2, 3 ECSE 1.K1, 1.K6, 4.S5, 4.S10	social emotional skill OR the behavior is not accurately described.	emotional skill but does not state how this impedes either the student learning or the learning of others.	emotional skill that impedes the child academic, social emotional or functional progress and attempts to tell how it does so.	emotional skill that impedes the child academic, social emotional or functional progress and tells how it does so in general terms.	social-emotional skill that impedes the child academic, social emotional or functional progress AND states how the behavior of concern

Behavior or social-emotional goal

CEC 5.1
INTASC 8
ECSE 3.S3, 5,S5

Candidate writes a goal that is inappropriate; not related to behavior.	Candidate writes a general behavior goal.	Candidate writes a goal that identifies the behavior and conditions or criteria.	Candidate writes a measurable specific goal that identifies the conditions, behavior

				preschooler or why it was unsuccessful.	needs of a preschooler or why it was unsuccessful.
Little, few or limited = less than 74% Some or loosely = 74% or more Most = 80% or more Clearly or directly=90% or more					