

**Rhode Island College
Feinstein School of Education and Human Development
Department of Special Education
Special Education 515
Multidisciplinary Assessment and Planning for Infants and Preschool
Children with Special Needs and Students with Severe Disabilities**

Class: Wednesday 4:00-6:50 Location: Craig-Lee Hall, Rm. 206
Instructor: Laura May Insley, M.ED. ECSE (401) 256-3938

Course Information *Prerequisites:* SPED 513

Catalog Description: The student is provided with knowledge of interdisciplinary assessment procedures and the development of individualized education programs. Emphasis is placed on alternative information gathering strategies that can be used to develop responsive and meaningful programs for children with disabilities and their families.

Extended Course Description: The principal objective of this course is to acquaint students with contemporary principles and practices of individualized child and family assessment. The course includes several major components.

- 1) Principles and practices that govern and influence decision making for infants and young children and their families relative to special education policy and current research.
- 2) Contemporary approaches to assessing child levels of functioning in areas such as cognition, language and communication, motor, social/emotional, adaptive, and play skills.
- 3) Contemporary approaches to assessing family priorities, needs, culture and language strengths, and style of decision-making.
- 4) Methods for organizing and integrating assessment information to generate sound decisions for children in collaboration with their parents.
- 5) Methods for generating meaningful and responsive service plans based upon information gathered.

Relationship of this Course to the Teacher Education Program: This is the second course for students enrolled in the graduate program (M.Ed.) in early childhood special education. It is a course that is required for teacher certification as an early childhood special educator (birth to six) by the Department of Education.

Relationship of this Course to the Teacher Education Program: The central purpose of this course is to equip students with a knowledge that facilitates and promotes sound decision making in the design of instructional and intervention programs for infants and preschool children. Course material, activities, projects, and clinical assessments are intended to provide students with a conceptual framework to plan, execute, interpret, and apply formal and informal assessment data to the formulation of individualized service plans.

Course Texts

McAfee, O. and Leong, D. (2007). Assessing and Guiding Young Children's Development and Learning. Boston: Allyn & Bacon.

New Visions for the Developmental Assessment of Infants & Young Children [Paperback]

Zero to Three (Organization) (Author), Samuel J. Meisels (Editor), Emily Schrag Fenichel (Editor)

Assigned Articles

Course Outcomes

1. To understand the alternative purposes for which assessment information is collected; such applications include screening, program eligibility, IEP/IFSP planning, progress monitoring, educational planning, program termination, and interagency coordination and collaboration. (RIPTS 9-Assessment, 3-Learning, 2- Discipline; *CEC: 8-Assessment, 7-Instructional Planning, 9-Professional and Ethical Practice, 10-Collaboration, 2-Development and Characteristics of Learners, 3-Individual Learning Differences*). **CF Advanced Competencies: KNOWLEDGE; Domain Specific Knowledge, Professional Awareness**)
2. To understand essential concepts of tests and measurement (e.g. reliability, validity, normative samples). (RIPTS 9- Assessment, *CEC 8-Assessment*; **CF Advanced Competencies: KNOWLEDGE: Domain-Specific Knowledge, Professional Awareness**).
3. To understand the various skills domains in children (e.g. cognitive, developmental, motor, communication, psychosocial) which influence level of functioning, and to become familiar with representative measures in each domain. (RIPTS 3- Learning, 9-Assessment; *CEC 9-Professional and Ethical Practice, 2- Development and Characteristics of Learners, 3-Individual Learning Differences, 8-Assessment*; **CF Advanced Competencies: KNOWLEDGE: Domain-Specific Knowledge, Professional Practice, Professional Awareness, Contextual Perspective**)
4. To understand methods of identifying family strengths, needs, resources, and priorities as they relate to the service planning and implementation process. (RIPTS 11-Professional Ethics, 7-Collaboration; *CEC 9- Professional and Ethical Practice, 10-Collaboration*; **CF Advanced Competencies: KNOWLEDGE: Professional Awareness, Domain-Specific Knowledge**).
5. To understand basic principles of test administration, interpretation, application, and confidentiality of findings. (RIPTS 1-Knowledge, 9-Assessment, 11-Professional Practice; *CEC 8-Assessment, 9- Professional and Ethical Practice*; **CF Advanced Competencies: KNOWLEDGE: Domain-Specific Knowledge, PRACTICE: Diversity of Practice, Technology**).
6. To demonstrate competency in decision making and service planning on the basis of various assessment methods and procedures. (RIPTS 3- Learning, 9- Assessment; *CEC 8-Assessment, 4-Instructional Strategies, 7-Instructional Planning, 9-Professional and Ethical Practice, 10-Collaboration*; **CF Advanced Competencies: KNOWLEDGE: Domain-Specific Knowledge, Professional Awareness, PRACTICE: Evidence-Based Decision Making**).
7. To demonstrate competency in preparing individualized child and family service plan on the basis of comprehensive, multi-disciplinary assessment information. (RIPTS 3- Learning, 2-Discipline, 9-Assessment; *CEC 4-Instructional Strategies, 7-Instructional Planning, 9-Professional and Ethical Practice, 10-Collaboration*; **CF Advanced Competencies: KNOWLEDGE: Domain-Specific Knowledge, Professional Awareness; PRACTICE: Diversity of Practice; Technology Use**).

Course Requirements

1. Attendance/Participation (33 Points or 10% of final grade): Class attendance, punctuality, preparation and active participation (e.g., in discussions, reading the text and all assigned readings, completing assignments and activities) is required. You are *expected to read each assignment prior* to coming to class and to utilize the text to enhance your understanding of children with exceptionalities. Selected activities, additional readings, case studies or from outside sources will be periodically assigned throughout the course. Because attendance, active participation and, prompt response to due dates of all assignments are behaviors that reflect commitment to studies and development of professionalism, they are expected by all students. Class attendance and active participation cannot be duplicated in any other fashion. Moreover, your absence negatively affects colleagues with whom a student works, interacts, and learns. In this regard, both class attendance and active participation are important for the successful completion of this course. If absent, students are accountable for content, assignments, and announcements made during class and should make arrangements to obtain information/materials from a classmate. **It is the student's responsibility to obtain copies of handouts from a classmate when you are absent.** Points are self assigned for weekly attendance and participation.

2. Midterm Exam (100 pts /30% of final grade). The midterm exam will incorporate all Course Outcomes from the first class through the last class prior to exam. *Course Outcomes 1,2,3,4,5.*

3. Case Study: Applied Learning Project: Assessment Battery (100 points /30% of final grade). Each class member will choose a child to develop a case study on. During class, the cases will be presented and reviewed by a multidisciplinary team (the class). The written case study will be expected to be turned in at the time of the team review. Please refer to the attached grading rubric for this assignment. For purposes of confidentiality please do not include the child's last name or identifying information such as hometown, parents name, etc. *Course Outcomes 3,4,5,6,7*

4. Final Examination: (100 pts / 30% of final grade.) The test will consist of a variety of question types (multiple choice, short answer, definition/identification, calculations and short essays) covering class lectures, group work, discussions, information from class handouts, and assigned readings. *Course Outcomes 1,2,3,4,5.*

Points/Percentages Per Assignments	
Attendance/Participation	10 pts/ 10%
Midterm Exam	100 pts / 30%
Case Study: Assessment Battery	100 pts / 30%
Final Examination	100 pts / 30%

Percentage	Grade	Percentage	Grade	Percentage	Grade	Percentage	Grade
100-94	A	89-87	B+	79-77	C+	69-67	D+
		86-84	B	76-74	C	66-64	D
93-90	A-	83-80	B-	73-70	C-	63-60	D-

STANDARDS:

Assignment	RI PTS	ECSE	CEC Standards	Conceptual Framework Advanced Competencies
Midterm Final	RIPTS #9 RIPTS #3 RIPTS #2 RIPTS #11 RIPTS #7	ECSE2K2 ECSE 2K3 ECSE2K5 ECSE2K6 ECSE 3K1 ECSE3K2 ICC5S6 ECSE8K2 ECSE8K3 ICC8S1 ICC8K2 ICC8S4 ICC8S5 ECSE8S1 ECSE8S2 ECSE8S3 ECSE8S4 ECSE8S5 ECSE8S6 ECSE8S7 ECSE8S9 ECSE9S10 ICC9S4 ICC9S8 ICC9S99	7:-Instructional Planning 8-Assessment 9-Professional Practice 10-Collaboration 2-Dev/Characteristics of Learners 3- Individual Learning Differences	KNOWLEDGE: Domain-Specific Knowledge KNOWLEDGE: Professional Awareness KNOWLEDGE: Contextual Perspective PRACTICE: Diversity of Practice PRACTICE: Technology
CASE STUDY: Applied Learning Assessment Battery	RIPTS #3 RIPTS #9 RIPTS #11 RIPTS #7 RIPTS #1	<i>ECSE2K3 ECSE8S1</i> <i>ECSE2K5 ECSE2K4</i> <i>ECSE8S6 ECSE2K6</i> <i>ECSE2K7 ECSE6K2</i> <i>ECSE3K2 ECSE8S4</i> <i>ECSE3K1 ECSE8S2</i> <i>ECSE6K1 ECSE9S3</i> <i>ICC9S9 ICC8S2</i> <i>ICC8S4</i> <i>ECSE8S4 ICC9S4</i> <i>ICC8S5 ECSE8S4</i> <i>ECSE8S5 ECSE8S9</i> <i>ECSE8S10 ICC9S9</i>	7:-Instructional Planning 8-Assessment 9-Professional Practice 10-Collaboration 2-Dev/Characteristics of Learners 3- Individual Learning Differences 4-Instructional Strategies	PRACTICE: Diversity of Practice

Grading Policies

1. Grading is based on content provided, clarity of expression, and quality and completeness of information on all written assignment and exams
2. Grading of practicum assignment is also based on accuracy of practicum participation reports
3. All papers must be typed and free of printed errors
4. No grades, or final course average are rounded
5. Assignments, including exams are due on date assigned. One letter grade (10%) is deducted per calendar day for each late day.

Class Policies

Classroom Interactions: There is an expectation that *all* interactions and discussion reflect respect of differences and diversity of those within the class and, that children and their families are discussed with respect and confidentiality using people first language.

Accommodations: Rhode Island College is committed to making reasonable efforts to assist individuals with documented disabilities. If you are seeking reasonable classroom accommodations under the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with the Student Life Office. The Student Life Office is located in Rm. 127 in Craig-Lee Hall. The telephone number is 456-8061. To receive academic accommodations for this class, please obtain the proper forms from the Student Life Office and meet with the professor at the beginning of the semester.

Academic Honesty: Please refer to Rhode Island College Handbook policies and procedures on Academic Honesty. Plagiarism on a paper or cheating on a test or quiz results in automatic failure of that assignment and disciplinary action.

3.9 ACADEMIC STANDARDS

3.9.1 Academic Dishonesty

(As amended by the Council of Rhode Island College – 11/07/08)

Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Individual schools may have additional standards and policies related to academic honesty.

(a) Examples of Academic Dishonesty include (but are not limited to):

- **Cheating:** intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Plagiarism:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. The following are examples of plagiarism:

i. Word-for-word plagiarism: This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (print or electronic) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks.

ii. Patchwork plagiarism: This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.

iii. Unacknowledged paraphrase: It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper (e.g., the above paragraphs are based largely on Sears, *Harbrace Guide to the Library and Research Paper*, p. 39).

Many facts, ideas, and expressions are considered to be in the public domain or general knowledge and need not be acknowledged (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as "A rolling stone gathers no moss," or "New York is a great place to visit, but I wouldn't want to live there,") but as a general rule, when one is in doubt, it is best to acknowledge the source.

- **Collusion:** facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- **Deception:** Providing false information to an instructor concerning a formal academic exercise, e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work.
- **Sabotage:** Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.
- **Multiple Submissions:** Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.

(b) Faculty Role

The faculty member has two clearly defined roles: first, to establish preventive measures; and, second, to ensure that detected instances of academic dishonesty are dealt with appropriately and reported.

Preventive measures should include a statement to each class by the faculty member outlining expected standards of intellectual honesty and the necessity for such standards. The faculty member should also maintain reasonable security of all examination materials and procedures. Generally, the faculty member should employ any reasonable methods to discourage acts of academic dishonesty.

A faculty member may take action up to and including failing a student accused of academic dishonesty.

Some often-used penalties include:

- i.* A low or failing grade on the assignment in which the offense occurred.
- ii.* An additional assignment.
- iii.* Reduction of the final grade up to and including failure.
- iv.* Any combination of the above.

In all cases, a report describing the nature of the dishonesty and the subsequent action taken by the faculty member shall be filed with the Vice President for Academic Affairs. Additionally, the faculty member may recommend that the Board of College Discipline recommend further action.

GRADING POLICIES

- Grading will be based on content provided, clarity of expression, and presentation of information.
- Professionalism counts in grading. It is **HIGHLY** advisable to use a spelling and grammar tool prior to paper submission.
- Students are expected to attend class regularly and adhere to the college policy on Academic Honesty.

Dispositions/Performance Consistent with the Special Education Teaching Profession will be evaluated. Student performance inconsistent with the teaching profession will be documented on the Special Education Department Retention Form. Unacceptable performance within the practicum experience (as observed by the college professor and the practicum teacher) may result in a teacher candidate's dismissal from preparation for teacher licensure.

**Feinstein School of Education and Human Development
Special Education: Undergraduate Admission and Retention Committee
Candidate Documentation Form**

** Forms are due to the Department by the last day of finals**

Candidate's Name _____ ID# _____

SPED Course # _____ Section # _____ Sem _____ Fall _____ Year 2011

Assess the candidate in the following areas; circle the appropriate box: S for satisfactory or U for unsatisfactory. Use the space just below the area to include comments. Please use the back if additional space is needed.

S **U** Plans/Implements meaningful and significant learning

S **U** Uses effective management

S **U** Uses feedback constructively

S **U** Is timely

S **U** Attends class regularly

S **U** Collaborates effectively

S **U** Demonstrates knowledge of content

S **U** Other concerns

In the overall evaluation, (which takes into account any of the attributes/behaviors on this form, the candidate's grade, and/or the candidate's dispositions) this candidate is:

_____ Recommended to Continue with _____ Not Recommended to Continue in _____ Grade _____
_____ Concerns _____ Program _____

Faculty signature _____ Date _____

_____ I agree with the area(s) identified above _____ **I do not** agree with the area(s) identified above
(Candidate may submit a response)

I _____ have read this on _____.
Candidate's signature _____ Date _____

Internet Resources

People First Language: <http://www.kidstogether.org/>
http://iris.peabody.vanderbilt.edu/info_briefs/diversity.html
[Assessment Portfolios: Including English Language Learners in Large-Scale Assessments.](#) (PDF 124k) (DOC 61k)
[Practical Ideas on Alternative Assessment for ESL Students.](#) (PDF 143k) (DOC 60k)
[Test Accommodations for LEP Students.](#) (PDF 103k) (DOC 55k)
[Communicating with Culturally Diverse Parents of Exceptional Children.](#)(PDF 105k)(DOC48k)
[Family Involvement in Early Multicultural Learning](#)

DEC Position Papers: <http://www.dec-sped.org/positionpapers.html/>

Council for Exceptional Children: <http://www.cec.sped.org/>

Inclusion: <http://includingallkids.easterseals.com/>

Inclusion in Urban Schools: <http://www.urbanschools.org/>

Rhode Island Department of Education: <http://www.ride.ri.gov>

Rhode Island Technical Assistance Project: <http://www.ritap.org>

Universal Design for Learning: <http://www.cast.org/udl/>

US Dept. of Education, Office of Special Education: <http://www.ed.gov/about/offices/list/osers/osep/>

Additional Resources

- Bagnato, Stephen J., Neisworth, John T., Munson, Susan, M. (1997). *Linking assessment and early intervention*. Baltimore: Paul H. Brookes.
- Beaty, Janice J. (1994). *Observing development of the young child*. New York: Merrill.
- Bredenkamp, S. & Copple, C. (Ed.) (1997). *Developmentally appropriate practice in early childhood programs Revised edition*. Washington, DC: National Association for the Education of Young Children.
- Child Mental Health Foundations and Agencies Network (FAN). (2001). *A good beginning: Sending America's children to school with the social and emotional competence they need to succeed*. Chapel Hill: University of North Carolina, Frank Porter Graham Child Development Center.
- Gresham, F. M., & Elliott, S. N. (1990). *The Social Skills Rating System*. Circle Pines, MN: American Guidance Service.
- National Research Council, (2000). *From neurons to neighborhoods: The science of early childhood development*. Committee on Integrating the Science of Early Childhood Development. Jack P. Shonkoff & Deborah A. Phillips, eds. Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.
- Simeonsson, R. & Bailey, D.B. (1991). *The ABILITIES Index*. Frank Porter Graham Child Development Center, University of North Carolina, Chapel Hill.
- Simeonsson, R., Bailey, D., Smith, T., & Buysee, V. (1995). Young children with disabilities: Functional assessment by teachers. *Journal of Developmental and Physical Disabilities*, 7(4), 267-284.
- Siperstein, G.N. & Favazza, P.C. (in press). Placing all children at promise: Future directions for educators and researchers. In W. H. Brown, S. L. Odom, & S. R. McConnell (Eds.). *Social competence of young children: Risk, disability, and evidence-based practices* (Second Edition). Baltimore: Paul H. Brookes.

SPED 515 Case Study Assessment Battery Guidelines

Artifact, Part One (Written Paper) (90 Points)

Informal Assessments (2) (10 pts each = 20 pts)

- Describe 2 informal assessments that you or a parent could use to collect data if they have concerns in this area of development. Present examples (or artifacts) that illustrate documentation of concerns.
- Discuss the strengths and weaknesses of each of these informal tools

Formal Assessments (2) (15 pts each = 30 pts)

Describe 2 Instruments (one norm referenced & one curriculum referenced) appropriate for Birth-2;

Preschooler (ages 3-5), or Severe/Profound] that are *domain specific* include the following:

Publication Information (publisher, publication date, where it can be purchase, cost)

Purpose of Instrument

Psychometric Properties (reliability, validity, norms) and Overall Construct (gradation of items, length and breadth of instrument)

Administration of Instrument (who is allowed to administer; what, if any training is required; Length of time to administer, materials needed, etc.)

Strengths and limitations of the Instrument that illuminate ways in which the instrument:

- Is user friendly for teachers and parents (i.e., ways in which family members can be involved in testing),
- Has included modifications can be used during testing to accommodate for disabilities, (Is or is not a good fit for children with specific disabilities)
- Has used or avoided us of expressive or receptive language intertwined in non-language test items,
- Has evidence of or avoided cultural biases [test development (i.e., norms), structure (i.e., test items); test administration

Case Study Information (4 pts each = 20 pts)

Write a brief case study for the student you are evaluating to include:

- age, gender, family history
- significant medical information
- referral concerns
- assessments administered with outcomes report
- summary of your impressions (ie: identified areas of strength, areas of developmental delay, recommendations for placement / services

Technical Skills (5 pts each = 20 pts)

- Includes all of the above elements
- Well Written (Well Organized, Written with Clarity and Efficiency, Professional in Presentation)
- Submitted on time, typed, people first language, error free (grammar & spelling)
- References and Internet Resources (Websites) in APA format

Artifact, Part Two (Oral Presentation) (10 Points)

- Professionalism (Grammar, People First Language, professional terms) (3 pts)
- Organized and Concise (Stays on topic, Pace is appropriate) (2 pts)
- Visual Aids (Professional in Appearance: 1 Page Handout for all class members, Sample of tests if available, additional artifacts, power point/overhead) (3 pts)
- Engages the audience (Asks questions, Responds to questions) (2 pts)

CEC Assessment #3: Assessment of Candidate Ability to Plan Instruction
Child and Family Assessment Project Rubric

SPED 515 Case Study Rubric

RIC Student: _____ Child's Pseudonym: _____ Chronological Age of Child (in months): _____

Formal Assessments Used

Dates/Time/Location

Family Tool: _____

Warm-Up with Child: _____

Global Measure: _____

Domain Specific Measure: _____

Informal Assessments Used _____

Describe (Teacher interview, Performance Based Assessment in Authentic Setting, Observations, Charting of Behavior over Time, Artifacts Collected Over Time)

Written Report from Assessment Battery (92 pts)

Relevant *Background Information* (from interview with parents and/or teacher)

(3 pts): Presentation of *historical* overview of the child including:

- Significant child events
- Significant family events
- School and/or special education service history

Purpose/Focus of *Current Assessment and Rationale* (18 pts): Presentation of *current* circumstances including:

- A description of child current skills/behaviors reflecting their strengths & challenges (6)
- Family priorities and needs (from Family Tool/Interview) that informed direction of the assessment process (6)
- Assessment tools used and why they were chosen (6) (2 Formal, 1 Informal)

Description of Testing Situations and Child's Behavior (15 pts): Report includes

- A description of the test setting,
- Relevant information about child behavior,
- A description of rapport that was or was not developed with child,
- The length of each assessment session,
- Any adaptations made for child during testing situation,

Child's Performance (20 pts): A description of

- Child's performances and challenges on *each* type of measure,
- Specific scores on *each* assessment,
- Some descriptive information about items passes and items not passed,
- Any norm-referenced information that is available from the assessment (percentile rank, etc., if any)

Conclusions (20 pts): Discussion of

- Child's strengths and challenges,

- Any inconsistencies and patterns across assessment all sources (observations, teacher, parent),
- Any threats to reliability and/or validity of child outcomes
- Recommendation of three goals for educational programming or suggestions for next steps to support the child's development, based on information obtained from the assessment battery

Self Reflections about Your Assessment Skills during the Assessment Process (6 pts)

- Identify *your* strengths in the assessment process with real examples
- Identify *your* challenges in the assessment process with real examples
- What you would do differently next time or how could you improve your own assessment skills?

Technical Skills (10 pts)

- All child, family, school identifying information is removed from product
- Clearly written with only relevant information included to assessment information
- Word Processing (not handwritten) with no spelling or grammatical errors
- Demonstrated use of Person First Language
- Organized and Professional in Appearance (in folder/binder, tabs indicating sections, free of stray marks, smells, spillage)

Special Education 515. Rubric for WRITTEN REPORT FROM CASE STUDY ASSESSMENT BATTERY

Student's Name: _____ **Grade:** _____ **Faculty Signature:** _____

Unacceptable _____ Below Standard _____ Meets Standard _____ Target _____
 (69 or below) (79-70) (89-90) (100-90)

	Unacceptable	Below Standard	Meets Standard	Target
<p>Relevant Background Information (from interview with parents and/or teacher) (3 pts): Presentation of <i>historical</i> overview of the child including:</p> <ul style="list-style-type: none"> • Significant child events • Significant family events • School and/or special education history <p>ECSE2K3 ECSE8S1 ECSE2K5 ECSE2K4 ECSE8S6 ECSE2K6</p>	<p>Historical overview is <i>missing</i> and/or includes <i>only cursory</i> information.</p>	<p>Historical overview is present but <i>key information is not found</i> in some areas. <i>Some areas are unclear, and/or details are omitted.</i></p>	<p>Historical overview is presented with <i>adequate</i> detail including child events, family events, school and/or special education service history. Examples and descriptions are provided with <i>adequate</i> detail <i>predominantly</i> using strength-based language.</p>	<p>Historical overview is presented with <i>extensive</i> detail including child events, family events, school and/or special education service history. Examples and descriptions include <i>rich</i> detail using strength-based language <i>throughout</i> this section</p>
<p>Purpose/Focus of Current Assessment and Rationale (18 pts): Presentation of <i>current</i> circumstances including:</p> <ul style="list-style-type: none"> • A description of child current skills/behaviors reflecting their strengths & challenges (6) • Family priorities and needs (from Family Tool/Interview) that informed direction of the assessment process (6) • Assessment tools used and why they were chosen (6) (2 Formal, 1 Informal) <p>ECSE2K7 ECSE6K2 ECSE3K2 ECSE8S4 ECSE3K1 ECSE8S2 ECSE6K1 ECSE9S3</p>	<p>This section is <i>missing</i> or includes <i>only cursory information</i> in the three required areas</p>	<p>A brief description of child's skills and behaviors is presented and conveys <i>limited</i> information on which to determine further assessment choice. Family priorities and needs are identified <i>but</i> the link to the Family Tool/ Interview and <i>the connection is not evident.</i> A general rationale is not presented and/or the three assessment tools are not described.</p>	<p>Description of child's skills and behaviors presents an <i>adequate</i> overview of the student in key areas of functioning. Family priorities and needs are generated from the Family Tool/Interview and the connection is <i>evident.</i> An <i>adequate</i> description of the rationale for assessment tool choices (two formal assessment tools and 1 informal assessment tool) are presented which are <i>consistent</i> with the child/family needs.</p>	<p>Description of child's skills and behaviors presents a <i>full</i> overview of the student in many areas. Family priorities and needs are generated from the Family Tool/Interview and the connection is evident. <i>A clear, focused description</i> of the rationale for assessment tool choices (two formal assessment tools and 1 informal assessment tool) are presented which are <i>clearly consistent</i> with the child/family needs.</p>
<p>Description of Testing Situations and Child's Behavior (15 pts): Report includes</p> <ul style="list-style-type: none"> • A description of the test setting, • Relevant information about child behavior, • A description of rapport that was or was not developed with child, • The length of each assessment session, • Any adaptations made for child during testing situation. 	<p><i>This section is missing</i> or includes <i>only cursory</i> information in the required areas</p>	<p><i>Limited</i> information on the key areas of analysis are provided. Some <i>information and details are missing</i>; inadequately conveys all of the environment and/or testing process.</p>	<p>All key areas of analysis are included with an <i>adequate</i> description of the testing situation, child information, rapport, length of testing and adaptations with <i>details</i> included to provide an understanding of the environment and the testing process.</p>	<p>All key areas of analysis are included with a <i>full</i> description of the testing situation, child information, rapport, length of testing and adaptations with <i>rich</i> details included to provide an understanding of the environment and the testing process.</p>

ICC9S9 ICC8S2 ICC8S4				
	Unacceptable	Below Standard	Meets Standard	Target
<p>Child's Performance (20pts): A description of</p> <ul style="list-style-type: none"> • Child's performances and challenges on <i>each</i> type of measure, • Specific scores on <i>each</i> assessment, • Some descriptive information about items passes and items not passed, • Any norm-referenced information that is available from the assessment (percentile rank, etc., if any) <p>ECSE8S4 ICC9S4 ICC8S5</p>	<p>This section is missing or includes cursory information in the required areas</p>	<p>Child's performance is summarized and details on child's performance on each test are not clear.</p> <p>Some details are provided to present a snapshot of limited performance, but details on the source of the information is not identified</p>	<p>Child's performance/areas of challenge are identified for each assessment measure.</p> <p>Details in items of difficulty and items demonstrating student strength are included.</p> <p>Norm referenced information is presented (if available)</p>	<p>Child's performance/areas of challenge are identified for each assessment measure.</p> <p>Details in specific scores, items of difficulty, and items demonstrating student strength are included, conveying student performance on each test. Norm referenced information is presented (if available)</p>
<p>Conclusions (20 pts): Discussion of</p> <ul style="list-style-type: none"> • Child's strengths and challenges, • Any inconsistencies and patterns across assessment all sources (observations, teacher, parent), • Any threats to reliability and/or validity of child outcomes • Recommendation of three goals for educational programming or suggestions for next steps to support the child's development, based on information obtained from the assessment battery <p>ECSE8S4 ECSE8S5 ECSE8S9 ECSE8S10</p>	<p>This section is missing or includes <i>only</i> cursory information in the required areas</p>	<p>Discussion of the child's strengths and challenges are described but <i>details are missing and/or discussion does not convey a clear</i> overview of these areas. Discussion of inconsistencies or patterns <i>may not be provided.</i></p> <p>Recommendation for educational programming "next steps" convey general guidance but <i>not enough</i> to help guide an educational team</p>	<p>An <i>adequate</i> discussion of the child's strengths and challenges are described. Patterns of performance and/or inconsistencies in performance are identified, with the sources identified.. Threats to reliability and/or validity are identified with three recommended goals which are <i>consistent</i> with child performance and next steps are outlined.</p>	<p>An <i>extensive</i> discussion of the child's strengths and challenges are <i>fully described</i> and convey a keen analysis of patterns of performance and/or inconsistencies in performance. All assessment sources are identified. Threats to reliability and/or validity are identified with three recommended goals that are <i>clearly consistent</i> with child performance and next steps are clearly outlined.</p>
<p>Self Reflections about Your Assessment Skills during the Assessment Process (6 pts)</p> <ul style="list-style-type: none"> • Identify <i>your</i> strengths in the assessment process with real examples • Identify <i>your</i> challenges in the assessment process with real examples • What you would do differently next time or how could you improve your own assessment skills? <p>ICC9S9</p>	<p>This section is missing or includes <i>only</i> cursory information in the required areas</p>	<p>A general analysis of the assessment process is <i>limited.</i> Areas of improvement <i>do not convey a strong reflection</i> of personal skills identified for improvement</p>	<p>Personal strengths and challenges are identified.</p> <p>An <i>outline</i> of practices to improve assessment in future opportunities is <i>adequately</i> described.</p>	<p>Personal strengths and challenges are <i>clearly</i> identified. <i>Strong</i> reflection on areas to improve is conveyed with a <i>strong plan for improvement</i> of assessment skills outlined.</p>

	Unacceptable	Below Standard	Meets Standard	Target
<p>Professional writing and technical skills (10 pts)</p> <ul style="list-style-type: none"> • All child, family, school identifying information is removed from product • Clearly written with only relevant information included to assessment information • Word Processing (not handwritten) with no spelling or grammatical errors • Demonstrated use of Person First Language • Organized and Professional in Appearance (in folder/binder, tabs indicating sections, free of stray marks, smudges, spillage) <p>ICC9S8</p>	<p><i>Considerable improvement in technical skills and/or professional language is needed.</i></p>	<p><i>Limitations in professional writing are evident and lack of understanding of the standards of the profession of special education; need for some improvement in technical skills/professional language.</i></p>	<p><i>Adequate professional writing includes an understanding of the standards of the profession of special education throughout most sections.</i></p>	<p><i>Exceptional professional writing includes an understanding of the standards of the profession of special education throughout all sections.</i></p>