**ECPC Sample Syllabus**

**Authentic Assessment**

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This **sample** syllabus provides ideas for resources, activities, readings, and assignments, aligned with the topic. For some topics, the content may be a separate or stand-alone course. However, for other topics, the content may only be part of a course or courses. ***This is a sample only, and is not a complete syllabus, and can be modified.***

**ECPC Sample Syllabus Content:**

**Authentic Assessment**

**Course Description**

This course is designed to provide students with the knowledge and skills required to develop or select, plan for, administer, and interpret authentic assessments for children birth through five years with developmental delays and disabilities. Students will learn how and what technology to use for authentic assessment, when appropriate. Students will plan for and modify authentic assessments as needed to address the cultural and linguistic backgrounds of children and families, including the use of interpreters. Collaboration with families and other professionals will also be a focus of the course in planning for and conducting assessments, as well as using the assessment data to develop/modify goals/outcomes and individualize intervention and instruction.

**Recommended Texts**

Linder, T. (2008). *Transdisciplinary play-based assessment – TPBA* (2nd ed.). Brookes*.*

McAfee, O., Leong, D. J., Bodrova, E. (2016). *Assessing and guiding young children’s*

 *development and learning* (6th ed.)*.* Pearson.

**Standard Components - Student Learning Outcomes**

IHE faculty may develop additional student learning objectives that align with the Standards and components addressed by this course/course content by describing the knowledge, skills, and dispositions students are expected to learn upon successful completion of learning objectives.

**Standard 4, Component 4.2:**

Learners develop and administer informal assessments and/or select and use valid, reliable

formal assessments using evidence-based practices, including technology, in partnership with

families and other professionals.

**Standard 4, Component 4.4:**

Learners, in collaboration with families and other team members, use assessment data to

determine eligibility, develop child and family-based outcomes/goals, plan for interventions and

 instruction, and monitor progress to determine efficacy of programming.

As a result of active participation and successful completion of course requirements, learners will be able to:

* Identify criteria for selecting informal assessments.
* Administer informal assessments.
* Administer informal assessments using technology, as appropriate.
* Use play-based assessment methods, as appropriate.
* Use observation strategies to collect ongoing assessment data.
* Employ strategies to partner with families and other professionals during the evaluation and assessment process.
* Describe practices to involve cultural mediators and/or interpreters on the assessment team.
* Collaborate with families and other team members to integrate informal and authentic assessment data to develop child and family outcomes/goals and individualized plans.
* Use informal assessment data in collaboration with families and other team members to monitor progress.
* Use informal assessment data in collaboration with families and other team members to plan and/or modify interventions and instruction.

**Topical Course Outline**

Include a topical courseoutline. Align course topics with EI/ECSE Standards and components.

| **Week** | **Standards/ Components** | **Topic and Readings**  | **Activity Bank** |
| --- | --- | --- | --- |
| 1 | Standard 4Component 4.2 | Introduction to authentic assessmentWhat do DEC Recommended Practices (2014) say about authentic assessment?  | Review the [DEC Recommended Practices](https://divisionearlychildhood.egnyte.com/dl/7urLPWCt5U) (2014) for assessment and watch the video, [Authentic Assessment in Early Intervention](https://www.youtube.com/watch?v=CjE3tSxhDDg&t=3s). Identify the assessment recommended practices that are addressed in the video and an example for each from the video.  |
| 2 | Standard 4 Component 4.2 | Essentials of authentic assessment: why, what, howAdapting authentic assessment to address cultural and linguistic diversity | Read the [Authentic Child Assessment Practices Practice Guide](https://ecpcprofessionaldevelopment.dec-sped.org/wp-content/uploads/authentic%20child%20assessment/ECPC_PG_Authentic_Assessment_2-page.pdf) and [Assessment, the big picture: What is it? Why do it?](https://ecpcprofessionaldevelopment.dec-sped.org/wp-content/uploads/Resources/assessment-the-big-picture.pdf) in the ECPC Authentic Child Assessment Practices E-Learning Lessons and respond to the questions: Why conduct authentic assessment? What is authentic assessment? How is authentic assessment conducted?  |
| 3 | Standard 4Component 4.2 | Using observation for authentic assessment: collecting informationUsing technology to collect observation information | Complete the [Authentic Assessment in Early Intervention Module](http://universalonlinepartceicurriculum.pbworks.com/w/page/123567288/Authentic%20Assessment%20in%20Early%20Intervention) and identify why observation is important, where and when observations may occur, who is involved in observations, and what observation information is collected. |
| 4 | Standard 4Component 4.2 | Documenting observation information | Watch, [Using Checklists](https://eclkc.ohs.acf.hhs.gov/video/using-checklists), and discuss how you have or will use checklists in your field placement.  |
| 5 | Standard 4 Component 4.2 | Summarizing and interpreting observation information | Watch, [Collecting and Using Anecdotal Records](https://eclkc.ohs.acf.hhs.gov/video/collecting-using-anecdotal-records). Complete the [Learning Activity: Collecting and Using Anecdotal Records](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/collecting-and-using-information/anecdotal-records-la-changing.pdf) to identify how anecdotal records may be summarized to inform instruction.  |
| 6 | Standard 4 Components 4.2, 4.4 | Involving families in collecting authentic assessment informationFamily Panel: How I’ve been involved in authentic assessment. How I would like to be involved.  | Review the ECTA [Engaging Families as Partners in Their Child’s Assessment Checklist](https://ectacenter.org/~pdfs/decrp/ASM-2_Engaging_Families_Partners_2018.pdf) and develop three questions to be presented to the family panel as to how they have been involved or would want to be involved in authentic assessment.  |
| 7 | Standard 4 Component 4.2 | Selecting criterion referenced and curriculum-based measures for authentic assessment  | Review a selected criterion-referenced, curriculum-based measure for children ages birth to three and one for children ages three through five. Identify strengths and drawbacks for each measure, including psychometric properties. (A list of measures will be provided by instructor.)  |
| 8 | Standard 4 Component 4.2 | Administering criterion referenced, curriculum-based measures | Practice administering a criterion-referenced or curriculum-based assessment with a child age birth to 3 years or a child three through five years. |
| 9 | Standard 4 Component 4.2 | Interpreting and using the results from criterion referenced and curriculum-based assessment | Interview your field placement cooperating Early Interventionist or Early Childhood Special Educator to identify what criterion-referenced or curriculum-based assessment they administer and how they use the results.  |
| 10 | Standard 4 Component 4.2 | Using work samples and portfolios for authentic assessment | Watch, [Collecting and Using Work Samples](https://eclkc.ohs.acf.hhs.gov/video/collecting-using-work-samples). Complete the [Learning Activity: Selecting Curriculum Areas](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/collecting-and-using-information/work-samples-la-select.pdf). |
| 11 | Standard 4 Component 4.2 | Introduction to play-based assessment | Read Chapter 1 of Linder (2008) and watch the webinar, [Transdisciplinary Play-Based Assessment (TPBA) and Intervention for Young Children](https://www.youtube.com/watch?v=z16EO_1ruOk) as an introduction to TPBA. |
| 12 | Standard 4 Component 4.2 | Planning and conducting play-based assessment, interpreting the results | Read Linder (2008) chapters 2-6. With your team, plan for the pre-TPBA home visit, including roles and how you will involve the parent/caregiver in planning for the TPBA. |
| 13 | Standard 4 Component 4.2 | Including interpreters and cultural mediators on the team | Watch [Collaborating with Language Interpreters – Information for Home Visitors](https://www.youtube.com/watch?v=vp01thQBbeY). Based on the video, what practices should you follow in planning for and working with an interpreter during an assessment for a child that also involves the parent/caregiver. |
| 14 | Standard 4 Component 4.4 | Collaborating with families and other professionals to use authentic assessment information to develop outcomes/goals and individualized plans | Watch [Using Child Assessment Data to Achieve Positive Outcomes](https://www.youtube.com/watch?v=PtR24V8z9_w). Reflecting on the video content, compare and contrast how assessment data is being used in your field placement. |
| 15 | Standard 4 Component 4.4 | Data-based decision-making: collaborative use of authentic assessment information to make decisions about intervention and instruction | Participate in a team meeting in your field placement in which authentic assessment data is discussed to inform intervention and instruction. Summarize and reflect on the outcomes of the discussion. |

**Resources**

Resources to supplement the ECPC Sample Syllabus.

* [Assessment, the big picture: What is it? Why do it?](https://ecpcprofessionaldevelopment.dec-sped.org/wp-content/uploads/Resources/assessment-the-big-picture.pdf) Penn State Extension in ECPC E-Learning Lesson
* [Authentic Assessment in Early Intervention Module](http://universalonlinepartceicurriculum.pbworks.com/w/page/123567288/Authentic%20Assessment%20in%20Early%20Intervention)
* [Authentic Child Assessment Practices Practice Guide](https://ecpcprofessionaldevelopment.dec-sped.org/wp-content/uploads/authentic%20child%20assessment/ECPC_PG_Authentic_Assessment_2-page.pdf) ECPC
* [DEC Recommended Practices](https://divisionearlychildhood.egnyte.com/dl/7urLPWCt5U)(2014) Division for Early Childhood
* [ECPC Authentic Child Assessment Practices E-Learning Lessons](https://ecpcprofessionaldevelopment.dec-sped.org/authentic-child-assessment-practices/)ECPC
* [Engaging Families as Partners in Their Child’s Assessment Checklist](https://ectacenter.org/~pdfs/decrp/ASM-2_Engaging_Families_Partners_2018.pdf) ECTA Performance Checklist
* Initial [Practice-Based Professional Preparation Standards for EI/ECSE (2020)](https://exceptionalchildren.org/standards/initial-practice-based-standards-early-interventionists-early-childhood-special-educators) DEC
* [Learning Activity: Collecting and Using Anecdotal Records](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/collecting-and-using-information/anecdotal-records-la-changing.pdf) The National Center on Quality Teaching and Learning
* [Learning Activity: Selecting Curriculum Areas](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/collecting-and-using-information/work-samples-la-select.pdf) The National Center on Quality Teaching and Learning
* [Professional Standards and Competencies for Early Childhood Educators](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/professional_standards_and_competencies_for_early_childhood_educators.pdf) (2020) NAEYC

**Journals in EI/ECSE**

Below are examples of journals that publish topics about EI/ECSE. Faculty may want to explain how to use articles to support practice and to examine current research. Clarify the difference between practitioner-based journals and research-based journals.

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| --- | --- |
| * *Infants and Young Children*
* *Topics in Early Childhood Special Education*
* *Journal of Early Intervention*
* *Journal of Special Education Technology*
* *Young Exceptional Children*
* *Teaching Exceptional Children*
 | * *Intervention in School and Clinic*
* *Journal of Early Hearing Detection and Intervention*
* *International Journal of Early Childhood Special Education*
* *Young Children*
* *Exceptional Parent Magazine*
* *Rural Special Education Quarterly*
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**Activities and Assignments**

**Component 4.2:**

1. **Assessment Tool Review: Learners** conduct a review of a criterion-referenced assessment measure or curriculum-based assessment measure for children ages birth to three and one for children ages three through five. The review should contain information about the intended purpose of the measure, target age range, domains assessed, reliability and validity information, a description of administration and scoring procedures, and a brief summary of the strengths and limitations of the instrument. A list of measures will be provided by the instructor.
2. Administer and Interpret a Criterion-Referenced, Curriculum-Based Assessment Measure: Administer a criterion-referenced or curriculum-based assessment measure with a child ages birth to three and one with a child aged three through five years. Video each administration. Score and summarize by subdomains the results for each assessment. Based on the results and summary for each assessment, make recommendations for next steps for learning and development for the child and family. Write a reflection on this experience to include your current strengths in administering and summarizing this type of assessment and areas for professional growth. The instructor will provide a list of assessment measures.
3. Implement a Transdisciplinary Play-Based Assessment (TPBA): As a team which includes the parent/caregiver, implement a TPBA assessment utilizing the transdisciplinary play-based model described by Linder (2008) for a child aged birth to three years or a child aged three through five years. For the TPBA assessment, plan with your team and complete a home visit to include a family-centered interview to identify the family’s resources, priorities and concerns for their child and family, and developmental history of the child. Plan and implement the actual TPBA which will be conducted in the child’s home or on campus (i.e., site based on the preference of the family) with observation by the instructor. As a part of the planning process, identify the role during the TPBA for each team member including the parent/caregiver. An assessment report with results and recommendations for both the child and family and all completed protocols will be submitted to the instructor

**Components 4.2 and 4.4:**

1. Collect Authentic Assessment Information Using Observation: For a child (or three different children) with whom you are working in your Part C or Part B619 field placement, collect, record, and interpret authentic assessment information using three of these observation methods (i.e., anecdotal notes, event recording, duration, interval recording, or checklists). For each method selected, identify a target behavior for which you are observing. Prepare a summary a report for each target behavior and collection of data to include: (a) the target behavior, (b) a description of the collection method, (c) the completed data recording form(s), (d) the interpretation of the data to include any graphs, etc., (e) recommendations for next steps in intervention and instruction based on the data collected, and (f) a plan for sharing this information with the family(ies) and other professionals on the team.
2. Create an Authentic Assessment Portfolio: Collaborate with your preschool field placement cooperating teacher to identify a child for whom you will create an authentic assessment portfolio over the time of your field placement. The portfolio should include a variety of exemplars of the child’s performance and progress (e.g., samples of the child’s work, results of criterion-referenced assessment, documentation of observations, completed checklists). Write a summary of how you have shared, with the assistance of your cooperating teacher, the portfolio artifacts with the child’s family and other professionals on the team.

**Component 4.4:**

1. Interview a Family Member: Interview a parent/caregiver of a child receiving Part C or Part B619 services. Develop open-ended questions and probe questions for each to identify how the parent/caregiver has been involved with the team to use authentic assessment data to: (a) develop short-term goals/outcomes for their child and family and (b) plan for and modify, as needed, intervention and instruction based on authentic assessment data.

IFSP Review Meeting Observation and Reflection: Observe a six-month IFSP review meeting and focus on discussion of child progress data and how it is used to determine any needed changes in the IFSP outcomes and intervention strategies. In addition, observe how each team member, including the family, is involved in the discussion and the role(s) of each team member during this meeting. Write a summary of your observation, including a reflection that identifies strengths of the meeting and things that you would recommend doing differently for the next review meeting.

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