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**Sample Syllabus**

**Standard 4: Assessment Processes**

**ECiPC-Equity Sample Syllabus**

**Integrating EI/ECSE Standards and Equity in Early Childhood Intervention:**

**Every infant and young child with a delay in development or disability and their family, will have access to and participate in early childhood intervention, that is individually designed to be racially, ethnically, culturally, and linguistically responsive to ensure equitable, appropriate, and optimal child and family outcomes.**

This sample syllabus provides resources, activities, readings, and assignments aligned with the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE Standards, 2020), DEC Recommended Practices (2014), and the ECiPC-Equity definition of Early Childhood (<https://health.uconn.edu/ecipc-equity/>).

Consider state and university policies and add as appropriate. This is not a complete syllabus; nor is it intended to suggest that the standard would be addressed in only one course in the curriculum. This syllabus is intended to act as a sample that can be adapted for your classroom and students. Suggested assignments and resources can be used to support students at the knowledge development stage as well as “advanced” students with more experience (i.e., those in upper-level undergraduate courses and/or graduate courses) who are ready to "dig deeper".

**Standard 4: Assessment Processes**

**Course Description**

This course is designed to help students gain knowledge and understanding of the purposes of assessment in relation to ethical and legal considerations. Students will learn how to choose developmentally, linguistically, and culturally appropriate tools and methods that are culturally, linguistically, ethnically, and racially responsive to the characteristics of the young child, family, and program. Using evidence-based practices, students will develop or select and administer informal measures and formal measures in partnership with families and other professionals. Students will learn to analyze, interpret, document, and share assessment information using a strength-based approach with families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting.

**Required Text**

The text below is an example for Standard 4. When developing or revising your syllabus, you may also choose supplemental readings. (See References in the Resources section of the [ECPC Curriculum Modules: Professional Standards](https://ecpcta.org/curriculum-module/) for related literature and resources.)

McLean, M., Banerjee, R., Squires, J., Hebbeler, K.(20XX). DEC Recommended Practices

Monograph Series No. 7. Assessment: Recommended Practices for Young

Children and Families.

Pretti-Frontczak, K., Grisham-Brown, J., and Sullivan L. (2023). *Assessing young children in*

*inclusive settings: The blended practices approach*. Brookes Publishing Co.

**Supplemental Readings:**

*Text:*

Linder, T. (2008). *Transdisciplinary play-based assessment*, Second Edition (TPBA-2). Brookes Publishing Co. (Note: New version will be released in 2025.)

*Chapter:*

Nagle R., Glover Gagnon S., Kidder-Ashley P. (2020). Issues in preschool assessment. In

Alfonso V. C., Bracken B. A., Nagle R. J. (Eds.), *Psychoeducational assessment of*

*Preschool Children* (5th ed., pp. 3–31). Taylor & Francis.

Ortiz S. O., Wong J. Y. T. (2020). Psychological assessment of culturally and linguistically diverse preschool children. In Alfonso V. C., Bracken B. A., Nagle R. J. (Eds.), *Psychoeducational assessment of preschool children* (5th ed., pp. 346–374). Taylor & Francis.

*Article:*

Banerjee, R. & Guiberson, M. (2012). Evaluating young children from culturally and

linguistically diverse backgrounds for special education services. *Young Exceptional*

*Children, 15*(1), 33-45. https://doi.org/10.1177/1096250611435368

**Standard 4 Components - Student Learning Outcomes**

IHE faculty may develop additional student learning objectives by breaking down the components into sub-objectives and describing the knowledge, skills, and dispositions students are expected to learn upon successful completion of this course. Sample student learning objectives are listed for each of the numbered components below. These are examples only and are not intended to be a complete set of objectives for the respective component.

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

4.1 Understand the purposes of formal and informal assessment including ethical and

legal considerations, and use this information to choose developmentally, culturally and linguistically appropriate, valid, reliable tools and methods that are responsive to the characteristics of the young child, family, and program. Students will also be able to explain state and federal mandates related to assessment in early intervention and early childhood special education. Also, students will describe how to engage culturally and linguistically diverse families before, during, and after the evaluation process.

* Describe the federal legal requirements for evaluation and assessment in Part C and Part B (619).
* Describe ethical principles to guide the evaluation and assessment process in Part C and Part B (619).
* Describe your state’s Parts C and B (619) eligibility definitions.
* Describe how to engage families as assessment partners

4.2 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.

* Describe the process for selecting and administering informal assessments.
* Identify criteria for selecting and administering formal assessments.

4.3 Analyze, interpret, document, and share assessment information using a strength-based approach with families and other professionals.

* Describe how to analyze, interpret, and document assessment information and results using a strengths-based approach.
* Describe how to share evaluation and assessment information and results with families and other professionals through a strength-based approach. ￼

4.4 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.

* Describe a process to collect and analyze assessment information in collaboration with families and other team members to determine eligibility for EI/ECSE services.
* Describe a process to collect and analyze assessment information in collaboration with families and other team members to develop child and family-based outcomes/goals.

**Topical Course Outline**

The topical courseoutline which is organized by course sessions aligns course topics with EI/ECSE Standards and components. In addition, reading(s) and learning activities are identified for each topic.

| **Week** | **Standard 4 Components** | **Topic and Readings** | **Activities** |
| --- | --- | --- | --- |
| 1 | 4.1, 4.4 | -Overview of assessment  Early Childhood Recommended Practice Modules  [Module 7: Assessment](https://rpm.fpg.unc.edu/module-7-assessment)  [Ask The Expert](https://rpm.fpg.unc.edu/sites/rpm.fpg.unc.edu/files/resources/M7L1%20Slides%20Handout.pdf) | Discuss the 5 research takeaways from the interview with Dr. Jane Squires. Create a handout for parents on the key points of research informed assessment. |
| 2 | 4.1 | -Purposes of assessment:  -Screening  -Eligibility  -Intervention/Instructional planning  [Developmental Monitoring and Screening | CDC](https://www.cdc.gov/ncbddd/actearly/screening.html)  [Lesson 2: Gathering the Information | RP Modules](https://rpm.fpg.unc.edu/module-7-assessment-plan/lesson-2-gathering-information)  [Lesson 3: Using Assessment | RP Modules](https://rpm.fpg.unc.edu/module-7-assessment-plan/lesson-3-using-assessment) | Discuss in your team how assessment is used for the three different purposes of screening, eligibility, and intervention/instructional planning. |
| 3 | 4.1 | -Purposes of assessment:  -Instructional monitoring  -Child progress monitoring  -Program evaluation  Pretti-Frontczak & Grisham, Ch.7  [OSEP Dear Colleague Letter on use of RTI/MTSS for eligibility in preschool](https://sites.ed.gov/idea/files/idea/policy/speced/guid/idea/memosdcltrs/oseprtipreschoolmemo4-29-16.pdf) |  |
| 4 | 4.2, 4.4 | -Legal basis of assessment in EI and ECSE:  -Federal mandates  -State mandates  -Collaborating with interpreters,  translators, and cultural mediators  [ECTA Center: Evaluation and Assessment](https://ectacenter.org/topics/earlyid/evaluation-assessment.asp)  [Black and Latino children often miss out on early intervention meant to treat developmental delays (hechingerreport.org)](https://hechingerreport.org/black-and-latino-infants-and-toddlers-often-miss-out-on-early-therapies-they-need/)  [Magnusson, Dawn M., PT, PhD, & Mistry, Kamila B., PhD, MPH. (2017). Racial and ethnic disparities in unmet need for pediatric therapy services: The role of family-centered care. *Academic Pediatrics, 17*(1), 27-33.](https://doi.org/10.1016/j.acap.2016.06.010)  Quebles, I., Perrigo, J. L., Bravo, R., Patel Gera, M., Poulsen, M. K., Wheeler, B. Y., & Williams, M. E. (2022). Latinx mothers' experiences with linkage to early intervention. *Infants and Young Children, 35*(3), 189-204. | Identify the screening and eligibility requirements in your state using state resources and references, including citations.  [Eligibility and Service Delivery Policies: Differences Between IDEA Part C and IDEA Part B](https://www.infanthearing.org/earlyintervention/docs/aspect-idea-part-c-and-idea-part-b.pdf)  View: [Illinois Early Intervention Training Program: Tips for Working with Interpreters](http://www.illinoiseitraining.org/page.aspx?item=109) |
| 5 | 4.2 | -Recommended practices in assessment:  -Working with families  -Family-centered practices in  assessment  [Division for Early Childhood (DEC). (2016). *DEC recommended practices with examples*. DEC.](https://divisionearlychildhood.egnyte.com/dl/b3QfKC3jsp)  [Steed, E. A., Stein, R., Burke, H., &](https://doi.org/10.1177/02711214231163720) Charlifue-Smith, R. (2023). Early Childhood Professionals’ Reported Use of Culturally and Linguistically Responsive Practices During Initial Evaluations: A Mixed Methods Study. *Topics in Early Childhood Special Education*, *43*(3), 214-226. | Identify the child’s strengths, needs, preferences, and interests by completing an observation form/checklist with your partner family.  Dunst, C. J., Raab, M., & Trivette, C. M. (2013). [Child interests activity checklist](https://www.puckett.org/ECLLTools_3_child_int_act_cklist.pdf). In C. J. Dunst & M. Raab (2013). *Checklist and guidelines for identifying young children’s interests. Everyday Child Language Learning Tools*, #3. |
| 6 | 4.2 | -Recommended practices in assessment:  -Infants and toddlers  -Multiple sources  -Culturally and linguistically  diverse children and families  -Dual Language Learners  [Division for Early Childhood (DEC). (2016). *DEC recommended practices with examples*. DEC.](https://divisionearlychildhood.egnyte.com/dl/b3QfKC3jsp)  Blessing, D. (2019). Assessment in kindergarten: Meeting children where they are. *Young children, 74*(3).  Hill, C., Childress, D., Terry, L., Brager, A., Implementing Recommended Assessment Practices in Early Intervention - DEC Recommended Practices Monograph Series No. 7*.*  Wackerle- Hollman, A., Duran, L. Screening and Progress Monitoring Language and Early Literacy Skills in Spanish-Speaking Dual Language Learners with Disabilities. DEC Recommended Practices Monograph Series. No. 7 | Conduct a family interview with your partner family. |
| 7 | 4.2 | -Recommended practices in assessment:  -Criterion referenced  -Eligibility determination  -Screening tools  [Division for Early Childhood (DEC). (2016). *DEC recommended practices with examples*. DEC.](https://divisionearlychildhood.egnyte.com/dl/b3QfKC3jsp)  [Screening Tools for Children Birth to Age Five Years with Potential for Remote Administration (ectacenter.org)](http://ectacenter.org) | Review an assessment tool (e.g., screening tool, a norm-referenced assessment, or curriculum-based assessment) – see guidelines in the assignment section of the syllabus. |
| 8 | 4.3 | -What is authentic assessment?  -Observation techniques  -Rubrics  Prett-Frontczak & Grisham, Ch.2  Macy, M., Bagnato, S. J., & Gallen, R. (2016). Authentic Assessment: A Venerable Idea Whose Time Is Now. *Zero to Three, 37*(1), 37-43 | Complete an environmental assessment and report with your cross disciplinary team. See assignments section of the syllabus for more information.  [View: Authentic Child Assessment](https://www.youtube.com/watch?v=KIqiLNT8Yx8) |
| 9 | 4.4 | -What is authentic assessment?  -Cultural and linguistic diversity  -Equity  [Banerjee, R., & Luckner, J. (2014). Training needs of early childhood professionals who work with children and families who are culturally and linguistically diverse. *Infants and Young Children, 27*(1), 43-59.](https://doi.org/10.1097/IYC.0000000000000000)  [de Sam Lazaro S. L. (2017). The importance of authentic assessments in eligibility determination for infants and toddlers. *Journal of Early Intervention*, 39(2), 88–105.](https://doi.org/10.1177/1053815116689061)  [National Association for the Education of Young Children. (2009). *Where we stand: On assessing young English language learners*.](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/WWSEnglishLanguageLearnersWeb%20%282%29.pdf)  Family-Centered Assessment of Young Children Who Are Refugees - DEC Recommended Practices Monograph Series. No. 7 | Discuss in detail three culturally and linguistically responsive strategies to use when conducting assessments with culturally and linguistically diverse children and families. |
| 10 | 4.4 | -Assessment when working with young children with:  -Sensory impairments  -Severe and multiple disabilities  -Complex medical conditions  Prett-Frontczak & Grisham, Ch.11 | Explain why educational assessments may be challenging for a child with a sensory impairment, motor involvement, or complex medical conditions.  [View:](http://www.earlychildhoodne) Introduction to Assistive Technology for Early Childhood  Clearly? |
| 11 | 4.1, 4.2, 4.3, 4.4 | -Assessment when working with young children with:  -Autism  -Mental health  -Challenging behavior  -History of trauma  [Overview of IECMHC within Tribal Communities](https://www.iecmhc.org/documents/overview-iecmhc-within-tribal-communities.pdf)  [Black kids face racism before they even start school. It's driving a major mental health crisis](https://projects.apnews.com/features/2023/from-birth-to-death/mental-health-black-children-investigation.html)  [The Impact of Trauma on Young Children of Color and Their Families](https://www.groundworkohio.org/post/the-impact-of-trauma-on-young-children-of-color-and-their-families)  [Preschool suspensions are harmful — and surprisingly common – Chalkbeat](https://www.chalkbeat.org/2023/1/18/23559188/preschool-suspensions-expulsions-harmful-common/)  [Late Autism Diagnosis for Black Children](https://childmind.org/article/why-do-black-children-with-autism-get-diagnosed-late/#:~:text=access%20to%20care.-,According%20to%20one%20of%20the%20largest%20U.S.%20studies%20to%20date,initial%20concerns%20about%20atypical%20behaviors)  [Expelling Expulsion](https://www.pyramidmodel.org/wp-content/uploads/2021/04/expelling_expulsion.pdf)  The Pyramid Equity Project  [Service Coordinators’ Perceptions of Autism-Specific Screening and Referral Practices in Early Intervention](https://journals.sagepub.com/doi/abs/10.1177/0271121412463086#con1) | In two pages or less, describe an autism assessment tool, the importance of the tool, and the information obtained.  View: How Early Childhood Experiences Affect Lifelong Health and Learning  [How Early Childhood Experiences Affect Lifelong Health and Learning](https://www.youtube.com/watch?v=IipVaPKnjRk) |
| 12 | 4.1, 4.2, 4.3, 4.4 | Using assessment data to develop child and family outcomes/goals | Use the ECPC Cross-Disciplinary Competency [Evidence-Based Intervention Case Study: Robert](https://ecpcta.media.uconn.edu/wp-content/uploads/sites/2810/2021/01/Case-Study-Robert-Evidence.Based_.Intervention-1.pdf) and identify three ways assessment data could be used to develop child and family outcomes/goals. |
| 13 | 4.1, 4.2, 4.3, 4.4 | -Using assessment data to plan interventions and instruction  [Lucas, A., Gillaspy, K., Peters, M. L., & Hurth, J. (2014). Enhancing recognition of high quality, functional IFSP outcomes](https://ectacenter.org/~pdfs/pubs/rating-ifsp.pdf). | Use the ECPC Cross-Disciplinary Competency [Evidence-Based Intervention Case Study: Robert](https://ecpcta.org/wp-content/uploads/sites/2810/2021/02/Case-Study-Robert-Evidence.Based_.Intervention.pdf) and identify three ways assessment data could be used to plan intervention and instruction. |
| 14 | 4.1, 4.2, 4.3, 4.4 | -Monitoring progress  -Reporting program outcomes  Prett-Frontczak & Grisham, Ch.7 | Develop a script for families to share the reason for and use of information in monitoring individual child progress.  Develop a script to new colleagues about the importance of monitoring program outcomes. |
| 15 | 4.1, 4.2, 4.3, 4.4 | -Writing assessment reports  -Data-based decision making  Pretti-Frontczak & Grisham, Ch. 9  Beyond Feedback: Communicating Assessment Information with Families - DEC Recommended Practices Monograph Series. No. 7 | Discuss best practices in writing assessment reports.  How can assessment be used in data-based decision making? At the individual child level? At the program level? |

**Resources**

Resources to supplement the ECiPC-Equity Sample Syllabus Standard 4:

* [ACEs Infographic | VetoViolence (cdc.gov)](https://vetoviolence.cdc.gov/apps/aces-infographic/)
  + Link to information on adverse childhood experiences (ACEs) potentially traumatic events in childhood
* [Authentic Assessment in Early Intervention](https://www.veipd.org/main/pdf/authentic_assessment_in_ei_facilitators_guide.pdf) module with video clips
  + This module is a collaborative project of the [Early intervention-Early Childhood Professional Development Community of Practice (EI-EC PD CoP)](http://eieconlinelearning.pbworks.com/w/page/1896240/FrontPage) and the [Virginia Early Intervention Professional Development Center](http://www.veipd.org/main/).
* [Authentic Assessment Learning Modules](http://ceed.umn.edu/authentic-assessment-learning-modules-english/)
  + Modules developed by the [Center for Early Education and Development](https://ceed.umn.edu/) at the University of Minnesota
* [Authentic Child Assessment Practices E-Learning Lessons](https://ecpcprofessionaldevelopment.dec-sped.org/authentic-child-assessment-practices/)
  + A learning series about authentic child assessment practices and strategies for using the practices.
* [CEC Initial Practice-Based Professional Preparation Standards for EI/ECSE (2020)](https://www.dec-sped.org/ei-ecse-standards)
  + Link to the standards and supporting resources.
* [Center for Parent Information and Resources](https://www.parentcenterhub.org/)
  + Link to family-friendly materials and resources.
* [CONNECT Modules (Module 5)](https://connectmodules.dec-sped.org/connect-modules/learners/module-5/)
  + A module about the purpose, use and benefits of assistive technology interventions.
* Division for Early Childhood. (2014). *DEC recommended practices in early intervention/early childhood special education 2014*. <http://www.dec-sped.org/recommendedpractices>
* [Division for Early Childhood (DEC). (2016). *DEC recommended practices with examples*. DEC.](https://divisionearlychildhood.egnyte.com/dl/b3QfKC3jsp)
* [Early Childhood Recommended Practices Modules](https://rpm.fpg.unc.edu/module-7-assessment) (Module 7)
  + A module about the importance of assessment practices.
* [ECPC Adult Learning Planning Tool](https://ecpcta.org/ihe-faculty/)
* A tool for use by higher education faculty and professional development providers when planning and implementing a topic/content/practice.
* [ECPC Cross-Disciplinary Competencies](https://ecpcta.org/cross-disciplinary-competencies/)
  + Core cross-disciplinary competence areas for use by ECI professionals.
* [ECPC Curriculum Modules: Professional Standards](https://ecpcta.org/curriculum-module/)
* A module for each of the seven EI/ECSE Standards with a variety of resources (e.g., multimedia illustrations, websites, references).
* ECPC Cross-Disciplinary Competency [Evidence-Based Intervention Case Study: Robert](https://ecpcta.org/wp-content/uploads/sites/2810/2021/02/Case-Study-Robert-Evidence.Based_.Intervention.pdf)
  + A case study demonstrating cross-disciplinary collaboration.
* [Learn the Signs. Act Early. | CDC](https://www.cdc.gov/ncbddd/actearly/index.html)

Developmental milestone for children 2 months to 5 years. Information provided for families and early childhood providers and in 12 different languages: [Get Free “Learn the Signs. Act Early.” Materials | CDC](https://www.cdc.gov/ncbddd/actearly/freematerials.html#toolsfortrackingmilestones-2017)

* [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)
  + Link to the standards of the National Association for the Education of Young Children (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.

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

**Assignments**

1. **Assessment Tool Review (Component 4.1)**

Conduct a review of an assessment tool – this may be a screening tool, a norm-referenced assessment, or a criterion referenced assessment. The review should include the intended purpose of the tool, target age range, domains assessed, reliability and validity information, a description of administration and scoring procedures, and a summary of the strengths and limitations of the instrument. Describe how the selected screening tool, norm-referenced assessment, or criterion referenced assessment does or does not account for cultural, racial, linguistic, and ethnically responsive practices.

1. **Environmental Rating Scales (Components 4.2 and 4.3)**

Working in cross-disciplinary teams, complete one of the following environmental rating scales: the FCCERS-3, the ITERS-3 or the ECERS-3, including scoresheet and profile. This profile will be accompanied by a summary of strengths and suggested classroom environment practices to target for change.

1. **Assessment Report (Components 4.1, 4.2, 4.3, and 4.4)**

With your cross-disciplinary team, conduct a culturally and linguistically responsive developmental assessment of an infant or young child (birth to 3) and write up the results in an integrated report complete with appropriate recommendations. Use multiple assessment methods, including one norm-referenced assessment tool (e.g., Battelle Developmental Inventory - 3rd Edition (BDI-3), and at least two authentic assessment methods (e.g., observation in the natural environment, parent/caregiver interview, or informal observation tool). Formal assessments must be conducted in *at least* 2 developmental domains (social-emotional and cognitive development at a minimum), but the report should consider development in all domains. No identifying information should be found anywhere in the assessment report, nor in any discussion board posts relating to the assessment experience.

Report Requirements:

* Provide a report heading and include headings for each component below.
  + Background information: Describe the child and include name (pseudonym), age, date of assessment, and home language(s) and other cultural considerations of the child and family.
  + Description of the assessment: Describe the information obtained from the caregivers, the assessment tool and overall purpose.
  + Observations:
    - Describe the testing environment.
    - Describe the child’s behavior during assessment.
    - Describe the assessment administration.
    - Describe the role the caregivers had in the assessment process.
    - Also, provide any adaptations and modifications that were helpful to support the child’s participation in the evaluation process.
  + Assessment results: Present your observations, scores, and interpretations in a visually organized manner. Describe subtests and scores and list the strengths and needs.
  + Recommendations: Describe your interpretation of what your observations and the scores may suggest about the child’s skill development in relation to eligibility for early intervention under the category of developmental delay.
  + Provide signatures, names, and date at the bottom.

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