Qatar University
College of Education: Psychological Sciences Department
Course Syllabus

➢ **Course Information:**
 Course Title: Assessment in Early Childhood Special Education **Course Number and CRN:** SPED 411
 Prerequisite: SPED306 **Credit Hours (CR HRS):** 3 Hours
 Department: Psychological Sciences
 Program: Special Education / Early Childhood Special Education Services
 Class meeting time: **Location:** B04 CED
 Instructor Information:
 Instructor's name: **Email:**
 Office Hours: **Office Number:**

➢ **College of Education Conceptual Framework:**
 "Together We Shape the Future through Excellence in Teaching, Scholarship, and Leadership".

 College of Education Unit Learning Outcomes (Checked if addressed in this course):

 Teaching:

 ☐ 1. **Content:** Demonstrate understanding of the key theories and concepts of the subject matter.
 ☐ 2. **Pedagogy**: Plan effective instruction to maximize student learning.
 ☐ 3. **Technology:** Use current and emerging technologies in instructionally powerful ways.
 ☐ 4. **Diversity:** Foster successful learning experiences for all students by addressing individual differences.

 Scholarship:
 ☐ 5. **Scholarly Inquiry:** Actively engage in scholarship by learning from and contributing to the knowledge base in education.
 ☐ 6. **Problem Solving:** Arrive at data-informed decisions by systematically examining a variety of factors and resources.

 Leadership:
 ☐ 7. **Ethical Values:** Apply professional ethics in all educational contexts.
 ☐ 8. **Initiative:** Lead positive change in education.

➢ **Course Description:**
 This course is designed to investigate assessment in early intervention and to apply knowledge of assessment instruments, curriculum and instructional strategies and program evaluation methods to intervention settings. The course includes strategies of observation and assessment, identifying strengths, individualizing instructional plans, and adapting classroom environments, curriculum and instructional methodologies to support the highest level of achievement for young children with disabilities.

1

➢ **Course Objectives:**
1. Describe the recommended practices and guiding principles for assessment.
2. Understand measurement and evaluation issues in early intervention, including issues related to diversity.
3. Describe the process of program evaluation in early intervention/early childhood special education.
4. Integrate developmental history, family information, cultural/ethnic factors, intervention history, and previous and current assessment results into a comprehensive and cohesive report for parents and professionals.

➢ **Course Learning Outcomes:**
1. Demonstrate best practice in the selection of assessment and administration instruments for screening, diagnosis, program planning, child progress monitoring, and program evaluation purposes.
2. Identify, compare, and select valid, reliable and culturally sensitive assessment instruments appropriate to age, population, disability, and setting.
3. Demonstrate sound professional decision making in determining an appropriate early intervention service model.
4. Produce accurate and comprehensive documentation of child progress and family outcomes, including recommendation for referral, continued services, transition, or termination of services

➢ **Textbooks & Readings:**
   Required textbook:

● الكيلاني، ع. ز.، والروسان، ف. ف. (2006). التقويم في التربية الخاصة. الأردن: دار الميسرة.
   ● Bagnato, S., Neisworth, J., & Pretti-Frontczak (2010). LINKing authentic assessment and early childhood intervention. Baltimore, MD: Paul Brookes.

➢ **Supportive Textbooks and references**

➢ **الكتب والمراجع التي يوصى بها العربية /الأجنبية:**

● طبال، س. ع. (2013). أسس القياس في التربية الخاصة في الطفولة المبكرة. الأردن: درا الفكر.

● كوافحة، ت. م. (2010). القياس والتقييم وأساليب القياس والتشخيص في التربية الخاصة (الثالثة). الأردن: دار الميسرة.

● الروسان، ف. (1999). أساليب القياس والتشخيص في التربية الخاصة. الأردن: دار الفكر.

- Andresen, E. M. Criteria for assessing the tools of disability outcomes research. Archives of Physical Medicine and Rehabilitation, 81, S15-S20. doi:10.1053/apmr.2000.20619
- Cummings, K. D., & Smolkowski, K. (2015). Selecting Students at Risk of Academic Difficulties. Assessment For Effective Intervention, 41(1), 55-61.
- Jonassen, D. H., Hannum, W. H., & Tessmer, M. (1989). Handbook of task analysis procedures. New York: Praeger. P 293
- Jonassen, D. H., Tessmer, M., & Hannum, W. H. (2009). Task analysis methods for instructional design. New York: Routledge.
- Kritikos, E. P. (2013). Special education assessment: issues and strategies affecting todays classrooms. Upper Saddle River, NJ: Merrill.
- McLean, M. E., Wolery, M., & Bailey, D. B. (2004). Assessing infants and preschoolers with special needs. Upper Saddle River, NJ: Merrill.
- Mcloughlin, J. A. (2017). Assessing students with special needs. S.l.: Prentice Hall.

> **Supportive Websites:**
> > TEST SCORES :
> > https://auditoryverbaltherapy.net/2014/12/04/testing-testing/
> > https://www.slideshare.net/iapsych/john-willis-on-statistics-and-test-scores
> > ROC:
> > https://www.youtube.com/watch?v=21Igj5Pr6u4
> > https://www.youtube.com/watch?v=Fn1t4rEIf_8
> > **Test evaluation calculator**
> > https://www.medcalc.org/calc/diagnostic_test.php

> **Course Requirements:**
> 1. Commitment for QU dress code on campus.
> 2. Each candidate is expected to attend class on time, not to be late, and to remain in class the entire session.
> 3. Each candidate is expected not to exchange the electronic attendance secret code.
> 4. The student is considered "F Barred" if his absence exceeds 25%. This percentage includes sick leaves.
> 5. Each candidate is expected not to use his mobile phone during lectures, and not to record lectures without the instructor's permission.
> 6. Each candidate is expected not to be absent for the tests and quizzes except with acceptable official papers.
> 7. The student is considered "F Absent" if he is absent for the final exam and does not provide an acceptable official excuse for his absence.
> 8. Each candidate is expected to participate in class discussions and group activities, and collect his textbook on specified date.
> 9. Each candidate is expected to hand in the required assignments on time. Assignments turned in later are subject to points' deduction.
> 10. Each candidate is expected to check his assignments for any spelling or linguistic mistakes, and to consider the standards of academic integrity.
> 11. Each candidate is expected to consider academic honesty when copying and documenting the sources.
> 12. All submitted assignments must have a cover page, which includes the name of the assignment, the course name and number, the student's name, his ID, the instructor's name, the semester, and the submission date. Assignments should be typed in font Simplified Arabic size 12 and the headings should be typed in font size 14.
> 13. All required assignments must be uploaded on Safe Assign system. The Safe Assign percentage for each assignment must not exceed 25%.
> 14. The professor will upload the scores for all required assignments on Blackboard before the final exam.

> **Use of Blackboard:**
> 1. All students must access the Blackboard system at least three times a week, to check for updates, including the full course description and scoring rubrics for all assignments.
> 2. All assignments should be uploaded on Blackboard. CED students only will upload some of these assignments on Task Stream too.

> **Course Matrix:**

CED Unit Learning Outcomes	QNPS	Course Objectives	Course Learning Outcomes	Course Assessments (Assignments)
1, 2,4	1,2,3	CO 1	SLO 1,2	Exams
4	2,3,4	CO 2	SLO 2, 4	Apply Scale – Observation
5-6	4-6	CO 3	SLO 1, 3, 4	Assessment report

Course Outline:

Week	Topic	Assignment
1	Understanding Assessment	Apply Scale Observation checklist - Exams
2	Response to Intervention	
3	Assessment Framework	
4	Involving Families	
5	Reliability and Validity	
6	Developing Technical Skills	
7	Midterm Exam	
8	Test Interpretation and Report Writing	Apply Scale Observation checklist Assessment report - Exams
9	Observing, Interviewing, and Conferencing - Behavior	
10	Achievement: Overall Performance	
11	Reading - Written Language- Oral Language	
12	Mathematics	
13	Performance-Based, Authentic, and Portfolio Assessments	
14	Intelligence - Young Children	
15	Youth in Transition	
16	Final Exam	

Course assessments (Assignments):

- **Observation checklist (15%)**
- Students are required to visit a school and attend one class. They should observe one students using observation checklist. This is done according to specific rubrics that are included in the work field package provided by the department. It has also to be carried out under the course teacher supervision.
- **Applying scale (15%):**
- Each student chooses a scale to assess academic or behavioral skills and provides a profile of this scale then applies it and explains the results.
- **Assessment report (15%)**
- Each student write an assessment report to according to scientific standards.
- **Midterm Exam** (25%). A mid-term exam will be given to assess candidates' comprehension of the information presented in weeks during the first half of the course. The exam will have multiple-choice questions and short answer questions.
- **Final Exam** (30%). A final exam will be administered at the end of the term. It will be comprehensive; assessing the candidate is comprehensive of all topics discussed in class or in the assigned reading. It will be a combination of multiple-choice questions, short answer questions, and possibly one or more essays.

Grades distribution:

N	Assessment tools	Grade	Submission date
1.	Applying scale monitoring and interpreting the results	25	
2.	Design observation form apply and interpret the results	15	
3.	Writing referral report accordance to scientific standards	15	
	Midterm Exam Objective Essay	15	
4.	Final Exam Objective Essay	30	
Total = 100			

➢ **Grading System:**

Grade Symbol	Description	Percentage
A	Excellent	90 to 100
B+	Very Good	85 to < 90
B	Very Good	80 to < 85
C+	Good	75 to < 80
C	Good	70 to < 75
D+	Pass	65 to < 70
D	Pass	60 to < 65
F	Fail	Less than 60

➢ **Academic Integrity:**
The University Code of Conduct aims at providing all students at QU with clear standards of behavior. By registering as a student, all students acknowledge their awareness and knowledge of the University Code of Conduct and its procedures. Moreover, they understand the consequences of the violation of these standards; violations may be of an academic or non-academic nature. Any attempt by students to present the work of others as their own or to pass an examination by improper means is regarded as a most serious offense and renders those students who do so liable to disciplinary action. Assisting another student in any such dishonesty, or knowing of this dishonesty and not reporting it, is also considered a grave breach of honesty. For more information about academic dishonesty and plagiarism, you may refer to: The Qatar University Student Catalog:
http://www.qu.edu.qa/static_file/qu/students/documents/students-undergraduate-catalog-2017-2018-en.pdf The Qatar University Code of conduct: http://www.qu.edu.qa/students/code-of-conduct

➢**Intellectual Property (IP) violations / Plagiarism:**
Respect for original intellectual creativity is vital to academic discourse. This principle applies to works of all authors and publishers in all forms. This encompasses respect for the right to acknowledgement, the right to privacy and the right to determine the form, manner and terms of publication and distribution. As a general rule, copying, distributing, making derivative work, displaying, or performing copyright-protected work requires the permission of the copyright owner. Plagiarism applies to all student assignments or submitted work and it includes the use of the work, ideas, images or words of someone else without his/her permission; use of someone else's wording, name, phrase, sentence, paragraph or essay without referring to the source, and misrepresentation of the sources that were used. For more information, you may refer to the Qatar University Student Catalog, ps. 55 - 56.

➢ **Dishonesty:**
"Cheating is an academic offense in accordance with the laws and regulations of Qatar University. In some cases, this violation may result in student's dismissal from the university. Students must refrain from taking part in or participating in any work that contravenes the University's code of conduct and academic integrity and testing procedures". Cheating may include any attempt of cheating or disruption during testing sessions, submitting any material prepared by or purchased from another person or company including reports and research papers, or work completed for one course and submitted to another. For more information, you may refer to the Qatar University Student Catalog, p. 55.

➢**Student Learning Support:**
The Student Learning Support Center (SLSC) provides comprehensive academic support services to all students at Qatar University. The SLSC has a nurturing environment where students can seek assistance with academic coursework, writing assignments, transitioning to college life, and many other academic aspects. SLSC programs and services include tutoring sessions, supplemental instruction, writing support along with academic coaching and workshops. Information about the Learning Center may be found at: http://www.qu.edu.qa/students/support-and-development/student-learning-support
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➤ **Success Oasis at the College of Education:**
The Success Oasis at the College of Education aims at strengthening and supporting the students to continue the success and excellence in their courses and overcome the obstacles that face them. In addition, it creates a supportive climate and encourages growth and development. This is achieved in several ways, such as peer tutoring programs which emphasize the key role of the students to support their peers continuously during their undergraduate studies, as well as providing other forms of support which may include basic personal academic skills workshops, and other services. For more information, please contact us by the official e-mail: cedso@qu.edu.qa

➤ **Special Needs Support:**
In accordance with Law No 2 of the year 2004, and Article 49 in the Constitution of Qatar: "Education is the right of all.", and "the State shall extend efforts to achieve fair and appropriate access in education for all". Qatar University welcomes students with special needs in all educational programs. We urge students with special needs, including visible and invisible special needs, such as physical disability, temporary injuries, chronic diseases, learning disabilities, brain and nerves injuries, attention deficit / hyperactivity disorder, or psychiatric disorders, to contact the Inclusion and Special Needs Support Center and provide their documented disabilities. Information about the Inclusion and Special Needs Support Center may be found at: http://www.qu.edu.qa/students/support-and-development/special-needs

➤**Student Complaints Policy:**
Qatar University is committed to a policy of fair treatment for its students/faculty/staff in their relationships with student, administration, faculty, staff and other members of the University community. The purpose of this policy is to establish and implement a complaint procedure. For more information about the policy and processes related to this policy, you may refer to the following link: http://www.qu.edu.qa/students/services/complaints

> A student teacher who has difficulty in learning, or needs some assistance, such as clarifying some information, implementing some tasks, or any other assistance, may contact his professor to get the appropriate support.

Appendices

➤ **Qatar National Professional Standards for Teachers:**
1. Planning for student progress and achievement.
2. Engaging students and developing them as learners.
3. Creating safe, supportive and challenging learning environments.
4. Assessing students' learning and uses assessment data to improve achievement.
5. Demonstrating high professional practices and engaging in continuous professional Development.
6. Maintaining effective partnerships with parents and community.

Assignment Rubrics
Applying Scale Report Rubric (1000-1500 Word)

N	Items	
1	Careful and/or suitable organization	**2**
2	Brief about the scale (aim, author, method of application, theoretical basis, type, Reliability and Validity, keys to its correction and the significance of its grades)	**8**
3	The scale is suitable for the measured attribute	**2**
4	Suitable for age group	**2**
5	Interpretation of the results according to stage of growth and the level of performance	**5**
6	References are APA citation	**1**
Total	**20**	

➢**Observation Checklist RUBRIC**

	Unsatisfactory	**Needs Improvement**	**Satisfactory**	**Target**	**Score**
Item 1	Observation report is poorly organized, with no coherent progression of ideas or content, and numerous lapses in logic.	Observation report is acceptable, with unclear progression of ideas and content	Observation report is good organized, with a clear progression of ideas and content ?	Observation report is well organized, with a clear progression of ideas and content.	
Item 2	Observation report is? very weak and displays no chronological organization whatsoever, but instead skips around chaotically between topics?.	Observation report is displays no chronological organization whatsoever, but instead skips around chaotically between topics.	The Observation report is organized chronologically according to evidence obtained by the student while? observing the child and its follow-up in a scientific manner using observation tool of social behavior	Observation report is organized in chronological order according to the evidence and testimony and information obtained by the student while observing the child, and scientific follow-up, while he/she observes the child and its follow-up using the observation tool and follow-up social behavior of the film's hero, scientifically accurate	
Item 3	Observation report is badly written, with an unacceptable number of grammatical and spelling errors.	Observation report is poorly written, with an unacceptable number of grammatical and spelling errors.	Observation report is moderately written, with some grammatical and spelling errors.	Observation report is well written, with a mastery of the Arabic/English language, spelling, & sentence structure.	
Item 4	The Observation report is incorrectly formatted and the assigned format of Times Roman, Simplified Arabic font, double-spaced, with 1?"?, margins are not done.	The Observation report is not formatted very well, but the assigned format of Times Roman, Simplified Arabic font, double-spaced, with 1?"?, margins are done.	The Observation report is formatted in some way other than the assigned format of Times Roman, Simplified Arabic font, double-spaced, with 1?" margins?.	The Observation report is properly formatted (Times Roman, Simplified Arabic font, double-spaced, with 1?" margins).	
Item 5	There are no Illustrations.	Illustrations are unclear and irrelevant to the topics being discussed	Illustrations are not used or are unclear and/or irrelevant to the topics being discussed	Illustrations are clear, labeled correctly, and relevant to the topics being discussed	
Item 6	Student has not stated amount to indicate the subject of the observed child and his/her problems, and how to reach a solution to this problem, in a scientific manner?.	Student has stated only a minimal amount to indicate the subject of the observed child and his/her problems and how to reach a solution to this problem in a scientific manner	Student has most stated all evidences to indicate the subject of the child problem, and his/her problems and how to reach a solution to this problem in a scientific manner.	Student has clearly stated all evidences to indicate the subject of the observed child and his/ her problems and how to reach a solution to this problem in a scientific manner.	

➤ **Assessment Report Rubric**

	Not Demonstrated or Unsatisfactory	Needs improvement	Satisfactory	Target
Organization amp; Completeness, Grammar, Usage, an Spelling	The report is not well organized and important sections is missing. Most report sections remain unaddressed. The report is too lengthy, vague, poorly written. Numerous Grammar, Usage, and Spelling errors, distract from understanding	The report is organized, has table of content, but is in a format differing from the suggested one. Some report sections are addressed Some sections of the report are too lengthy, vague, poorly written. More than two Grammar, Usage, and Spelling errors	The report structure follows a logical and evident structure, has table of content, although some parts may lack clear organization. Most report sections are addressed. Most sections of the report are concise, clear, and well-written. Only one or two Grammar, Usage, and Spelling errors	The report has all sections & table of content, the report structure follows logical and evident structure. The report is complete. The report is concise, clear, and well-written. No Grammar, Usage, and Spelling errors
Brief introduction about the assessment tools	Most section points are not presented nor logically ordered. Instrument name, author, issue date, translated, procedures, item type & number, response type, reliability & validity, scoring, norms.	Some Section points are presented but not logically ordered: Instrument name, author, issue date, translated, procedures, item type & number, response type, reliability & validity, scoring, norms.	Most Section points are clearly presented and logically ordered addressed: Instrument name, author, issue date, translated, procedures, item type & number, response type, reliability & validity, scoring, norms.	All Section points are clearly presented and logically ordered addressed: Instrument name, author, issue date, translated, procedures, item type & number, response type, reliability & validity, scoring, norms.
Instrument' suitability for the assessed trait	It does not assess any of the targeted trait attribut.	Assess some of the targeted trait attribute.	Assess most of the targeted trait attribute.	Directly target the assessed trait.
Instrument' suitability for age group	The instrument is NOT appropriate for the targeted age-group, nor for the special needs students/children.	The instrument is appropriately only for the targeted age-group but not for the special needs students/children.	The instrument is appropriately considered for the targeted age-group and the special needs students/children.	The instrument is culturally bias-free, and it is appropriately considered for the targeted age-group and the special needs students/children.
Instrument Procedures & Implementation	No instrument procedures & implementation addressed.	Vague, lack clear instrument implementation instructions, nor logically ordered.	Most instrument implementation instructions are clearly and procedurally well addressed, but not logically ordered	All instrument implementation instructions are clearly and procedurally well addressed, and logically ordered
Assessment results documentation, tabulation (tables, charts etc.), describe assessment environment,	Results are not presented	Results are presented in a lack clear, NOT easy to interpret format, NO Tables NOR Figures. Focused	Results are presented in a clear, easy to interpret format, using Tables & Figures. Focused	Results are presented in a clear, easy to interpret, format, using Tables & Figures. Focused at assessment

behavior, performance.		ONLLY at assessment examinee behavior during assessment section,	ONLLY at assessment examinee behavior during assessment section,	environment, examinee behavior during assessment section,
Assessment results in interpretation in light of developmental milestones	Results are described in vague phrases and are not based on the collected data. Interpretation of results is not reported.	Results are NOT clearly described and NOT accurately based on the data collected. Interpretation of results is unclear and presented in an inappropriately most of it are not based on the developmental milestones characteristic & attributes.	MOST of the results are clearly and thoroughly interpreted and clearly and accurately based on the data collected. Most of the Interpretation of results are clearly presented & appropriately based on the developmental milestones characteristic & attributes.	Results are clearly and thoroughly interpreted and clearly and accurately based on the data collected. Interpretation of results clearly presented & appropriate based on the developmental milestones characteristic & attributes.
conclusion	Conclusion is lack clear information, NO examinee demographic data, NOR aspects' strengths & weakness, OR describing the severity of the assessment results.	Conclusion contains some of the examinee demographic data, aspects' strengths & weakness, The severity of the assessment results	Conclusion contains MOST of the examinee demographic data, aspects' strengths & weakness, The severity of the assessment results	Conclusion contain: Examinee demographic data, aspects' strengths & weakness, The severity of the assessment results.
Recommendations	Recommendations are not presented, Instead vague formatted sentences, lack clear tied to the assessment results.	Recommendations are directly assigned to school, teacher, parents. Recommendations are not procedurally formatted, Instead vague formatted, lack clear tied to the assessment results.	Recommendations are directly assigned to school, teacher, parents. Recommendations are procedurally formatted but it not well related to the assessment results.	Recommendations are directly assigned to school, teacher, parents. Recommendations are procedurally formatted clearly tied to the results of the assessment project
Sample of the assessed performance (homework, assignment etc.)	NO Samples of the assessed performance are included in the report,	ONE Sample of the assessed performance included in the report.	Samples of MOST of the assessed performance included in the report.	Clear sample of All the assessed performance included in the report (homework, assignment etc.)
APA. References are APA citation	NO references are cited based on the APA sixth edition.	SOME references are cited based on the APA sixth edition.	MOST references are cited based on the APA sixth edition.	All references are cited based on the APA sixth edition.

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Pledge

I am the student: ------------------------------------
Course Title: --

I have reviewed the content of the course syllabus, I pledge to commit myself to all policies and procedures, and I pledge to take complete responsibility in case of violating any one of them.

- Student's name: ------------------------------------
- ID: --
- Signature: --
- Date: ---

(Please sign this part and hand it in to your instructor).