1. **Description of the Assessment and Its Use in the Program:**

Key Licensure Assessment #6: Assessment Case Study is designed to focus on a candidate’s development of knowledge and skills related to the selection, use, and interpretation of informal and formal assessments and assessment data that are appropriate for young children - knowledge and skills that can be used to inform a flexible, collaborative decision-making process in which teams of parents and professionals repeatedly revise their judgments and reach consensus about the changing developmental, educational, medical, and mental health service needs of young children and their families.

Key Licensure Assessment #6 is completed as a component of EDUC 596: Assessment for Early Intervention. The assessment is evaluated by the EDUC 596 course instructor with input from the child’s teacher.

To be admitted into clinical practice at Gateway 2, a candidate must complete Key Licensure Assessments #6 - #8 (*Assessment Case Study*; IEP, Transition Plan, and Conferencing Project; and Knowledge and Skills for Supporting and Enhancing Language Development and Communication Skills of Young Children with Exceptional Learning Needs) with at least 80% of the major elements of the initial level CEC content standards across the three assessments rated at *meets major element* and no major element rated *unacceptable*.

2. **Description of How the Assessment Specifically Aligns with the Initial Level Council for Exceptional Children (CEC) Content Standards (2012)**

The following major elements of Initial Level CEC Content Standards 1 and 3 - 7 are evaluated through this key licensure assessment.

<table>
<thead>
<tr>
<th>Standard 1 – Major Element 1: Know of similarities and differences in human development, and how exceptional learning conditions can interact with the domains of human development, family beliefs, traditions, and values across and within cultures and can affect relationships among and between students, their families, and the school community, as well as an individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community.</th>
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<tr>
<td><strong>Standard 1 – Major Element 2:</strong> Use knowledge of learning differences to individualize instruction to provide meaningful, culturally responsive, and challenging learning for individuals with exceptionalities.</td>
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<tr>
<td><strong>Standard 3 – Major Element 7:</strong> Know principles of evidence-based practice.</td>
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<td><strong>Standard 4 – Major Element 16:</strong> Develop long-range individualized instructional plans anchored in both general and special education curricula, and systematically translate individualized plans into shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors.</td>
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<tr>
<td><strong>Standard 5 – Major Element 20:</strong> Know measurement theory and use multiple types of assessment information for a variety of educational decisions including: referral, eligibility, program planning, instruction, and placement for individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds.</td>
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</table>
3. **Assessment Instrument**

**Guidelines for Assessment Case Study**

_As you complete the following, refer to the scoring guide for Key Licensure Assessment #6 to ensure that you include all expectations for this assessment._

**Purpose of the Case Study:** To assess a candidate’s development of knowledge and skills related to the selection, use, and interpretation of informal and formal assessments and assessment data that are appropriate for young children - knowledge and skills that can be used to inform a flexible, collaborative decision-making process in which teams of parents and professionals repeatedly revise their judgments and reach consensus about the changing developmental, educational, medical, and mental health service needs of young children and their families.

**Directions:**

Assessment should reflect an integrated view of child development and take into account the role of context and culture on learning, be linked to intervention and evaluation, and occur within a trans-disciplinary approach which includes caregivers in all aspects of the assessment process.

Within this framework, for this assignment, you are to describe the nature and needs of a young child with special needs, identify and administer relevant informal and formal assessments, and develop a “next steps” plan for the child. The case study plan must include not only direct services for the young child, but also relevant direct and/or indirect services to the child’s family. Case study findings must be shared with the child’s teacher and, in collaboration with the child’s teacher, is to be shared with one or more family members. On the actual report, no identifying information is to be included, so use fictitious last names, dates of birth, etc.

This assessment will be evaluated by your EDUC 596 course instructor with input from the child’s teacher.

**Part I: ANALYSIS OF THE CHILD** (include the following information/data in your final report)

A. **The child:**

- Demographics: gender, age, grade level, etc.
- Current family information (more detail will be provided by course instructor)
- Relevant family history (include patterns of moving)
• Description of any identification steps that have been taken to date (when, what steps, what was the determination)
• Current identification with respect to disability (if there has been one)
• Current social, emotional, language, cognitive, and physical levels of functioning, including both strengths and challenges.
• Current adaptive behavior strengths and challenges
• Description of family services to date (if there have been any)

B. The Service: (following your review of the child’s MFE, IFSP, and/or IEP)

• Include relevant service setting demographics
• Services are provided
• If relevant, what access to the general curriculum child has
• Who provides the services
• How long has and will the service be provided
• Adaptations (accommodations and modifications) are made for the student, including the evidence you have seen/you have
• Services provided by the general education teacher, special education teacher, and/or other service-providers believe (from the above) and how well those services are working – in other words, how the child is benefiting from the specialized services and the evidence for how much the child is benefiting from those services
• What one or more of the child’s caretakers believe is working and the evidence for this belief
• What one or more of the individuals named in the above two bullets believe to be ineffective (if anything) and the evidence for these conclusions
• What one or more of the above individuals recommend to add and/or change in the services provided

C. The Assessments:

• Design and/or select three specific assessments to properly administer to your case study child - that is: (1) an assessment of behavior, of the learning environment, and of the interactions between behavior and the learning environment, (2) an assessment of learning, and (3) an assessment of achievement. At least one of the assessments must be formal and at least one of the assessments must be informal. Either the learning or the achievement assessment must include the assessment of language AND either the learning or the achievement assessment must include the assessment of mathematics. All assessments need to be designed to provide you with additional information regarding your case study child. Make sure to have each assessment you intend to use approved by your course instructor BEFORE administering the respective assessment. Follow assessment reporting guidelines provided by your course instructor for the specific assessments for this section.
Part II: THE RESPONSE

A. The Plan:

- Based on what you have learned from your exploration of your case study child, articulate a clear set of recommendations regarding the services, including relevant direct and/or indirect services to the child’s family, that you believe should be provided to the child. Be sure to include family and other service providers.

- Share your case study findings with the child’s teacher and, in collaboration with the child’s teacher, with one or more family members.

B. Your Thoughts:

Describe consistency and/or lack of consistency of what you saw and heard with what you have learned to date in EDUC 596 and/or other courses in your program. Describe how the assessments you administered/used have enhanced your understanding of the child and the development of a more focused and/or comprehensive service plan.

*Make sure to reference the Scoring Guide for this assessment to ensure that you address each of the major elements of Initial Level CEC Content Standards being assessed through this assignment.*