



**EDUC 212, *Data Driven Analysis Research***

Dr. Jean DesJardin • Fall 2011

Class meeting days: Monday and Wednesday; 1:10 – 2:20 p.m.

Office: PPHAC 302; Office Phone: 610-861-1317 • Office Hours; 2:30 – 3:30 p.m.

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**“Developmental assessment is a process designed to deepen our understanding of a child’s competencies and resources, and of the care-giving and learning environments most likely to help a child make fullest use of his or her developmental potential.**

*Greenspan & Meisels*

Assessment is a comprehensive, reliable, and valid data driven analysis that paves the way for meaningful, relevant, and engaging learning opportunities for young children. EDUC 212 is a comprehensive course that introduces students to assessment as a process for early childhood educators to assess the whole child in order to improve instruction and ensure learning for the young child. Students will learn current research and developmentally appropriate and best practices to integrate assessment with effective teaching for all developmental domains. Students will learn how to interpret and use many forms of assessment that will inform learning for educators, parents, and accountability requirements. This course builds on earlier learning from EDUC 100.2, EDUC 160, and concurrent with EDUC 210 and EDUC 222. All students taking this course must have a 2.7 GPA. EDUC 212 has a 40-hour field experience. Current clearances are required. Refer to Moravian College Field Experience Manual.

***EDUCATIONAL FRAMEWORK:***

To develop professionals who become educational leaders because they think and act critically in a collaborative environment. Our goal is to transform lives through pursuing the values of academic excellence, collaboration, diversity and life-long learning; to the commitment to technology and best practices; to focus on each individual child and family; and to teach so that words and actions inspire a will to learn.

***PURPOSE OF COURSE:***

The purpose of this course is to provide teacher candidates with skills in predicting, understanding, and controlling the fundamental principles of learning and assessment as they apply in early childhood educational settings. The students will be introduced to the various forms of assessment (informal and formal) and the purposes of each in a standards-aligned system. Other topics will include the use of assessment for instructional planning in early childhood settings, data driven decision making, legal and ethical practices in using assessments, and adaptations/accommodations for young children with disabilities and/or cultural-diverse backgrounds in inclusive settings.

***PRINCIPLES FOR MEETING THE NEEDS OF CHILDREN BRITH TO AGE NINE:***

The Early Childhood program will prepare educational professionals who are capable to serve a diverse population of young children and their families in a wide variety of educational settings. For each course there will be specific content material offered and experienced, but there are a number of principles that will be prevalent throughout the ECE certification program. These principles are:

\*It is a given belief that all children can learn and it is the educational program that must be altered to support the learning of each individual child and his/her family. This would include children with cultural-linguistic diversity and with special needs.

\*Developmentally appropriate practice and research-based learning will be the bases for all course work and experiences. The use of national and Pennsylvania standards has been incorporated in the content of the course.

***ESSENTIAL QUESTIONS:***

1. What is *Early Childhood Assessment*?
2. What are the current trends affecting early childhood assessment?
3. What are the standards for high-quality early childhood assessment and why is quality important?
4. What do teachers need to know about assessing young children (birth to nine years) in order to support their learning and development?
5. How do teachers use assessment to guide their teaching and children's learning?

***COURSE OBJECTIVES:***

Upon completion of this course, the student will:

\*Become familiar with the concepts and terminology involved in the interpretation of informal (e.g., checklists, observational tools, parent interview versus parent conversation, work and play samples) and formal (e.g., standardized tests) assessment data, as well as, group assessment techniques for children birth to age 9 years old and their families (II F 1-6; II J, L).

\*Apply current research and developmentally appropriate practices (e.g., family-centered) for young children and their families to gather information from multiple sources of data, evaluate the accuracy, thoroughness, and timeliness of the collected data, and determine how to use the data to develop instruction (II F 3-4; II G, H, M).

\*Effectively implement, adapt, and evaluate early childhood assessment for programmatic revisions for quality improvement and to implement instruction (II F 2; F 5; II O).

\*Develop strategies which demonstrate an understanding of ethical practice for assessment and limit assessment bias (II Q and R).

\*Develop strategies which lead to the implementation of effective alternative or adaptive assessment for children with disabilities (II N and P).

\*Describe the importance of parental participation and professional respect for individual family culture and decisions in collection of assessment data (I A 12-15).

\*Develop strategies which lead to ongoing evaluation and re-evaluation and develop an instructional plan based on evaluation of young children who are at risk for or have known disabilities (I A 1-2; II D, G, H, I, K, N).

\*Construct a criterion-referenced assessment instrument for developmentally appropriate use in the early childhood preschool or elementary school age classroom (I A 3, 9).

\*Demonstrate the ability to effectively interact with young children and their families for eliciting representative behavior when conducting both informal and formal assessments (II C and D).

\*Demonstrate the ability to interact with and engage parents using effective communication strategies and methods of active listening when conducting informal and formal assessments (II D).

\*Evaluate selected assessment tools and determine their appropriateness for use with children ages birth to 9 years old (I A 1, 3-6; 8; II B; II E).

\*Interpret assessment results for effective goal setting and development of teaching strategies for instruction with young children (I A 4; I A 7 and 10; II A).

\*Utilize a family-systems perspective in assessment, and defining family concerns, priorities, and resources that relate to intervention services for young children with special needs including components of IFSP and IEP (I 11-14).

\*Focus on every child and family, and their appropriate needs (I A 15).

***LEARNING ACCOMMODATIONS:***

In accordance with the Americans with Disabilities Act, any student has the right to request reasonable accommodations for a disability. Accommodations can be requested through the Academic Support Services on campus. Please note that you will need to present documentation of your disability to the Disabilities Office. Students are encouraged to contact the appropriate individual as soon as possible to enhance the likelihood that accommodations are implemented in a timely fashion. Accommodations cannot be provided until the instructor has received appropriate authorization. Moravian College does not discriminate in any of its programs on the basis of disability.

Students who wish to disclose a disability and request accommodations for this course must contact Mr. Joseph Kempfer, Assistant Director of Learning Services for Disability Support, (extension 1510). Comenius Center students who wish to disclose a disability and request accommodations for this course must contact the Dean of the Comenius Center, (extension 1400).

**TECHNOLOGY STATEMENT:**

Integrated into all coursework are identified competencies in the use of technology. Technology will be used to enhance the learning experience, to address learning modalities, to model good teaching, and to increase content knowledge. Smart Board technology will be available to faculty and students. All syllabi, agendas, assignments, and journal articles will be placed on Blackboard. Students have access to web searches and library holdings through databases both on and off campus. Computer labs, MAC and PC, are available.

**REQUIRED TEXTS:**

McAfee, O. & Leong, D. (2011). *Assessing and Guiding Young Children's Development and Learning, 4/E*. NJ: Merrill

Jablon, J.R., Dombro, A.L., & Dchtelmiller, M.L. (2007). *The Power of Observation for Birth Through Eight, 2/E*. Washington, DC: Teaching Strategies

**FIELD COMPONENT STATEMENT:**

Students registered for EDUC 212 must be simultaneously registered for the associated lab or field practicum. You must attend one of the two following meetings held by Mrs. Modjadidi:

- August 31<sup>st</sup>, 2011 at 5:00 p.m. in PPHAC 102
- September 1<sup>st</sup>, 2011 at 11:45 a.m. in PPHAC 102

The purpose of the field experience is to provide students with appropriate classroom experiences in a developmental and sequential manner. All field experiences are directly related to coursework and must be successfully completed to pass the education course.

Students are required to follow all the procedures and guidelines as outlined in the field experience handbooks, and course syllabi. Failure to accurately report attendance and performance will be considered a violation of academic honesty policy and will result in appropriate sanctions as outlined in the Student Handbook. The Director of Field Experiences is responsible for securing all field placements. Students will be placed in field experiences only when all required clearances documents are current and indicate, "no record exists". Students are also required to have a negative result on a current tuberculosis test. For more detail about field experiences, refer to the Moravian College Field Experience Manual.

You are expected to spend four hours per week for a total of ten weeks in your field experiences between September 26th and December 7, 2011. During your field experiences, you will observe your cooperating teacher as she/he teaches, discuss teaching methods with your cooperating teacher, and have the opportunity to assess and teach children yourself. Your conduct and dress must meet Moravian College standards. Assignments related to the field experience are explained below.

***OTHER INFORMATION:***

**Academic Honesty** = Follow the academic honesty policy as stated in the 2010-2011 Student Handbook on page 46. <http://www.moravian.edu/studentLife/handbook/Handbook08.pdf>. Failure to follow these guidelines may result in failing this course. All violations of academic honesty reported to the Dean are also shared with the Teacher Education Committee at the time the candidate's application for student teaching is being considered. In the past, such violations have prevented the Committee from approving some candidates for student teaching.

**Attendance for Class** = Attendance in class is very important. Should a personal emergency arise it is important that you let me know this as soon as possible. This will assist me in the design of small group team projects. Please call when you are going to be absent for that day. Missing more than two classes will lower your grade significantly. Arriving late or leaving early will also be noted. If you do not have an acceptable reason (with documentation), your final grade will reflect it (e.g., 3 absences = one whole grade lower; 4 absences = two full grades lower).

**Attendance for Field Experiences** - Regular attendance at the field experience is also essential. I am asking your cooperating teacher to provide you with a professional experience. This, in turn, requires a sense of professional responsibility from you. The cooperating teacher to whom you are assigned will maintain an attendance sheet. A minimum of 40-hours is required, but you are expected to attend at your scheduled time through the week of December 7<sup>th</sup> even if the 40-hour minimum is achieved. **An unexcused absence in your field experience will result in termination of the experience and a failing grade in the course.** If you must miss a scheduled session at your school due to illness or emergency, you must call your school and make sure that a message gets to your cooperating teacher and Mrs. Modjadidi.

**Food:** Water is allowed, but we will be moving around too much to be eating.

**Cell Phones:** Turn them off. If there is an emergency, you can make arrangements with me before class. If your cell goes off, you will be asked to bring in a snack for everyone the next day we have class.

**Expected Work Load:** For this course, it is expected that you will work between 8-10 hours for preparation for each class outside of class.

**References and formatting:** Use the Publication of the American Psychological Association, (Current edition) for references and formatting of your papers.

**Grading Scale:** The evaluation of each assignment will be based upon the following criteria.

<b>A</b> 94-100% A- = 90-93%	Superior knowledge regarding details, assumptions, implications, superior thinking with information relevant to application, critique, and relationship to other information. Your work goes beyond requirements and shows perception and insightfulness.
<b>B</b> 84-86% B- = 80-83% B+ = 87-89%	More than adequate knowledge regarding technical terms, distinctions, and possesses an ability to use information. You go beyond the requirements enhancing your work by adding additional resources, related areas or topics.
<b>C</b> 74-76% C- = 70-73% C+ = 77-79%	Basic knowledge needed to function and carry on learning regarding major principles, central terms, major figures, also possesses an awareness of early childhood field. You meet all requirements adequately.

Check your student handbook for more specific grade percentages. It is within the instructor's purview to apply qualitative judgment in determining grades for all of your assignments and your final grade for this course.

**Late work:**

- A written explanation handed in on the due date; the "Work" will be evaluated and lowered only a half grade if handed in by the end of due week; an additional late week with written explanation means one grade lower.

**Written work requirements:**

- You will need a ½" notebook for this class (any color or design will do).

- All handed in written work (i.e., weekly outlines or graphic organizers, field experience reflections, assignments) needs to be done on a computer (12-font) and placed in your notebook. Please use your spell checker. Meaning and mechanics are both graded. All work needs to be clearly organized (using colorful tabs) and clearly identified (name, date, title of assignment).
- **Please do not hand in work in the plastic page holders.**

Class Time Arrangements:

We meet two times per week for this class. Some of the time, we will review our text through large group activities, pair-share type activities, video dialogue, and the Internet. Other times, we will interact with mini lessons. Weeks may vary, but I will give you an advanced weekly schedule and a weekly agenda (with guided questions).

***COURSE REQUIREMENTS***

There exists a philosophy in assessment of learning that suggests the use of multiple methods uncover the most accurate information about student understanding and progress. It is also believed that multi methods of assessment address the needs of diverse learners; that is some learners express their thoughts and ideas verbally or through more in-depth written or creative projects, while others feel most comfortable participating in a written exam. In response to these ideas about assessment, students in this course will be evaluated in the following areas:

**Professional Participation - Weekly Critical Thinking/Discussions/Outlines**

Professional behavior and participation are vital to your role as a learner and educator. Attendance, punctuality, and coming prepared to learn, and to collaborate with others are all essential professional behaviors. Please come on time and prepared to incorporate reflections on the reading, personal experiences, opinions and questions in a positive, responsible and professional manner. Each person will need to be actively involved with class discussions, prepared to present given tasks to the whole class and remain engaged while others are presenting. Attendance and participation will be calculated weekly. It will be worth 10% of your total grade (see **Professional Participation Rubric**).

**Professional Participation Rubric (20 points)**

<b>Attendance</b>	<b>Participation</b>
Attended class for the week; arrived and left class on time.  1 point	Strong participation; Collaborates well with others (e.g., encouraged discussion in group; shared ideas with group) and comes to class having read materials and <u>very</u> prepared with entire outline/graphic organizer complete.  1 point

<p>Attended class for the week; arrived late or left early <u>one</u> time OR missed class.</p> <p style="text-align: center;">0 points</p>	<p>Participates when called on, supports group projects but does not seem to have read the chapter; inconsistency of information provided to group OR very disengaged in class discussions or group work – does not seem prepared for class.</p> <p style="text-align: center;">0 points</p>
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\*Students receive one point for attendance and for each outline/organizer complete each week.

**“Be the Expert” Outline and Discussion Leader: From Theory to Practice (10 points)**

Choose one topic on child assessment (see topics and sign-up sheet). Be prepared to become the expert on the topic. Discuss the topic thoroughly with research-based documentation (at least one current journal article), provide real-life examples from your field experience or case studies, and apply it to practical ways that early childhood professionals support child development. You will hand in a two-page summary. All writing assignments must be typed, double-spaced, 12-point font and spell-checked. You will present an overview of your topic/supporting material to the class in a Power Point Presentation (see “Be the Expert” Rubric)

**Early Childcare Field Experience – Intentional Involvement/Reflection Papers (5**

reflection activities/papers x 5 points each = 25 points). Each one has specific guidelines/activities with a three-page paper.

EDUC 212 is designed to expose students to issues concerning child assessment in all learning domains, working with professionals in the field, and collaborating with families. Students will conduct **five** activities working with a professional from the field and using assigned observational instruments. These activities connect to weekly course material and will be graded using the attached **Intentional Involvement/Reflection Rubric**.

**Reflection Paper #1 (due Oct. 5th):** Discuss specific issues regarding assessment with your FE professional and write a paper related to; (1) Overarching issues regarding assessment in the classroom; (2) How does the teacher select and use assessments on a yearly, monthly, weekly, and daily basis?, (3) What specific assessment measures does the teacher use (both informal and formal assessment measures) and the purpose for each? – bring in at least one sample to share, (4) How does the teacher ensure that the assessment used is accurate and trustworthy?, and (5) How does the teacher accommodate/adapt assessment for children with disabilities and/or cultural-linguistic backgrounds?

**Reflection Paper #2 (due Oct. 19th):** Observe the early childhood professional conduct an assessment with an infant or young child, (1) How does the professional support the child’s attention/focus and engage the young child, (2) How does the professional calculate and/or use the data information (e.g., design curriculum, make adaptations to instruction), (3) In what ways are family members involved in the assessment for their



child and how are the results shared with parents? How is communication achieved between the teacher and family members/significant caregivers who speak another language other than English? Reflect on the knowledge gained in class thus far and link that knowledge to your observations (at least 2-3 paragraphs).

**Reflection Paper #3 (due November 9<sup>th</sup>):** Choose one teacher observation measure (e.g., checklist, rating scale, event or time sampling, running record) and conduct an assessment for a target child. For your paper; (1) Reflect on specific ways and techniques that you used to engage and interact with the child in order to elicit behaviors for your assessment, (2) Analyze the child’s development in that particular domain (e.g., language skills, cognition, early reading skills, math, social-emotional skills) – both strengths and challenge areas, and based on that assessment - (3) Design an activity (with specific objectives, procedures, materials/toys, and informal assessment) to support the child’s learning in that specific developmental domain.

**Reflection Paper #4 (due November 21<sup>st</sup>):** Discuss the main purpose, advantages and disadvantages of using a rubric in the classroom. Design a rubric for a target child or small group of children in any developmental area or skill (e.g., school readiness skills, motor skills, literacy, math). Discuss the main purpose, advantages and disadvantages of a performance-based assessment. Design a performance-based assessment for a target child or small group of children in any developmental area or skill (e.g., school readiness skills, motor skills, literacy, math). Make sure that both assessments align with a particular PDE state standard from the PDE SAS system.

**Reflection Paper #5 (due December 7<sup>th</sup>):** Discuss the main purpose, advantages and disadvantages of one standardized and one non-standardized (e.g., checklist, running record) measure for emergent literacy or reading skills. For the standardized measure, (1) analyze the validity and reliability of the measure for the population of children in your field experience, and (2) discuss how you would use the results of this measure for curriculum design and instruction. For the non-standardized measure, (1) assess one target child using this particular measure, (2) interpret and discuss the results, and (3) based on the results, design an activity to support the child’s “next steps”.

Early Childhood Field Experience- Paper/Reflection Summary Rubric

Criteria	Possible Points	Possible Points	0 points
<b>Reflection Questions</b>	Addressed all parts of the assignment thoroughly. (2 points)	Addressed ½ of the assignment. (1 point)	Minimally addressed the assignment.
<b>Data Collection</b>	Evidence that data was collected from FE and examples for each included.	Evidence that some data was collected from FE with partial example.	Data collection was limited with no examples included.

<b>Assessments Conducted (with samples)</b>	Evidence that measurement tools were designed thoroughly. (2 points)	Evidence of measurement tool started, but not thoroughly completed. (1 point)	
<b>Conventions</b>	Summary was free of spelling/grammatical errors.  (1 point)	Summary has up to three grammar and/or spelling errors. (no points)	More than three spelling and/or grammar errors were present.

**Assessment Project and Presentation** (25 points) Due: 12/5 or 12/7

“Assessment of children’s development and learning is essential for teachers and programs in order to plan, implement, and evaluate the effectiveness of the classroom experiences they provide” (Copple & Bredekamp, 2009)

Assessment is an on-going data-driven process which includes multiple window opportunities and multiple forms of assessment (e.g., informal and formal). This project enables you to “walk through” the assessment process from initial entry (e.g., choosing what and when to assess), evaluating results of assessment, planning time to decide how to accommodate or adapt the curriculum and lesson format, and to design a developmentally appropriate lesson in one area of development for a particular target child. This project will include **three** essential student products: (1) Assessment Analyses, (2) Informal Assessment/Interpretation of Results, and (3) Instructional “intentional” Lesson Design based on those results. This project also includes a presentation of assessment results and lesson design to the whole class (see Assessment Project and Presentation Rubric).

1. Assessment Analyses – You are to select two assessments frequently used with young children (e.g., checklists, standardized measures, rubrics, portfolio) to measure one particular area of development or content area (e.g., literacy, social-emotional skills, school readiness, math) and provide a rationale and analyses for each in terms of (a) developmentally appropriate practices, (b) appropriate use of age range of selected child, (c) reliability and validity of measures, and (d) when and why you would use these particular measures (current research in the field).  
**\*\*3 pages**
  
2. Informal Assessment Cycle/ Interpretation of Results For this product, you will plan an assessment cycle for a particular selected child. You will collect three separate observations of a targeted child in one developmental area (use 3 separate observation records). Using the three observational records and a portfolio assessment sample, thoroughly analyze the child’s strengths and challenges in that particular area of development.  
**\*\*4 pages and portfolio assessment sample**

3. Instructional Lesson Design and Presentation– Based on the child’s assessment, design a lesson plan with intentional activities to support the child’s “next steps” in that particular domain. Please see lesson plan format (provided by professor) which includes (1) PDE state standard, (2) specific lesson behavioral objectives, (3) materials, (4) procedures, and (5) formative assessment plan. **\*\*2 pages**

**Assessment Project Rubric (25 points)**

<b>Assessment Analyses Criteria (5 points)</b> <b>3 pages</b>	Total Points	Points Earned
<u>Two</u> assessments are included to measure <u>one</u> particular area of development or content area (e.g., literacy, social-emotional skills, school readiness).	2	
Analysis of developmentally appropriate practice (appropriate for age range of selected child)	1	
Analysis of reliability and validity of measures	1	
Analysis of when and why teachers use these measures	1	
<b>TOTAL POINTS</b>	<b>5</b>	

<b>Informal Assessment Cycle/Analyses Criteria (10 points)</b> <b>4 pages</b>	Total Points	Points Earned
Assessment cycle for a particular target child and rationale for each measure included.	3	
One procedure and <u>two</u> informal assessments (one of your choice and one portfolio assessment) on a targeted child (ages 3-9) in one area of development is included/rationale for each.	3	
Observational records and a portfolio assessment sample is included. A thorough analysis of the child’s strengths and challenges in the area of development are included.	4	
<b>TOTAL POINTS</b>	<b>10</b>	

<b>Instructional Lesson Design (10 points)</b> <b>2 pages</b>	Total Points	Points Earned
Lesson design is included which is based on the child’s level of development (strengths and challenge areas).	3	
All parts of lesson design included (e.g., PDE state standard, specific lesson objectives, materials, formative assessment)	3	
Presentation of assessment and lesson design to class. (Preparation, eye contact, posture)	4	
<b>TOTAL POINTS</b>	<b>10</b>	

**Final Exam (20 points)**

Final exam will be cumulative and consist of higher-order thinking open-ended questions with the use of case studies/vignettes to apply the content of the course.

**Grading Policy:** The following distribution indicates the points that will be awarded for the course requirements:

<b>Required Assignments</b>	<b>Points Possible</b>
Participation/Weekly Critical Thinking and Discussions	20
“Be the Expert” Discussion Leader: From Theory to Practice	10
Field Experience: Intentional Activities/Reflection Papers	25
Final Assessment Project/Analyses Informal assessment cycle/analysis Instructional lesson design/presentation	25
Final Exam	20
<b>Total</b>	<b>100</b>

**COURSE SCHEDULE FOR EDUC 212 – Fall, 2011 – Monday and Wednesdays 1:10-2:20 p.m.**  
*Data Driven Analysis Research*

<b>Week/Date</b>	<b>Content/Activities</b>	<b>Homework Assignments</b>	<b>PDE Competency</b>
<p><b>Week 1</b> 8/29 and 8/31</p>	<p><b>Welcome to EDUC 212! Introduction to Course/Syllabus/Text</b></p> <p><b>Topics:</b> An Overview of Assessment in Early Childhood and NCLB; NAEYC and Developmentally Appropriate Practice (DAP) perspectives on assessment; Purpose for Assessment and Evolution of Assessment in Early Childhood</p> <p>“Framing the Assessment Discussion”</p>	<p>AIECE Chapter 1 (Outline A) and “Infant/Toddler Assessment: One Program’s Experience”</p> <p>NAEYC’s and Zero-to-Three position statements on assessment</p>	<p>I A 1. Identify approaches, strategies/tools used to promote children's development and learning I A 6. Identify the differences between achievement tests, aptitude tests, and observational data used in placement decisions</p> <p>II E. Identify, define and interpret the types of valid and reliable education assessments and their uses; screening, diagnostic, formative/summative and authentic</p>
<p><b>Week 2</b> 9/5 and 9/7</p>	<p><b>Assessment for Infants and Young Children</b></p> <p><b>Topics:</b> Principles for Assessment (instructional decisions); Various instruments for assessment; Interpreting assessment ; Developmentally Appropriate Assessment for Young Children – The Process; Professional Responsibilities in Assessment</p> <p>“Beyond Outcomes: Meaningful Curriculum”</p>	<p>AIECE Chapter 2 and PO Chapter 1 (Outline S)</p>	<p>I A 2. Utilize application of effective, developmentally appropriate assessment</p> <p>II B. Demonstrate an understanding of the types of assessments</p>

<p><b>Week 3</b></p> <p>9/12 and 9/14</p>	<p><b>Communicating with Families</b></p> <p><u>Topics:</u> Role of the family during and after assessment; Establishing relationships with parents or caregivers, professional ethics, and involving families in the assessment process.</p>	<p>AIECE Chapter 10 and PO Chapter 2 (Outline S)</p>	<p>A 13. Develop skills to provide information about community resources, parenting education, and child development to families; A 14. Develop awareness of community resources useful to families of children with and without disabilities</p> <p>D. Establish, develop and sustain the assessment partnerships with families and other professionals. I. Demonstrate an understanding of the ALL components of the IFSP/IEP process A 12. Develop assessment partnerships with families and other professionals for the purpose of academic, behavioral, and possible eligibility decisions</p>
<p><b>Week 4</b></p> <p>9/19 and 9/21</p>	<p><b>Standardized Assessment for Young Children</b></p> <p><u>Topics:</u> Types of standardized assessments used with infants and young children (e.g., Bayley Scales, CSBS, Mullen, PPVT, PLS, Vineland); Test Design, Validity/Reliability; Interpreting results</p>	<p>AIECE Chapter 3 and PO Chapter 3 (Outline E)</p>	<p>I A 8. Articulate the findings presented in an evaluation report including age/grade level equivalents, percentile rank, and standard scores.</p> <p>II M. Demonstrate an understanding of the purpose and intent of standardized assessments.</p>
<p><b>Week 5</b></p> <p>9/26 and 9/28</p>	<p><b>Using and Reporting Standardized Test Results</b></p> <p><u>Topics:</u> Norm-referenced, criterion referenced tests, interpreting test scores, individual/group test scores, challenges of ST with infants and young children</p> <p><b>*Field Experiences begin ☺</b></p>	<p>AIECE Chapter 4 and PO Chapter 4 (Outline S)</p>	<p>A 6. Identify the differences between achievement tests, aptitude tests, and observational data used in placement decisions. A9. Analyze and interpret formative assessment (e.g., curriculum based assessment) for instructional planning; A 12. Develop assessment partnerships with families and other professionals for the purpose of academic, behavioral, and possible eligibility decisions.</p>

<p>Week 6  10/3 and 10/5</p>	<p><b>Teacher Observation</b></p> <p><u>Topics:</u> Purpose for observation, quality observation (e.g., diagnostic evaluations and instructional planning, formative and summative evaluations), variety of classroom assessments.</p> <p><u>Video Reflection:</u> "Classroom Moments"</p>	<p>AIECE Chapter 5 (pages 110-124) and PO Chapter 5 (Outline S)</p> <p><b>*FE #1 Paper/Reflection Due</b></p>	<p>A 15. Focus on every child and appropriate needs II A. Identify, administer, interpret and plan instruction based on each of the assessment components in a standards aligned system. J. Articulate differences between achievement tests, aptitude tests, and observational data  P. Demonstrate an understanding of legally acceptable modifications/accommodations for assessment for students with disabilities.</p>
<p>Week 7  10/10 and 12th <b>Fall Break</b></p>	<p><b>Types of Teacher Observation</b></p> <p><u>Topics:</u> Anecdotal and running record, time and event sampling, checklists/rating scales, observations across all domains (e.g., cognition, language, motor skills, literacy), observing children with disabilities and children who are ELLs.</p> <p>"Ensuring Culturally and Linguistically Appropriate Assessment for Young Children"</p>	<p>AIECE Chapter 5 (pages 124-148) and PO Chapter 6 (Outline M)</p>	<p>A 5. Conduct systematic observations, documentation and other effective assessment strategies A 9. Analyze and interpret formative assessment (e.g., curriculum based assessment) for instructional planning A 10. Use and report formal and informal assessment data for instructional, behavioral and possible eligibility decisions A 11. Demonstrate an understanding of the components of the IEP process</p>
<p>Week 8 10/17 and 10/19</p>	<p><b>Checklists, Rating Scales, and Rubrics</b></p> <p><u>Topics:</u> Purpose, advantages and disadvantages for each, demonstration of each, interpretation of each, and quality record keeping.</p>	<p>AIECE Chapter 6 and PO Chapter 7 (Outline E) <b>*FE #2 Paper/Reflection Due</b></p>	<p>II G. Demonstrate the use of formal and informal assessment data for instructional, behavioral and possible eligibility decisions.</p>

<p>Week 9 10/24 and 10/26 (I)  10/31 and 11/2 (II)</p>	<p><b>Teacher Designed Strategies I and II (I = preschool – kindergarten; II = 1-4<sup>th</sup> grade)</b>  <u>Topics:</u> Relationship between teacher designed assessments and curriculum and instruction; mastery learning, instructional and behavioral objectives based on assessment; formative and summative assessment.</p>	<p>AIECE Chapter 7 and “Assessing Children’s Development: Strategies that Compliment Testing” (Outline N)</p>	<p>II F. Implement approaches to child assessment  A 4. Identify, define and interpret the types of valid and reliable education assessments and their uses including screening, diagnostic, formative, summative and authentic</p>
<p>Week 10 11/7 and 11/9</p>	<p><b>Performance-Based Strategies</b>  <u>Topics:</u> Relationship between authentic learning and authentic assessment; performance-bases assessment; advantages and disadvantages; link between performance-based assessment and PDE state standards.</p>	<p>AIECE Chapter 8 (Outline T)  <b>*FE #3 Paper/Reflection Due</b></p>	<p>II A. Identify, administer, interpret and plan instruction based on each of the assessment components in a standards aligned system.</p>
<p>Week 11  11/14 and 11/16</p>	<p><b>Portfolio Assessment</b>  <u>Topics:</u> Limitations of report cards; design and use portfolios for assessment; use of narrative reports; use of reporting systems.</p>	<p>AIECE Chapter 9 (Outline S)</p>	<p>II E. Identify, define and interpret the types of valid and reliable education assessments and their uses including screening, diagnostic, formative, summative/authentic  II K. Create an instructional plan using assessment information related to individual student achievement.</p>
<p>Week 12  11/21</p>	<p><b>Emergent Literacy and Reading Assessments</b> <u>Topics:</u> DAP practices in early childhood settings in assessment for emergent literacy and school readiness skills, current research on relationships between early language/school readiness and later reading skills.  <b>Happy Thanksgiving!</b></p>	<p>Read: “School Readiness Assessment” <b>*FE #4 Paper/Reflection Due</b></p>	<p>I A 3. Identify appropriate assessments for literacy</p>



Week 13  11/28 and 11/30	<b>Continuation of Emergent Literacy/Reading/Math Assessments</b>  <u>Topics:</u> Assessment tools for oral language, print awareness, letter identification, phonological awareness, and joint book reading; Importance of on-going informal literacy assessments in early childhood and elementary grades; Conducting a Running Record		
Week 14  12/5 and 12/7   12/12	<b>Final Presentations of Assessment Cycle/Lesson Design</b>          <b>Final Exam (20 points)</b>	<b>*FE #5          Paper/Reflection          Due</b>	

This syllabus is compiled in good faith, with a schedule of readings, topics, activities, and assignments which will navigate us throughout the term. Still, the professor reserves the right to make any changes to this syllabus considered necessary for the overall success of the course. Any changes will be communicated as soon as possible.

