

**George Mason University
College of Education & Human Development
Early Childhood Education Program**

**EDUT 612
Assessment of Diverse Young Learners (3:3:0)
Fall 2009
Thursdays, 5:20 – 9:20
Arlington Campus**

Rebecca Gibson
Rgibson4@gmu.edu

Sonia Martin
Smarti11@gmu.edu

Course Description

Prerequisite: Admission to the Early Childhood Education program or permission of the instructor. Examines types of assessment for planning and implementing effective preschool – third-grade programs across content areas for culturally, linguistically, and ability diverse children. Addresses selection, administration, analysis, and interpretation of formal and informal assessments. *Field Experience Required.*

Nature of Course Delivery

The class will have lecture, discussion, group work formats and will require active participation of all students.

Learner Outcomes

This course is designed to enable students to

1. Demonstrate knowledge of the theory, research, and application of child development and assessment within a sociocultural context.
2. Describe legal mandates and their implications for diverse learners to include the foundations of instructional design based on assessment data.
3. Explain the connections among assessment, instruction, and monitoring student progress to include student performance measures.
4. Review, critique, and select appropriate formal and informal assessments to include evaluating for cultural relevance and bias.
5. Explain procedures for administering various standardized assessments.
6. Use formal and informal assessments to diagnose needs, plan and modify instruction, and record student progress, while taking into account the requirements of the state standards of learning.
7. Analyze, evaluate, apply, and conduct quantitative and qualitative research.
8. Report assessment results in a manner that is relevant for family members and other educators.

Professional Standards

This concentration is approved for licensure in Virginia and it complies with the standards for teacher licensure established by the National Association for the Education of Young Children.

National Association for Early Childhood Education (NAEYC)

- Observing, Documenting, and Assessing to Support Young Children and Families

CEHD Syllabus Statements of Expectations

All students must abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See <http://www.gmu.edu/catalog/apolicies/#Anchor12> for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>. Click on responsible Use of Computing Policy at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See <http://www.gmu.edu/student/drc/> or call 703-993-2474 to access the DRC.

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

Course Requirements

Required Texts

Valdez Pierce, L. (2004). *Assessing English language learners*. Alpharetta, GA: NEA.

Wortham, S. C. (2008). *Assessment in early childhood education*. New York: Pearson Merrill.

Other Required Readings

NCELA: <http://www.ncela.gwu.edu/pubs/symposia/second/vol1/application.htm>

CEC- Assessment:

<http://www.cec.sped.org/AM/Template.cfm?Section=Assessment1&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=36&ContentID=5493>

Learning Styles Assessment Tool:

<http://www.literacyworks.org/mi/assessment/findyourstrengths.html>

Recommended Resources and Texts

The National Task Force on Early Childhood Education for Hispanics

(<http://www.ecehispanic.org>). Click on “**Our Work**” to discover papers (e.g., *Mathematics Achievement of Spanish-Speaking Kindergartners and the Impact of Teacher Characteristics: A Mediation Hypothesis*) and presentations. Or click on “Selected Readings” to find new reports and annotated bibliographies on topics ranging from English learners and bilingual students in schools to Teacher quality in early education.

General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
2. Class attendance is important. If, due to an emergency, students will not be in class, they must call the instructor and leave a message.
3. The university requires that all pagers and cell phones be turned off before class begins. Laptops and other electronic devices are to be used for educational and learning purposes only and should not be used during class time to check email, surf the web, or communicate with people outside of the class unless part of the class activity.
4. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that graduate students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor in a timely fashion.

Attendance

Attendance in class is important to students' learning; therefore, students are expected to make every effort to attend class sessions. Absences, tardiness, and leaving early may negatively affect course grades. The following policy is from the university course catalog:

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

Written Assignments

All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association, Fifth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the GMU library web guide at <http://library.gmu.edu/resources/edu/>.

Students will

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

Grading Criteria

A = 95 – 100	A- = 90 – 94	B+ = 87 – 89	B = 83 – 86
B- = 80 – 82	C = 70 – 79	F = < 70	

A+ is possible if work is of exceptional high quality and includes work above and beyond that required for the course.

Grading Policy

Students in a graduate program must maintain a 3.000 GPA (B average). Endorsement coursework grades must be C or better for undergraduate courses, and B or better for graduate courses. Grades of B minus or better are required for all graduate-level education coursework for licensure. Students with a C or lower in a licensure course must re-take the course and earn a B minus or better to be recommended for Virginia licensure. Only two grades of C will be allowed for completion of the master's degree.

Assignments

ASSIGNMENT	DUE DATE	POINTS
ATTENDANCE AND PARTICIPATION	ON GOING	15
BLACKBOARD	SEPT 17, OCT 1	10
SCHOOL ASSESSMENT REPORT	SEPT 10	15
CHILD PORTFOLIO: HOME VISIT	SEPT 24	15
CHILD PORTFOLIO: AUTHENTIC ASSESSMENTS	OCT 8	25
ASSESSMENT CRITIQUE	OCT 15	20
TOTAL ASSIGNMENTS		100

Attendance and Participation (15 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class discussions, activities, and written reflections.

Blackboard Discussions – Online Requirement (10 points)

Students will participate in two Blackboard discussions during the course and are expected to post three times to each discussion forum.

- Students will post once as an initial response for each discussion.
- Students will post two more times based on colleagues' comments for each discussion.
- The discussions will be in response to prompts posted by the professor.
- The window for discussion one will take place between Sept. 3 and Sept 17.
- The window for discussion two will take place between Sept 18 and Oct 1
- Students must post in a timely fashion to receive full credit.

School Assessment Report (15 points)

Students will identify the established procedures at the school site for dealing with teachers' concerns about children's performance in the classroom, especially when involving culturally and linguistically diverse children. They will do the following:

- Outline the referral process for children having learning difficulties, English learners, and children who may qualify for gifted and talented services.
- Indicate which school personnel should be consulted about resources and services that are available to teachers and families for getting additional support for English learners and children who seem to be having difficulties in the classroom.
- Identify and describe the formal and informal instruments are used to assess children's overall development/performance.
- Discuss how families and teachers are informed about the results.
- Give examples of the types of informal and formal follow-up support is available to teachers, children, and families.

Child Portfolio: Home Visit (15 points)

Students will conduct a home visit while developing the child portfolio. They will talk to the focus child and the family in the home to learn about their cultural/linguistic experiences. Students will write a paper that describes the visit, the information gathered from the family, and how they will use the information to plan and evaluate instruction. The paper will include:

- Description of focus student and family
- Description of interactions between family members and significant others
- Cultural and linguistic expectations they hold for the focus child
- Family views of the family's and school's role in the education of their children
- How the information collected in the visit will be used to inform instruction

Child Portfolio: Designing and Implementing Authentic Assessment (25 points)

Students will develop a child portfolio for a child who is culturally, linguistically, and/or ability diverse that can be shared with other professionals and the family.

It will include a(n):

- description of focus child including academic information
- overview of the protocol and process for assessing a child's understanding of concepts,
- description of assessments conducted,
- selected artifacts from the assessments,
- plan for instruction based on data collected,
- reflection on the assessment and instruction process.

There should also be a clear link to the state/school standards of learning throughout each component.

Assessment Critique (20 points)

Students will work in pairs to review, try out, and critique the assessment tool. Students will read at least two independent, authoritative reviews of the assessment.

The pair will write a paper that:

- explains the goals, benefits, and uses of assessment in general,
- provides a critique of a specific commercial assessment tool,
- includes a reflection on the implementation of the tool,
- provides a recommendation of the future use of this tool.

The pair will present a 10-minute summary of their critique. They will provide a one-page handout with the bibliographic information for the assessment and a summary of the goals, benefits, and uses of the assessment. They will use a visual aid to support their presentation.

Course Topics

Date	Topics	Readings & Assignments Due
Aug 27	Semester Overview Assessment in ECE	Wortham, Chapters 1 and 2
Sept 3	Authentic assessment: Observations, checklists, rating scales, & rubrics Authentic assessment in the content areas Becoming a skilled observer	Wortham, Chapters 5 and 6
Sept 10	Planning for assessment Creating a teaching/learning/assessment cycle Using assessment to plan instruction	Wortham, Chapter 7 Vladez-Pierce, Chapter 4 School Assessment Report
Sept 17	Portfolio assessment Performance-based assessment Play-based assessment	Wortham, Chapters 8 & 9 Vladez-Pierce, Chapter 5 Blackboard Discussion #1
Sept 24	Recognizing & monitoring culturally, linguistically, & ability diverse children Eligibility process, IEP meetings, & due process Developing and using an IEP Parent perspective of IEP process: Communicating with families	Wortham, Chapter 10 Vladez-Pierce, Chapters 1 & 2 Child Portfolio: Home Visit
Oct 1	State and federal mandates, NCLB, standards of learning	Wortham, Chapter 3 Vladez-Pierce, Chapter 3 Blackboard Discussion #2
Oct 8	Standardized assessment implementation Reporting standardized test results Connecting developmental benchmarks with assessment	Wortham, Chapter 4 Vladez-Pierce, Chapter 6 Child Portfolio: Designing and Implementing Effective Instruction
Oct 15	Course Wrap Up student presentations	Assessment Critique