EDUT 612 Assessment of Diverse Young Learners (3:3:0)
Spring 2011
Thursdays, 4:30 - 7:10
Fairfax Campus

Innovation Hall 208	**Krug Hall 253**
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Course Description

Examines types of assessment for planning and implementing effective preschool through 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.*

Prerequisite

Admission to the Early Childhood Education program or permission of instructor

Nature of Course Delivery

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

Learner Outcomes

This course is designed to enable students to do the following:

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 course is aligned with the standards established by the National Association for the Education of Young Children (NAEYC).

Required Texts

Brantley, D. (2007). *Instructional assessment of English language learners in the k-8 classroom.* Boston, MA: Pearson Allyn & Bacon

Mindes, G. (2011). *Assessing young children. (4th ed).* Upper Saddle, NJ: Pearson

College of Education and Human Development Expectations and Resources

Student Expectations
- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

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

Course Requirements

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. All in-class usage of electronic devices, which includes telephones, laptops, etc., must have approval of course instructor. 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 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 <u>and</u> presentation. The American Psychological Association, Sixth 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 Mason library web guide at http://library.gmu.edu/resources/edu/. Students may consult the Writing Center for additional writing support.

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 above and beyond that required for the course.

Grading Policy

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at http://catalog.gmu.edu. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Submission of Performance-Based Assessment

This course has a Program Performance-Based Assessment (PBA) that MUST be uploaded and submitted to Task Stream for evaluation when the assignment is due. **Only PBAs posted to TaskStream will be graded.** <u>This means that NO final grades will be posted until all materials are on Task Stream</u>.

Specific Course Assignments

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
School Assessment Report		25
Child Portfolio: Home Visit		25
Child Portfolio: Designing and Implementing Authentic Assessment		35
TOTAL		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 and online discussions, activities, and written reflections.

School Assessment Report (25 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 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 (25 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 (35 points)

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

It will include the following:

- a description of focus child including academic information
- an overview of the protocol and process for assessing a child's understanding of concepts,
- a description of assessments conducted (assessments should include samples of formal and informal assessments),
- plans for instruction based on data collected,
- reflections on the assessment and instruction process,
- a summary of home visit report and how information was used in compiling a portfolio,
- selected artifacts from the assessments (annotated- descriptions of artifacts, i.e., performance outcomes, student behaviors, implications, observations).

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

This is a performance-based assessment and should be uploaded on TaskStream. Students will not receive final grades until assignment is submitted and scored on TaskStream.

Course Schedule and Topics

Date	Topic	Readings & Assignments Due
January 27	Introduction to a Comprehensive Assessment System for Young learners	Mindes, Chapter 1
February 3	Issues in Preschool/Primary Assessments	Mindes, Chapters 10 & 11
February 10	State and Federal Legal Mandates, Including NCLB Standardized Assessment Interpreting, Analyzing, and Using Standardized Test Results	Brantley, Chapter 3 Mindes, Chapter 4
February 17	Becoming a skilled observer	Mindes, Chapter 3
February 24	Matching Students to Assessments Planning for assessment and using assessment to make informed instructional decisions Assessment cycle	Mindes, Chapter 5
March 3	Record Keeping and Collaborating with Family and Others	Mindes, Chapter 7 & 8 Speaker- Director of Education

	Building a Child Study	
March 10	Using Alternative Assessment Strategies Play-Based, Authentic, Portfolio	Mindes, Chapter 6
March 17	*NO CLASS SPRING BREAK*	
March 24	Developing Family Partnerships in Assessment	Mindes, Chapter 2 **School Assessment Due**
March 31	Linking Standards to Assessments Benchmark Assessments (bring laptop to class)	Virginia Department of Education Website http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml
April 7	Assessment Critiques (small group presentations- students will evaluate a variety of informal and formal assessments and present their findings in class)	
April 14	Using Assessment to Identify and Monitor Children with Disabilities Academic Performance	Mindes, Chapter 10 Speaker- Special Education Teachers **Child Portfolio: Home Visit Due**
April 21	Conferencing with Students	Mindes, Chapter 7 Blackboard Discussion (No Class)
April 28	Using Assessment to Identify and Monitor English Language Learners Academic Performance	Brantley, Chapter 4, 9, & 11 Speaker- ESOL Director/Specialist
May 5	Pulling it All Together: Reflecting on Best Practices in Assessment	Brantley (2007) & Mindes (2011)
May 12	Child Portfolio Presentations (small group)	**Child Portfolio: Designing and Implementing Authentic Assessment Due**

Spring Break Schedule for Surrounding School Divisions
Culpeper April 21-25
Fauquier April 18-25
Fairfax, Loudoun, Manassas, Prince William April 18-22
Stafford April 25-29