



College of Education and Human Development

Early Childhood Education Program

4400 University Drive, MS 4C2, Fairfax, Virginia 22030

Phone: 703-993-3844; Fax: 703-993-4370; email: [earlyed@gmu.edu](mailto:earlyed@gmu.edu)

<https://gse.gmu.edu/programs/earlychildhood/>

## **ECED 511 Assessment of Diverse Young Learners (3:3:0)**

**Spring 2013**

**Tuesdays, 4:30 – 7:10 pm**

**Enterprise Hall 274**

**Professor: Rebecca Caufman**

**Phone:**

**Email address: [rcaufma1@gmu.edu](mailto:rcaufma1@gmu.edu)**

**Office hours: By appointment**

**Professor: Debra Fulcher**

**Phone:**

**Email address: [dfulche1@gmu.edu](mailto:dfulche1@gmu.edu)**

**Office hours: By appointment**

### **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.

### **Prerequisite**

Admission to the Early Childhood Education program or permission of instructor

### **Nature of Course Delivery**

This course utilizes a distributed learning format requiring active participation of all students. Students are expected to complete all class readings prior to each session so as to engage in active dialogue, productive learning, and critical reflection. Activities will include instructor presentation, small-group discussions, student presentations, videos, and whole class sharing to support course content. In addition, students will be required to utilize the TaskStream program for uploading course projects for grading.

### **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. K. (2007). *Instructional assessment of English language learners in the K-8 classroom*. Boston, MA: Pearson.

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

### **Recommended Texts**

Cohen, D. H., Stern, V., Balaban, N., Gropper, N., (2008). *Observing and recording the behavior of young children* (5th ed.). New York, N.Y: Teachers College Press.

### **George Mason University Policies and Resources for Students**

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Mason Email – 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, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Counseling and Psychological Services – 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/>].
- Office of Disability Services – 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 <http://ods.gmu.edu/>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – 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/>].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.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/>].

### **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

#### ***Collaboration***

Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

#### ***Ethical Leadership***

In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

#### ***Innovation***

We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

#### ***Research-Based Practice***

The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

#### ***Social Justice***

Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

## 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. 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. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. 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.

3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.
4. During face-to-face meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only, but students must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade.
5. 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 prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.
6. Mason is an Honor Code university; please see the [Office for Academic Integrity](#) for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

## Written Assignments

All written assignments prepared outside of class will be evaluated for content and 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 do the following:

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     |             |

## 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

Every student registered for any Early Childhood Education course with a required performance-based assessment is required to submit this assessment, Individual Child Assessment Portfolio, to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

### Specific Course Assignments

| Assignments  | Due Dates          | Points       |
|--|--------------------|--------------|
| <b>Attendance and Participation</b>  | <b>Ongoing</b>     | <b>15</b>    |
| <b>Target Student Summary</b> <ul style="list-style-type: none"> <li>○ <i>Begins Step 1 &amp; Step 2 of Child Portfolio</i></li> <li>○ <i>Begins Interest Preference Analysis Project</i></li> </ul> | <b>February 12</b> | <b>5</b>     |
| <b>Interest Preference Analysis</b>  | <b>February 26</b> | <b>15</b>    |
| <b>Elementary School Assessment Report</b>   | <b>March 19</b>    | <b>15</b>    |
| <b>Assessment Review</b>   |                    | <b>20</b>    |
| ○ <i>Individual Portion of Assessment Review</i>   | <i>March 26</i>    | <i>5/20</i>  |
| ○ <i>Assessment Review Presentation</i>  | <i>April 9</i>     | <i>10/20</i> |
| ○ <i>Assessment Review Reflection</i>  | <i>April 16</i>    | <i>5/20</i>  |
| <b>Individual Child Assessment Portfolio</b>   | <b>April 30</b>    | <b>30</b>    |
| <b>TOTAL</b>   |                    | <b>100</b>   |

#### **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 and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

**Note:** To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to [www.gmu.edu](http://www.gmu.edu).

### **Target Student Summary (5 points) Due Feb. 12**

**Begins step 1 and step 2 of Individual Child Assessment Portfolio and Interest Preference Analysis Project.** Students will select a child who has special learning needs (for example, a child who is learning English, uses non-standard dialects, has a learning disability or other developmental, behavioral, or learning differences). They will obtain permission from the child's family to practice informal and formal assessment strategies with the child.

In a written paper, students will:

1. *Introduce the child.* Discuss the reasoning for selecting this child. Explain how the child's cultural background is different from your own. Describe the child to include age and any special characteristics. Ask the child's classroom teacher, therapists, or other adults who are working with the child to provide additional insight into the child's development. *This begins step 1 of Individual Child Assessment Portfolio and Interest Preference Analysis.*
2. *Meet the child's family.* Describe how the introduction and first meeting with the family occurred. What was learned from that initial contact? What questions emerged from the meeting? *This begins step 2 of Individual Child Assessment Portfolio. Students should refer to the questions listed in this step to plan the discussion with family.*
3. *Semester Plan.* Describe the setting where the child will be observed and assessed. Then:
  - List when you plan to observe the child. This plan should include two to three 15-20 minute observations (must be completed by Feb. 26<sup>th</sup>).
  - List when you plan to conduct your assessment review with this child (must be completed by March 26<sup>th</sup>).
  - Plan to collect work samples in all developmental areas (physical, social, emotional, cognitive, and language domains).
  - Arrange to meet with the child's family at least one more time following the completion of the individual portion of the Assessment Review (due March 26<sup>th</sup>) to discuss observation and assessments.

*This paper should not exceed 2 double spaced pages.*

### **Interest Preference Analysis (15 points) Due Feb. 26**

Students are to conduct two to four observations of their target child for a total of 30 minutes. Students, using their knowledge of observational strategies, will develop an observational protocol for documenting children's interests and preferences to guide their planning for a classroom. Students will do the following:

1. Conduct observation(s) of target child for a total of 30 minutes in the classroom during free play or free choice.

2. Use an observational protocol developed by the student to record the data on the child's interests and preferences and keep a record of activities, materials, spaces, events, play partners, etc. that seem to engage the child.

In a written paper, students will do the following:

1. Introduce the child and setting.
2. Report how data was collected and the observation protocol used.
3. Use the data obtained in step two above to look for shared interests and preferences with other children.
4. Discuss the cultural, linguistic and ability factors that might influence the results.
5. Describe what was learned, as well as, any limitations or need for further information.
6. Inform how the observations might help to plan for a group of children.

*Students will support their conclusions with references to class readings. Observation data collected should be attached as an appendix to this paper.*

### **Elementary School Assessment Report (15 points) Due March 19**

Students will interview three professionals working at the same elementary school: (a) classroom teacher, (b) special education teacher, and (c) ESOL or advance academic teacher. 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.

Then, in a written paper students will report the following:

1. Describe the school site and identify and share the formal and informal instruments used to assess children's overall development/performance.
2. Discuss how families are informed about teacher concerns.
3. Outline the referral process for children (a) having learning difficulties, (b) English learners, and (c) children who may qualify for advance academic services.
4. Indicate which school personnel should be consulted about resources and services that are available to teachers and families for getting additional support for (a) English learners, (b) children who seem to be having difficulties in the classroom, and (c) advanced academic students.
5. Give examples of the types of informal and formal follow-up support that is available to teachers, children, and families.

### **Assessment Review (20 points)**

Students will work in groups of 4 and select either a norm-referenced commercially published test or a criterion-referenced commercially published test for use with children between the ages preschool - third grade.

#### *Group Participation*

1. Select a test and explore its use by administering different parts to your team members (selection of a test completed in class Jan. 29th)



*Individual Participation Due March 26<sup>th</sup> (5 points)*

2. Each team member will administer the **entire** test to one child (preferably the target child) over more than one visit if needed. Request parental consent if it has not been previously obtained.
3. Each individual member will write a report summarizing the findings of administering the assessment. Include the scores, as well as, information on how the child responded and post report to Blackboard by March 26th.

*Group Presentation Due April 9<sup>th</sup> (10 points)*

*A rubric for group presentations will be provided in class on March 19th*

4. As a **group** critically evaluate the assessment taking into consideration each of the following: each other's own perspective, the perspective of class readings, the perspective of cultural, linguistic and ability appropriateness, the perspective of usefulness for families, and one's experiences at the site (group work during week of March 26th).
5. As a **group**, prepare a 15 minute in-class presentation sharing your experiences with the assessment. A one-page reference handout will be created for their classmates. The groups' task is to provide classmates a working knowledge of the assessment from a critical perspective. Include the following information in the team evaluation paper:
  - a. **Publication information.** Students will include title, publisher, recommended age range, stated purpose, scope, standardization, and stated limitations.
  - b. **Description.** Students will describe how the assessment was normed, either a normed-referenced or criterion or curriculum referenced assessment, what they did and what they learned from administering the assessment.
  - c. **Critical analysis.** Students will give their general reaction. What did they see as strengths, and/or limitations of the assessment? Students will support their position with information from the readings, class discussion, and their experience on site. In particular, they will evaluate the assessment for cultural and linguistic bias, as well as for the appropriateness and usefulness of the assessment for children and families.

*Individual Assessment Review Reflection Due April 16th (5 points)*

6. Group members will individually complete an Assessment Review Reflection to be handed out on March 19<sup>th</sup> and returned on April 16th.

**Individual Child Assessment Portfolio (30 points) Due April 30th**

This is the NCATE 6 Individual Child Assessment Portfolio that shows evidence of meeting NAEYC Standards. This assignment must be submitted on TaskStream. See the assessment description and scoring rubric attached.

### Course Schedule and Topics

| Date               | Topic   | Readings & Assignments Due   |
|--------------------|---|--|
| <b>January 22</b>  | Introduction to a Comprehensive Assessment System for Young learners  | Mindes, Chapter 1  |
| <b>January 29</b>  | Issues in Preschool/Primary Assessments   | Mindes, Chapters 10 & 11   |
| <b>February 5</b>  | State and Federal Legal Mandates, Including NCLB<br>Standardized Assessment<br>Interpreting, Analyzing, and Using Standardized Test Results   | Brantley, Chapter 1 & 2<br>Mindes, Chapter 4   |
| <b>February 12</b> | Becoming a Skilled Observer   | Mindes, Chapter 3<br>Brantley, Chapter 3<br><b>Target Student Summary Due</b>  |
| <b>February 19</b> | Matching Students to Assessments<br>Planning for assessment and using assessment to make informed instructional decisions<br><br>Assessment Cycle   | Mindes, Chapter 5<br>Brantley, Chapter 4   |
| <b>February 26</b> | Record Keeping and Collaborating with Family and Others<br><br>Building a Child Study   | Mindes, Chapter 7 & 8<br><b>Interest Preference Analysis Due</b>   |
| <b>March 5</b>     | Using Alternative Assessment Strategies<br>Play-Based, Authentic, Portfolio<br>Making A Plan of Action  | Mindes, Chapter 6<br>Brantley, Chapter 6   |
| <b>March 12</b>    | <b><i>NO CLASS GMU SPRING BREAK</i></b>   |  |
| <b>March 19</b>    | Developing Family Partnerships in Assessment  | Mindes, Chapter 2<br>Brantley, Chapter 7<br><b>School Assessment Due</b>   |
| <b>March 26</b>    | Assessment Review: Read each of your group members individual portions of critically evaluate the assessment. Post comments and work as a group on your presentation on April 9 <sup>th</sup> | <b>Individual Portion of Assessment Review Due</b><br><b>No Class Meeting</b>  |
| <b>April 2</b>     | Linking Standards to Assessments<br>Benchmark Assessments<br>(bring laptop to class)  | Virginia Department of Education Website<br><a href="http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml">http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml</a><br>Brantley, Chapter 8 |

|                 |  |  |
|-----------------|--|--|
| <b>April 9</b>  | Using Assessment to Identify and Monitor Children with Disabilities Academic Performance | Mindes, Chapter 10<br><b>Group Presentations</b>             |
| <b>April 16</b> | Conferencing with Students   | Mindes, Chapter 7<br><b>Group Assessment Reflections Due</b> |
| <b>April 23</b> | Using Assessment to Identify and Monitor English Language Learners Academic Performance  | Brantley, Chapter 9, & 11                                    |
| <b>April 30</b> | Putting it All Together: Reflecting on Best Practices in Assessment                      | <b>Individual Child Assessment Portfolio Due</b>             |
| <b>May 7</b>    | Individual Child Assessment Portfolio Presentations (small group)                        | <b>Presentations</b>   |

## Early Childhood Education PK-3 NCATE Assessment 6 Individual Child Assessment Portfolio

Early Childhood Education PK-3 NCATE Assessment 6 is the Individual Child Assessment Portfolio in ECED 511 Assessment of Diverse Young Children. This assessment shows evidence of meeting NAEYC Standard Elements 3a, 3b, and 6b.

### Assessment Overview

In this assessment, candidates will use knowledge of child development and learning, informal and formal assessment strategies, in partnership with the child's family, to understand, assess and promote student learning. The candidates will do the following:

- Select a child to observe, in consultation with cooperating teacher, who has special learning needs (for example, a child who is learning English, uses non-standard dialects, has a learning disability or has other developmental, behavioral, or learning differences).
- Establish, with support from cooperating teacher as necessary, a relationship with the child's family to learn about the family (e.g. goals, language, culture, and individual characteristics). The purpose is to learn about the family goals for the child, and how they can partner with the early childhood program to achieve those goals.
- Include at least two informal and one formal assessment strategies or tools supported by standards, best practices, and research-based knowledge, and then construct a developmental portrait of the child including physical, social, emotional, cognitive, and language developmental domains.
- Describe instructional strategies, inclusive of information gained from interaction with the child's family and from development portrait, that encourages the child's positive development, challenges the child to gain new competencies, and respects the child's culture and individuality.

### NAEYC Standards Assessed

*NAEYC 3a Understanding the goals, benefits, and uses of assessment*

*NAEYC 3b Knowing about assessment partnerships with families and with professional colleagues*

*NAEYC 6b Knowing about and upholding ethical standards and other professional guidelines*

## Assessment Procedures

Candidates will complete the following steps.

### **Step One: Describe the context for the child** (*NAEYC Standards 3b, 6b*).

Candidates will select a child who is from a culture different from their own for this assessment project. They will obtain permission from the child's family to practice informal and formal assessment strategies with the child. As part of the final portfolio project, candidates will do the following:

- Describe the setting where child will be observed and assessed.
- Provide additional insight into child's development from the classroom teacher, therapists, or other adults who are working with the child.
- Describe how the introduction and first meeting with the family occurred. What was learned from that initial contact? What questions emerged from the meeting?

### **Step Two: Involve the child's family** (*NAEYC Standards 3a, 3b, 6b*).

Over the course of the semester, candidates will meet with the family at least two times. As part of final portfolio project, they will discuss their relationship with the family as well as what they learned from that relationship. Candidates will respond to the following:

- How was a relationship with the child's family established?
- What approaches were taken to better understand the child's family, their community, values, and culture?
- If initial approaches were not successful, discuss how were efforts to involve the family modified?
- What was learned about the child's family and community and how was it learned?
- How is this information relevant to the child's development and learning?
- What insights into the child's developmental and learning needs were gained from the relationship with the child's family?
- What are the family's short and long-term developmental goals for the child?

### **Step Three: Identify the child's developmental needs using informal and formal assessment strategies** (*NAEYC Standards 3a, 3c, 6b*).

Candidates will do the following:

- Observe the child two to three times for 15-20 minutes, and record anecdotal notes on the observations.
- Collect work samples in all developmental areas.
- Select one additional authentic assessment strategy and implement it.
- Select a criterion or norm-referenced assessment to assess child.
- Familiarize themselves with the assessment protocol.

- Administer assessment to the child, keeping in mind developmental, cultural, legal, and ethical considerations.
- Select the appropriate technology to individualize the assessment process.

Candidates will include the following as part of final portfolio:

- A description of the assessment process and the assessment tools used. What informal and formal observation, documentation, and assessment strategies and tools were used in order to better understand the child's development and learning needs?
- An explanation of why assessment tools and strategies were selected over other potential strategies.
- A critical analysis of the informal and formal assessment tools utilized. What were the strengths, and/or limitations of the assessment tools? Students will support position with information from readings, class discussion, and site experience. In particular, they will evaluate the assessment for cultural and linguistic bias as well as for appropriate use with young children and children who have differing abilities and for the appropriateness and usefulness of the assessment for families.
- Reflect on the process of administering informal and formal assessment strategies. How did it feel as the assessor/evaluator and what might be done differently in the future?

**Step Four: Make a plan for action** (*NAEYC Standards 3a, 3b, 6b*).

Candidates will do the following:

- Describe *what was learned about the child's development and learning needs*.
  - Interpret the findings from informal and formal assessment tools and summarize information.
  - Be sure to link knowledge gained from informal and formal tools with what was learned from family and other sources.
  - Include test scores as relevant, as well as descriptions of each of these domains: physical, social, emotional, cognitive, and language development.
- Identify *short and long term developmental goals for this child*.
  - Identify and present a rationale for developing short and long term goals that can be supported in the child's early childhood program setting based on the study of the child and the relationship with the child's family.
- Identify *actions that can be taken to promote positive development and challenge the child to gain new competencies in each of the domains identified?*
  - Describe short and long term actions to help the child meet each of the goals selected.
  - Describe how families will be involved in the ongoing evaluation process as well as partnering in the development of and implementation of strategies to support the child's positive growth and development.
- Describe how progress of the child will be monitored and documented on a regular basis.

| ECE<br>PROGRAM<br>OUTCOME<br>STANDARDS<br>(Aligned With State and NAEYC<br>Standards)  | Assessment Measure Descriptions   |   |   |  |
|--|---|---|---|--|
|  | Exceeds Criteria  | Meets Criteria  | Partially Meets<br>Criteria   | No Evidence  |
| <b>Early Childhood Education PK-3 NCATE ASSESSMENT 6<br/>Individual Child Assessment Portfolio<br/>ECED 511 Assessment of Diverse Young Learners</b> |   |   |   |  |
| 3a: Understanding the goals, benefits and uses of assessment   | Provided a plan of action for one child that identified more than two developmental goals based on assessment data gathered from ongoing assessments, both informal and formal, including short- and long-term goals and ongoing monitoring of child's progress | Provided a plan of action for one child that identified two developmental goals based on assessment data gathered from ongoing assessments, both informal and formal, including short- and long-term goals and ongoing monitoring of child's progress | Provided a minimal plan for a child using informal assessments to develop short-term and/or long-term goals without a plan for monitoring child's progress  | Did not provide a plan of action   |
| 3b: Knowing about assessment partnerships with families and with professional colleagues   | Provided evidence of frequently scheduled collaboration with families and colleagues in the selection and development of goals as well as ongoing monitoring of the child's progress with frequent input from families and colleagues                           | Provided evidence of collaboration with families and colleagues in the development and implementation of short- and long-term goals as well as ongoing monitoring of progress   | Provided minimal evidence of collaboration with families and/or colleagues in the development and implementation of short- and/or long-term goals with no plan for ongoing monitoring of progress | Did not collaborate with families and/or colleagues in the development and implementation of short- and/or long-term goals |
| 6b: Knowing about and upholding ethical standards and other professional guidelines  | Described evidence of the legal and ethical principals addressed in the administration of assessment tools and in sharing with families and other professionals   | Described evidence of legal and ethical principals addressed in the administration of assessment tools  | Described evidence of either ethical principles or legal principals addressed in the administration of assessment tools   | Did not describe evidence of ethical principles addressed in the administration of assessment tools                        |