ECED 511.DL1 & 600 Assessment of Diverse Young Learners (3:3:0)
Fall 2014
Hybrid Course
In-person dates: 10/16, 10/23, 10/30, 11/6, 11/13, 11/20, 12/4
5:30-8:10pm
Founders Hall 111

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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

Note: Field Experience Required.

Nature of Course Delivery

This course requires 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 Council for Exceptional Children (CEC) and 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. & Jung, L. A. (2014). *Assessing young children* (5th ed.). Upper Saddle, NJ: Pearson.

Other Required Readings (available without fee electronically via Blackboard)

Amrein-Beardsley, A. (2009, November). Value-added tests: Buyer, be aware. *Educational Leadership, 67*(3), 38-42.

Bowman, B. T. (2006, September). Standards: At the heart of educational equality. *Young Children, 61*(5), 42-48. *Retrieved from http://journal.naeyc.org/btj/200609/BowmanBTJ.pdf*

Chappuis, S., Chappuis, J., & Stiggins, R. (2009, November). The quest for quality. *Educational Leadership*, *67*(3), 14-19.

Fisher, D., & Frey, N. (2009, November). Feed up, back, forward. *Educational Leadership, 67*(3), 20-25.

Kalyanpur, M. (2003, Summer). A challenge to professionals: Developing cultural reciprocity with culturally diverse families. *Focal Point, 17*(1), 1-5. Retrieved from http://www.pathwaysrtc.pdx.edu/pdf/fpS0301.pdf

Kersey, K. C., & Masterson, M. L. (2009, September). Teachers connecting with families: In the best interest of children. *Young Children, 64*(5), 34-38.

Leong. D. J., & Bodrova, E. B. (2012). Assessing and scaffolding make-believe play. *Young Children, 67*(1), 28-34.

Prothers, J. (2013, July). Third culture children: Identification and support in early childhood education. *Young Children, 68*(3), 56-61.

Ros-Volseles, D. D., & Fowler-Haughey, S. (2007, September). Why children's dispositions should matter to all teachers. *Beyond the Journal Young Children on the Web*, 1-7. Retrieved from http://www.naeyc.org/files/yc/file/200709/DaRos-Voseles.pdf

Seitz, H. J. (2006, March). The plan: Building on children's interests. *Young Children, 61*(2), 36-41.

Skelton, M., Wigford, A., Harper, P., & Reeves, G. (2002, October). Beyond food, festivals, and flags. *Educational Leadership, 60*(2), 52-55.

Recommended Texts

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Wood, C. (2007). *Yardsticks: Children in the classroom ages 4-14* (3rd ed.). Turners Falls, MA: Northeast Foundation for Children, Inc.

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/the-mason-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/policies/responsible-use-of-computing/].
- 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/].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

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.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.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. Attendance in class and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online modules within the designated timeframe. Absences, tardiness, leaving early, and not completing online modules in the designated timeframe 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 and live online 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. 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. 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 formal written assignments 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://infoguides.gmu.edu/content.php?pid=39979. 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, CAEP Assessment 6 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 the performance-based assessment by the course instructor will also be completed in 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
Attendance and Participation o *Modules 1-4, 6-8 (2 pts. Before class assignments + 2 pts. After class assignments = 28 pts.)* o *Module 5 (2 pts.)*	**Ongoing**	**30**
Target Student Summary o *Begins Step 1 & Step 2 of Child Portfolio* o *Begins Interest Preference Analysis Project*	**October 23**	**5**
Interest Preference Analysis	**October 30**	**10**
Assessment Review		**15**
o *Individual Portion of Assessment Review*	*November 6*	*5/15*
o *Assessment Review Presentation*	*November 13*	*10/15*
Elementary School Assessment Report	**November 20**	**10**
Individual Child Assessment Portfolio	**December 1 by NOON**	**30**
TOTAL		**100**

Attendance and Participation (30 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in both on-line modules and 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 all "On-line Before Class" and "On-line After Class" assignments.
- 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. For the online discussions, ensure that you create a thread and provide at least one comment for one of the other threads in order to receive points.

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

Target Student Summary (5 points) *Due Oct. 23*

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 do the following:

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 Interest Preference Analysis and Individual Child Assessment Portfolio (PBA).*

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 (PBA). 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:
   o List when you plan to observe the child. This plan should include two to three 15-20 minute observations (must be completed by Oct. 30).

- o List when you plan to conduct your assessment review with this child (must be completed by Nov. 6).
- o Plan to collect work samples in all developmental areas (physical, social, emotional, cognitive, and language domains).
- o 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 Nov. 6) to discuss observation and assessments.

This paper should not exceed 2 double-spaced pages.

Interest Preference Analysis (10 points) *Due Oct. 30*

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.

Assessment Review (15 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 Oct. 23)

Individual Portion of Assessment Review ***Due Nov. 6*** *(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 Nov. 6.

*Group Assessment Review Presentation **Due Nov. 13** (10 points)*

4. As a **group**, students will 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 Nov. 5).

5. As a **group**, students will prepare a 15-minute, in-class presentation sharing their experiences with the assessment. A one-page reference handout assessment and a group presentation rubric will be created for their classmates. The groups' task is to provide classmates a working knowledge of the assessment from a critical perspective. They will 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.

Elementary School Assessment Report (10 points) *Due Nov. 20*

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.

Individual Child Assessment Portfolio (30 points) *Due Dec. 1 by NOON*

This is the CAEP 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
		Please note that each of the seven weeks of class is broken into 3 sections: **On-line work due before class** **Face-to-face class meeting** **On-line work due after class** **Check the Blackboard site for more specific details about weekly assignments and expectations.**
October 16	Introduction to a Comprehensive Assessment System for Young learners Issues in Preschool/Primary Assessments	Mindes, Chapter 1, 10, & 11
October 23	State and Federal Legal Mandates, Including NCLB Standardized Assessment Interpreting, Analyzing, and Using Standardized Test Results Becoming a Skilled Observer	Brantley, Chapter 1, 2, & 3 Mindes, Chapter 3 & 4 **Target Student Summary Due**
October 30	Matching Students to Assessments Planning for assessment and using assessment to make informed instructional decisions Assessment Cycle Record Keeping and Collaborating with Family and Others Building a Child Study	Mindes, Chapter 5, 7, & 8 Brantley, Chapter 4 **Interest Preference Analysis Due**
November 6	Using Alternative Assessment Strategies Play-Based, Authentic, Portfolio Making A Plan of Action Assessment Review: Read each of your group members individual portions of critically evaluate the assessment. Work as a group on your presentation for next week.	*****No Class Meeting***** *****Meet with your Assessment Review group***** **Individual Portion of Assessment Review Due** Mindes, Chapter 6 Brantley, Chapter 6

November 13	Developing Family Partnerships in Assessment Linking Standards to Assessments Benchmark Assessments	**Group Presentations** Mindes, Chapter 2 Brantley, Chapter 7 & 8 Virginia Department of Education Website http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml
November 20	Using Assessment to Identify and Monitor Children with Disabilities Academic Performance Response To Intervention (RTI) Individualized Education Program (IEP)	**Elementary School Assessment Report Due** Mindes, Chapter 7 & 10
December 4	Using Assessment to Identify and Monitor English Language Learners Academic Performance Putting it All Together: Reflecting on Best Practices in Assessment Individual Child Assessment Portfolio Sharing (small group)	**DEC. 1 (MON) by NOON – Individual Child Assessment Portfolio (PBA) Due** **Assessment Portfolio Sharing** Brantley, Chapter 9, & 11

Early Childhood Education
CAEP Assessment 6
Individual Child Assessment Portfolio

Early Childhood Education CAEP Assessment 6 is the Individual Child Assessment Portfolio in ECED 511 Assessment of Diverse Young Learners. This assessment shows evidence of meeting NAEYC Standard Elements 3a, 3b, and 3d as well as CEC Standards 4.1 and 4.2.

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 a classroom teacher, and with parental permission who has special learning needs (for example, a child who is learning English, uses non-standard dialects, has a diagnosed disability or has other developmental, behavioral, or learning differences).

- Establish, with support from the classroom 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 families' goals for the child so that students can learn to use these priorities to drive instructional programming with the early childhood program.

- Include informal and 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, communication/language, and adaptive developmental domains.

- Include a critical analysis of both the informal and formal assessments used.

- Develop an instructional plan, inclusive of information gained from interaction with the child's family and the development portrait, that encourages the child's positive development and learning, 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 – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

NAEYC 3b Knowing about and using observation, documentation, and other appropriate assessment tools and approaches including the use of technology in documentation, assessment and data collection

NAEYC 3d Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

CEC Standards Assessed

CEC 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

CEC 4.2 *Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.*

Assessment Procedures

Candidates will respond to each of the following steps and questions for developing the Individual Child Assessment Portfolio.

Step One: Identify a Child and Engage with the Family

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. Candidates will involve the child's family throughout the assessment process, meeting with them at least two times.

Candidates will include the following as part of the final portfolio:
- A description of the setting where the child is observed and assessed.
- A description of how the introduction and first meeting with the family occurred: What was learned from that initial contact? What questions emerged from the meeting?
- A description of the informal data gained through the family relationship: What is the family perspective of the child's development and learning needs? What are the family's immediate and long-term developmental goals for the child? What was learned about the child's family and community?
- Additional insight into child's development from the classroom teacher, therapists, or other adults who are working with the child.

Step Two: Collect Informal and Formal Assessments

Identify the child's developmental needs using multiple types of assessments to include both informal and formal assessment strategies.

Informal Assessments (minimum of 8-14)
- Observe the child two to three times for a total of 30 minutes, and record anecdotal notes on the observations (minimum of 2-3).
- Collect work samples in all developmental areas (minimum of 5-10).
- Select at least one additional authentic assessment strategy and implement it (minimum of 1).

Formal Assessments (minimum of 1)
- Select at least one formal assessment tool that is appropriate for understanding the development and learning of the selected child.
- Administer the assessment to the child identifying needed supports and adaptations required for the implementation of the assessment

Candidates will include the following as part of the final portfolio:

- A description of the assessment process and the assessment tools used, including the informal and formal observation, documentation, and assessment strategies and tools were used in order to better understand the child's development and learning needs.

- A rationale for why assessment tools and strategies were selected over other potential strategies.

- A critical analysis of the following:
    o The informal assessment tools utilized, including the strengths, and/or limitations of the assessment tools, supported by information from readings, class discussions, site observations, and other appropriate materials.
    o The formal assessment tools utilized, with a focus on measurement theory and practices and including a discussion of the psychometric characteristics of the assessment (i.e., validity, reliability, norms, and potential bias of the tool), supported by information from readings, class discussions, site observations, and other appropriate materials.

- A reflection on the process of administering informal and formal assessment strategies, including thoughts about what went well, what might be done differently in the future, and what was learned from this experience.

Step Three: Develop an Instructional Plan

Candidates will do the following:

- Describe what was learned about the child's development and learning needs.
    o Interpret the findings from informal and formal assessment tools and summarize information.
    o Be sure to link knowledge gained from informal and formal tools with what was learned from family and other sources.
    o Include test scores as relevant, as well as descriptions of each of these domains: physical, social, emotional, cognitive, and language development.

- Identify and provide a rationale for the short- and long-term developmental 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.

- Describe short- and long-term actions that can be taken to promote positive development and challenge the child to gain new competencies in each of the domains, including ways families will be involved in the development of and implementation of strategies to support the child's positive growth and development.

- Explain how progress of the child will be monitored and documented on a regular basis.

ECE PROGRAM OUTCOME STANDARDS (Aligned With State, NAEYC, and CEC Standards)	Assessment Measure Descriptions			
	Exceeds Criteria	**Meets Criteria**	**Partially Meets Criteria**	**No Evidence**
Early Childhood Education CAEP ASSESSMENT 6 **Individual Child Assessment Portfolio** **ECED 511 Assessment of Diverse Young Learners**				
NAEYC 3d Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments	Provided evidence of frequently scheduled collaboration with families and colleagues	Provided evidence of collaboration with families and colleagues	Provided minimal evidence of collaboration with families and/or colleagues	Did not provide evidence of collaborating with families and/or colleagues
NAEYC 3b Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection CEC 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.	Included accurate and clear descriptions of 8-14 informal assessments and 1 formal assessment AND There is a clear rationale for selecting these assessments including how they minimized bias AND A critical analysis of the informal and formal assessment tools supported by a variety of sources of information, including readings, discussions, site observations, and other appropriate materials AND A critical reflection on the process of administering informal and formal assessment strategies, including what went well, what might be done differently in the future, and what was learned from this experience	Included accurate and clear descriptions of 8-14 informal assessments and 1 formal assessment AND There is a clear rationale for selecting these assessments including how they minimized bias AND A critical analysis of the informal and formal assessment tools supported by sources of information, including readings, discussions, site observations, and other appropriate materials AND A reflection on the process of administering informal and formal assessment strategies, including what went well, what might be done differently in the future, and what was learned from this experience	Included descriptions of fewer than 8 informal assessments and/or 1 formal assessment AND /OR There is a clear rationale for selecting these assessments including how they minimized bias AND/OR A critical analysis of the informal and formal assessment tools AND/OR A reflection on the process of administering informal and formal assessment strategies	Did not accurately discuss informal and formal assessments

NAEYC 3a Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children CEC 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.	Described in detail what was learned about the child's development and learning needs, including findings from assessments in each of these domains: physical, social, emotional, cognitive, and language development AND Identified and provided a clear and logical rationale for the short- and long-term developmental goals for the child that can be supported in the child's early childhood education program setting AND Described a variety of actions that can be taken to promote positive development and challenge the child to gain new competencies in each of the domains, including ways families will be involved AND Explained in detail how progress of the child will be monitored and documented on a regular basis	Described what was learned about the child's development and learning needs, including findings from assessments in each of these domains: physical, social, emotional, cognitive, and language development AND Identified and provided a rationale for the short- and long-term developmental goals for the child that can be supported in the child's early childhood education program setting AND Described actions that can be taken to promote positive development and challenge the child to gain new competencies in each of the domains, including ways families will be involved AND Explained how progress of the child will be monitored and documented on a regular basis	Described what was learned about the child's development and learning needs, including findings from assessments in one or more of the domains: physical, social, emotional, cognitive, and language development AND/OR Identified and provided a rationale for the short- and long-term developmental goals for the child that can be supported in the child's early childhood education program setting AND/OR Described actions that can be taken to promote positive development and challenge the child to gain new competencies in each of the domains, including ways families will be involved AND/OR Explained how progress of the child will be monitored and documented on a regular basis	Did not develop an appropriate instructional plan