George Mason University
College of Education and Human Development
Early Childhood Education

ECED 511.DL1/600 Assessment of Diverse Young Learners
3 Credits, Spring 2019
NET 1/22 – 5/15
Saturdays F2F on 1/26, 2/9, 3/9, 3/30
9:00 am – 3:50 pm
CH 302, Science and Technology Campus

Faculty

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Prerequisites:
ECED 401 or 501 and ECED 403 or 503 or approval of course instructor

University Catalog Course Description
Examines types of assessment, including family-centered child assessment, for planning and implementing effective programs for culturally, linguistically, and ability diverse children, birth through third grade. Addresses selection, administration, analysis, and interpretation of formal and informal assessments. Field experience required. Offered by Graduate School of Education. May not be repeated for credit.

Course Delivery Method
This course will be delivered using a lecture and discussion format.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:
1. Discuss the historical, philosophical, and sociological foundations of instructional design based on assessment data.
2. Explain the goals, benefits, and uses of assessment and the relationships among assessment, instruction, and monitoring student progress, including the role of assessment in the development of appropriate goals, planning and implementation of curriculum and instruction, grading, and progress monitoring reports to document learner growth as compared to same age, typically developing peers.
3. Explain legal and ethical aspects of assessment and demonstrate skills for developing familiarity with assessments used in preK-12 education (including diagnostic, college admissions exams, industry certifications, placement assessments).
4. Describe ways to partner with families and professional colleagues to assess young children and build effective learning environments.
5. Describe state assessment programs and accountability systems, including assessments used

for student achievement goal setting as related to teacher evaluation and determining student academic progress.

6. Use knowledge of measurement principles and practices to create, select, and implement valid and reliable classroom- and curriculum-based assessments of student learning, including formative and summative assessments, that minimize bias, assess the strengths and needs of diverse young learners, and evaluate student performance.

7. Analyze and interpret formal and informal and formative and summative assessment results to diagnose needs, record student progress, and inform ongoing planning and instruction for diverse young learners, including young children with disabling and at-risk conditions, and to measure attainment of essential skills in a standards-based environment.

8. Use assessment data to plan differentiated instructional experiences and flexible groupings to meet the needs of learners at different stages of development, approaches to learning abilities, and achievement.

9. Identify assessment and curricular practices that help students understand their own progress and growth.

10. Select and tailor teaching methods to promote student academic progress and effective preparation for the Virginia Standards of Learning assessments and achievement of Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds, for children who are dual/multi-language and English language learners, gifted and talented, and/or ability diverse.

11. Explain how to use assessment data to adapt task and interactions to maximize language development, conceptual understanding, and skill competence within each child's zone of proximal development.

12. Develop instructional plans informed by assessment results that use technology as a tool for teaching, learning, research, and/or communication to enhance learning outcomes for diverse young learners.

Professional Standards – Interstate Teacher Assessment and Support Consortium (InTASC), Council of Exceptional Children (CEC), and National Association for the Education of Young Children (NAEYC)
Upon completion of this course, students will have met the following professional standards:

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

NAEYC Standard Elements
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

Required Texts
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 9781433805615

Brantley, D. K. (2007). *Instructional assessment of English language learners in the K-8 classroom*. Boston, MA: Pearson. ISBN: 9780205455997

Mindes, G., & Jung, L. A. (2014). *Assessing young children* (5th ed.). Upper Saddle, NJ: Pearson. ISBN: 9780133519235

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard (Bb), Tk20, hard copy).

Assignments	Due Dates	Points
Attendance and Participation	Ongoing	15
Article Reflection Journal Submissions	Ongoing	10
Field Experience • Field Placement Approval Form (1 point) • Field Placement Documentation Form (4 points)	Jan 27 Apr 7	5
Part 1: Individual Child Assessment Project • Assessment Report Introduction • Revised Assessment Report Introduction	Feb 16 Mar 2	10
Part 2: Individual Child Assessment Project • Assessment Report Assessments • Revised Report Assessments	Feb 23 Mar 23	15
Part 3: Individual Child Assessment Project • Assessment Report Interpretations • Revised Report Interpretations	Mar 16 Mar 30	15
Part 4: Individual Child Assessment Project • Instructional and Assessment Lesson Plan (Use template provided) for Peer Review • Revised Instructional and Assessment Lesson Plan	Mar 30 Apr 6	15
Part 5: Guiding Principles for Assessment Practices • Guiding Principles for Assessment Practices Essay • Revised Guiding Principles for Assessment Practices Essay	Apr 6 Apr 13	15
Individual Child Assessment Project – All sections of the Individual Child Assessment Project	*Submit to Tk20 through Blackboard*	
TOTAL		**100**

- **Assignments and/or Examinations**

Article Reflection Journal Submissions (10 points)

Periodically across the course candidates will be asked to submit synthesis artifacts or reflections on articles reviewed and analyzed in class. Each reflection will be worth 2 points. There will be a total of 5 submissions.

Field Experience

This course requires a minimum of 15 hours field experience. To initiate this assignment, students will visit https://cehd.gmu.edu/endorse/ferf and complete the online "Field Experience Request Form." On the form students will be asked to indicate how their placement will be arranged. For the Spring 2018, term, students have two options for fulfilling their field placement requirement.

Option 1:
- Students may arrange their own field experience if they are a full-time contracted school system employee and are able to complete their field experience at their workplace.
- Students will need to have access to observing and selecting a focus child. Their focus child needs to be either currently receiving early childhood special education services in a setting that supports children birth through age five *or* the child is currently enrolled in a prekindergarten, kindergarten, first, second, or third grade general education setting.
- Students will need to be able to complete the **Individual Child Assessment Project** with their focus child.

Option 2:
- Students may request placement in a prekindergarten general education or a special education setting, kindergarten, first, second, or third grade general education setting through the field placement office https://cehd.gmu.edu/endorse/ferf.
- The field placement office will arrange a placement for students in a specific school with a specific teacher.
- Students will need to be able to complete the **Individual Child Assessment Project** with their focus child.

Documenting the Field Experience (5 points)
- Students will upload the *Field Experience Placement Approval Form.* In this form, they will provide a statement confirming that they have completed the online "Field Experience Request Form" and they will provide information to the instructor about where and how they will complete the field experience (1 point).
- Upon completion of their field experience hours, students will provide documention of their experience (4 points).
    - If students complete the field experience within their own setting, they will upload the *On-the-Job Placement Documentation Form* to Blackboard. This form requires verification from the principal or supervisor on site.
    - If students attended a field placement other than where they work, they will upload the *Field Experience Documentation Form* to Blackboard. This form requires verification from the mentoring teacher on site.

Individual Child Assessment Project (70 points, submitted in parts)

This is Key Assessment 6 Individual Child Assessment Project that shows evidence of meeting InTASC, VDOE, CEC and NAEYC Standards. This assignment must be submitted on Blackboard. See the assessment description and scoring rubric attached. A final copy that includes all sections will be submitted to Tk20 through Blackboard

- **Other Requirements**

Attendance and Participation (15 points)

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

- Students attend class, arrive on time, and stay for the entire class period.
- Students use laptops and personal devices for instructional purposes only.
- Students complete readings and prepare for class activities prior to class as 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 evidenced by (a) participating in all activities, (b) engaging in small- and large-group discussions, (c) completing written work related to the activities, and (d) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.
- Students display professional dispositions at all times while interacting with the instructor and other students.
- Students complete participation activities across the semester that complement the scheduled course topic. Instructors will periodically collect artifacts from the activities. Students in attendance and who actively engage in the learning experience will receive credit for their efforts. Graded participation activities are not announced and are implemented at the discretion of the instructor.

Written Assignments

All formal written assignments 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 website 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.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

- **Grading**

A = 95-100   A- = 90-94   B+ = 87-89   B = 80-86   C = 70-79   F = < 70
Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

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.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/policies-procedures.

Class Schedule

Date	Class Session	Topics	Assignments & Readings Due
Face-to-Face January 26	**Session 1**	Welcome! • A comprehensive assessment system for young learners • Examining the relationships among assessment, instruction, student progress, and teacher evaluation	NAEYC position statement Brantley (2007) Appendix (all) Mindes & Jung (2015) Chapter 1
	Session 2	• Oral language and vocabulary assessment and development • Understanding the principles of second language acquisition • Considering teaching methods for dual language learners	Brantley (2007) Chapter 1 Brantley (2007) Chapter 2 **Due to Bb – Field Experience Placement Approval Form**

Online **February 2** **Open January 27 - February 8**	**Session 3**	• Instructional and theoretical foundations of assessment • Considering the historical, philosophical, and sociological foundations of instructional design and assessment data • Observation as the key method in the system • Constructing and interpreting valid assessments	Brantley (2007) Chapter 3 Mindes & Jung (2015) Chapter 3
Face-to-Face **February 9**	**Session 4**	• Considering formal and informal assessments • Using basic concepts of measurement • Choosing and using the right measure • Valid and reliable assessments in a standards-based environment	Mindes & Jung (2015) Chapter 4 Mindes & Jung (2015) Chapter 5 Mindes & Jung (2015) Appendix C **Bring rough draft for Part 1- Introduction**
	Session 5	• Learning domains, Developmentally appropriate practices, and multiple intelligences • Special issues in infant and toddler assessment • Early intervention	Mindes & Jung (2015) Appendix A Brantley (2007) Chapter 4 Mindes & Jung (2015) Chapter 9 Mindes & Jung (2015) Chapter 10 **Complete a rough draft of a Part 2 assessment in class (Please bring ideas for at least one assessment to write up).**
Online **Open February 10 – March 8**	**Session 6** **Suggested pacing February 16**	• Behavior and assessment • Considering the state assessment programs and accountability systems (i.e., content area Standards of Learning and Virginia Foundation Blocks for Early Learning)	Mindes & Jung (2015) Chapter 6 Mindes & Jung (2015) Appendix B, D and E **Due to Bb – Part 1: Assessment Report Introduction**

	Session 7 **Suggested pacing February 23**	• Assessing your own professional dispositions • Demonstrating a commitment to professional growth and development • Examining the legal and ethical aspects of assessment • Special issues in preschool assessment • Special issues in primary grades • Examining teaching methods tailored to promote student academic progress.	Mindes & Jung (2015) Chapter 11 Mindes & Jung (2015) Appendix G **Due to Bb – Part 2: Assessment Report Assessments**
	Session 8 **Suggested pacing March 2**	• Developing family partnerships in assessment • Partnering with families and professional colleagues to build effective learning environments. • Curriculum, instruction, assessment, and family involvement	Brantley (2007) Chapter 5 Mindes & Jung (2015) Chapter 2 **Due to Bb – Revised Part 1: Assessment Report Introduction** **Due to Bb – Professional Dispositions Self-Assessment**
Face-to-Face March 9	Session 9	• Instructional assessment in practice: A case study • Building a child study • Analyzing and interpreting assessment data	Mindes & Jung (2015) Chapter 8 **Bring very rough draft outline of Part 3**
	Session 10	• Putting the Pieces Together • Using data to inform instruction	Brantley (2007) Chapter 10 Brantley (2007) Chapter 11
Spring Break March 16			

Online March 23 **March 18-March 29**	**Session 11**	• Linking instructional decisions to assessments and making decisions about planning and instruction for children. • Language arts-Assessment and development of concepts of print, phonemic awareness, and the alphabetic principle • Assessment and development of word identification, comprehension, and reading fluency • Assessment and development of written language and spelling	Mindes & Jung (2015) Appendix F Choose 2 of the following: Brantley (2007) Chapter 6 Brantley (2007) Chapter 7 Brantley (2007) Chapter 8 **Due to Bb – Revised Part 2: Revised Assessment Report Assessments** **Due to Bb – Part 3: Assessment Report Interpretations**
Face-to-Face March 30	**Session 12**	• Considering assessment and teaching methods for all learners including dual language learners, gifted and talented, and/or ability diverse children. • Assessment in the Content Areas	Articles posted on Bb as appropriate TBD Brantley (2007) Chapter 9 **Due in Class – Part 4: Instructional and Assessment Plan Rough Draft for PEER REVIEW**
	Session 13	• Evaluating pupil performances Grading, monitoring student progress, and reporting student performance • Conferencing and including students and families	Mindes & Jung (2015) Chapter 7 **Due to Bb – Revised Part 3: Assessment Report Interpretations** **Complete in Class-Graphic Organizer for Guiding Principles Paper** **Due to Bb – Part 4: Instructional and Assessment**

Online April 6 **March 31 – April 10**	**Session 14**	• Reflections on assessment practices for diverse young learners • Taking action	**Due to Bb – Part 5: Guiding Principles for Assessment Practices Essay** **Due to Bb – Field Experience Documentation Form** **Due to Bb – Revised Part 4: Instructional and Assessment Plan**
LAST DAY TO TURN IN ASSIGNMENTS APRIL 13, 2019	**Finals Week**	**Finals week – no class**	**Due to Bb – Revised Part 5: Guiding Principles for Assessment Practices Essay** **Due to Tk20 through Bb – Complied Individualized Child Assessment Project, Parts 1 – 5**

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies
• Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

• Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

• Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the

time the written letter from Disability Services is received by the instructor (see
http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus.

For additional information on the College of Education and Human Development, please visit our website: https://cehd.gmu.edu/students/**.**

Writing Quality Rubric

	Capstone	Milestones		Benchmark
	4	3	2	1
Context of and Purpose for Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions Formal and Informal Rules Includes rules inherent in the expectations for writing in particular forms and/or academic fields.	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of	Demonstrates consistent use of	Demonstrates an attempt to use	Demonstrates an attempt to

	high- quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Source https://masoncore.gmu.edu/writing-intensive-2/