

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

ECED 511.001 Assessment of Diverse Young Learners  
3 Credits, Spring 2023  
1/23/2023–5/17/2023, Mondays/ 4:30–7:20 pm  
Thompson 1020, Fairfax Campus

**Faculty**

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**Prerequisites**

ECED 401 or 501 and ECED 403 or 503  
Prerequisites require a minimum grade of C for undergraduate courses and B- for graduate courses.

**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. Notes: Field experience required.

**Course Delivery Method**

This course will be delivered using a lecture/discussion format and Blackboard (Bb).

**Learner Outcomes or Objectives**

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

1. Use knowledge of measurement principles and practices to create, select, and implement valid and reliable classroom- and curriculum-based assessments of student learning for instructional planning, including formative and summative assessments that minimize bias, evaluate student performance, are designed and adapted to meet the needs of diverse young learners, and are used for instructional planning purposes.
2. Analyze and interpret formal and informal and formative and summative assessment results to diagnose needs, record student progress, measure attainment of essential skills in a standards-based environment, inform ongoing planning and instruction, and contribute to program development and improvement for diverse young learners.
3. Select, administer, and interpret formal and informal assessment techniques for young children with disabling and at-risk conditions, including the eligibility and diagnosis of disabling and at-risk conditions.
4. Explain the goals, benefits, and uses of assessment and the relationships among assessment, instruction, and monitoring student progress, including the role of assessment in (a) the

development of appropriate goals; (b) planning and implementation of curriculum and instruction; (c) making decisions about how to improve instruction and student performance; (d) grading; and (e) progress monitoring reports to document learner growth as compared to same-age, typically developing peers and functioning in environments where same-age peers would attend, including settings that families choose.

5. Identify assessment and curricular practices that help students understand their own progress and growth.
6. 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.
7. Explain legal and ethical aspects of assessment and demonstrate skills for developing familiarity with assessments used in PreK-12 education (including diagnostic, college admission exams, industry certifications, placement assessments).
8. Describe ways to partner with families and professional colleagues to assess young children and build effective learning environments.
9. 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.
10. Analyze, evaluate, and apply qualitative and quantitative data to produce a case study report that holistically describes a child's performance across developmental domains and provides insight into curricular experiences for continued growth and use technology for learning, research, and communication.
11. Exhibit standards of professionalism, ethical standards, and personal integrity with children, families, and professionals in the field experience setting and in interactions with classmates, the instructor, the field experience coordinator, and others.
12. Reflect on diverse assessment practices and purposes and consider how assessments may be modified to meet the evolving needs of learners.

### **Professional Standards**

Interstate Teacher Assessment and Support Consortium (InTASC) Teaching Standards, Division of Early Childhood (DEC) Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE), National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies for Early Childhood Educators, Virginia Professional Studies Endorsement Competencies, Virginia Early Childhood Special Education Endorsement Competencies, Virginia Early/Primary Education PreK-3 Endorsement Competencies

Upon completion of this course, students will have met the following professional standards:

### **DEC Initial Practice-Based Professional Preparation Standards for EI/ECSE**

DEC 4.1 Candidates understand the purposes of formal and informal assessment, including ethical and legal considerations, and use this information to choose developmentally, culturally and linguistically appropriate, valid, reliable tools and methods that are responsive to the characteristics of the young child, family, and program.

DEC 4.2 Candidates develop and administer informal assessments and/or select and use valid, reliable formal assessments using evidence-based practices, including technology, in partnership

with families and other professionals.

DEC 4.3 Candidates analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals.

### **NAEYC Professional Standards and Competencies for Early Childhood Educators**

NAEYC 1a Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

NAEYC 3a Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and planning in early learning settings.

NAEYC 3b Know a wide range of types of assessments, their purposes, and their associated methods and tools.

NAEYC 3c Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

NAEYC 3d Build assessment partnerships with families and professional colleagues.

### **Virginia Professional Studies Endorsement Competencies**

Assessment of and for Learning

Supervised Clinical Experiences

### **Virginia Early Childhood Special Education Endorsement Competencies**

Assessment Techniques

Supervised Experience

Writing Conventions

Written Communication

### **Virginia Early/Primary Education PreK-3 Endorsement Competencies**

Methods

### **Required Texts**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author. ISBN: 9781433832178

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

Wortham, S. & Hardin, B. (2021). *Assessment in early childhood education*. Pearson eText. ISBN: 9780134807041

**\*Instructions on how to purchase the etext will be provided on the first day of class. Please do not purchase this text until instructor provides further guidance.**

### **Course Performance Evaluation**

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

| <b>Assignments</b>  | <b>Due Dates</b>  | <b>Points</b> |
|---|-------------------|---------------|
| Attendance and Participation <ul style="list-style-type: none"> <li>• Self-Evaluation</li> </ul>  | Ongoing<br>May 15 | <b>25</b>     |
| Field Experience <ul style="list-style-type: none"> <li>• Field Placement Approval Form (1 point)</li> <li>• Field Placement Documentation Form (4 points)</li> </ul> | Feb 2<br>May 15   | <b>5</b>      |
| Part 1: Individual Child Assessment Project <ul style="list-style-type: none"> <li>• Assessment Report Introduction</li> </ul>  | Mar 6             | <b>10</b>     |
| Part 2: Individual Child Assessment Project <ul style="list-style-type: none"> <li>• Assessment Report Assessments</li> </ul>   | Mar 27            | <b>15</b>     |
| Part 3: Individual Child Assessment Project <ul style="list-style-type: none"> <li>• Assessment Report Interpretations</li> </ul>                                     | Apr 17            | <b>15</b>     |
| Part 4: Individual Child Assessment Project <ul style="list-style-type: none"> <li>• Instructional and Assessment Lesson Plan (Use template provided)</li> </ul>      | May 1             | <b>15</b>     |
| Part 5: Guiding Principles for Assessment Practices <ul style="list-style-type: none"> <li>• Guiding Principles for Assessment Practices Essay</li> </ul>             | Feb 20            | <b>15</b>     |
| <b>Upload Individual Case Study Child Assessment Project to VIA</b>   | May 15            |               |
| <b>TOTAL</b>  |                   | <b>100</b>    |

- **Assignments and/or Examinations**

### **Field Experience (5 points)**

This course requires a minimum of 15 hours field experience in an early childhood education environment (home-based, school-based, and community-based settings) with diverse young children (prekindergarten, kindergarten, first grade, second grade, or third grade). To initiate this assignment, students will visit <https://cehd.gmu.edu/endorse/ferf> and complete the Online Field Experience Registration. On the form, students will be asked to indicate how their placement will be arranged. 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 early childhood special education setting *or* a **prekindergarten**, 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, which is available on Bb, they will provide a statement confirming that they have completed the Online Field Experience Registration 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 documentation 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 is available on Bb and 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 is available on Bb and requires verification from the mentoring teacher on site.

Students will exhibit standards of professionalism, ethical standards, and personal integrity throughout the Field Experience process with the instructor, field experience coordinator, classroom teacher, students, administrators, etc. Students will refer to Blackboard for DEC Professional Preparation Standards and NAEYC Professional Standards and Competencies.

### **Individual Case Study Child Assessment Project (70 points, submitted in parts)**

This assignment is a key assessment and must be submitted to VIA on Blackboard. It assesses DEC 4.1, 4.2, 4.3 and NAEYC 1a, 3a, 3b, 3c, and 3d.

Students will focus on their knowledge of formal and informal assessment strategies by selecting, implementing, and interpreting assessment results to guide educational decisions for diverse young children. In consultation with a classroom teacher and with parental permission, they will create an individual child assessment report for a child who has special learning needs (e.g., a child who is learning English; uses non-standard dialects; has a diagnosed disability; or has other developmental, behavioral, or learning differences). They will write a guiding principles paper to reflect on what they learned as they linked theory and research to practice.

#### ***Part 1: Introduction (10 points)***

Students will use strength-based language to write an introduction of their case study child that presents and discusses the information gathered about the child. Students will collect information about their case study child in collaboration with the child's family, teachers, and/or other professionals. They will apply ethical and legal considerations to gather assessment information. In the appendix, students will attach a copy of the following: (a) their invitation letter, (b) the family's consent, and (c) the family's completed survey. To gather information about the child to include in the report, students will do the following:

- compose a letter to the child's family to gain permission to work with their child for the assessment project;

- invite the family to complete a developmentally, culturally, and linguistically appropriate survey that is valid, reliable, and responsive to the characteristics of the child, family, and program;
- talk with the teacher and/or other professional(s) about the child;
- observe the child in the classroom; and
- consult the school website to gather information about the school context.

***Part 2: Assessments (15 points)***

Students will select, develop, and administer four assessments (undergraduate) or five assessments (graduate) that were developed for teachers to use in their classrooms to assess and document developmental progress and promote positive child outcomes across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development. They will use a variety of evidence-based assessment approaches and tools (e.g., activity protocol, checklist, event sampling, frequency counts, rating scale, rubrics, sociogram, and time sampling).

Assessments will include the following:

- valid and reliable formal assessment,
- observation,
- interest inventory,
- assessment that takes place within an instructional interaction, and
- additional assessment (required for graduate students / optional for undergraduate students).

For each assessment, students will do the following:

- Describe the assessment, the purpose of the assessment, how it was administered, how technology was used (i.e., in documentation, assessment, and/or data collection), and how bias was minimized.
- Present the results of the assessment.
- Provide documentation of each assessment performed (e.g., anecdotal notes, observation checklists, work samples, audio, photos, survey data, formal assessment documents, etc.).

***Part 3: Interpretation of Results (15 points)***

Students will analyze, interpret, document, and share assessment information using a strengths-based approach to communicate the child's developmental progress with families and other professionals. Students will do the following:

- Discuss the child's development in terms of interests, strengths, and learning needs across each of physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.
- Use assessment data from multiple sources to describe areas of educational strengths and learning needs.
- Articulate recommendations that are evidence-based and aligned with Virginia's Early Learning and Development Standards or the Virginia Standards of Learning and/or developmental milestones.

#### ***Part 4: Instructional and Assessment Plan (15 points)***

Students will identify specific learning objectives linked to the results of the assessments to develop one detailed instructional lesson plan designed to meet these objectives. The instructional lesson plan will include the following:

- Learning objective(s) for at least two of the following developmental domains: physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.
- Learning experiences that transparently supports the child’s learning and engagement across developmental domains
- At least three evidence-based instructional strategies that address the identified learning objectives;
- Description of a technology extension activity that utilizes digital resources to engage learners in higher-level learning using at least one of these higher-order skills – critical thinking, creativity, and collaborative problem solving; and
- Description of the formative and/or summative assessment practices and documentation artifacts gathered to demonstrate student performance as it relates to the specific learning objectives.

Students will use the *Instruction and Assessment Lesson Planning Template* to ensure all productive and reflective aspects of the lesson plan are complete. Embedded throughout the lesson plan, students will be prompted to provide rationales for the instructional and assessment decisions presented. Rationales should emphasize how the instructional decisions encourage positive child outcomes by promoting the child’s development and learning, challenging the child to gain new competencies, and respecting the child’s culture and individuality. Students will cite current research from program textbooks and/or other relevant peer reviewed sources to support their rationales. Students will use in-text citations and include a reference list per APA style guidelines.

#### ***Part 5: Guiding Principles for Assessment Practices Essay (15 points)***

Students will write an essay about their guiding principles for assessment practices that discusses the goals, benefits, and uses of a variety of assessments, including its use in the development of appropriate goals, curriculum, and teaching strategies for diverse young children. They will also discuss the role of developing assessment partnerships with families and colleagues to establish and maintain environments that promote learning. The students’ guiding principles will represent their understanding of the practice of assessment in early childhood environments. Students will cite current research from the course textbook, class discussions and handouts, and/or other relevant sources to support their assertions. Students will use APA format to include in-text citations, appendices, and a reference list.

- **Other Requirements**

#### **Attendance and Participation (25 points)**

Active participation and engagement are imperative for optimal learning. Therefore, students will prepare for and participate in in-class and online activities. Students will be expected to do the following:

- Attend class, arrive on time, and stay for the entire class period for all in-person and online synchronous class sessions.
- Complete all online asynchronous work by the due dates.
- Use laptops and personal devices for instructional purposes only during in-person and online synchronous class sessions.
- Complete readings and prepare for class activities prior to class as evidenced by the ability to discuss, write about, and engage in activities related to the concepts presented and examined in the texts.
- Complete participation activities across the semester that complement the scheduled course topic. *Note: Instructors will periodically collect artifacts from the activities.*
- Support the participation and learning of classmates. 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.
- Show evidence of critical reflective thinking through in-person, online synchronous, and online asynchronous discussions, activities, and written reflections.
- Display professional dispositions at all times when interacting with the instructor, classmates, and other professionals.
- Submit an attendance and participation self-evaluation.

### **Written Assignments**

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Seventh 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. 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 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 graduate 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                                   | Topics   | Assignments & Readings Due   |
|--|--|--|
| <p><b>Week 1</b><br/><b>Jan 23</b></p> | <p>Welcome!</p> <p>Developing a Comprehensive Assessment System for Diverse Young Learners</p> <ul style="list-style-type: none"> <li>• Goals, benefits, and uses of assessment</li> <li>• Overview of assessments used in PreK-12 education</li> <li>• Legal and ethical aspects</li> </ul> <p>Examining the Relationships Among Assessment, Instruction, Monitoring Student Progress, and Teacher Evaluation</p> <p>Field Placement Tips: Professionalism, Ethical Standards, and Personal Integrity</p> | <p>DEC (2007) <i>Position statement: Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation</i>. Author.<br/><a href="https://www.decdocs.org/position-statement-promoting-positi">https://www.decdocs.org/position-statement-promoting-positi</a> (pp. 10 -18).</p> <p>NAEYC Code of Ethical Conduct and Statement of Commitment<br/><a href="https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf">https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf</a></p> <p>Virginia’s Early Learning and Development Standards Birth-Five<br/><a href="https://www.doe.virginia.gov/early-childhood/curriculum/va-elds-birth-5.pdf">https://www.doe.virginia.gov/early-childhood/curriculum/va-elds-birth-5.pdf</a></p> <p>Standards of Learning K-3<br/><a href="https://www.doe.virginia.gov/testing/index.shtml">https://www.doe.virginia.gov/testing/index.shtml</a></p> |
| <p><b>Week 2</b><br/><b>Jan 30</b></p> | <p>Selecting, Administering, and Interpreting Formal and Informal Assessments for Diverse Young Learners</p> <ul style="list-style-type: none"> <li>• Using valid and reliable formal and informal, formative and summative</li> </ul>   | <p>Brantley, Chapter 1</p> <p>Kidd et al., Chapter 6 (available on Blackboard)</p>   |

| Date                                   | Topics  | Assignments & Readings Due  |
|--|---|---|
|  | <p>assessments, and classroom- and curriculum-based assessment</p> <ul style="list-style-type: none"> <li>• Using observation as a key method</li> <li>• Understanding the principles of second language acquisition to minimize bias</li> </ul> <p>Crafting Child Case Study Reports</p> <ul style="list-style-type: none"> <li>• Using an ecological approach to describe a child and a child's multifaceted learning contexts</li> <li>• Focus on Part 1: Assessment Report Introduction</li> <li>• Identifying the varied stakeholders for case study reports (emphasizing audience, purpose, topic, and form)</li> </ul>   | <p>Kidd et al., Chapter 7 (available on Blackboard)</p> <p><b>Due to Bb (2/2): Field Experience Placement Approval Form</b></p> |
| <p><b>Week 3</b><br/><b>Feb 6</b></p>  | <p>Partnering with Families and Professional Colleagues</p> <ul style="list-style-type: none"> <li>• Developing family partnerships to learn from and with families</li> <li>• Taking a family-centered approach to assessing diverse young learners, including dual-language learners, English-language learners, and children with disabling and at-risk conditions</li> <li>• Using family-centered assessment to build effective learning environments responsive to learners' diverse abilities; identities; and cultural, linguistic, and socioeconomic backgrounds</li> <li>• Using knowledge of typical and atypical child development in assessment</li> </ul> | <p>Brantley, Chapter 2</p> <p>Wortham &amp; Hardin, Chapter 3</p>   |
| <p><b>Week 4</b><br/><b>Feb 13</b></p> | <p>Using Knowledge of Measurement Principle and Practices to Create, Select, and Implement Assessments for Diverse Young Learners</p> <ul style="list-style-type: none"> <li>• Constructing, selecting, implementing, analyzing, and interpreting valid and reliable <ul style="list-style-type: none"> <li>○ formal and informal assessments</li> </ul> </li> </ul>  | <p>Brantley, Chapter 3</p> <p>Wortham &amp; Hardin, Chapter 4</p>   |

| Date                                   | Topics  | Assignments & Readings Due  |
|--|---|---|
|  | <ul style="list-style-type: none"> <li>○ formative and summative assessments</li> <li>○ classroom- and curriculum-based assessments of student learning</li> <li>● Minimizing bias</li> <li>● Designing and adapting assessments to meet the needs of diverse young learners</li> <li>● Using qualitative and quantitative data to evaluate a child's performance (conducting, analyzing, and evaluating)</li> <li>● Using assessments to <ul style="list-style-type: none"> <li>○ diagnose needs</li> <li>○ record student progress</li> <li>○ evaluate student performance</li> <li>○ measure attainment of essential skills in a standards-based environment</li> <li>○ inform ongoing planning and instruction</li> <li>○ contribute to program development and improvement</li> </ul> </li> </ul> <p>Introducing the Graphic Organizer<br/>Guiding Part 2: Assessment Report<br/>Assessments</p> <ul style="list-style-type: none"> <li>● Collecting quantitative and qualitative data using observational and formal assessment—purposes, procedures, inherent biases, and results (emphasizing content development)</li> </ul> |   |
| <p><b>Week 5</b><br/><b>Feb 20</b></p> | <p>Taking a Deeper Look at Using Assessments for a Variety of Purposes</p> <ul style="list-style-type: none"> <li>● Diagnosing needs</li> <li>● Recording, monitoring, and evaluating student progress and performance</li> <li>● Analyzing qualitative and quantitative data to inform</li> </ul>  | <p>Wortham &amp; Hardin, Chapter 7</p> <p><b>Due to Bb (2/20): Part 5 Guiding Principles for Assessment Practices Essay</b></p> |

| Date                                   | Topics   | Assignments & Readings Due  |
|--|--|---|
|  | <p>curricular decisions for young learners</p> <ul style="list-style-type: none"> <li>• Measuring attainment of essential skills in a standards-based environment</li> <li>• Informing ongoing planning and instruction</li> <li>• Contributing to program development and improvement</li> </ul> <p>Technology as an Assessment Tool</p> <ul style="list-style-type: none"> <li>• Examining technology-based assessments</li> <li>• Using technology to monitor student progress and communicate with families and other professionals</li> <li>• Using technology as a self-assessment tool for diverse young learners</li> <li>• Developing instructional plans informed by technology-based assessment results</li> </ul> <p>Crafting Part 2: Assessment Report Assessments</p> <ul style="list-style-type: none"> <li>• Documenting using interest and attitude survey assessments— purposes, procedures, inherent biases, and results (emphasizing content development)</li> </ul> |   |
| <p><b>Week 6</b><br/><b>Feb 27</b></p> | <p>Assessment for Planning Instruction and Interventions for Diverse Young Learners</p> <ul style="list-style-type: none"> <li>• Using assessment data (qualitative and quantitative, formal, and informal) to plan and implement curriculum and instruction, make ongoing instructional decisions, make decisions to improve instruction and student performance, and implement teaching methods tailored to promote student academic progress</li> </ul>   | <p>Brantley, Chapter 4</p> <p>Wortham &amp; Hardin, Chapter 8</p> |

| Date                                   | Topics   | Assignments & Readings Due  |
|--|--|---|
|  | <ul style="list-style-type: none"> <li>• Assessing oral language and vocabulary in diverse young learners, including dual-language learners, English-language learners, and children with disabling and at-risk conditions</li> </ul> <p>Building a Child Case Study<br/>Crafting Part 2: Assessment Report Assessments</p> <ul style="list-style-type: none"> <li>• Documenting using instructional assessments—purposes, procedures, inherent biases, and results (emphasizing content development)</li> </ul>   |   |
| <p><b>Week 7</b><br/><b>Mar 6</b></p>  | <p>Conferencing, Grading, and Reporting</p> <ul style="list-style-type: none"> <li>• Partnering with families</li> <li>• Developing appropriate goals</li> <li>• Supporting learners’ self-assessment of academic progress</li> <li>• Monitoring student progress, including monitoring development, academic progress, and functioning in environments with same-age peers</li> <li>• Grading and evaluating student performance</li> <li>• Considering the state assessment programs and accountability systems (i.e., content area <i>Virginia Standards of Learning</i> and <i>Virginia’s Early Learning and Development</i>)</li> </ul> | <p>Wortham &amp; Hardin, Chapter 6</p> <p><b>Due to Bb (3/6): Part 1 Assessment Report Introduction</b></p> |
| <p><b>Mar 13</b></p>                   | <p><b>Spring Break, no class</b></p>   |   |
| <p><b>Week 8</b><br/><b>Mar 20</b></p> | <p>Considering Assessment of Diverse Infants and Toddlers</p> <ul style="list-style-type: none"> <li>• Special considerations in infant and toddler assessment</li> <li>• Assessment in early intervention</li> <li>• Creating, selecting, and implementing age-appropriate assessments</li> </ul>   | <p>Wortham &amp; Hardin, Chapter 2</p>  |

| <b>Date</b>                             | <b>Topics</b>  | <b>Assignments &amp; Readings Due</b>  |
|---|--|--|
| <p><b>Week 9</b><br/><b>Mar 27</b></p>  | <p>Considering Assessment of Diverse Prekindergarten Learners</p> <ul style="list-style-type: none"> <li>• Creating, selecting, and implementing age-appropriate assessments</li> <li>• Analyzing and interpreting assessment data to inform instructional decisions</li> </ul> <p>Using Strengths-Based Language in Part 3: Assessment Report</p> <ul style="list-style-type: none"> <li>• Interpreting to represent children’s cognitive, physical, communication and language, and social and emotional development (emphasizing disciplinary conventions)</li> </ul> <p>Synthesizing Assessment Results to Support Part 3: Assessment Report Interpretations</p> | <p>Brantley, Chapters 5, 6</p> <p>Wortham &amp; Hardin, Chapter 5</p> <p><b>Due to Bb (3/27): Part 2 Assessment Report Assessments</b></p> |
| <p><b>Week 10</b><br/><b>Apr 3</b></p>  | <p>Considering Assessment of Diverse Primary-Grade Learners</p> <ul style="list-style-type: none"> <li>• Creating, selecting, and implementing age-appropriate assessments</li> <li>• Analyzing and interpreting assessment data to inform instructional decisions</li> </ul>  | <p>Brantley, Chapters 7, 8</p> <p>Wortham &amp; Hardin, Chapter 9</p>  |
| <p><b>Week 11</b><br/><b>Apr 10</b></p> | <p>Assessment Across the Content Areas</p> <ul style="list-style-type: none"> <li>• Assessing the arts, English language arts, mathematics, movement, science, social studies</li> <li>• Assessing procedural knowledge</li> </ul> <p>Using Assessment to Inform Instruction Across the Content Areas</p> <p>Introducing the Lesson Planning Frame for writing Part 4: Instructional and Assessment Plan</p> <p>Using assessment results to identify individualized learning goals and leverage areas of demonstrated strength to enhance learning</p>   | <p>Brantley, Chapter 9</p> <p>Wortham &amp; Hardin, Chapter 10</p>   |

| Date                              | Topics   | Assignments & Readings Due   |
|-----------------------------------|--|--|
|                                   | experiences (emphasizing disciplinary conventions)   |  |
| <b>Week 12</b><br><b>Apr 17</b>   | Putting the Pieces Together <ul style="list-style-type: none"> <li>• Developing a picture of the whole child</li> <li>• Identifying learner’s strengths and next steps for growth</li> <li>• Creating learning goals</li> <li>• Communicating with families</li> <li>• Using the information to support diverse young learners</li> </ul>  | Brantley, Chapter 10<br><br>Wortham & Hardin, Chapter 11<br><br><b>Due to Bb (4/17): Part 3</b><br><b>Assessment Report Interpretations</b>  |
| <b>Week 13</b><br><b>Apr 24</b>   | Assessments Used for Student Achievement Goal Setting as Related to Teacher Evaluation<br><br>Preparing the Final Case Study<br><br>Reflecting on and Learning From the Field Experience<br><br>Preparing Part 5: Guiding Principles<br>Sharing graphic organizers<br><br>Thank you email to cooperating teacher/families with insights and strategies to enhance the case study child’s developmental progress. | Brantley, Chapter 11<br><br>NAEYC Early Childhood Curriculum, Assessment, and Program Evaluation<br><a href="https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/pscape.pdf">https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/pscape.pdf</a><br><br>NAEYC Responding to Linguistic and Cultural Diversity<br>Recommendations for Effective Early Childhood Education<br><a href="https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDIV98.PDF">https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDIV98.PDF</a> |
| <b>Week 14</b><br><b>May 1</b>    | Reflecting on Principles That Guide Assessment Practices for Diverse Young Learners<br><br>Taking Action   | NAEYC Developmentally Appropriate Practices<br><a href="https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/dap-statement_0.pdf">https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/dap-statement_0.pdf</a><br><br><b>Due to Bb (5/1): Part 4</b><br><b>Instructional and Assessment Plan</b>   |
| <b>May 8-9</b>                    | Reading Days – No class  |  |
| <b>Finals</b><br><b>May 10-17</b> | Finals Week – No class meeting   | <b>Due to Bb (5/15): Field Experience Documentation Form</b>   |

| Date | Topics | Assignments & Readings Due  |
|------|--------|---|
|      |        | <p><b>Due to Bb (5/15): Attendance and Participation Self-Evaluation</b></p> <p><b>Due to VIA (5/15): Complied Individualized Child Assessment Project, Parts 1 – 5</b></p> |

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 <https://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://ds.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 VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

**Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Non-Confidential Employee” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological](#)



[Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730 or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

### **Evaluation Guide**

See Key Assessment Evaluation Guide Document.