

George Mason University
College of Education and Human Development
Early Childhood Education for Diverse Learners

ECED 411.DL2 Assessment of Diverse Young Learners
3 Credits, Fall 2024, Online Synchronous
8/26/2024-12/18/2024 Mondays/ 7:20-10:00 pm

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 Overview: Writing Intensive Course

The Faculty Senate Writing Across the Curriculum Committee has approved this course to fulfill all of the Writing Intensive requirement in the Early Childhood Education for Diverse Learners major. It does so through the completion of the Child Assessment Portfolio Project (Guiding Principles Essay and Parts 1, 2, 3, and 4).

Guiding Principles Essay: Guiding Principles for Assessment Practices: A 1000-word essay on assessment practices students will embrace to support young learners

Part 1: Child Portfolio Introduction: A 600-word introduction to the case study child paper

Part 2: Child Portfolio Assessment: A 1000-word analytical project

Part 3: Child Portfolio Interpretations: A 1000-word synthesis paper

Part 4: Individual Child Assessment Project: A 600-word lesson plan

Upon initial submission of each part of the Child Assessment Portfolio (the Guiding Principles Essay, Part 1, Part 2, Part 3, and Part 4), the course instructor will provide feedback to students using the writing rubric as well as the content specific rubric that evaluates students' knowledge of assessment practices. Feedback will be provided to students through conferencing sessions in class as well as through Blackboard and will focus on the domain specific writing styles required for effectively communicating assessment purposes, procedures, results, interpretations, and incorporation into daily lesson planning routines. Revisions to initial submissions for each part of

the Child Assessment Portfolio will be due the following week. Please attend to the course performance evaluation table and course schedule for due dates.

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. Use writing as an instructional and assessment tool to generate, gather, plan, organize, and to communicate for a variety of purposes; integrate correct written conventions (i.e., grammar, usage, mechanics, and spelling); and format using current APA style.

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:

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

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 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.

Required Texts

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

Recommended Text

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

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).

Assignments	Due Dates	Point
Attendance and Participation <ul style="list-style-type: none"> • Self-Evaluation 	Ongoing	25
Field Experience <ul style="list-style-type: none"> • Field Placement Approval Form • Field Placement Documentation Form 	9/9 12/16	5 1 4
Guiding Principles for Assessment Practices <ul style="list-style-type: none"> • Graphic Organizer for Guiding Principles • Guiding Principles for Assessment Practices Essay <ul style="list-style-type: none"> ○ Writing feedback from course instructor provided Week 5 via conferencing in class and on drafts submitted through Blackboard. Revised Guiding Principles for Assessment Practices Essay	Rough draft due in class: 9/23 Essay due to Bb: 9/30 Revised Essay due to Bb: 10/21	15
Part 1: Individual Child Assessment Project <ul style="list-style-type: none"> • Rough Draft due in class Part 1 • Assessment Report Introduction <ul style="list-style-type: none"> ○ Writing feedback from course instructor provided Week 7 via conferencing in class and on drafts submitted through Blackboard. • Revised Assessment Report Introduction 	Rough draft due in class: 10/7 Part 1 due to Bb: 10/21 Revised Part 1 due to Bb: 11/4	10
Part 2: Individual Child Assessment Project <ul style="list-style-type: none"> • Rough Draft due in class Part 2 	Rough draft due in class: 11/4	15

Assignments	Due Dates	Point
<ul style="list-style-type: none"> • Assessment Report Assessments <ul style="list-style-type: none"> ○ Writing feedback from course instructor provided Week 9 via conferencing in class and on drafts submitted through Blackboard. • Revised Report Assessments 	Part 2 due to Bb: 11/11 Revised Part 2 due to Bb: 12/2	
Part 3: Individual Child Assessment Project <ul style="list-style-type: none"> • Rough Draft due in class Part 3 • Assessment Report Interpretations <ul style="list-style-type: none"> ○ Writing feedback from course instructor provided Week 12 via conferencing in class and on drafts submitted through Blackboard. • Revised Report Interpretations 	Rough draft due in class: 11/18 Part 3 due to Bb: 11/25 Revised Part 3 due to Bb: 12/9	15
Part 4: Individual Child Assessment Project <ul style="list-style-type: none"> • Rough Draft due in class Part 4 • Instructional and Assessment Lesson Plan (Use template provided) for Peer Review <ul style="list-style-type: none"> ○ Writing feedback from course instructor provided Week 14 via conferencing in class and on drafts submitted through Blackboard. • Revised Instructional and Assessment Lesson Plan 	Rough draft due in class: 12/2 Part 4 due to Bb: 12/9 Revised Part 4 due to Bb: 12/16	15
Individual Child Assessment Project: All sections of the Individual Child Assessment Project	<i>Submit to VIA through Blackboard</i> 12/16	
TOTAL		100

- **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). Students in the Master of Education in Special Education with a concentration in Early Childhood Special Education (Non-Licensure) or Early Childhood Special Education Licensure and students in the Early Childhood Special Education Licensure Graduate Certificate will complete their field experience in a preschool special education classroom setting. Students in the Master of Education in Curriculum and Instruction with a concentration in Early Childhood Education for Diverse Learners Non-Licensure or Early Childhood Education for Diverse Learners Licensure and students in the Early Childhood Education (PK-3) Licensure Graduate Certificate will

complete their field experience in a prekindergarten through third-grade classroom setting. 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 prekindergarten general education or a special education setting, **or** 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 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 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.

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)

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 reflect on what they learned as they linked theory and research to practice to write a guiding principles paper.

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 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. ***Students will write a double-spaced report of 1000 words.***

Part 1: Introduction (10 points)

Students will introduce the child and describe the child's classroom and school context. Students will talk with the teacher and/or other professional(s), observe in the classroom, and consult the school website to gather information. In collaboration with the child's family, students will apply ethical and legal considerations to gather assessment information about their case study child. Students will compose a letter to the child's family to gain permission to work with their child for the assessment project. Students will invite the family to complete a developmentally, culturally and linguistically appropriate, valid, reliable survey that is responsive to the characteristics of the child, family, and program. Students will present and discuss the survey results as part of the introduction using strengths-based language. In the appendix, students will attach a copy of the following (a) their invitation letter, (b) family's consent, and (c) completed survey. ***Students will write a double-spaced report of 600 words.***

Part 2: Assessments (15 points)

Students will select, develop, administer, and use four assessments (undergraduate) or five assessments (graduate) that were developed for teachers to use in their classrooms in order to document developmental progress and promote positive outcomes for each child to assess progress across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

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).

These assessments will address the child’s developmental progress across the cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development and will include a variety of evidence-based practices to select and administer a variety of valid and reliable formal and informal assessment tools (e.g., activity protocol, checklist, event sampling, frequency counts, rating scale, rubrics, sociogram, and time sampling).

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.).

Students will use the assessment template provided to present each assessment of 1000 words total.

Part 3: Interpretation of Results (15 points)

Students will discuss the child’s developmental progress in terms of interests, strengths, and learning needs across each of physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development. They 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 use assessment data from multiple sources to describe areas of educational strengths, learning needs, and articulate recommendations that are evidence-based and aligned with Virginia Standards of Learning and/or developmental milestones. ***Students will write a double-spaced report of 1000 words.***

Part 4: Instructional and Assessment Plan (15 points)

Students will identify specific learning objectives linked to the results of the assessments. Based on data presented in the Child Assessment Report, students will develop one detailed instructional lesson plan designed to meet these objectives. The instructional lesson plan will (a) focus on one or more learning objective(s); (b) transparently support the child’s learning and engagement across developmental domains; (c) include at least three evidence-based instructional strategies that address the identified learning objectives; (d) describe 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 (e) detail the formative and 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. *Students will write a lesson plan of 600 words.*

Other Requirements

Attendance and Participation (25 points)

1. Attendance is taken when the class is scheduled to start, and a student will be considered late once attendance is taken. If a student leaves more than 10 minutes before the end of the class, then it is considered an early departure. Two late arrivals or early departures, or a combination of both, equals one absence.
2. Students who are registered for the course at the start of the semester must attend the first class session to continue in the course. If the student is registered for the course and unable to attend the first class session, they should drop the course and plan to take it in a subsequent semester.
3. Course length:
 - a. For undergraduate students: In 15-week semester-long courses, more than 2 class absences will result in one full letter grade (10%) deduction. For example, if a student has a 92% in a 15-week course, after more than 2 absences their grade will automatically change to an 82%. In a course that is less than a full 15-week semester length, inclusive of 7.5-week and 10-week courses, more than 1 class absence will result in one full letter grade (10%) deduction. For example, if a student has a 92% in a 7.5-week course or a 10-week course, after more than 1 absence their grade will automatically change to an 82%.
 - b. For graduate students: In 15-week semester-long courses, more than 2 class absences will result in one letter grade (5%) deduction. For example, if a student has 92% in a 15-week course, after more than 2 absences their grade will automatically change to an 87%. In a course that is less than a full 15-week semester length, inclusive of 7.5-week and 10-week courses, more than 1 class absence will result in one letter grade deduction. For example, if a student has a 92% in a 7.5-week course or a 10-week course, after more than 1 absence their grade will automatically change to an 82%.
4. Per the catalog ([AP.1.6.1](#)), excused absences, to observe religious holidays or to participate in university-sponsored activities (e.g., intercollegiate athletics, forensics team, dance company, etc.) must be communicated to each faculty, within the first two weeks of the semester, with the dates of major religious holidays on which the student will be absent, and the dates for which they are requesting an excused absence for participation in any university-sponsored activity scheduled prior to the start of the semester, and as soon as possible otherwise. Absence from classes or exams for these reasons does not relieve students from responsibility for any part of the course work required during the absence. Students who miss classes, exams, or other assignments because of their religious observance or for participation in a university activity will be provided a reasonable alternative opportunity, consistent with class attendance policies

stated in the syllabus, to make up the missed work. Students are obligated to provide their instructor with a letter from a university official stating the dates and times that participation in the University-sponsored activity would result in the student missing class.

5. Inclusive ECE program participation policy:
 - a. In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), “Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation is a factor in grading, instructors may use absence, tardiness, early departure, or failure to engage in online classes as de facto evidence of nonparticipation.” See <https://catalog.gmu.edu/policies/academic/registration-attendance/#ap-1-6>.

Online participation in synchronous sessions requires students to remain engaged and active learners. Therefore, students must keep their camera on throughout the entire class session. Students must attend the entire class session without distractions and participate in small group and whole group activities. If cameras are off and engagement is not evidenced the student will be marked as absent.

If you must be absent, late, or leave early from class, or have your camera off, inform the instructor prior to the beginning of the class session, at least 24-48 hours.

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+ = 98 – 100 A = 93 – 97 A- = 90 – 92 B+ = 87 – 89 B = 83 – 86 B- = 80 – 82
C+ = 77 – 79 C = 70 – 76 D = 60 – 69 F = < 60

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 seeking Virginia initial teaching licensure must earn a C or better in all undergraduate licensure coursework.

Field Accommodations

If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason's Disability Services office (DS). Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: <https://ds.gmu.edu/field-placement/>.

Use of Generative AI

Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.

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>Week 1 Aug 26</p>	<p>Welcome!</p> <p>Developing a Comprehensive Assessment System for Diverse Young Learners</p> <ul style="list-style-type: none"> • Goals, benefits, and uses of assessment • Overview of assessments used in PreK-12 education • Legal and ethical aspects <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. https://www.decdocs.org/position-statement-promoting-positi (pp. 10 -18).</p> <p>NAEYC Code of Ethical Conduct and Statement of Commitment https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf</p> <p>Virginia’s Early Learning and Development Standards Birth-Five https://www.doe.virginia.gov/early-childhood/curriculum/va-elds-birth-5.pdf</p> <p>Standards of Learning K-3 https://www.doe.virginia.gov/testing/index.shtml</p>
<p>Sept 2</p>	<p>No Class—Labor Day</p>	
<p>Week 2 Sept 9</p>	<p>Selecting, Administering, and Interpreting Formal and Informal Assessments for Diverse Young Learners</p> <ul style="list-style-type: none"> • Using valid and reliable formal and informal, formative and summative assessments, and classroom- and curriculum-based assessment • Using observation as a key method • Understanding the principles of second language acquisition to minimize bias 	<p>Kidd et al., Chapter 6 (available on Blackboard)</p> <p>Kidd et al., Chapter 7 (available on Blackboard)</p> <p>Due to Bb (9/9): Field Experience Placement Approval Form</p>

Date	Topics	Assignments & Readings Due
	<p>Introducing Writing Processes for Crafting Child Case Study Reports</p> <ul style="list-style-type: none"> • Using an ecological approach to describe a child and a child’s multifaceted learning contexts • Focus on Part 1: Assessment Report Introduction • Identifying the varied stakeholders for case study reports (emphasizing audience, purpose, topic, and form) 	
<p>Week 3 Sept 16</p>	<p>Partnering with Families and Professional Colleagues</p> <ul style="list-style-type: none"> • Developing family partnerships to learn from and with families • 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 • Using family-centered assessment to build effective learning environments responsive to learners’ diverse abilities; identities; and cultural, linguistic, and socioeconomic backgrounds • Using knowledge of typical and atypical child development in assessment <p>Analysis of Elements of Part 1: Assessment Report Introduction</p> <ul style="list-style-type: none"> • Peer review of graphic organizer capturing ecological aspects of the case study child’s learning environment (emphasizing content development) 	<p>Wortham & Hardin, Chapter 3</p>
<p>Week 4 Sept 23</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"> • Constructing, selecting, implementing, analyzing, and interpreting valid and reliable <ul style="list-style-type: none"> • formal and informal assessments • formative and summative assessments • classroom- and curriculum-based assessments of student learning • Minimizing bias 	<p>Wortham & Hardin, Chapter 4</p> <p><i>Due in Class (9/23): Guiding Principles Essay Rough Draft</i></p>

Date	Topics	Assignments & Readings Due
	<ul style="list-style-type: none"> • Designing and adapting assessments to meet the needs of diverse young learners • Using qualitative and quantitative data to evaluate a child’s performance (conducting, analyzing, and evaluating) • Using assessments to <ul style="list-style-type: none"> • diagnose needs • record student progress • evaluate student performance • measure attainment of essential skills in a standards-based environment • inform ongoing planning and instruction • contribute to program development and improvement <p>Introducing the Graphic Organizer Guiding Part 2: Assessment Report Assessments</p> <ul style="list-style-type: none"> • Collecting quantitative and qualitative data using observational and formal assessment—purposes, procedures, inherent biases, and results (emphasizing content development) 	
<p>Week 5 Sept 30</p>	<p>Taking a Deeper Look at Using Assessments for a Variety of Purposes</p> <ul style="list-style-type: none"> • Diagnosing needs • Recording, monitoring, and evaluating student progress and performance • Analyzing qualitative and quantitative data to inform curricular decisions for young learners • Measuring attainment of essential skills in a standards-based environment • Informing ongoing planning and instruction • Contributing to program development and improvement <p>Technology as an Assessment Tool</p> <ul style="list-style-type: none"> • Examining technology-based assessments • Using technology to monitor student progress and communicate with families and other professionals • Using technology as a self-assessment tool for diverse young learners • Developing instructional plans informed by technology-based assessment results 	<p>Wortham & Hardin, Chapter 7</p> <p>Due to Bb (9/30): Guiding Principles Essay</p>

Date	Topics	Assignments & Readings Due
	Crafting Part 2: Assessment Report Assessments <ul style="list-style-type: none"> Documenting using interest and attitude survey assessments—purposes, procedures, inherent biases, and results (emphasizing content development) 	
Week 6 Oct 7	Assessment for Planning Instruction and Interventions for Diverse Young Learners <ul style="list-style-type: none"> 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 Assessing oral language and vocabulary in diverse young learners, including dual-language learners, English-language learners, and children with disabling and at-risk conditions Building a Child Case Study Crafting Part 2: Assessment Report Assessments <ul style="list-style-type: none"> Documenting using instructional assessments—purposes, procedures, inherent biases, and results (emphasizing content development) 	Wortham & Hardin, Chapter 8 <i>Due in Class (10/7): Part 1 Rough Draft</i>
Oct 14	No Class--Fall break	
Week 7 Oct 21	Conferencing, Grading, and Reporting <ul style="list-style-type: none"> Partnering with families Developing appropriate goals Supporting learners' self-assessment of academic progress Monitoring student progress, including monitoring development, academic progress, and functioning in environments with same-age peers Grading and evaluating student performance Considering the state assessment programs and accountability systems (i.e., content area <i>Virginia Standards of</i> 	Wortham & Hardin, Chapter 6 Due to Bb (10/21): Part 1 Introduction Due to Bb (10/28): Revised Guiding Principles Essay Writing feedback from course instructor provided for Part 3 via conferencing in class and on drafts submitted through Blackboard.

Date	Topics	Assignments & Readings Due
	<p><i>Learning and Virginia's Early Learning and Development Standards)</i></p> <p>Synthesizing Assessment Results to Support Part 3: Assessment Report Interpretations</p>	
<p>Week 8 Oct 28</p>	<p>Considering Assessment of Diverse Infants and Toddlers</p> <ul style="list-style-type: none"> • Special considerations in infant and toddler assessment • Assessment in early intervention • Creating, selecting, and implementing age-appropriate assessments <p>Introducing a graphic organizer to support Part 3</p>	<p>Wortham & Hardin, Chapter 2</p>
<p>Week 9 Nov 4</p>	<p>Considering Assessment of Diverse Prekindergarten Learners</p> <ul style="list-style-type: none"> • Creating, selecting, and implementing age-appropriate assessments • Analyzing and interpreting assessment data to inform instructional decisions <p>Using Strengths-Based Language in Part 3: Assessment Report</p> <ul style="list-style-type: none"> • Interpreting to represent children's cognitive, physical, communication and language, and social and emotional development (emphasizing disciplinary conventions) 	<p>Wortham & Hardin, Chapter 5</p> <p><i>Due in Class (11/4): Part 2 Rough Draft</i></p> <p>Due to Bb (11/4): Revised Part 1 Introduction</p> <p>Writing feedback from course instructor provided for Part 3 via conferencing in class and on drafts submitted through Blackboard.</p>
<p>Week 10 Nov 11</p>	<p>Considering Assessment of Diverse Primary-Grade Learners</p> <ul style="list-style-type: none"> • Creating, selecting, and implementing age-appropriate assessments • Analyzing and interpreting assessment data to inform instructional decisions <p>Introducing the Lesson Planning Frame for writing Part 4: Instructional and Assessment Plan</p> <ul style="list-style-type: none"> • Using assessment results to identify individualized learning goals and leverage areas of demonstrated strength to enhance learning experiences (emphasizing disciplinary conventions) 	<p>Wortham & Hardin, Chapter 9</p> <p>Due to Bb (11/11): Part 2 Report Assessments</p>
<p>Week 11 Nov 18</p>	<p>Assessment Across the Content Areas</p>	<p>Wortham & Hardin, Chapter 10</p>

Date	Topics	Assignments & Readings Due
	<ul style="list-style-type: none"> • Assessing the arts, English language arts, mathematics, movement, science, social studies • Assessing procedural knowledge <p>Using Assessment to Inform Instruction Across the Content Areas</p> <p>Sharing Part 5: Guiding Principles Sharing reading logs and analyzing for common themes in peer writing groups</p>	<p><i>Due in Class (11/18): Part 3 Rough Draft</i></p>
<p>Week 12 Nov 25</p>	<p>Putting the Pieces Together</p> <ul style="list-style-type: none"> • Developing a picture of the whole child • Identifying learner’s strengths and next steps for growth • Creating learning goals • Communicating with families • Using the information to support diverse young learners <p>Sharing Part 5: Guiding Principles</p> <ul style="list-style-type: none"> • Sharing graphic organizers in peer writing groups • Using the Praise, Question, Polish process for extending supporting details for identified guiding principles 	<p>Wortham & Hardin, Chapter 11</p> <p>Due to Bb (11/25): Part 3 Report Interpretations</p> <p>Writing feedback from course instructor provided for Part 3 via conferencing in class and on drafts submitted through Blackboard.</p>
<p>Week 13 Dec 2</p>	<p>Assessments Used for Student Achievement Goal Setting as Related to Teacher Evaluation</p> <p>Preparing the Final Case Study</p> <p>Reflecting on and Learning from the Field Experience</p>	<p>NAEYC Early Childhood Curriculum, Assessment, and Program Evaluation https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/pscape.pdf</p> <p>NAEYC Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDIV98.PDF</p>

Date	Topics	Assignments & Readings Due
		<p><i>Due in Class (12/2): Part 4 Rough Draft</i></p> <p>Due to Bb (12/2): Revised Part 2 Report Assessments</p>
<p>Week 14 Dec 9</p>	<p>Reflecting on Principles That Guide Assessment Practices for Diverse Young Learners</p> <p>Taking Action</p>	<p>NAEYC Developmentally Appropriate Practices https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/dap-statement_0.pdf</p> <p>Due to Bb (12/9): Revised Part 3 Report Interpretations</p> <p>Due to Bb (12/9): Part 4 Lesson Plan</p> <p>Writing feedback from course instructor provided for Part 4 via conferencing in class and on drafts submitted through Blackboard.</p> <p>Writing feedback from course instructor provided for Part 5 via conferencing in class and on drafts submitted through Blackboard.</p>
<p>Dec 10</p>	<p>No Class--Reading Day</p>	
<p>Finals Week Dec 11-18</p>	<p>Finals</p> <p>Celebrating and Sharing Guiding Principles</p>	<p>Due to Bb (12/16): Revised Part 4</p> <p>Due to Bb (12/16): Attendance and Participation Self-Evaluation</p> <p>Due to Bb (12/16): Field Experience Documentation Form</p>

Date	Topics	Assignments & Readings Due
		Due to VIA (12/16): Complied Individualized Child Assessment Project, Parts 1-4 and Essay

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 Mason’s Academic Standards (see <https://academicstandards.gmu.edu/>).
- 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.
- Common Policies affecting all courses at George Mason University (see <https://stearnscenter.gmu.edu/home/gmu-common-course-policies/>).

Campus Resources

- Support for submission of assignments to VIA should be directed to 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.

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.

Writing Quality Rubric

	Capstone	Milestones		Benchmark
	4	3	2	1
<p>Context of and Purpose for Writing</p> <p>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</p>	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).
<p>Content Development</p>	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.
<p>Genre and Disciplinary Conventions Formal and Informal Rules</p> <p>Includes rules inherent in the expectations for writing in particular forms and/or academic fields.</p>	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	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.

	stylistic choices			
Sources and Evidence	Demonstrates skillful use of high- quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to 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/>