EC-6 Assessment and Evaluation
ECED 4345
Syllabus

COURSE DESCRIPTION:
A study of assessment for children EC-6 utilizing both formal and informal instruments will be addressed. A knowledge of choosing, administering, and reporting developmental assessment will be explored with an emphasis on assessment tools that can be used by teachers of EC-6 children. The principles of designing and using assessment and evaluation techniques that are culturally fair intellectually sound, reliable, dependable, and content-valid for EC-6 children will be investigated. Differentiation among criterion-referenced, norm-referenced, individual, informal, authentic, and group assessments will be emphasized and identified by the University students. Students will review strategies for using assessment data to design instruction, and match assessment techniques to individual children and learning situations.

COURSE RATIONALE:
Teacher knowledge of recommended assessment, interpretation and evaluation practices with EC-6 children is a key determinant in developing and providing effective instructional practices. Through knowledge of child development, formal and informal assessment measures, characteristics of standardized assessment measures, portfolio and performance assessment, and family considerations in the assessment process are vital for the effective educator.

COURSE PREREQUISITES:
ECED 3324, ECED 3380

State Adopted Proficiencies for Teachers and/or Administrators/Counselors
1. Learner-Centered Knowledge: The teacher possesses and draws on a rich knowledge base of content and technology to provide relevant and meaningful learning experiences for all students.
2. Learner-Centered Instruction: The teacher collaboratively identifies needs and implements appropriate pedagogical and assessment strategies using technology and other resources.
3. Equity In Excellence For All Learners: The teacher respects, addresses, and validates the needs of diverse learners.
4. Learner-Centered Communication: The teacher demonstrates effective professional and interpersonal communication skills and serves as an advocate for all students.
5. Learner-Centered Professional Development: The teacher is a reflective practitioner and demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.
TExES PPR COMPETENCIES:

COMPETENCY 10
The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

TExES EC-6 GENERALIST COMPETENCIES:

COMPETENCY 012
Teachers understand the basic principles of literacy assessment and use a variety of assessments to guide literacy instruction.

STANDARD VIII
The mathematics teacher understands assessment and uses a variety of formal and informal assessment techniques appropriate to the learner of an ongoing basis to monitor and guide instruction and to evaluate and report student progress.

STUDENT LEARNING OUTCOMES:

A. Student will identify and interpret the assessment/evaluation process. (TExES COMPETENCIES: 10, 11, 12; Curricular topic: Code of Ethics & Standard Practices, State Assessment of Students, Curriculum Development & Lesson Planning, Classroom Assessment, Parent Conferences / Communication; Proficiencies: 1, 2, 3, 4, 5.

B. Student will understand how family members and educators can be involved in the screening, assessment/evaluation process. (TExES COMPETENCIES: 10, 11, 12; Curricular topic: Code of Ethics & Standard Practices, State Assessment of Students, Curriculum Development & Lesson Planning, Classroom Assessment, Parent Conferences / Communication; Proficiencies: 1, 2, 3, 4, 5.

C. Student will explain purpose of screenings and administer some screening instruments. (TExES COMPETENCIES: 10, 11, 12; Curricular topic: Code of Ethics & Standard Practices, State Assessment of Students, Curriculum Development & Lesson Planning, Classroom Assessment, Parent Conferences / Communication; Proficiencies: 1, 2, 3, 4, 5.

D. Student will compare and contrast norm-referenced, criterion-referenced and naturalistic assessment appropriate for EC-6 students. (TExES COMPETENCIES: 10,
E. Student will complete EC-6 student observation and create a teacher created assessment. (TExES COMPETENCIES: 10, 11, 12; Curricular topic: Code of Ethics & Standard Practices, State Assessment of Students, Curriculum Development & Lesson Planning, Classroom Assessment, Parent Conferences / Communication; Proficiencies: 1, 2, 3, 4, 5.

F. Student will investigate portfolio assessment and the use of rubrics in the classroom. (TExES COMPETENCIES: 10, 11, 12; Curricular topic: Code of Ethics & Standard Practices, State Assessment of Students, Curriculum Development & Lesson Planning, Classroom Assessment, Parent Conferences / Communication; Proficiencies: 1, 2, 3, 4, 5.

G. Student will explain STAAR Testing in public schools and the impact of the STAAR testing to the teacher and school. (TExES COMPETENCIES: 10, 11, 12; Curricular topic: Code of Ethics & Standard Practices, State Assessment of Students, Curriculum Development & Lesson Planning, Classroom Assessment, Parent Conferences / Communication; Proficiencies: 1, 2, 3, 4, 5.

H. Student will understand and investigate Math RTI strategies. (TExES COMPETENCIES: 10, 11, 12; Curricular topic: Code of Ethics & Standard Practices, State Assessment of Students, Curriculum Development & Lesson Planning, Classroom Assessment, Parent Conferences / Communication; Proficiencies: 1, 2, 3, 4, 5.

I. Student will interpret screening, assessment/evaluation results. (TExES COMPETENCIES: 10, 11, 12; Curricular topic: Code of Ethics & Standard Practices, State Assessment of Students, Curriculum Development & Lesson Planning, Classroom Assessment, Parent Conferences / Communication; Proficiencies: 1, 2, 3, 4, 5.

J. Student will provide and explain evaluation results verbally and written. (TExES COMPETENCIES: 10, 11, 12; Curricular topic: Code of Ethics & Standard Practices, State Assessment of Students, Curriculum Development & Lesson Planning, Classroom Assessment, Parent Conferences / Communication; Proficiencies: 1, 2, 3, 4, 5.

K. Student will interpret and use assessment results to direct instruction within a lesson plan for the EC-6 student. (TExES COMPETENCIES: 10, 11, 12; Curricular topic: Code of Ethics & Standard Practices, State Assessment of Students, Curriculum Development & Lesson Planning, Classroom Assessment, Parent Conferences / Communication; Proficiencies: 1, 2, 3, 4, 5.

COURSE TOPICS:
1. Formal and informal assessment of EC-6 students
2. Summative and formative assessments.
3. Performance, short answer, creating tests
4. Interpretation of assessments of EC-6 students
5. Evaluation of assessment instruments for bias, reliability, validity, and appropriateness
6. Administration of EC-6 student assessment
7. Math RTI strategies and assessment
8. Planning lessons based on assessment results of EC-6 students
9. Informing parents of impact and results of EC-6 assessments

INSTRUCTIONAL ACTIVITIES:
The focus of this class will be on acquiring skills for screening, assessment, evaluation, program planning, and progress monitoring. A variety of instructional techniques will be used including lecture, cooperative learning activities, small and large group discussion, role playing, performance events such as tests, presentations, demonstrations, case studies and computer work. Instructional activities will be related to assigned readings and identified topics. Students will be expected to work in groups as full contributing members. Students will be expected to complete screening and assessment of young children outside class time.

EVALUATION AND GRADE ASSIGNMENT:

Exams

1. Case book Reading Circles:
   A quiz will follow each reading circle discussion and lecture. 10 of discussions will be posted on Blackboard 9.1. Group of undergrad partnered with grad student to discuss in group section of Blackboard.

2. Mid-Course Exam
   The exam will include a combination of objective and short essay items. The exam will include questions regarding information from required readings and class lecture/discussion as determined in class. **The exam will be online through BLACKBOARD 9.1: 100 points possible.**

3. Final Exam
   The exam will include a combination of objective and short essay items. The exam will include questions regarding information from required readings and class lecture/discussions after the Midterm. **Completed on BLACKBOARD 9.1. 100 points possible.**
Projects

1. Conduct an assessment with a child in elementary classroom. Using an assessment provided by the professor. After write a reflection of the experience and procedures. (100 points)

2. Write a report to parents reflecting the outcome of the assessment and how the assessment impacts learning. (50 points)

3. Write an interview with student to explain the assessment results. (50 Points)

4. Create and adapt a lesson plan based on the results of the assessment for the child. (100 points)

5. Using the website for TEA, take the STAAR testing training. (100 Points)

6. Journal Article Reviews:
   Educational journals are important tools for the on-going professional development of teachers. Using the form provided, complete a review of one article found either in the Bell Library or online through a reputable online journal and/or association/organization. The article must:
   #1: discuss your specifically assigned ASSESSMENT; and
   #2: must be different from your assigned partner’s article.
   Due with your presentation. 50 points possible.

7. Complete assessment section on BLACKBOARD 9.1-- IRIS learning module on Classroom Assessment And Adapting Lesson to Relate to Assessment and Math RTI assessment practices. (100 points each)

COURSE SCHEDULE AND POLICIES:

Calendar based on each specific semester schedule. Class schedule is tentative and subject to change.

Academic Honesty University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.)
http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm
**Classroom Conduct:** Students and faculty each have responsibility for maintaining an appropriate learning environment. Faculty has the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. Disruptive students in the academic setting hinder the educational process. Disruption, as applied to the academic setting, means behavior that a reasonable faculty member would view as interfering with normal academic functions. Examples include, but are not limited to, persistently speaking without being recognized or interrupting other speakers, behavior which distracts the class from the subject matter or discussion, or in extreme cases, physical threats, harassing behavior or personal insults, or refusal to comply with faculty direction. Students are expected to refrain from disruptive behavior at all times. Students who fail to adhere to behavioral standards may be subject to disciplinary action.

http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm

**Disabilities:** “The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.”  

http://disabilityservices.tamucc.edu

The Texas A & M University – Corpus Christi’s College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination.

**Statement of Civility:** Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm

**Course Policies**

**Late Assignments.** Late work will be accepted at the discretion of the site professor on a case-by-case basis. Assignments submitted within one week past the due date would be accepted for a maximum of 80% credit; one week or more past the due date for a maximum of 70% credit.

**Assignments.** Points will be deducted for misspelled words, errors in mechanics, grammar errors, etc. Type (word-process) and double-space all assignments (12 pt. Font) unless you are provided with a form or otherwise instructed.
Cell Phone Policy: To receive the full benefit from this course, the use of electronic devices for unrelated activities (i.e. text messaging, instant messaging, internet surfing, etc) is strongly discouraged. Be Respectful

COURSE TEXTBOOKS:


BIBLIOGRAPHY OF RESOURCES:

New York: Guilford.


Reston, VA: Council for Exceptional Children.


