I. **Instructor**  
Dr. Norma Zunker  
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II. **Course Description**  
**ECED 5340 - Developmentally Appropriate Assessment of Young Children**  
3 sem. hrs. The history, philosophy, and practice of observing, recording and analyzing children's behavior using current methods based upon prevailing research in the field of developmentally appropriate assessment, including investigation of issues concerning cultural diversity in assessment. The course will also facilitate development of appropriate assessment records and mechanisms.

III. **Course Rationale**  
Assessment is an important part of education of young children. An educator needs to be able to implement assessment which will benefit the education of children. Additionally, the interpretation, validity, reliability, and bias of assessment are essential. The critique of authentic assessment is vital to education.

IV. **Student Learner Outcomes**  
By the end of the semester, the student will:  
a. compare and contrast authentic, alternative and performance-based assessments;  
b. determine the purposes of assessment;  
c. analyze the purposes of assessment;  
d. interpret assessment information;  
e. critique assessment instruments;  
f. evaluate current assessment intent and strategies;  
g. discuss current assessment considerations, theories and issues;  
h. develop an original assessment tool;  
i. critique the original assessment tool; and  
j. examine current assessment articles.
V. Course Requirements

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. (100 points)

2. Evaluate assessment instrument
Student will check out an assessment instrument to evaluate for elements found in the textbook—validity, reliability, type of administration, bias, etc. Additionally, the student will interpret, critique, analyze, and determine use in classroom according to guidelines of NAEYC AND ACEI. Will write a paper over the assessment 3 pages and present to class. (200 points)

3. Assessment project
Student will create an original assessment using a variety of the types of questions in the textbook. Students will have a peer look over the assessment for elements of proper and good assessment. Students will administer assessment to a school age child. Students will evaluate the administration of the assessment to child using element listed on rubric. Additionally, student will interpret child’s assessment. Students will interpret assessment information, critique their assessment, and evaluate the quality of the assessment intent. How can assessment be improved or what was successful. Write paper 3 pages and present to class. (300 points)

4. Head Start Project
Administer, analyze, and critique assessing the Head Start students in a low socioeconomic classroom. Students will administer the Galileo for Head Start. (200 points)

5. Book Assignment
Read book A Measure of Failure write a paper critique and point out elements of their opinion with the author or agreements. (100)

6. Standards
Compare and contrast assessment standards of NAEYC AND ACEI assessment statements. 2 to 3 pages. (100 points)
7. Working with Undergrads
Grad students will help undergrads evaluate and assess their assessment project. Grad students will complete rubric in comparison with professor’s rubric.

VI. 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_handbook_academic_info.htm](http://falcon.tamucc.edu/~students/JAffairs/ja_handbook_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**

**VII. Instructional Materials**


**VIII. Grading Scale**

The following grading scale will be used:
a. assessment instrument and critique
b. assessment instrument presentation
c. original assessment instrument
d. critique of original assessment instrument
e. article critiques
f. A = 92%-100%
   B = 82%-91%
   C = 72%-81%
g. late assignments will be accepted for one half credit

IX. Attendance

According to the TAMU-CC catalog, attendance is expected. As is customary, one absence will be granted. Excessive absences will result in the lowering of the student’s grade. Any student missing more than two class meetings should make an appointment with the professor.