I. 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.

II. 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.

III. Course Prerequisites

ECED 3324, ECED 3380 (if on degree plan)

IV. 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.

V. **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.

VI. **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.

VII. **Student Learning Outcomes**

A. Student will identify and interpret the assessment/evaluation of and compare and contrast authentic, alternative, and performance-based assessments. (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 and 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 compare and contrast norm-referenced, criterion-referenced, and naturalistic assessments appropriate for EC-6 students. (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 explain testing in public schools and the impact of the testing. 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.

E. Student will understand and investigate 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.

F. Student will interpret screening and assessment/evaluation results of exams. (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 provide and explain 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.

H. Student will interpret and use assessment 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.

VIII. Course Topics

1. Formal and informal assessment of EC-6 students
2. Interpretation of assessments of EC-6 students
3. Evaluation of assessment instruments for reliability, validity, and appropriateness
4. RTI strategies and assessment
5. Informing parents of impact and results of EC-6 assessments

IX. Instructional Methods

ECED 4345 utilizes a variety of traditional instructional methods and activities.

Methods and activities for instruction include:
A. Traditional Experiences (lecture/discussion; demonstration; drill; guest speaker; online deliveries; video, etc)
B. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; guided discovery; role play; lab exercise; value clarifications)
C. Field Experiences (field teaching; field trips; community resource use; case studies; internship; student teaching; practicum).

X. Evaluation and Grade Assignment

A. Exams = 100 point each
B. Assessment review and presentation = 50 points
C. Article reviews = 20 points each
D. Modules = 20 points each
E. Late assignments will not be accepted
F. Any exam not taken at the time scheduled will be made up during the final exam. The format of the exam may not be the same as the original exam.
G. Grading Scale:
   100%-92% = A
   91%-82% = B
   81%-72% = C
   71%-62% = D
   61%-0% = F

XI. Course Schedule and Policies

A. Course Calendar (See Blackboard)

B. Class Policies:

1. Be prompt and attend class;
2. Be respectful of all students and the professor;
3. Turn off cell phones or set to vibrate;
4. Refrain from texting during class;
5. Refrain from emailing or accessing the Internet during class unless directed by the professor;
6. Demonstrate knowledge of the topic assigned for each class meeting;
7. Check Islander email account frequently;
8. Check Blackboard account for assignments and messages frequently;
9. Satisfactorily complete exams;
10. Review assigned articles; and
11. Successfully complete assigned online modules.
Attendance

_Students are held accountable for class attendance and are advised that excessive absences may adversely affect their grades._ Every instructor should clearly explain the policy on class attendance at the beginning of each course. If students are absent from class on approved university business (e.g., the intercollegiate athletics competition/travel, field trips, students research conferences, Board of Regents meetings), faculty members should count [the absence] as an excused absence and should not penalize the student. Students [absent from a scheduled class meeting because of approved university business] should be allowed to make up any required course work in advance or after return to campus. Students are responsible for informing instructors about the [approved university absence] in advance, so instructors can plan accordingly. If [students] have any doubt as to whether the activity in question is considered official university business, students should contact the Provost’s Office [for clarification].

Attendance is expected. Due to the interactive nature of this class, excessive absences (more than two) will result in lowering of the student’s final grade ten percentage points. As is customary, two excused absences will be granted. If a student misses more than two class meetings, they should make an appointment with the professor. Three unexcused absences will result in the student’s grade below _lowered 10 percentage_ points. Students are expected to be prompt. Any student entering the classroom after the first 10 minutes of class will be counted absent unless the tardiness is deemed excused by the professor.

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](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](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

XII. Course Textbooks

- Creating & Recognizing Quality Rubrics
  Arter & Chappuis
  ©2006 • Paper, 253 pp

- Introduction to Student-Involved Assessment FOR Learning, An, 6/E
  Stiggins & Chappuis
  ©2012 • Paper, 360 pp

These two can be bought together in a package called:
INTRO STUDENT INVOLVED ASSEMTRNG&CREAT PK, 6/E
Rick J. Stiggins, Pearson Assessment Training Institute
Jan Chappuis, Pearson Assessment Training Institute
©2012 • Pearson • Kit/Package/ShrinkWrap

XIII. BIBLIOGRAPHY OF RESOURCES:


