I. Course Description

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.

II. 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.

III. National Association for the Education of Young Children (NAEYC) Standards for Graduate Level Professional Development covered in ECED 5340:

Standard 3. Observing, documenting, and assessing to support young children and families

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities

3d: Demonstrating ability to collaborate effectively to build assessment partnerships with families and with professional colleagues to build effective learning environments

Standard 6. Growing as a professional

6a: Demonstrating professional identification with and leadership skills in the early childhood field to think strategically, build consensus, create change, effectively collaborate with and mentor others, and have a positive influence on outcomes for children, families and the profession

6b: In-depth understanding and thoughtful application of NAEYC Code of Ethical Conduct and other professional guidelines relevant to their professional role

6c: Using professional resources, inquiry skills and research methods to engage in continuous, collaborative learning and investigation relevant to practice and professional role.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education based upon mastery of relevant theory and research

6e: Engaging in informed advocacy for children and the profession, skillfully articulating and advocating for sound professional practices and public policies

6f: Demonstrating a high level of oral, written and technological communication skills with specialization for professional role(s) emphasized in the program

IV. Student Learner Outcomes

SLO 4: Students will design a cultural growth plan
SLO 5: Student will develop assessment instruments.

V. Course Objectives

By the end of the semester, students will have the knowledge and understanding to complete the following:

A. The learner will compare and contrast authentic, alternative and performance-based assessments (Standard 3).
B. The learner will determine the purposes of assessment and analyze the purposes of assessment. (Standard 3)
C. The learner will critique assessment instruments. (Standard 3.a)
D. The learner will evaluate current assessment intent for the teacher and student and strategies to utilize on the behalf of the students’ needs. (Standard 3.a)
E. The learner will discuss current assessment considerations, theories and issues. Write a research paper over a chosen assessment using six resources include history, uses for assessment. (Standard 6.c,d,e,f)
F. The learner will develop an original assessment tool and then test the created assessment tool on a child or small group of children. (Standard 3.b)
G. The learner will critique the original assessment tool and conduct changes could make or flaws noticed. (Standard 3.b,c,d)

VI. Course Topics

The following topics will be covered in this course:

A. Formative and summative assessment
B. Assessment uses and practices in classroom
C. Critiquing assessment for reliability and validity
D. Identifying various assessment used in early childhood
E. Producing self-created assessments
F. Teaching assessment strategies to improve student performance

VII. Instructional Methods

Methods and activities for instruction include:

A. Lecture/discussion
B. Student presentations
C. Video and learning modules
D. Field experiences

VIII. Evaluation and Grade Assignment

The methods of evaluation and criteria for grade assignment are:

a. Chapter responses 5 points each
b. Responses to peers 5 points each
c. assessment instrument and critique 100 points
d. assessment instrument presentation 100 points
e. original assessment instrument project 100 points
f. research paper over an assessment and
g.  
A = 92%-100%  
B = 82%-91%  
C = 72%-81%  
D = 62%-71%  
F = 0%-61%

IX. Course Schedule and Policies

See attached course schedule. Dates may be changed at the discretion of the professor. (This will be attached and updated each semester)

B. Class Policies

Academic Integrity/Plagiarism

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 penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure. See website http://judicialaffairs.tamucc.edu/.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Check the university academic calendar website for dates related to dropping a class with an automatic grade of "W" this term. See website http://www.tamucc.edu/academics/academic_cal.html.

Preferred methods of scholarly citations

Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

Classroom/professional behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://judicialaffairs.tamucc.edu/studentcofc.html.

Statement of Academic Continuity

In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Grade Appeals*

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*

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 call or visit Disability Services at (361) 825-5816 in CCH 116. See website http://disabilityservices.tamucc.edu/.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS

X. Textbooks


XI. Bibliography


