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. Thorough knowledge of child development, formal and informal assessment measures, characteristics of standardized assessment measures, portfolios, performance assessments, rubrics, 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. Classroom 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)
D. Flipped Classroom Experience: Content will be read, watched, and studied outside of the face to face classroom.
X. Evaluation and Grade Assignments

A. Pros and Cons of Standardized Testing = 100 points
B. Standardized Assessment Case Study = 200 points
C. Standardized Assessment Parent Letter = 50 points
D. Designing and Evaluating Rubrics Assignment = 200 points
E. Parent Letter for Rubric = 50 points
F. Formative Assessment Portfolio = 100 points
G. Discussion Board Posts = 120 points
H. Pre/Post Assessment Questions = 80 points
I. Attendance/Class Participation = 100 points

Late assignments will not be accepted.

Grading Scale:
A = 1,000 - 900 points
B = 899 – 800 points
C = 799 – 700 points
D = 699 – 600 points
F = 599 points or below

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 readings and articles; and
11. Successfully complete all assignments.

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].

Students are expected to attend all class meetings. Students are expected to be prompt. Any student entering the classroom after the first 10 minutes of class will be counted tardy unless the tardiness is deemed excused by the professor. Students are expected to be prepared with all materials needed for class.

The following criteria will be used for determining your final Attendance/Class Participation grade:

- A 100 Perfect attendance, punctual (no absences; no tardies)
- B 85 One absence, or 1-2 tardies or early departures
- C 70 Two absences, or 3-4 tardies or early departures
- F 50 Three absences, or 5 or more tardies or early departures

0 points will be awarded for more than three absences, or 6 or more tardies or early departures.

Ten points will be also be deducted from the final Attendance/Class Participation grade for each class period a student attends unprepared (according to the timeline/professor instructions) or does not fully participate in group activities.

Due to the interactive nature of this class, excessive absences (more than three) will result in lowering of the student’s final grade in the class ten percentage points. For example, if a student’s final grade in the course is a 94 but the student has missed more than two classes, the final course grade will automatically be lowered to an 84.

If a student misses more than three class meetings, they should make an appointment with 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

Disabilities: “The Americans with Disabilities Act (ADA) is a federal anti-discrimination statue 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

• None Required

XIII. BIBLIOGRAPHY OF RESOURCES:

New York: Guilford.

Merrill/Prentice Hall.


