ECED 5340 is a Hybrid Course:
ECED 5340 uses Blackboard as a teaching and learning environment. All ECED 5340 students must have access to Blackboard to be successful in this course. Blackboard is available through the TAMU-CC homepage and requires ECED 5340 students to have their normal NET ID to log into the course on Blackboard. Since ECED 5340 is a hybrid online course, the instructor and TAMU-CC assume that students who enroll in the course have, or will quickly obtain, the technical expertise, hardware, and software required to be successful in the course. There is a student tutorial available on the Island Online website (http://iol.tamucc.edu). If you have any problems logging in, the Blackboard helpdesk phone number is 361-825-2825. You are required to check your Blackboard account every few days for announcements, assignment due dates, and/or assignment directions. I strongly recommend that students do not use tablets, iPads or forward their emails to their phones as those systems are unreliable and content is often lost. Begin this course by reading the syllabus very carefully. You can access the schedule, assignments, discussions, and assessments in this course. If you have difficulty accessing any of the Course Content, please let me know as quickly as possible. The quickest way to contact me is through TAMUCC Islander email in Blackboard. If you choose to contact me via telephone, please identify yourself and the course number clearly.

Email:
Use the "Islander email" tool on the tool bar on the left side of the course content page in Blackboard to contact me with questions and/or issues relating to this class. It is much easier for me to respond to your concerns if you contact me through the communication tools in Blackboard. Here's why: if you contact me through the Islander email tool in Blackboard, the message includes
course information in the subject line that helps me identify you and the course about which you have a question. If you have a question about the class, it is much faster and much easier for me to answer your question if I know who you are and the class in question. I normally respond to class related email very quickly, but please allow me at least forty-eight hours to respond to mail about the class with the exception of weekends. Normally, I will not read or respond to mail before 9:00 AM on Monday or after 5:00 PM on Friday, but like many of you, I sometimes cannot help responding to a particularly intriguing comment or email. If I am going to be out of the normal classroom for more than forty-eight hours, I will post an announcement notifying the class of a return date. Many of you will have great questions that will benefit all students to know the answers. Therefore, I will respond to all students in the class unless you specifically state "confidential" in the subject line in your email to me.

**Devices:**

I strongly recommend that students do not use tablets, iPads, or forward their email to their phones as those devices are unreliable and content is often lost.

I will not respond to email that comes through any mail service other than TAMUCC email. I will not respond to Gmail, Hotmail, or any other mail service. Using the university email system assures my students and me that there is a paper trail of all of our electronic conversations in case there is a future misunderstanding.

**Office Phone:** 361-825-3328. If you choose to leave a message, include the course number, your full name, your phone number, and your message in a clear, strong voice. I assure you I will call you back as soon as I get the message as long as I know who I am calling and why.

**Technical Difficulties:**

Students who have technical difficulties of any type should contact TAMU-CC Information Technology (IT) or Distant Education for assistance. Links to IT and Blackboard can be found on the course homepage using the Start Here tab.

I. **Course Description**

Formal and informal assessment strategies and tools used in the assessment of young children will be studied. Current recommended assessment practices and research in early childhood education will be examined.

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

II. Student Learner Outcomes

A. MS Early Childhood Education graduate students will develop, use and evaluate appropriate assessments for young children.
B. Graduate students will produce a portfolio consisting of experiences, projects and originally design products.
III. 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. (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. (Standard 3. b, c, d)
H. The learner will create an annotated bibliography. (Standard 3.b, c)
I. The learner will reflection upon assessment of young children (Standard 3, Standard 6. d, f)

IV. 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

V. Instructional Methods

Methods and activities for instruction include:

A. Lecture/discussion
B. Student presentations
C. Video and learning modules
D. Field experiences
VI. 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. Original assessment instrument project 100 points
e. Assessment reflection 30 points

f. Grading scale
   A = 92%-100%
   B = 82%-91%
   C = 72%-81%
   D = 62%-71%
   F = 0%-61%

VII. Course Schedule and Policies

See Blackboard course schedule. Dates may be changed at the discretion of the professor.

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


This semester you have the opportunity to design your own assessment instrument. This assignment will have three parts: 1st you will design the instrument; 2nd you will write a paper describing the purpose of the instrument and reasons for the type of design you chose and 3rd you will use the instrument with a child/children then critique your instrument.

The paper describing your process of design should include the areas of development/skills/curricula areas for which this instrument is designed. In addition, you should discuss with what age groups the instrument is to be used. This section of the assignment should be detailed and help me to understand your thought processes as you developed this instrument. Why did you choose this area? Why did you choose the design? Did you borrow any ideas from another instrument? If so, why and which one(s)?

The final section of this assignment is to use the assessment with the intended group for whom it was designed and HONESTLY evaluate the instrument. Was it too cumbersome to use? Too time consuming? Do some sections need to be revised? On the other hand, was the instrument appropriate for the age group? Was is easy to use? BE SPECIFIC! You can still receive all of the points possible for the assignment if you decide that your assessment instrument should be completely thrown out and redesigned. However, you can also receive all of the points possible for the assignment if your instrument worked well for the age level and you think it is an appropriate instrument. Just be very specific in your critique of the instrument.
ECED 5340
Original Assessment Instrument
Rubric

Name:

<table>
<thead>
<tr>
<th>ASSESSMENT INSTRUMENT</th>
<th>Points Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assessment instrument was appropriate for the age level. Points possible = 5</td>
<td></td>
</tr>
<tr>
<td>The assessment instrument’s directions were clear and concise. Points possible = 5</td>
<td></td>
</tr>
<tr>
<td>The assessment instrument was organized and clearly written with no grammatical, spelling or mechanical errors. Points possible = 5</td>
<td></td>
</tr>
<tr>
<td>The assessment instrument was of graduate level quality. Points possible = 5</td>
<td></td>
</tr>
<tr>
<td>The assessment instrument directions were clear and easy to use. Points possible = 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRITIQUE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The written paper describing the assessment instrument included the criteria used in the instrument and age levels. Points possible = 25</td>
<td></td>
</tr>
<tr>
<td>The critique contained both pros and cons about the use of the instrument. Points possible = 15</td>
<td></td>
</tr>
<tr>
<td>The assessment instrument critique was candid and straightforward. Points possible = 10</td>
<td></td>
</tr>
<tr>
<td>The assessment critique contained no grammatical or spelling errors. Points possible = 10</td>
<td></td>
</tr>
<tr>
<td>The critique was of graduate level quality. Points possible = 15</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL

Comments:
**Assessment Review & Presentation**

You will be assigned an assessment instrument to review. This review will result in two things. First, you will write a MINIMUM 5 page paper pertaining to the assessment instrument. Secondly, you and your group will present this review to the class via a PowerPoint. Due to the limited number of assessment instruments, you must work in groups of 2.

Information you MUST provide includes:

1. The purpose of the instrument;
2. The population for whom this instrument was designed;
3. The publication date;
4. Any acronyms that were assigned;
5. An explanation of the scores;
6. The number of forms;
7. How the assessment is administered;
8. The price of the assessment;
9. Time needed;
10. The validity of the assessment and your comments;
11. The reliability of the assessment and your comments;
12. Comments (Mental Measurements Yearbook = 16th, 17th or 18th editions may be used)
13. A description of the assessment;
14. Commentary found in Mental Measurements Yearbook;
15. How the assessment was developed; and
16. Any differences you found between the Mental Measurements Yearbook (16th, 17th or 18th editions) and the information found on the publisher’s website.

The paper should be written in a formal style using the APA 6th edition format. I STRONGLY URGE you to take this paper to CASA for help!!!
ECED 5340
Assessment Critique
Rubric

Names:
Critique of Instrument Section 100  total points possible

1. Basic information 5 points possible
Title of instrument; purpose of the instrument; population for whom this instrument was designed; publication date; acronyms used; number of forms; price of the assessment; time needed to administer.

Information went beyond being complete, gave additional information. Information was fully explained in a professional manner. Information was understandable without being unprofessional (4 points possible).

Information was complete. Information explained. Information was understandable (4-2 points possible). 

Information was incomplete lacking explanation and written in an exceptionally unprofessional style (1-0 points possible) 

Points awarded for this section
Comments:

2. *Mental Measurement Yearbook Comments* *If this information was not available, these points possible will be added to the ‘assessment description’ portion. 15 points possible

Information paraphrased rather than merely copied. Information went beyond basic information (15-10 points possible).

Information was very superficial, lacking in substance (9-0 points possible).

Points awarded for this section
Comments:

3. Assessment Description 30 points possible

The information provided about the assessment instrument went beyond the basic requirements. The information paraphrased rather that merely copied. The information written in a professional manner that went above and beyond average expectations of the assignment requirements (30-24 points possible).
The information about the assessment instrument listed the requirements of the assignment. Some or most of the information was copied directly from other sources. Information was written at an ordinary level (23-18 points possible).

The information about the assessment did not cover all of the requirements. Writing level was subpar (17-12 points possible).

Much of the required information was omitted. Writing level was extremely poor (11-0 points possible).

Points awarded for this section
Comments:

4. **Difference between publisher’s information and Mental Measurement Yearbook**
   **If this information was not available, half of these points possible will be added to the ‘assessment description’ portion and the other half will be added to the mechanics section. 30 points possible.**

Points awarded for this section
Comments:

5. A.P.A. Format (5 points possible)
   Paper was written in correct APA format with no mistakes (5 points possible).

   The majority of the paper was correctly written in APA format (3 points possible)

   The paper used correct APA format to some extent (1 point possible)

   APA wasn’t used for citation or too many mistakes in APA format were made (0 points possible).

Points awarded for this section
Comments:

6. Mechanics 5 points possible
   No mechanical errors (5 points possible).

   A few mechanical errors were present (4-3 points possible).

   Too many mechanical errors were present for this to have been turned in for a senior level university assignment (2-0 points possible).

Points awarded for this section
Comments:
7. **Graduate Level Quality 10 points possible (10 points possible).**

   Paper was of exceptional quality for a graduate level course taught at a university (10 points possible)

   Paper was good for a graduate level course taught at a university (9-7 points possible).

   Paper was poorly written for a graduate level course taught at a university (6-3 points possible).

   Paper was inferior to the average expectation of university graduate level work (0 points possible).

   Points awarded for this section
   Comments: