

ECED 7210
Assessment in Early Childhood Education
3 SEMESTER HOURS

Dewar College of Education
Valdosta State University
Department of Early Childhood and Special Education
Conceptual Framework: Guiding Principles

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth and the learning environment.

Equity Principle: All learners deserve high expectations and support

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community- building and resource acquisition.

Standards Principle: Evidence based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS

Waugh, C. K., & Gronlund, N. E. (2013). Assessment of student achievement, 10th ed. Upper Saddle River, NJ: Pearson.

COURSE DESCRIPTION

A study of the role of assessment in educational change. Students examine alternative evaluation strategies in early childhood education. Ethics in assessment and various strategies for acquiring assessment data in the early childhood classroom is examined. Interpreting and using assessment data to guide instruction is emphasized.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

Positively Impacting Learning Through Evidenced-Based Practices

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

COURSE OBJECTIVES (CO):

The student will:

1. investigate the characteristics, uses, advantages, and limitations of different types of assessments, both formal and informal. (CFS IV)
2. identify and develop various alternative assessment measures, such as systematic observation, checklists, rating scales, rubrics, and other performance-based assessment strategies. (CFS IV)
3. develop teacher-constructed formative assessments. (CFS II, IV)
4. utilize assessment data to address children's learning needs. (CFS II, IV)
5. utilize standardized evaluation results to plan modifications to curriculum. (CFS IV)
6. consider ethical implications of assessment administration and use. (CFS II)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Teacher-Constructed Formative Assessment. The candidate will construct an assessment instrument that can be used to acquire assessment data. The instrument will be implemented in an early childhood classroom. An interpretation of the data and recommendations for data use will be included. (CO 1, 2, 3, 4, 5)
2. Performance Assessment. The candidate will develop and implement a performance assessment. The assessment will be implemented in the early childhood classroom. An interpretation of the data and recommendation for data use will be included. (CO 1, 2, 3, 4, 5)
3. Standardized Test Results Interpretation. The candidate will use standardized test results for a group of children to interpret and make recommendations for curriculum change and individual teaching/learning needs. (CO 5, 6)
4. Assessment Evaluation. The candidate will collect an assessment instrument used to acquire data concerning children's achievement from a P-5 classroom. The student will evaluate the assessment instrument using guidelines for effective and ethical assessment. (CO 1, 2, 3, 4, 5, 6)

COURSE EVALUATION

	Possible points
Teacher-Constructed Assessment	100 points
Performance Assessment	100 points
Standardized Test Results Interpretation	50 points
Assessment Evaluation	<u>50 points</u>
Total	300 points

Grading scale:

A	=	90-100%
B	=	80 – 89%
C	=	70 – 79%
D	=	60 – 69%
F	=	below 60%

ATTENDANCE POLICY

Because of the nature of the course, the candidate's learning will be positively impacted through participation in class activities. Therefore, regular attendance is crucial. Come to class prepared to contribute to discussions, ask appropriate questions, and participate in class activities. If it is necessary for you to miss a class, you should arrange for a classmate to take notes and pick up handouts for you. You are responsible for the content of classes that are missed. A candidate who misses more than 20% of the class meetings (class meetings are defined as meetings both on and off campus) will receive an automatic grade of "F."

PROFESSIONALISM

Candidates are expected to conduct themselves in a professional manner at all times. Assignments should be submitted during class on the date indicated on the course schedule. Late assignments are not accepted. Cell phone use is restricted to appropriate uses related to research and assignments related to course materials.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

Positively Impacting Learning Through Evidenced-Based Practices

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, “a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee.”
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the

Positively Impacting Learning Through Evidenced-Based Practices

survey and a timetable for this term is available at
<http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

INSTRUCTOR

Name: Janet Foster

Office Number: EC 1180

Telephone Number: 229 333-5602/229 561-3928

Email Address: jefoster@valdosta.edu

Office Hours: Monday 10:00 am – 1:00 pm; 3:00 – 5:00 pm
Tuesday 1:00 – 5:00 pm
Others by appointment