COURSE SYLLABUS

Southeast Missouri State University
Department: Elementary, Early & Special Education
Course No.: CE 365
Title of Course: Observation, Assessment and Data Analysis in Early Childhood and Elementary Education
Date: College Council Approval, Nov. 11, 2014
Please check: X Revision
Semester:
Class Meeting Time and Location:
Instructor Name and Contact Information:
Office Hours:

Catalog Description (Credit Hours of Course): Study of observational assessment methods, standardized testing, and the application of data to design instruction to support development and learning (3 hours credit)

Prerequisite: Admission to the Teacher Education Program
Co-requisite: CE 366 Curriculum, Theory and Program Management
CE 364 Integrated Math, Science and Social Studies Instruction in Early Childhood
CE 330 Classroom Management and Environmental Organization

Purposes or Objectives of the Course:

Teacher Candidates will:

1. Describe the goals, benefits, and uses of assessment, including its use in development of appropriate goals, curriculum, and teaching strategies for young children
2. Describe and model teachers’ legal and ethical responsibilities in the assessments of young children, including Dual Language Learners
3. Describe and create observational-based documentation records, and other appropriate assessment tools and approaches, including using technology for data collection
4. Administer, score, and interpret a variety of observation-based informal assessments measures with young children
5. Describe how data can be accessed, analyzed, and appropriately used to design instruction and improve learning activities
6. Describe assessment methods that are culturally and linguistically appropriate for Dual Language Learners and will support their learning and development
7. Use the analysis of assessment data to determine the effect of class instruction on individual and whole class learning.
8. Interpret the results of formal screening and diagnostic criterion and norm-referenced standardized tests, and describe the rationale for their use with young children
9. Practice responsible assessment to promote positive outcomes for each child
10. Describe how to develop and use assessment partnerships with diverse families and with professional colleagues to positively impact children’s learning and development, including in the use of assessment data for the referral process.
11. Demonstrate a capacity to engage in a collaborative classroom/department/school data analysis process.
12. Communicate assessment results with diverse families and professional colleagues engaged in a child’s learning and development

**Student Learning Outcomes (Minimum of 3):**

<table>
<thead>
<tr>
<th>No.</th>
<th>Outcomes</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher candidate will use a variety of observational-based informal assessments to assess a child’s cognitive, language, physical, social and emotional development.</td>
<td>Measurement: Observation-based Case study / rubrics</td>
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<tr>
<td>2.</td>
<td>Teacher candidate will demonstrate how data can be accessed, analyzed, and appropriately used to design instruction and improve learning activities.</td>
<td>Measurement: MoPTA Task 2 / rubric</td>
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<td>3.</td>
<td>Teacher candidate will use the analysis of assessment data to determine the effect of class instruction on individual and whole class learning.</td>
<td>Measurement: Data analysis project / rubric</td>
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**Class Concerns**
Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Diana Rogers-Adkinson, Dean of the College of Education.

**Accessibility**
Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the student’s responsibility to contact Disability Support Services to become registered as a student with a disability in order to have accommodations implemented.

**Civility**
Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University’s Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

**Academic honesty**
Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious
breach of discipline and may be considered grounds for disciplinary action, including dismissal from
the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or
defraud so as to promote or enhance one’s scholastic record. Knowingly or actively assisting any
person in the commission of an above-mentioned act is also academic dishonesty. Students are
responsible for upholding the principles of academic honesty in accordance with the “University
Statement of Student Rights” found in the STUDENT HANDBOOK. The University requires that all
assignments submitted to faculty members by students be the work of the individual student submitting
the work. An exception would be group projects assigned by the instructor. In this situation, the work
must be that of the group. Academic dishonesty includes:

**Plagiarism.** In speaking or writing, plagiarism is the act of passing someone else’s work off as one’s
own. In addition, plagiarism is defined as using the essential style and manner of expression of a source
as if it were one’s own. If there is any doubt, the student should consult his/her instructor or any
manual of term paper or report writing. Violations of academic honesty include:
1. Presenting the exact words of a source without quotation marks;
2. Using another student’s computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

**Cheating.** Cheating includes using or relying on the work of someone else in an inappropriate manner.
It includes, but is not limited to, those activities where a student:
1. Obtains or attempts to obtain unauthorized knowledge of an examination’s contents prior to the time
of that examination.
2. Copies another student’s work or intentionally allows others to copy assignments, examinations,
source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another

**Grading scale and policies:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
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<tr>
<td>B</td>
<td>80% - 89%</td>
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<tr>
<td>C</td>
<td>70% - 79%</td>
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<tr>
<td>D</td>
<td>60% - 69%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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</table>

Students must obtain a C or better in this course.

**Text:**

**Class content—outline or schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Field Work</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Principles, goals and benefits of assessment in EC</td>
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<tr>
<td>2</td>
<td>Legal and Ethical issues of assessing young children, including DLLs</td>
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<td>3</td>
<td>Observation</td>
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<td>4</td>
<td>Observational-based informal documentation methods: anecdotal</td>
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<td>5</td>
<td>Observational-based informal documentation methods: checklists, rating scales, rubrics</td>
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<td>6</td>
<td>Observational-based informal documentation methods: teacher-made tests, portfolios, using technology in observational-based data collection</td>
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<td>7</td>
<td>Using informal data to make instructional decisions, i.e., pre, formative, post assessments, for a classroom and individual students</td>
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<td>8</td>
<td>Culturally and linguistically appropriate assessments for Dual Language Learners</td>
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<td>9</td>
<td>Standardized formal screening and diagnostic assessments: criterion referenced</td>
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<td>10</td>
<td>Standardized formal screening and diagnostic assessments: norm referenced</td>
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<tr>
<td>11</td>
<td>Using formal, standardized data to make instructional decisions for a classroom and individual students</td>
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<td>12</td>
<td>Developing and using assessment partnerships with diverse families and professional colleagues, including in the referral process</td>
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<tr>
<td>13</td>
<td>Engaging in a collaborative/department/school data analysis process</td>
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<td>14</td>
<td>Engaging in a collaborative/department/school data analysis process</td>
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<td>15</td>
<td>Communicating assessment results to diverse families and professional colleagues</td>
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<tr>
<td>16</td>
<td>Final Exam date/time</td>
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**Potential Readings and Resources**


