COURSE SYLLABUS
SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education  Course No. CE630
Course: Assessing Young Children’s Learning and  New: Fall 01
Development – Part I: Uses of Standardized Measures

“The Teacher as Professional Educator”

I. Catalog Description and Credit Hours of Course:

Studies standardized assessment measures and their uses in planning and implementing instruction for the
class and for individual young children. Emphasis upon the National Board for Professional Teaching
Standards. (3)

II. Prerequisite(s):

Graduate standing and successful completion of EL615.

III. Purposes or Objectives of the Course:

Students will:

A. demonstrate knowledge of the varied purposes and characteristics of standardized tests and the
rationale for selecting appropriate instruments and other measures for use with diverse populations of
children.

B. compare and contrast the appropriate educational uses for formal and informal assessment measures.

C. demonstrate knowledge of developmental models for placement and curricular discussions.

D. demonstrate the ability to communicate assessment results to parents in understandable and respectful
language.

E. demonstrate knowledge of methods of planning and adjustment instruction based on testing results.

F. become acquainted with assessment aspect of the National Board Standards for Early Childhood
Education.

G. use action research methodology to improve practices in assessing young children.

IV. Expectations of Students:

Students will:

A. develop competencies for assessing performance.

B. participate in class discussions and activities.

C. read assigned materials

D. administer, score, and interpret instruments. Prepare a parent report and hypothetical conference.
E. demonstrate proper administration, scoring and interpretation of a selected test.

F. prepare a case study (with a focus on a young child)

G. develop an action research plan focusing on an issue in assessing young children.

V. Course Content or Outline:                          Hours

A. Introduction and Overview of Assessment Concepts and Historical Roots    9
   1. Head Start
   2. Standardized testing
   3. Appropriate laws
   4. Inclusion/mainstreaming
   5. Assessment processes
   6. Characteristics of tests

B. Planning for and applying methods of action research and case study.     9

C. Using Test Reviews and Descriptions to Determine Appropriateness     3

D. Selection of Assessments                                                     6
   1. Formal
      a. Screening
      b. Evaluative
   2. Informal
      a. Observations
      b. Checklists and rating scales
      c. Performance assessments: portfolios and developmental assessments

E. Implementation of Assessment Methods                                      9

F. National board Standards related to assessment                             3

G. Connecting Assessment and Curriculum                                     3
   1. Selecting programs
   2. Modifying classroom programs
   3. Organizing classroom environment
   4. Reporting student progress

H. Issues in Assessment                                                      3
   1. State testing requirements
   2. Retention
   3. Time and financial resources issues

VI. Textbook(s) and/or Other Required Materials or Equipment:

VII. Basis for Student Evaluation:

A. Participation in class discussion and activities.  
   - 10%

B. Reading of assigned materials including articles.  
   - 10%

C. Development of a case study utilizing the data from the screening,  
   evaluating and program planning processing.  
   - 20%

D. Proficiency on tests.  
   - 20%

E. Demonstration of proper administration and scoring and rationale for  
   use of a test during class.  
   - 20%

F. Action research plan.  
   - 20%

VIII. Knowledge Base:


**Web Sites:**


Work Sampling Web Site: [http://www.rebusinc.com/index2.html](http://www.rebusinc.com/index2.html)