I. Catalog Description and Credit Hours of Course:

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

II. Prerequisite(s):

Graduate standing, CE630 Standardized Assessment or equivalent course, and successful completion of EL615.

III. Purposes or Objectives of the Course:

Students will:

A. Demonstrate knowledge of characteristics of selected assessment strategies and the rationale for their selection for use with diverse populations of children.

B. Compare and contrast the appropriate educational uses of formal and informal assessment measures.

C. Demonstrate knowledge of developmental models for placement, grouping decisions and curricular planning.

D. Demonstrate the ability to form partnerships with parents in assessing and planning for children.

E. Demonstrate knowledge of procedures for planning and implementing data collection and usage.

F. Demonstrate knowledge of methods of planning and adjusting instruction based on information gained from systematic observations.

G. Develop beginning competencies in the use of assessments based on observations for the purpose of better measuring children’s progress as per the National Board Standards for Early Childhood Education.

H. Use action research methodology to bring about assessment changes in early childhood education.

IV. Expectations of Students:

Students will:

A. Develop competencies in assessing performance levels through a variety of observations and nonstandard methods.
B. Participate in class discussions and activities.
C. Read assigned materials.
D. Read reviews and articles pertaining to assessment.
E. Prepare a case study including interaction with parents (with a focus on a young child).
F. Utilize action research to plan and address an assessment issue.

V. Course Content or Outline:

<table>
<thead>
<tr>
<th></th>
<th>Observations types</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Time samples</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Anecdotal types</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Event samples</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summative and formative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Subjective and objective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advantages and disadvantages of each type</td>
<td></td>
</tr>
<tr>
<td>B.</td>
<td>Observation techniques</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Focusing on items to be observed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interrater reliability</td>
<td></td>
</tr>
<tr>
<td>C.</td>
<td>Checklist types and concerns, rating scale types and concerns</td>
<td>3</td>
</tr>
<tr>
<td>D.</td>
<td>National Board of Professional Teaching Standards related to assessment</td>
<td>3</td>
</tr>
<tr>
<td>E.</td>
<td>Teacher designed assessments</td>
<td>3</td>
</tr>
<tr>
<td>F.</td>
<td>Performance based assessments</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Developmental tasks</td>
<td></td>
</tr>
<tr>
<td>G.</td>
<td>Observation systems and models</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Student portfolios</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work sampling system</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transdisciplinary play based assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Family portfolios</td>
<td></td>
</tr>
<tr>
<td>H.</td>
<td>Applying action research to issues in assessment</td>
<td>10</td>
</tr>
<tr>
<td>I.</td>
<td>Including families in the assessment process</td>
<td>3</td>
</tr>
</tbody>
</table>

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


VII. Basis for Student Evaluation:

|   | Participation in class discussion and activities.     | 10%   |
| B. | Reading of assigned materials including articles.     | 10%   |
| C. | Reports on a variety of types of observation.         | 10%   |
D. Development of a case study utilizing the data from the observation process. 10%
E. Proficiency on tests. 20%
F. Point-of-view paper on assessment. 10%
G. Action research plan and analysis. 30%

VIII. Knowledge Base:


Web Sites:


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