ECE 682/EDCI 690/RDG 690
Assessment in Early Childhood Education
COURSE SYLLABUS: SPRING 2014

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COURSE INFORMATION

Class Meetings:

Jan 15	**Wednesday**	**4:30 PM – 10:00 PM**
Jan 29	**Wednesday**	**4:30 PM – 10:00 PM**
Feb 12	**Wednesday**	**4:30 PM – 10:00 PM**
Feb 26	**Wednesday**	**4:30 PM – 10:00 PM**
Mar 12	**Wednesday**	**4:30 PM – 10:00 PM**
Mar 26	**Wednesday**	**4:30 PM – 10:00 PM**
Apr 09	**Wednesday**	**4:30 PM – 10:00 PM**
Apr 23	**Wednesday**	**4:30 PM – 10:00 PM**

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

DeVries, Beverly A. (2011). Literacy Assessment & Intervention for Classroom Teachers (3rd Edition), Holcomb Hathaway Publishers (ISBN: 978-1934432150)

Course Description:

This course provides an examination of the uses of assessment practices and strategies to improve student learning. Special emphasis will be placed on authentic assessment practices, standardized tests, and developmental screenings. Additionally, students will become familiar with measures to assess children with special needs and children from linguistically and culturally different backgrounds.

Resources for Assessment Measures:

Murphy, Linda L. & Plake, B. et al. (2002) *Tests in Print: An Index to Test Reviews and Literature Specific Tests*, (Volume VI), The University of Nebraska Press, Lincoln Nebraska.

Plake, Barbara & Impara , J. and et al. (2003) *The Fifteenth Mental Measurement Handbook*, The University of Nebraska Press, Lincoln, Nebraska.

Keyser, Daniel & Sweetland, Richard (1985) *Test Critiques*, Volume X, Pro-Ed, Austin, Texas Note: Student must purchase subscription to website.

Maddox, Teddy (1997) *Tests: A Comprehensive Reference for Assessments in Psychology, Education, and Business*, (Fourth Edition) Pro-Ed, Austin, Texas

*Multiple individualized reading assignments will be provided by Instructor and classmates.

Student Learning Outcomes:

1. Students will be able to develop effective grading rubrics to assess student work and to promote learning in the classroom.

2. The student will develop skills and knowledge in assessing children, classrooms, families, and investigate the selection and design of evaluation instruments.

3. The student will expand their knowledge of how to interpret and use assessment data to improve learning in the classroom.

4. The student will be able to describe and distinguish between assessment, screening, informal, and formal assessments.

5. The student will become familiar with measures and practices used to identify school readiness skills and educational interventions.

6. The student will identify key principles of a learner-centered paradigm for student assessment.

7. Students will identify key elements of reform in the assessment of student learning.

Topics and Content Areas:

1. Assessment as part of a developmental and instructional process
2. Authentic assessment
3. Developmental screenings
4. Rubrics
5. Child Portfolio Assessment
6. Standardized Assessment: validity, reliability, and usability
7. Assessing achievement of children with special needs
8. Assessing linguistically and culturally different children
9. Critical issues in assessment
10. Needed reforms in standardized assessment
11. Technology and Assessments
12. Assessing Classroom Quality (CLASS, ECERS, etc.)

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Methods of Instruction:

Multiple methods of instruction will be used. They include lecture/discussions, cooperative groups, and web-assisted instruction. Additionally, students will take an active role as peer instructors in the class.

Course Requirements:

Assignments:

1. **Grading Rubric (50 pts.):** Rubrics represent a set of scoring guidelines for evaluating student's work on a continuum of quality or mastery. Rubrics make explicit the standards by which a student's work is to be judged and the criteria on which that judgment is based. **Each student will develop a scoring rubric to assess quality in a particular literacy task**. Rubrics should reflect best practices as discussed in class and in assigned readings.

2. **Evaluation of Assessment Instruments (100 pts.):** Select a measurement construct (i.e. vocabulary development, fluency, comprehension or phonemic awareness). Then select a standardized measurement tool that you would recommend to your doctoral committee members.

   Using the attached guidelines for **Evaluating the Usability of Early Reading Measures**, describe in detail the psychometric soundness of the selected measure. Your study participants will be children who are randomly selected from a pre k – 3rd grade **or** a 4th- 6th grade cohort. Please include your rationale for selecting the measure and its appropriateness for the selected participants, information regarding reliability and validity, cost of instrument, training and qualifications for examiner, types of scores from

the measure, time to administer, and any other relevant information that might be used to support the selection of this measurement tool.

You should consult the websites of the company that published the measurement tool for pictures and any other information which might be included in your review and evaluation. Additionally, students should consult **Test in Print**, **Mental Measurement Handbook** and **Test Critiques** for additional information such as reviews of the test, and research articles using the measurement tools.

Afterwards, students will develop a **power point presentation** containing the information found in the review and evaluation. **Students will share the power point presentation in class and will provide handouts for all participants.**

3. **Assessment Notebook (100 pts.):** Each student will maintain an assessment portfolio for the course throughout the semester. The portfolio will include required assignments and other related tools of interest throughout the course.

   The following required assignments should be included in the portfolio :

   1) A beginning of the course and end of the course personal statement of what assessment means to the student. (2-3 pages)
   2) A list of assessment instruments in two categories: 1.) Developmental screening and 2.) Assessment of student achievement in school learning. **For each category, the student will list at least 2 instruments and provide a brief description of the psychometric properties of each instrument.**
   3) Evaluation of Instruments – See assignment #2.
   4) Summary of Chapter Readings.
   5) Handout materials from class presentations from students, guest speakers, and instructor.

4. **Chapter Summary and Reflection (50 pts.):** Each student will select chapters from the textbooks and develop a written **chapter PowerPoint and reaction** of the key ideas from the chapter readings. **Copies of chapter PowerPoint presentation should be made for all class members and distributed during the presentation of the chapter(s) to the class.**

5. Each student will provide a written response to (2) doctoral level qualifying examination questions and submit to the instructor of record (100 pts.)

6. Each student will develop a final written self-evaluation that addresses each course objective and assignment. Each student will also suggest a final grade for the course.

Grading

Students will receive points for the following assignments:

Rubric -	50
Evaluation of Instrument -	100
Assessment Portfolio -	100
Chapter Summaries -	50
Doctoral Exam Questions (2 questions: Each @ 50 points) –	100
Total	400

TECHNOLOGY REQUIREMENTS

This is not an Online Course but some technological resources will be required.

Access to a Computer with

- Internet Access.
- Microsoft Word Processing Software.
- Microsoft Power Point Software.
- Adobe or Foxit Reader to open PDF File.

ACCESS AND NAVIGATION

Dr. Brown will send email attachments of all readings relating to course topics. We will not use e-college in this course.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Participation & Communication: Each of you are expected to participate fully in assigned readings related to course topics, chapter presentations, discussions of current articles, and presentations of math science lessons. Your active and thoughtful participation is expected in course assignments. Regular attendance is necessary and will be expected of all students.

In regards to communication, please use my email (David.Brown@tamuc.edu) to correspond with me regarding class matters. Also, I will be happy to schedule individual appointments with you, if needed. Also, I will post readings on the class website for individual assignments. Students will be provided information to access documents on the website.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Lecture and readings: Material from course lectures will not always be found in your text. Use of class discussions and class activities will be included in most class sessions. Please note that all questions on the examinations will be taken from the text, as well as the classroom lectures, videos, and discussions. Typically, you will be expected to read 1 to 2 chapters per week. It is advised that you do not wait until the night before to start the reading material. It is recommended that you stay current with chapter readings, and read the assigned chapter/s before each class.

If you would like to review an assignment, come by my office during office hours or set up an appointment. If you are having problems in class, please come and talk to me immediately. I am better able to help you if you come to me early. Please understand that you should not come to me at the end of the semester, unhappy with your grade, asking for a way to change it. Grades will not be changed.

Citizenship: All Students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct).

Student Conduct: All students are expected to conduct themselves in a professional manner at all times. You are adults and will be treated as such. Discriminatory, rude, and inappropriate language will not be tolerated in this class and students will be asked to leave or drop the class. If a student continues to act in the same manner during future classes, the instructor reserves the right to drop the student from the course.

Late Work: Assignments are due on specific dates, as assigned. Assignments will be accepted after the due date with the exception of major projects. However, a 10 point deduction will be applied to assignments that are 1 day late, and an additional 5 points for each day thereafter.

Plagiarism: Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course. Various versions of your work and final papers will be run through Turnitin software – this is not meant to “catch” you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.

Academic integrity is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution.

Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. As the University states, “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” These policies are stated in detail in the Student’s Guide Handbook. Each student is expected to read this document and abide by the contained policies. These university policies will be followed in this class. The minimum penalty for an act of academic dishonesty will be the assignment grade of 0 or F on the assignment. The maximum penalty is expulsion from the University.

Texas A&M University-Commerce further does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

If you are unsure what constitutes plagiarism and how to avoid it. Visit the following websites:
http://www.plagiarism.org/
http://www.unc.edu/depts/wcweb/handouts/plagiarism.html
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Attendance: Attend all classes. Arrive on time and remain until class is dismissed. Class meets from 4:30 PM until 10:00 PM every other Wednesday unless noted otherwise by the instructor. If you must miss a class due to a professional responsibility and know ahead of time, discuss this with the instructor on the first night of class to create a make-up plan. If you must miss a class due to an unforeseen excused absence or professional responsibility, email or leave a telephone message for the instructor before class, then give the instructor a written plan for make-up work at the beginning of the next class session. You must discuss this plan with the instructor and gain his approval to receive make-up credit. Each unexcused absence will lower your final average score by 10 points. For a definition of an excused absence, please see the Texas A&M University-Commerce Catalog or Student's Guidebook.

Cell Phones/Computers: Please respect the instructor and your peers by turning off your cell phones and other technical devices during chapter presentations, unless you have notified me at the beginning of class that you have a critical family situation about which you must be notified. This should constitute only emergencies.

Scholarly Expectations: All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered in appropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

University Specific Procedures:

ADA Statement

Students with Disabilities:
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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook).*

Although the psychometric soundness of a measure should always take precedence over its practical features, no test can help to identify a reading problem or provide information for remediation if it is so user-unfriendly that it never enters a practitioner's repertoire. Surveys of school psychologists (Hutton, Dubes, & Muir, 1992; Stinnett, Havey, & Oehler-stinnett, 1994; Wilson & Reschly, 1996) have consistently reported that some of the most frequently used instruments have inadequate psychometric characteristics, indicating that factors other than technical adequacy influence selection. For busy psychologists and educators, such practical considerations as the amount of time required for administration, scoring, and interpretation; the types of scores yielded; the availability of software scoring options; and the cost of the test and supplementary materials can be of critical importance.

SOURCES OF GUIDELINES FOR USABILITY

Despite the importance of practical features in the selection and use of tests in applied settings, there has been surprisingly little discussion of this topic in the recent assessment literature. Although some authors (Alfonso & Flanagan, 1999; Bracken & Walker, 1997) have presented guidelines for evaluating the qualitative characteristics of measures, these considerations are based on the appropriateness of tests for children at the elementary level examinees rather than on their convenience for users. Table 2.2 lists seven:

TABLE 2.2. Practical Characteristics of Early Reading Measures

Practical Characteristics	Guidelines for evaluating the usability of early reading measures
Test construction	
Test manual	The test manual should be well organized, easy to read, and comprehensive enough to permit reliable administration, scoring, and interpretation. Tables should be easy to locate and readily interpretable. For screening measures designed for administration by classroom teachers, the language in the manual should be accessible to regular educators.
Profile/examiner Booklets	Profile/examiner booklets should be well organized and easy to use. Complete test directions, including practice items and basal and ceiling rules (if relevant), should appear in booklets as well as the test manual. For tests requiring rapid scoring during administration, all items of a particular subtest should appear on a single page of the booklet. For pseudoword reading tasks, pronunciation guides should be printed in both the booklets and the manual.
Test materials	Test materials should be attractive to children and capable of engaging them in the testing tasks. Pictorial and printed test materials should be free of gender and racial/ethnic stereotyping.

Practical Characteristics	Guidelines for evaluating the usability of early reading measures
Cost	The price of the test and supplementary materials, such as software scoring programs, should be commensurate with the nature and scope of the instrument. When tests are revised, users should receive some form of discount or credit for proof of purchase of the previous edition.
Administration	
Test format	Screening batteries should include as many group-administered tasks as reliability and validity considerations permit. The test manual should specify both maximum and optimal group sizes and the number of monitors for these tasks (e.g., 4-5 students optimal, 15 students maximum with 2 monitors).
Examiner qualifications	The test manual should specify the qualifications required to administer, score, and interpret the test, such as training, certification, and competencies. Any restrictions should be clearly noted. Screening measures should be capable of being administered, scored, and interpreted by classroom teachers.
Test directions	Test directions should be as explicit and clear as possible to promote consistent administration. Verbal instructions to the examinee should be presented verbatim in the test book or record booklet, preferably in contrasting color or boldface type.
Sample/teaching items	The test should include a sufficient number of sample items, teaching tasks, or trials per subtest to ensure examinee understanding of task requirements.
Technology supports for administration	For linguistically complex and difficult-to-administer tasks, such as phoneme blending and memory span tasks, test stimuli should be presented on audiocassette. The manual should specify in what (if any) situations live-voice delivery can be used for testing tasks designed to be presented on audiocassette. Training videotapes or CD-ROMs with administration, scoring, and interpretive guidelines are highly desirable, especially for large-scale screening programs and complex, multiskill batteries.
Testing time	Testing time for screening measures should be no more than 30 minutes per student. For comprehensive skill inventories or diagnostic assessments, tests, should be designed to permit administration across several sessions.
Accommodations and adaptations	
Accommodations for examinees with disabilities	The test manual should indicate what (if any) accommodations and adaptations in administration, scoring, and/or interpretation may be made for examinees with various types of disabilities.
Multicultural adaptability	The test manual should indicate whether the test is appropriate for children whose primary language is not English. If the test can be used with or adapted for bilingual children and/or children with limited English proficiency, the manual should specify what adaptations are appropriate in administration, scoring, and/or interpretation.

Practical Characteristics	Guidelines for evaluating the usability of early reading measures
Scores and scoring	
Scoring procedures	The test manual should provide clear and complete scoring procedures, with examples for items involving judgment and scoring templates (as appropriate) to permit quick, accurate scoring. The manual should include examples of completed test records, including examples of obtaining basals and ceilings, if relevant.
Software scoring	Software scoring programs should be available for tests with lengthy or complex scoring procedures, preferably as part of the basic test kit. Programs should include printed or downloadable guides to assist practitioners in using the software and interpreting the results.
Scores provided	Norm-referenced tests should yield a full range of derived scores, including standard scores, normal curve equivalents, and percentiles. If age or grade equivalents are provided, appropriate cautions about their interpretation should be presented. If a limited number of derived scores are provided, the manual should include a rationale for the choice of source(s).
Interpretation	
Score interpretation	The test manual should include step-by-step procedures for interpreting test results, including whether or not subtest scores are to be interpreted. The presence of any floor and/or ceiling effects for particular ages and grades should be noted.
Norms and interpretative tables	Norm tables for various age and grade groups should be easy to locate and readily interpretable.
Difference score interpretation	If the manual indicates that differences between standard scores are to be interpreted, it should include tables specifying the amount of difference between scores required for statistical significance and clinical utility, as well as information regarding the meaning of such differences in diagnosis and intervention planning.
Software interpretive options	For software that includes interpretive comments, the test or software scoring manual should indicate the theoretical rationale and empirical evidence supporting those interpretations.
Case examples	The test manual should include case examples to illustrate score interpretation for examinees at different grade levels and with a variety of test results.
Links to intervention	
Communicating test results	The test manual and/or test kit should include suggestions and/or materials for communicating test results to parents, examinees, and other members of the testing public.
Linking test scores to intervention	The test manual should describe ways in which test results can lead to intervention, such as suggestions for remediation and descriptions of evidence-based intervention programs and curricular materials.

Source: Natalie Rathvon, Early Reading Assessment: A Practitioner's Handbook, Guildford Press, 2004.

Suggested Readings

Popham, W. James (2005) *Classroom Assessment:What Teachers Need to Know?* (Fourth Edition), Pearson/Allyn & Bacon, Boston and New York: New York

Airasian, Peter (2005) *Classroom Assessments: Concepts and Applications*, McGraw/Hill New York, New York

Hales, Loyde, W. and Marshall, Jon C. (2004) *Developing Effective Assessments to Improve Teaching and Learning*, Christopher Gordon Publishers, Norwood, Massachusetts

Tierney, Robert & Crumpler, Thomas & et al. (2003) *Interactive Assessments: Teachers, Parents and Students as Partners*, Christopher Gordon Publishers, Norwood Massachusetts

Jean Wallace Gillet, Charles Temple& Alan Crawford(2008) *Understanding Reading Problems: Assessment and Instruction, 7/e.* Allyn & Bacon, Boston MA

Dorothy Rubin & Michael Opitz (2007) *Diagnosis and Improvement in Reading Instruction, 5/e.* Allyn & Bacon, Boston MA.

Rebecca Barr, Camille L.Z Blachowicz, Ann Bates, Claudia Katz & Barbara Kaufman (2007) *Reading Diagnosis for Teachers: An Instructional Approach, 5/e.* Allyn & Bacon, Boston MA.

Diane K. Brantley (2007) *Instructional Assessment of ELLs in the K-8 Classroom.* Allyn & Bacon, Boston MA.

Gottlieb, Margo (2006) Assessing English Language: *Bridges From Language Proficiency to Academic Achievement.* Corwin Press, Thousand Oaks, California.

Robert J. Wright (2008) Educational Assessment: *Tests and Measurements in the Age of Accountability*, SAGE Publications, Inc.

James H. McMillan (2008) Assessment Essentials for Standards-Based Education, Corwin Press, Thousand Oaks, California.

Margo Gottlieb & Diep Nguyen (2007) Assessment & Accountability in Language Programs: *A Guide for Administrators and Teachers,* Caslon Publishing, Philadelphi, PA.

Margo Gottlieb (2006) Assessing English Language Learners: *Bridges From Language Proficiency to Academic Achievement,* Corwin Press, Thousand Oaks, California.

COURSE OUTLINE / CALENDAR