ECED 511.001 Assessment of Diverse Young Learners (3:3:0)
Spring 2016
Thursday, 4:30 pm to 7:10 pm
West 1004

Professor: Dr. Dana D. L. Shin
Email: dshin4@gmu.edu
Office Location: Thompson 1200
Office Hours: By appointment

Course Description:

Examines types of assessment for planning and implementing effective preschool through third-grade programs across content areas for culturally, linguistically, and ability diverse children. Addresses selection, administration, analysis, and interpretation of formal and informal assessments.

Prerequisite:

Admission to the Early Childhood Education program or permission of instructor

Note: Field Experience Required.

Nature of Course Delivery:

This course requires active participation of all students. Students are expected to complete all class readings prior to each session so as to engage in active dialogue, productive learning, and critical reflection. Activities will include instructor presentation, small-group discussions, student presentations, videos, and whole class sharing to support course content. In addition, students will be required to utilize the Blackboard for uploading course projects for grading.

Learner Outcomes:

This course is designed to enable students to do the following:

1. Demonstrate knowledge of the theory, research, and application of child development and assessment within a sociocultural context.
2. Describe legal mandates and their implications for diverse learners to include the foundations of instructional design based on assessment data.
3. Explain the connections among assessment, instruction, and monitoring student progress to include student performance measures.
4. Review, critique, and select appropriate formal and informal assessments to include evaluating for cultural relevance and bias.
5. Explain procedures for administering various standardized assessments.

6. Use formal and informal assessments to diagnose needs, plan and modify instruction, and record student progress, while taking into account the requirements of the state standards of learning.
7. Analyze, evaluate, apply, and conduct quantitative and qualitative research.
8. Report assessment results in a manner that is relevant for family members and other educators.

Professional Standards:

This course is aligned with the standards established by the Council for Exceptional Children (CEC) and the National Association for the Education of Young Children (NAEYC).

Required Texts:

Brantley, D. K. (2007). *Instructional assessment of English language learners in the K-8 classroom*. Boston, MA: Pearson.

Mindes, G., & Jung, L. A. (2014). *Assessing young children* (5th ed.). Upper Saddle, NJ: Pearson.

Other Required Readings (available without fee electronically via Blackboard):

Amrein-Beardsley, A. (2009, November). Value-added tests: Buyer, be aware. *Educational Leadership, 67*(3), 38-42.

Bowman, B. T. (2006, September). Standards: At the heart of educational equality. *Young Children, 61*(5), 42-48. *Retrieved from http://journal.naeyc.org/btj/200609/BowmanBTJ.pdf*

Chappuis, S., Chappuis, J., & Stiggins, R. (2009, November). The quest for quality. *Educational Leadership*, *67*(3), 14-19.

Fisher, D., & Frey, N. (2009, November). Feed up, back, forward. *Educational Leadership, 67*(3), 20-25.

Kalyanpur, M. (2003, Summer). A challenge to professionals: Developing cultural reciprocity with culturally diverse families. *Focal Point, 17*(1), 1-5. Retrieved from http://www.pathwaysrtc.pdx.edu/pdf/fpS0301.pdf

Kersey, K. C., & Masterson, M. L. (2009, September). Teachers connecting with families: In the best interest of children. *Young Children, 64*(5), 34-38.

Leong. D. J., & Bodrova, E. B. (2012). Assessing and scaffolding make-believe play. *Young Children, 67*(1), 28-34.

Prothers, J. (2013, July). Third culture children: Identification and support in early childhood education. *Young Children, 68*(3), 56-61.

Ros-Volseles, D. D., & Fowler-Haughey, S. (2007, September). Why children's dispositions should matter to all teachers. *Beyond the Journal Young Children on the Web,* 1-7. Retrieved from http://www.naeyc.org/files/yc/file/200709/DaRos-Voseles.pdf

Seitz, H. J. (2006, March). The plan: Building on children's interests. *Young Children, 61*(2), 36-41.

Skelton, M., Wigford, A., Harper, P., & Reeves, G. (2002, October). Beyond food, festivals, and flags. *Educational Leadership, 60*(2), 52-55.

Recommended Texts:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Wood, C. (2007). *Yardsticks: Children in the classroom ages 4-14* (3rd ed.). Turners Falls, MA: Northeast Foundation for Children, Inc.

Salvia, J., Ysseldyke, J. & Bolt, S. (2010). Assessment in Special and Inclusive Education. Belmont, CA: Cengage Learning, Inc.

GMU Policies and Resources for Students
   a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].
   b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].
   c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check It regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
   d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
   e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
   f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
   g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles [http://cehd.gmu.edu/values/].

For GSE Syllabi
For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Collaboration
Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

Ethical Leadership
In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation
We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

Research-Based Practice
The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice
Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Course Requirements:

General Requirements:
1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.

2. Attendance in class and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online modules within the designated timeframe. Absences, tardiness, leaving early, and not completing online modules in the designated timeframe may negatively affect course grades. If, due to an

emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:

> Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.

4. During face-to-face and live online meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade.

5. It is expected that assignments will be turned in on time. However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.

6. Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

Written Assignments:

All formal written assignments will be evaluated for content <u>and</u> presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at http://infoguides.gmu.edu/content.php?pid=39979. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

Grading Criteria:

A = 95-100   A- = 90-94   B+ = 87-89   B = 83-86   B- = 80-82   C = 70-79   F = < 70

Grading Policy:

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at http://catalog.gmu.edu. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Attendance and Participation (15 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

TK20 Performance-Based Assessment Submission Requirement:
Every student registered for any Early Childhood Education course with a required performance-based assessment is required to submit this assessment, *CAEP 3 Ability to Plan Instruction*, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor

reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Specific Course Assignments:

Assignments	Due Dates	Points
In Class Attendance and Participation	**Ongoing**	**15**
Reading Reflections	**Ongoing**	**10**
Elementary School Assessment Report - Informs Section 1 of PBA	**February 4**	**5**
Target Student Summary - Informs Section 1 & Section 2 of PBA	**February 18**	**5**
Interest Preference Analysis **-** Informs Section 1, 2, & Section 3 of PBA	**March 4**	**5**
Assessment Review **--** Informs Section 1, 2, & Section 3 of PBA		**20**
o *Assessment Review Group Presentation*	*April 8 & 15*	*10/20*
o *Individual Reflection of Assessment Review*	*April 22*	*10/20*
Written Educational and Assessment Plan (PBA) - Synthesizes Section 1, 2, & 3 of PBA to develop Section 4 & 5. See the assessment description and scoring rubric attached.	**April 27 (MONDAY)**	**36**
Written Educational and Assessment Plan (PBA) Writing Mechanics	**April 27 (MONDAY)**	**4**
TOTAL		**100**

In-class Attendance and Participation (15 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates.

- Students show evidence of critical reflective thinking through in-class discussions, activities, and written reflections.

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

Reading Reflections (10 points)

Every other week students will be asked to complete a reading reflection. There will be a total of 5 reflections due on the following dates: **Jan. 28, Feb. 11, Feb. 25, March 18, and April 1.** For each reflection, choose one of the readings from the two-week period (either a chapter or an article), and use the following format and subheadings to type a one page reflection:

- **Chapter or Article Title & Author**
  - In APA format
- **Author's Most Significant Points**
  - 1 paragraph summary of the author's points you found to be most significant
- **Text to Self Connections**
  - 1-2 paragraphs about how the article contributes to your own professionalism
- **Questions and Criticisms**
  - 1 paragraph of doubts, challenges, and lingering questions

Reflections are to be shared with the instructor via Blackboard and are due by 4:30 pm on each due date. At several points I will ask you to share their Reflections in class without advance notice.

Elementary School Assessment Report (5 points) *Due February 4*

Students will interview two professionals working at the <u>same elementary school</u>: (1) a primary classroom teacher and a (2) special education teacher, ESOL, or advance academic teacher. Students will identify the established procedures at the school site for assessing students and dealing with teachers' concerns about children's performance in the classroom, especially when involving culturally and linguistically diverse children. ***This paper should not exceed 2 double spaced pages.*** This assignment will inform Section 1 of the Written Educational and Assessment Plan (PBA).

Then, in a written paper students will report the following:
1. <u>Describe</u> the school site and teachers interviewed.
2. Identify and share the <u>formal</u> assessments used by each teacher. Include assessment name, a brief description, the goal, benefit, training required, and use.
3. Identify and share the <u>informal</u> assessments used by each teacher to monitor students' cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests and educational progress and statement of educational needs. Include any forms, a brief description, the goal, benefit, and use.
4. Discuss how the teacher establishes a <u>relationship with families</u> and communicates students' successes and challenges especially when working with culturally and linguistically diverse families.

5. Outline the <u>referral process</u> for children (a) having learning difficulties, (b) English learners, and (c) children who may qualify for advance academic services.
6. Report on the <u>ethical standards</u> addressed in the administration and in the sharing of assessment with families and other professionals the teachers share.
7. <u>Reflect</u> on what you learned by completing the interviews.

Target Student Summary (5 points) *Due February 18*

Students will select a child who has special learning needs (for example, a child who is learning English, uses non-standard dialects, has a learning disability or other developmental, behavioral, or learning differences). They will obtain permission from the child's family to practice informal and formal assessment strategies with the child. This assignment will inform Section 1 & Section 2 of Interest Preference Analysis Project and Written Educational and Assessment Plan (PBA).

In a written paper, students will do the following:

1. ***Introduce the child****.* Discuss the reasoning for selecting this child. Explain how the child's cultural background is different from your own. Describe the child to include age and any special characteristics. Describe the setting where the child will be observed and assessed. This begins section 1 of Interest Preference Analysis and Written Educational and Assessment Plan (PBA).
2. ***Learn about the child through colleagues.*** Ask the child's classroom teacher, therapists, or other adults who are <u>working with</u> the child to provide additional insight into the child's development. What do they mention are the student's strengths and challenges? This begins section 1 of Interest Preference Analysis and Written Educational and Assessment Plan (PBA).
3. ***Meet the child's family****.* Describe how the introduction and first meeting with the family occurred. What was learned from that initial contact? What plans were made for additional contact throughout the semester. This begins section 1 of Written Educational and Assessment Plan (PBA). *Students should refer to the questions listed in this section to plan the discussion with family.*
4. ***Reflect.*** What are the family and your colleagues' short and long term goals for the child? Based on these goals, where do you want to start the assessment process for your child? Identify and provide rationale for three learning objectives that support meaningful learning outcomes for the student.

Interest Preference Analysis (5 points) *Due March 4*

Students are to conduct two to four observations of their target child for a total of 30 minutes. Students, using their knowledge of observational strategies, will develop an observational protocol for documenting children's interests and preferences to guide their planning for a classroom. This assignment will inform Sections 1, 2, and 3 of Written Educational and Assessment Plan (PBA).Students will do the following:

- o Conduct observation(s) of target child for a total of 30 minutes in the classroom during free play or free choice.
- o Use an observational protocol developed by the student to record the data on the child's <u>interests and preferences</u> and keep a record of activities, materials, spaces, events, play partners, etc. that seem to engage the child.

In a written paper, students will do the following:

1. Introduce the child, each setting in which the child was observed, and what was observed.
2. Report how data was collected and the observation protocol created, used, and adapted between observations with references to the readings.
3. Use the observation data to look for <u>individual</u> and <u>shared</u> interests and preferences.
4. Hypothesize the cultural, linguistic, and ability factors that might have influence your results based on interviews and/or class readings. 5. Reflect on your findings from the previous assignments (Student Assessment Reports, Target Student Summary) and discuss what was learned through observing, identifying and rationalizing three learning objectives that support meaningful learning outcomes for the student. Make sure to include any limitations or needs from your findings.
6. Based on the three objectives and your current knowledge of his/her needs, provide references to class readings and create an individual or group plan of action that supports meaningful outcomes for your students.
7. Attach all observation data as an appendix to this paper.

Assessment Review (20 points)

Students will work in groups of 3-4 and select either a norm-referenced commercially published test or a criterion-referenced commercially published test for use with children between the ages preschool - third grade.

Assessment Review Group Presentation (10 points) **Due April 8 & 15**
1. As a **group**, select a test and explore its use by administering different parts to your team members.
2. As a **group**, each team member will work together and administer the **entire** test to members of the group.
3. As a **group,** students will critically evaluate the assessment taking into consideration each of the following: each other's own perspective, the perspective of class readings, the perspective of cultural, linguistic and ability appropriateness, the perspective of usefulness for families, and one's experiences at the site.
4. As a **group**, students will prepare a 15-minute, in-class infomercial sharing their experiences with the assessment. The groups' task is to provide classmates a working knowledge of the assessment. The infomercial should include assessment purpose, administration, student work samples, and personal stories of using the assessment. A one-page reference handout detailing the fine print of the assessment and a group presentation rubric should be created for their classmates.

Individual Reflection of Assessment Review (10 points) **Due April 22**
1. Each individual member will write a report summarizing the intended findings of administering the assessment. Include the scores, as well as, information on how the

participant might respond. Students should include the following information in their evaluation paper:

- o *Introduction*. Include title, publisher, recommended age range, stated purpose, scope, standardization, how the assessment was normed, and its stated limitations.
- o *Administration*. Introduce the participant, when you gave the assessment, where, and how long the assessment took to administer to your participant.
- o *Procedure*. Describe your preparation process and the administration steps.
- o *Findings*. Report your participant's responses and scores. Include recording sheet if available. What did you learn about your participant?
- o *Critical analysis*. Students will give their general reaction. How did it go? What did they see as strengths, and/or limitations of the assessment? Students will support their position with information from the readings, class discussion, and their experience on site. In particular, they will evaluate the assessment for cultural and linguistic bias, as well as for the appropriateness and usefulness of the assessment for children and families.
- o *Group Assessment Presentation Reflection.* In addition to the requirements above, each student will write a 1-page reflection for his or her presentation based on the issues raised during in-class discussions, as well as a *brief* metacognitive analysis of the process of working with group members and planning for class discussions and creating handouts.

Written Educational and Assessment Plan (PBA) (40 points) *Due April 27 (MONDAY)*

Early Childhood Education CAEP Assessment 3 Ability to Plan Instruction is the Teacher Candidate Written Educational and Assessment Plan and is an individualized student plan. This assignment must be submitted on K20 through Blackboard. See the assessment description and scoring rubric attached. *The Written Educational Assessment Plan Rubric* accounts for 36 points of the final assignment and *The Writing Mechanics Rubric* accounts for the remaining 4 points. Please follow the submission details and submit your assignment on Blackboard as indicated.

Course Schedule and Topic:

Date	Topic	Readings & Assignments Due
January 21	Introduction to a Comprehensive Assessment System for Young learners	Mindes, Chapter 1
January 28	Exploring Culture	Brantley, Chapter 1 Prothers (2013) Kalyanpur (2003) Skelton et al. (2002) **Reading Reflection #1**
February 4	Standardized Assessment	Mindes, Chapter 4 **School Assessment Due**
February 11	Developing Family Partnerships in Assessment	Mindes, Chapters 2 and 7 Kersey & Masterson (2009) **Reading Reflection #2**
February 18	Becoming a Skilled Observer	Mindes, Chapters 3 **Target Student Summary**
February 25	Practice Being a Skilled Observer Student Interests Student Dispositions Importance of Play	Brantley, Chapter 3 Seitz (2006) Ros-Voseles & Fowler-Haughey (2007) Leong & Bodrova (2012) **Reading Reflection #3**
March 4	Alternative Assessments Response To Intervention (RTI) Individualized Education	Mindes, Chapter 6 **Interest Preference Analysis**
March 11	GMU Spring Break	
March 18	Assessment Ethics, Standards, and Mandates	Brantley, Chapters 6 and 7 Bowman (2006) **Reading Reflection #4**
March 25	Portfolios Developmental Areas Second Language Acquisition	Brantley, Chapters 2, 4, and 10
April 1	Matching Students to Assessment Plan of Action	Mindes, Chapter 5 **Reading Reflection #5**
April 8	Issues in Preschool and Primary Assessments Assessing Spelling and Writing	Mindes, Chapter 10 or 11 Brantley, Chapter 8 **Group Presentations I**
April 15	Content Area Assessment	Brantley, Chapter 9 **Group Presentations II**
April 22	Building a Child Study	Mindes, Chapter 8 Brantley, Chapter 11 **Individual Reflection of Assessment Review**

| April 29 | Reflecting on Best Practices in Assessment
- Pulling it all together
Individual Child Assessment Portfolio Sharing | Amrein-Beardsley (2009)
Fisher & Frey (2009)
Chappuis et al. (2009)
Written Educational and Assessment Plan (PBA) submitted on TK 20 Blackboard by April 27 (MONDAY) |

Early Childhood Education
CAEP Assessment 3
Ability to Plan Instruction
Teacher Candidate Written Educational and Assessment Plan

Early Childhood Education CAEP Assessment 3 Ability to Plan Instruction is the Teacher Candidate Written Educational and Assessment Plan and is an individualized student plan in ECED 403/503 **Inclusive Curriculum for Young Learners: Planning Instruction and Guidance** at the beginning of the program, ECED 511 **Assessment of Diverse Young Learners** in the middle of the program and internship at the end of the program. This assessment shows evidence of meeting CEC Standard 1.2, 2.1, 2.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3 and 5.4; and NAEYC Standard Elements 2a, 3a, 3b, 3d, 4a, and 4b. As part of a college-wide, common assessment initiative, identified InTASC Standard Elements are also assessed.

CEC Standard Assessed

CEC 1.2 *Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities*

CEC 2.1 *Beginning special educators through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions*

CEC 2.2 *Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments*

CEC 4.1 *Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias*

CEC 4.2 *Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities*

CEC 4.3 *Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities*

CEC 5.1 *Beginning special educators consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities*

CEC 5.2 *Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities*

CEC 5.3 *Beginning special educators are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities*
CEC 5.4 *Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities*

NAEYC Standard Elements Assessed

NAEYC 2a *Knowing about and understanding diverse family and community characteristics*

NAEYC 3a *Understanding the goals, benefits, and uses of assessment*

NAEYC 3b *Knowing about and using observation, documentation, and other appropriate assessment tools and approaches*

NAEYC 3d *Knowing about assessment partnerships with families and other professionals with professional colleagues*

NAEYC 4a *Understanding positive relationships and supportive interactions as the foundations of their work with children*

NAEYC 4b *Knowing and understanding effective strategies and tools for early education*

As part of a college-wide, common assessment initiative, identified InTASC Standard Elements are also assessed.
InTASC 1(a), 1(e), 2(f), 6(b), 6(g), 7(a), 7(b), 7(d), 7(k)

Assessment Overview
The candidate will use knowledge of individual learning differences and assessment to develop an instructional plan for a student with developmental, learning, physical or linguistic differences, including a plan for assessing the student's progress.

Rationale
Lesson planning is an essential skill for an educator. A lesson plan is a road map for instruction. When planning teachers and teacher candidates need to answer four main questions:

Who are my students? (Context/Student Needs)
What do mu students need to know and be able to do? (Objectives)
How will I get all students to know and do the new tasks? (Leaching and learning)
How will I know they know what was taught? (Assessments)

The first step in planning is identifying the learning objectives for the lesson-based upon student abilities, challenges, and prior knowledge. Before developing specific learning activities, determine how you will assess if students have met the lesson objectives. Once you know how you will assess student learning, you can develop activities that align instruction with the assessment. Additionally, a teacher must consider student prior knowledge, how to differentiate to meet student needs, and how to do so within the time allotted. Lesson plans include pacing, transitions, checking for understanding, and ideas for re-teaching or extending learning based upon student needs.

The planning process is the same whether you are planning a lesson for a class or for an individual. For this assessment you will develop an instructional plan for a student with developmental, learning, physical or linguistic differences, including a plan for assessing the student's progress.

Assessment Procedures
Candidates will develop an individualized plan for a child with developmental, learning, physical, or linguistic differences within the context of the general environment and curriculum that includes the following sections:

Section 1. Description of the individual student that includes **cognitive, linguistic, social, emotional, and/or physical** developmental skill levels and abilities, interests **and** educational progress and **statement of educational need**.

Section 2. Identification of and rationale for three learning objectives that support meaningful learning outcomes for the student.

Section 3. Description of and rationale for at least three evidence-based **instructional strategies** that address the identified learning objectives and reflect the student's **cognitive, linguistic, social, emotional, and/or physical** developmental skill levels and abilities, interests **and** educational needs.

Section 4. Description of and rationale for instructional adaptations and accommodations needed, including the use of augmentative and alternative communication systems and assistive technologies or other appropriate technologies.

Section 5. Statement of **plan for the assessment and documentation** of the student's progress toward the identified objectives**.**

Assessment Measure Descriptions

Ability to Plan
Rubric

CRITERIA ECE PROGRAM OUTCOME STANDARDS (Aligned With CEC, NAEYC, & InTASC Standards)	Assessment Measure Descriptions			
	Does Not Meet Standard 1	**Approaches Standard 2**	**Meets Standard 3**	**Exceeds Standard 4**
Section 1				
Description of Individual Student				
The candidate regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development. *InTASC 1(a)* **CEC 1.2, 4.1, 4.2,** **NAEYC 3b**	The candidate does not provide a description or the description of student **does not** include assessment data **related to cognitive, linguistic, social, emotional, and/or physical** developmental skill levels and abilities, interests, **or** educational progress.	The candidate provides description of student that includes appropriate assessment data related to **some but not all** of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, **or** educational progress.	The candidate provides description of student that includes appropriate assessment data on **all** of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, and educational progress. The candidate describes impact of student characteristics on learning.	The candidate provides description of student that includes both appropriate and multiple forms of assessment data on **all** of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, and educational learning need. The candidate describes **and** provides examples of impact of student characteristics on learning.
Statement of Educational Need				
The candidate effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences. *InTASC 6(g)* *CEC 4.2, 4.3*	The candidate **does not** address student educational needs or **inappropriately uses** assessment data to create a statement of educational need.	The candidate uses assessment data to create a statement of educational need that is **marginally** aligned with assessment results.	The candidate uses assessment data to create an **appropriate** statement of educational need that is **aligned** with assessment results.	The candidate **effectively** uses assessment data from **multiple sources** to create a **thorough and appropriate** statement of educational need that is **aligned** with assessment results.

Section 2				
Identification of Learning Objectives				
The candidate individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. *InTASC 7(a)* **CEC 2.1, 4.3**	The candidate identifies learning objectives that are **either** (a) **incomplete** because related outcomes are not identified **or** (b) the objectives are **not directly related** to student educational need.	The candidate identifies learning objectives **without relevance** to student educational need.	The candidate identifies learning objectives with related outcomes that are **relevant** to individual student needs. .	The candidate identifies **distinct** learning objectives with related outcomes that are **relevant** to individual student needs.
Identification of Rationale for Learning Objectives				
The candidate plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. *InTASC 7(d)* *CEC, 5.1* *NAEYC 2a, 4a*	The candidate **does not provide** rationales which are aligned to the specific learning objectives and/or the relationship of the learning objectives to student educational needs is **missing or unclear.**	The rationales provided **are not** be aligned to the specific learning objective and the relationship of the learning objectives to student educational needs is **unclear**.	The rationales provided **are aligned** with the learning objective and the relationship of learning objectives to student educational needs is **clearly** identified.	The rationales provided **are aligned** with the learning objective and the relationship of the learning objectives to student educational needs is **clearly and effectively** identified.

Section 3				
Description of Instructional Strategies				
The candidate plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners. *InTASC 7(b)* **CEC 2.2**	The candidate **does not** identify instructional strategies or identifies instructional strategies that are **not related** to the learning objectives **or** student learning needs.	The candidate identifies instructional strategies that are **marginally** related to the learning objectives **or** student learning needs.	The candidate identifies **evidence-based** instructional strategies that are aligned to the learning objectives and student learning needs.	The candidate identifies **evidence-based** instructional strategies that are aligned to **specific** learning objectives and student learning needs. The candidate provides **specific sources of** evidence for the instructional strategy.
Rationale for Instructional Strategies				
The candidate understands that each learner's cognitive, linguistic, social, emotional, and	The candidate **does not provide** rationales which are aligned to the specific instructional	The rationales provided **do not** aligned to the specific instructional strategies and, the	The rationales provided **are aligned** with instructional strategies and, the relationship of the	The rationales provided **are aligned** with the strategies and, the relationship of the instructional

physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs. *InTASC 1(e)* *CEC 1.2, 5.4* *NAEYC 4b*	strategies **and/or** the relationship of instructional strategies to the learning objectives and student educational needs is **missing or unclear**.	relationship of the instructional strategies to the learning objectives that meet student educational needs is **unclear**.	instructional strategies to the learning objectives that meet student educational needs is **clearly** identified.	strategies to **specific** learning objectives that meet student educational needs is **clearly and effectively** identified.

Section 4
Description of Instructional Adaptation

The candidate accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs. *InTASC 2(f)* *CEC 5.3* *NAEYC 3d*	The candidate **does not identify** either adaptations or accommodations to support student achievement of learning objectives.	The candidate identifies **either** adaptations or accommodations that **minimally support** student achievement of learning objectives.	The candidate identifies and describes appropriate adaptations or accommodations that **clearly support** student achievement of learning objectives.	The candidate identifies and thoroughly describes appropriate adaptations or accommodations that **clearly support** student achievement of learning objectives.

Rationale for Instructional Adaptation

The candidate knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs. *InTASC 7(k)* *CEC 5.2, 5.3* *NAEYC 4b*	The candidate **does not provide** rationales that are aligned to the adaptations and accommodations **and/or** the relationship of the adaptations and accommodations to student educational needs is **missing or unclear**.	The rationales **marginally provides** evidence to support the adaptations and accommodations and the relationship of the adaptations and accommodations to student educational needs is **unclear**.	The rationales provide **adequate** evidence to support the adaptations and accommodations and the relationship of the adaptations and accommodations to student educational needs is **clearly identified.**	The rationales provide **evidence-based support** for the specific adaptations and accommodations and the relationship of the adaptations and accommodations to student educational needs is **clearly and thoroughly** identified.

Section 5
Assessment and Documentation of Student Progress

The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. *InTASC 6(b)* *CEC 4.1*	The candidate **does not** describe an assessment plan that that evaluates all student learning objectives **or** describes a plan that **does not** directly measure all of the student learning objectives (e.g., is **not observable,**	The candidate describes an assessment plan that evaluates all student learning objectives but **does not** include documentation of **both** formative and summative measures that **does not** address possible assessment bias.	The candidate describes an assessment plan that evaluates all student learning objectives **and includes both** formative and summative assessments that minimize sources of bias.	The candidate describes an assessment plan that evaluates **all** student learning objectives, **includes** formative and summative assessments that minimize sources of bias and includes **multiple** data sources for each objective.

NAEYC 3a, 3d	**measurable**).		The candidate describes the assessment results that would prompt modification of instructional plans **and** those specific modifications.	The candidate describes **multiple** assessment results that would prompt modification of instructional plans **and** those specific modifications.