ECED 511.002 Assessment of Diverse Young Learners (3:3:0)
Summer 2016 | Online, 5/16 – 6/08
Mondays, Wednesdays, 4:30 – 7:10 pm
Hanover L002

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Course Description
Examines types of assessment, including family-centered child assessment, for planning and implementing effective programs for culturally, linguistically, and ability diverse children, birth through third grade. Addresses selection, administration, analysis, and interpretation of formal and informal assessments.

Prerequisite(s)
ECED 401 or ECED 501 and ECED 403 or ECED 503 or
Approval of course instructor

Notes: 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 apply knowledge of the theory, research, and application of child development and assessment within a sociocultural context. Students will do the following:
- Explain the goals, benefits, and uses of assessment, including its use in the development of appropriate goals, curriculum, and teaching strategies for diverse young children.
- Create, select, and use technically sound (i.e., valid and reliable) classroom-based formal and informal assessments for diverse young children that minimize bias, including observation, documentation, and other appropriate assessment tools, technologies, and approaches.
- Use knowledge of measurement principles and practices to interpret assessment results, guide educational decisions, and inform ongoing planning and instruction for children

with special learning needs.
- Describe ways to partner with families and professional colleagues to build effective learning environments.
- Explain the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices and the attainment of essential skills in a standards-based environment.
- Describe state assessment programs and accountability systems, including assessments used for student achievement goal setting and determining student academic progress.
- Students will explain legal and ethical aspects of assessment.

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.

Recommended Texts
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

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/].

Course Requirements
Note: The instructor reserves the right to make changes to the syllabus as needed. If changes are made, students will be notified of them in class or by their Mason e-mail address.

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 and online.
2. Participation 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 tasks within the designated timeframe. Absences, tardiness, leaving early, and not completing online tasks 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, the use of cell phones, smart phones, and other communicative devices is not allowed in this class. Students may use laptops, tablets, or other electronic devices for taking notes or reading electronic copies of assignments. Engaging in activities not related to the course (e.g., gaming, emailing, texting) may result in a reduction in the participation grade, loss of this privilege, or confiscation of the device for the remainder of the class period.
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 prior to the due date, a late penalty of about 5% 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 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.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

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.

TK20 Performance-Based Assessment Submission Requirement
Every student registered for any Early Childhood Education course <u>with a required performance-based assessment</u> is required to submit this assessment, *CAEP 6 Individual Child Assessment Portfolio*, 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
Attendance and Participation (Submit Rubric)	Ongoing Submit rubric to Blackboard by June 19.	15
Field Experience • Field Placement Approval Form (1 point) • Field Placement Documentation Form (9 points)	Approval Form Due: May 18, 2016 Documentation Form Due: June 15, 2016	10
Part 1: Child Portfolio Introduction	Submit to Blackboard Sunday, May 22	5
Part 2: Child Portfolio Assessments	Submit to Blackboard Sunday, June 5	30
Part 3: Child Portfolio Child Portrait	Submit to Blackboard Wednesday, June 8	10
Part 4: Child Portfolio Instructional Plan	Submit to Blackboard Wednesday, June 15	15
Part 5: Position Statement	Submit to Blackboard Monday, June 20 (no later than Monday, July 11)	15
Individual Child Assessment Portfolio --All sections of the Individual Child Assessment Portfolio	Submit to Tk20 through Blackboard Monday, June 20 (no later than Monday, July 11)	Final Course Grade will not be submitted until the entire Individual Child Assessment Portfolio is submitted.
TOTAL		**100**

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.

Field Experience (10 points)
This course requires a minimum of 15 hours field experience. To initiate this assignment, students will visit https://cehd.gmu.edu/endorse/ferf and complete the online "Field Experience Request Form." On the form they will be asked to indicate how their placement will be arranged. For the Summer 2016 term, they have two options for fulfilling their field placement requirement.

1. They may arrange their own field experience if they are a full-time contracted school system employee and are able to complete their field experience at their workplace.
   a. They will need to have access to observing and selecting a target child. Their target child needs to be either currently receiving early childhood special education services in a setting that supports children birth through age five *or* the child is currently enrolled in a prekindergarten, kindergarten, first, second, or third grade general education setting.
   b. They will need to be able to complete the Individual Child Assessment Portfolio Performance-Based Assessment with their target child.
2. They may complete their field experience (including observations and/or case studies) at the George Mason University Child Development Center.
   a. They will need to complete a basic background check and attend a mini volunteer training session that ensures they are aware of policies governing the Child Development Center.
   b. The CDC teacher will help them identify a target child to complete the Individual Child Assessment Portfolio Performance-Based Assessment.
- ❖ As verification of their field experience, they must submit to blackboard the following items.
   - ➕ They will upload the *Field Experience Placement Approval Form.* In this form they will provide a statement confirming that they have completed the online "Field Experience Request Form" and they will provide information to the instructor about where and how they will complete the field experience (1 point).
   - ➕ Upon completion of their field experience hours, they will provide documentation of

their experience (9 points).
- If they completed the field experience within their own setting, they will upload the ***On-the-Job Placement Documentation Form*** to Blackboard.
- If they attended a field placement other than where they work, they will upload the ***Field Experience Documentation Form*** to Blackboard. This form requires verification from the mentoring teacher on site.

Individual Child Assessment Portfolio Performance-Based Assessment
This is the *CAEP 6 Individual Child Assessment Portfolio* that shows evidence of meeting CEC and NAEYC Standards. This assignment must be submitted on Blackboard. See the assessment description and scoring rubric attached. A final copy that includes all sections will be submitted to Tk20 through Blackboard.

Course Schedule and Topic

Date	Topic	Readings & Assignments Due
May 16 *Class 1*	**English Language Learners in Today's K-8 Classroom** & **Introduction to a Comprehensive Assessment System for Young Learners**	**Brantley, Chapter 1** **Mindes & Jung, Chapter 1**
May 18 *Class 2*	**Instructional & Theoretical Foundations of Assessment** & **Observation as the Key Method in the System**	**Brantley, Chapter 3** **Mindes & Jung, Chapter 3** **Field Experience Placement Approval Form Due**
ONLINE *Class 3*	**Putting the Pieces Together** & **Building a Child Study**	**Brantley, Chapter 10** **Mindes & Jung, Chapter 8** **PART 1 Introduction Due* (May 22)** **Part 1: Introduction** Candidates will introduce the child and describe the child's classroom and school context. Candidates will talk with the teacher, observe in the classroom, and consult the school website to gather information.
May 23 *Class 4*	**Oral Language and Vocabulary Assessment and Development** & **Choosing and Using the Right Measure**	**Brantley, Chapter 4** **Mindes & Jung, Chapter 5**
May 25 *Class 5*	**Special Issues in Preschool Assessment** & **Special Issues in Primary Grades**	**Mindes & Jung, Chapters 10** **Mindes & Jung, Chapter 11**
ONLINE *Class 6*	**Reading Acquisition in the Primary and Secondary Languages** & **Special Issues in Infant and Toddler Assessment**	**Brantley, Chapter 5** **Mindes & Jung, Chapter 9**
May 30	**NO CLASS: Memorial Day (Campus Closed)**	
June 1 *Class 7*	**Assessment Tools and Resources**	**Brantley, Appendix (all)** **Mindes & Jung, Appendix (all)**

ONLINE *Class 8*	**Using Basic Concepts of Measurement**	**Mindes & Jung, Chapter 4** **Part 2: Assessments Due* (June 5)** Candidates will conduct a minimum of five assessments that were developed for teachers to use in their classrooms to document aspects of a child's performance.
June 6 *Class 9*	**Instructional Assessment in Practice:** **A Case Study** **&** **Assessment and Planning** **or Intervention**	**Brantley, Chapter 11** **Mindes & Jung, Chapter 6**
June 8 *Class 10*	**Assessment and Development of Concepts of Print, Phonemic Awareness, and the Alphabetic Principle** And / Or **Assessment and Development of Word Identification, Comprehension, and Reading Fluency** And / Or **Assessment and Development of Written Language and Spelling**	**Part 3: Child Portrait (June 8)** Candidates will interpret the results of the assessments and construct a portrait of the child that discusses the child's interests, strengths, and learning needs across developmental domains (i.e., physical, social and emotional, cognitive, and communication/language). **Brantley, Chapter 6** and / or **Brantley, Chapter 7** and / or **Brantley, Chapter 8**
ONLINE *Class 11*	**Developing Family Partnerships in Assessment**	**Mindes & Jung, Chapter 2**
ONLINE **June 13** *Class 12*	**Conferencing, Grading, and Reporting**	**Mindes & Jung, Chapter 7**

ONLINE June 15 *Class 13*	**Assessment in the Content Areas**	**Brantley, Chapter 9** **Part 4: Child Portfolio Instructional Plan Due* (June 15)** Candidates will identify three learning outcomes linked to the results of the assessments and will describe at least three instructional activities designed to meet these outcomes. Each instructional activity can be designed to focus on one or more learning outcomes. For each instructional activity, candidates will identify the learning objective(s), describe the activity, and identify an assessment tool to monitor progress toward the learning outcome. Candidates will conclude with an explanation of how collectively the three instructional plans are designed to encourage the child's development and learning, challenge the child to gain new competencies, and respect the child's culture and individuality. **Field Experience Documentation Form Due**
ONLINE *Class 14*	**Position Statement Peer Review Time**	**Readings TBD** **Attendance and Participation Rubric Due (June 19)**
<mark>June 20</mark> is priority grading. July 11 is the last date to turn in final project.		**Part 5: Position Statement* (June 20 *OR* by July 11)** Candidates will write a position statement that discusses the goals, benefits, and uses of assessment, including its use in development of appropriate goals, curriculum, and teaching strategies for diverse young children. They will also discuss the role of families and professional colleagues in assessment. This position statement will represent candidates' understanding of the practice of assessment in early childhood environments. Candidates will support their discussion with readings and information from class discussions, activities, and handouts. **Complied Child Portfolio Performance-Based Assessment (Parts 1, 2, 3, 4, and 5) will be submitted on TK20 via Blackboard by <mark>Monday, June 20 by 10:00 PM for final grade submission evaluation prior to June 23.</mark>**

Early Childhood Education CAEP Assessment 6 is the Individual Child Assessment Portfolio in ECED 511 Assessment of Diverse Young Learners. This assessment shows evidence of meeting CEC Standards 4.1 and 4.2 and NAEYC Standard Elements 3a, 3b, and 3d.

CEC Standards Assessed
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.

NAEYC Standards Assessed
NAEYC 3a Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
NAEYC 3b Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection
NAEYC 3d Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

Assessment Overview
In this assessment, candidates will create an individual child assessment portfolio for a child who has special learning needs (e.g., a child who is learning English; uses non-standard dialects; has a diagnosed disability; or has other developmental, behavioral, or learning differences). The portfolio will include the following parts: (a) an introduction, (b) assessments, (c) a portrait of the child based on assessment results, (d) instructional plans informed by assessments, and (e) a position statement that explains the goals, benefits, and uses of assessment and the role of families and professional colleagues in assessment.

Assessment Procedures
In consultation with a classroom teacher and with parental permission, candidates will select a child who has special learning needs to observe and assess. They will create an individual child assessment portfolio that includes the information noted below.

Part 1: Introduction
Candidates will introduce the child and describe the child's classroom and school context. Candidates will talk with the teacher, observe in the classroom, and consult the school website to gather information.

Part 2: Assessments
Candidates will conduct a minimum of five assessments that were developed for teachers to use in their classrooms to document aspects of a child's performance. Assessments will include the following:
- A formal assessment,

- An observation,
- An interest inventory,
- An assessment that takes place within an instructional interaction, and
- An additional assessment.

These assessments will address the developmental domains (i.e., physical, social and emotional, cognitive, and communication/language) and will include a variety of different types of tools (e.g., activity protocol, checklist, event sampling, frequency counts, rating scale, rubrics, sociogram, and time sampling).

For each assessment, candidates will do the following:
- Describe the assessment, the purpose of the assessment, how it was administered, how technology was used (i.e., in documentation, assessment, and/or data collection), and how bias was minimized.
- Present the results of the assessment.
- Provide documentation (e.g., anecdotal notes, observation checklists, work samples, audio, photos, survey data, formal assessment documents, etc.).

Part 3: Child Portrait
Candidates will interpret the results of the assessments and construct a portrait of the child that discusses the child's interests, strengths, and learning needs across developmental domains (i.e., physical, social and emotional, cognitive, and communication/language).

Part 4: Instructional Plans
Candidates will identify three learning outcomes linked to the results of the assessments and will describe at least three instructional activities designed to meet these outcomes. Each instructional activity can be designed to focus on one or more learning outcomes. For each instructional activity, candidates will identify the learning objective(s), describe the activity, and identify an assessment tool to monitor progress toward the learning outcome. Candidates will conclude with an explanation of how collectively the three instructional plans are designed to encourage the child's development and learning, challenge the child to gain new competencies, and respect the child's culture and individuality.

Part 5: Position Statement
Candidates will write a position statement that discusses the goals, benefits, and uses of assessment, including its use in development of appropriate goals, curriculum, and teaching strategies for diverse young children. They will also discuss the role of families and professional colleagues in assessment. This position statement will represent candidates' understanding of the practice of assessment in early childhood environments. Candidates will support their discussion with readings and information from class discussions, activities, and handouts.

Inclusive Early Childhood Education Program CAEP ASSESSMENT 6
Individual Child Assessment Portfolio
ECED 511 Assessment of Diverse Young Learners

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.
NAEYC 3a Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
NAEYC 3b Knowing about and using observation, documentation, and other appropriate assessment tools and approaches including the use of technology in documentation, assessment and data collection
NAEYC 3d Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

	Exceeds Criteria	Meets Criteria	Approaches Meeting Criteria	No Evidence
Individual Child Assessment Portfolio Part 1 Introduction and Part 2 Assessment CEC 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias. NAEYC 3b Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection	Met all of the criteria. AND Included documentation for more than five appropriate assessments.	Presented information about the child, classroom, and school gathered by talking with the teacher, observing in the classroom, and reviewing web-based information about the school. AND Conducted a minimum of five appropriate assessments that were developed for teachers to use in their classrooms to document aspects of a child's performance, including (a) a formal assessment, (b) an observation, (c) an interest inventory, (d) an assessment that takes place within an instructional interaction, and (e) an additional assessment. AND Provided information about how the assessment provided insights into specific developmental domains (i.e., physical, social and emotional, cognitive, and communication/language). AND Included at least four different types of appropriate assessment tools. AND Included the following for	Presented information about the child, classroom, and/or school gathered by talking with the teacher, observing in the classroom, and/or reviewing web-based information about the school. AND/OR Conducted fewer than five appropriate assessments that were developed for teachers to use in their classrooms to document aspects of a child's performance AND/OR Did not conduct all of the following types of assessments: (a) a formal assessment, (b) an observation, (c) an interest inventory, (d) an assessment that takes place within an instructional interaction, and (e) an additional assessment. AND/OR Did not provide information about how the assessment provided insights into specific developmental domains (i.e., physical, social and emotional, cognitive, and communication/language). AND/OR Included fewer than four different types of appropriate assessment	Did not present information about the child, classroom, and school gathered by talking with the teacher, observing in the classroom, and reviewing web-based information about the school. AND Did not conduct appropriate assessments and present the results.

		each assessment: (a) a description of the assessment, (b) the purpose of the assessment, (c) how it was administered, (d) how technology was used (i.e., in documentation, assessment, and/or data collection), and (e) how bias was minimized. AND Presented results of each assessment. AND Provided documentation.	tools. AND/OR Did not include the following for each assessment: (a) a description of the assessment, (b) the purpose of the assessment, (c) how it was administered, (d) how technology was used (i.e., in documentation, assessment, and data collection), and (e) how bias was minimized. AND/OR Did not present results for each assessment. AND/OR Did not provide documentation for each assessment.	
Individual Child Assessment Portfolio Part 3 Child Portrait and Part 4 Instructional Plans 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.	Met all of the criteria. AND Included suggestions on how educational decisions for the child can be incorporated into inclusive classrooms.	Constructed a portrait of the child based on the interpretations of the results of the assessment that discussed the child's interests, strengths, and learning needs across developmental domains (i.e., physical, social and emotional, cognitive, and communication/ language). AND Identified three learning outcomes linked to the results of the assessments. AND Described at least three instructional activities designed to meet these outcomes. AND Did the following for each instructional activity: (a) identified the learning objective(s), (b) described the activity, and (c) identified an assessment tool to monitor progress toward the learning outcome. AND Explained how collectively the three instructional plans are designed to (a) encourage the child's	Constructed a portrait of the child based on the interpretations of the results of the assessment but did not discuss the child's interests, strengths, and/or learning needs across all developmental domains (i.e., physical, social and emotional, cognitive, and communication/ language). AND/OR Identified three learning outcomes not closely linked to the results of the assessments. AND/OR Described fewer than three instructional activities designed to meet these outcomes. AND/OR Did not do the following in the instructional plans: (a) identify the learning objective(s), (b) describe the activity, and (c) identify an assessment tool to monitor progress toward the learning outcome. AND/OR Explained how collectively the three instructional plans are designed to (a) encourage the child's	Did not construct a portrait of the child based on the interpretation of the results of the assessment. AND Did not write instructional plans.

		development and learning, (b) challenge the child to gain new competencies, and (c) respect the child's culture and individuality.	development and learning, (b) challenge the child to gain new competencies, and (c) respect the child's culture and individuality.	
Individual Child Assessment Portfolio Part 5 Position Statement NAEYC 3a Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children	Met all of the criteria. AND Included the broader context of the classroom.	Wrote a position statement that discussed the goals, benefits, and uses of assessment, including its use in development of appropriate goals, curriculum, and teaching strategies for diverse young children. AND Supported their discussion with readings and information from class discussions, activities, and handouts.	Wrote a position statement that discussed the goals, benefits, and uses of assessment, including its use in development of appropriate goals, curriculum, and teaching strategies for diverse young children. AND Supported their discussion with readings and information from class discussions, activities, and handouts.	Did not write a position statement that discussed the goals, benefits, and uses of assessment.
Individual Child Assessment Portfolio Part 5 Position Statement NAEYC 3d Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments	Met all of the criteria. AND Described the broader social context of the school and its role in building effective learning environments for this individual child.	Wrote a position statement that discussed the role of families and professional colleagues in assessment. AND Supported their discussion with readings and information from class discussions, activities, and handouts.	Wrote a position statement that discussed the role of families and professional colleagues in assessment. AND/OR Supported their discussion with readings and information from class discussions, activities, and handouts.	Did not write a position statement that discussed the role of families and professional colleagues in assessment.