

**George Mason University**  
**College of Education and Human Development**  
Early Childhood Education

ECED 511 (DL1, 600, 601) - Assessment of Diverse Young Learners  
3 Credits, Fall 2016

Thursdays, 5:30 – 8:10 pm, 8/30, 9/6, 9/13, 9/20, 9/27, 10/4, 10/18  
Founders Hall Room 121, Arlington Campus

**Faculty**

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**Prerequisites/Corequisites**

ECED 401 or ECED 501 and ECED 403 or ECED 503 or approval of instructor.

**University Catalog 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.

**Course Overview**

Not Applicable

**Course Delivery Method**

This course will be delivered using a hybrid 50% format.

**Learner Outcomes or Objectives**

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

1. 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.
2. 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.
3. 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.
4. Describe ways to partner with families and professional colleagues to build effective learning environments.
  5. 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.
  6. Describe state assessment programs and accountability systems, including assessments used for student achievement goal setting and determining student academic progress.
  7. Students will explain legal and ethical aspects of assessment.

### **Professional Standards**

(Council for Exceptional Children, National Association for the Education of Young Children)  
Upon completion of this course, students will have met the following professional standards:

#### **CEC Standard Elements**

*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 Standard Elements**

*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*

#### **Required Texts**

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

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.

#### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and Examinations**

**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 Fall 2016 term, they have three options for fulfilling their field placement requirement.

**Option 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.
- 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.
- They will need to be able to complete the Individual Child Assessment Portfolio Performance-Based Assessment with their target child.

**Option 2:**

- They may complete their field experience (including observations and/or case studies) at the George Mason University Child Development Center.
- 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.
- The CDC teacher will help them identify a target child to complete the Individual Child Assessment Portfolio Performance-Based Assessment.

**Option 3:**

- They may request placement in prekindergarten, kindergarten, first, second, or third grade general education setting through the field placement office <https://cehd.gmu.edu/endorse/ferf>.
- The field placement office will arrange a placement for you in a specific school with a specific teacher.
- They will need to be able to complete the Individual Child Assessment Portfolio Performance-Based Assessment with their target child.

**Documenting the Field Experience (10 points)**

- 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 (75 points, submitted in parts)**

- This is Key Assessment 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.

- **Other Requirements**

**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 (a) participating in all activities, (b) engaging in small and large group discussions, (c) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (d) completing written work related to the activities, and (e) 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](http://www.gmu.edu).

**Written Assignments**

All formal written assignments will be evaluated for content and 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.

- **Course Performance Evaluation Weighting**

Assignments	Due Dates	Points
<b>Attendance and Participation (Submit Rubric)</b>	Ongoing Submit rubric to Blackboard by Oct 11.	15
<b>Field Experience</b> <ul style="list-style-type: none"> <li>• Field Placement Approval Form (1 point)</li> <li>• Field Placement Documentation Form (9 points)</li> </ul>	Approval Form Due by Sep 6, 2016 Documentation Form Due by Oct 4, 2016	10
<b>Part 1: Child Portfolio Introduction</b>	September 13	5
<b>Part 2: Child Portfolio Assessments</b>	September 20	30
<b>Part 3: Child Portfolio Child Portrait</b>	September 27	10
<b>Part 4: Child Portfolio Instructional Plan</b>	October 4	15
<b>Part 5: Guiding Principles Statement</b>	October 14 (FRIDAY)	15
<b>Individual Child Assessment Portfolio</b> --All sections of the Individual Child Assessment Portfolio	Submit to Tk20 through Blackboard Oct 14 (FRIDAY)	Final Course
<b>TOTAL</b>		<b>100</b>

- **Grading Policies**

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

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.

### **Professional Dispositions**

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

### **Core Values Commitment**

The College of Education and 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/>.

## **GMU Policies and Resources for Students**

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- 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/>).

- 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/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

## Class Schedule

Date	Topic	Readings & Assignments Due
<b>August 30</b> <i>Class 1 (F2F)</i>	<b>English Language Learners in Today's K-8 Classroom</b> <b>&amp;</b> <b>Introduction to a Comprehensive Assessment System for Young Learners</b>	<b>Brantley, Chapter 1</b> <b>Mindes &amp; Jung (2015), Chapter 1</b>
~ <i>September 3</i> <i>Class 2 (Online)</i>	<b>Introduction to a Comprehensive Assessment System for Young Learners (Cont.)</b>	
<b>September 6</b> <i>Class 3 (F2F)</i>	<b>Instructional &amp; Theoretical Foundations of Assessment</b> <b>&amp;</b> <b>Observation as the Key Method in the System</b>	<b>Brantley, Chapter 3</b> <b>Mindes &amp; Jung (2015), Chapter 3</b> <b>Field Experience Placement Approval Form Due</b>
~ <i>September 10</i> <i>Class 4 (Online)</i>	<b>Putting the Pieces Together</b> <b>&amp;</b> <b>Building a Child Study</b>	<b>Brantley, Chapter 10</b> <b>Mindes &amp; Jung (2015), Chapter 8</b>
<b>September 13</b> <i>Class 5 (F2F)</i>	<b>Oral Language and Vocabulary Assessment and Development</b> <b>&amp;</b> <b>Choosing and Using the Right Measure</b>	<b>Brantley, Chapter 4</b> <b>Mindes &amp; Jung (2015), Chapter 5</b>
	<b>Special Issues in Preschool Assessment</b> <b>&amp;</b> <b>Special Issues in Primary Grades</b>	<b>Mindes &amp; Jung (2015), Chapters 10</b> <b>Mindes &amp; Jung (2015), Chapter 11</b> <b>PART 1 Introduction Due* (Sep. 13)</b> <b>Part 1: Introduction</b> 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.



~ <i>September 17</i> <i>Class 6 (Online)</i>	<p align="center"><b>Reading Acquisition in the Primary and Secondary Languages &amp; Special Issues in Infant and Toddler Assessment</b></p>	<p align="center"><b>Brantley, Chapter 5 Mindes &amp; Jung (2015), Chapter 9</b></p>
<b>September 20</b> <i>Class 7 (F2F)</i>	<p align="center"><b>Assessment Tools and Resources</b></p>	<p align="center"><b>Brantley, Appendix (all) Mindes &amp; Jung (2015), Appendix (all)</b></p>
~ <i>September 24</i> <i>Class 8 (Online)</i>	<p align="center"><b>Using Basic Concepts of Measurement</b></p>	<p align="center"><b>Mindes &amp; Jung (2015), Chapter 4 Part 2: Assessments Due* (Sep. 20)</b></p> <p align="center">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.</p>
<b>September 27</b> <i>Class 9 (F2F)</i>	<p align="center"><b>Instructional Assessment in Practice: A Case Study &amp; Assessment and Planning or Intervention</b></p> <p align="center"><b>Assessment and Development of Concepts of Print, Phonemic Awareness, and the Alphabetic Principle</b> And / Or <b>Assessment and Development of Word Identification, Comprehension, and Reading Fluency</b> And / Or <b>Assessment and Development of Written Language and Spelling</b></p>	<p align="center"><b>Brantley, Chapter 11 Mindes &amp; Jung (2015), Chapter 6</b></p> <p align="center"><b>Part 3: Child Portrait (Sep. 27)</b></p> <p align="center">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).</p> <p align="center"><b>Brantley, Chapter 6 and / or Brantley, Chapter 7 and / or Brantley, Chapter 8</b></p>

~ <b>October 1</b> <i>Class 10</i> <i>(Online)</i>	<b>Developing Family Partnerships in Assessment</b>	<b>Mindes &amp; Jung (2015), Chapter 2</b>
<b>October 4</b> <i>Class 11 (F2F)</i>	<b>Conferencing, Grading, and Reporting</b>	<b>Mindes &amp; Jung (2015), Chapter 7</b>
~ <b>October 8</b> <i>Class 12</i> <i>(Online)</i>	<b>Assessment in the Content Areas</b>	<p><b>Brantley, Chapter 9</b></p> <p><b>Part 4: Child Portfolio Instructional Plan Due* (Oct. 4)</b></p> <p>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.</p> <p><b>Field Experience Documentation Form Due</b></p>
<b>October 11</b>	<b>STUDENT HOLIDAY</b> <b>Monday classes will be held on Tuesday this week instead.</b>	
~ <b>October 14</b> <i>Class 13</i> <i>(Online)</i>	<b>Pulling it all together</b>	<p><b>Readings TBD</b></p> <p><b>Part 5: Individual Child Assessment Portfolio (Oct. 14-FRIDAY)</b></p> <p>All sections of the Individual Child Assessment Portfolio</p> <p><b>Attendance and Participation Rubric Due (October 18)</b></p>
<b>October 18</b> <i>Class 14 (F2F)</i>	<b>Position Statement Peer Sharing Time</b>	

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

**Assessment Rubric(s)**

See Key Assessment 6 description and rubric attached.

## **Early Childhood Education Key Assessment 6 Assessment of Diverse Young Learners: Individual Child Assessment Portfolio**

Early Childhood Education Key Assessment 6 Assessment of Diverse Young Learners is the Individual Child Assessment Portfolio. The portfolio provides candidates an opportunity to demonstrate their knowledge of formal and informal assessment strategies by selecting, implementing, and interpreting assessment results to guide educational decisions for an individual child. This assessment takes place in ECED 511 Assessment of Diverse Young Learners. This assessment shows evidence of meeting the following standard elements:

### **CEC Standard Elements**

*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 Standard Elements**

*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 Procedures**

Candidates will focus on their knowledge of formal and informal assessment strategies by selecting, implementing, and interpreting assessment results to guide educational decisions for diverse young children. In consultation with a classroom teacher and with parental permission, they 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:

#### ***Part 1: Introduction (CEC 4.1; NAEYC 3b)***

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 (CEC 4.1; NAEYC 3b)***

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 (CEC 4.2)***

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 (CEC 4.2)***

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 positive child outcomes, including promoting the child’s development and learning, challenging the child to gain new competencies, and respecting the child’s culture and individuality.

***Part 5: Guiding Principles Paper (NAEYC 3a, 3d)***

Candidates will write a guiding principles paper 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 developing assessment partnerships with families and colleagues to establish and maintain environments that promote learning. The candidates’ guiding principles will represent their understanding of the practice of assessment in early childhood environments. Candidates will cite current research from the course textbook, class discussions and handouts, and/or other relevant sources to support their assertions. Candidates will use in-text citations and include a reference list.

**Early Childhood Education Key Assessment 6**  
**Assessment of Diverse Young Children: Individual Child Assessment Portfolio**

	<b>Exceeds</b>	<b>Meets</b>	<b>Approaches</b>	<b>Does Not Meet</b>
<b>Part 1: Introduction and Part 2 Assessment</b>				
<p>CEC 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.</p> <p>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</p>	<p>Candidate met all of the criteria and provided extensive descriptions, results, and documentation from the required as well as additional assessments.</p>	<p>Candidate (a) 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 (b) provided accurate descriptions, results, and documentation of five technically sound formal and informal assessments administered, including how the assessments were administered, how technology was used, and how bias was minimized..</p>	<p>Candidate attempted to (a) 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 (b) provide descriptions, results, and documentation of five technically sound formal and informal assessments administered. However, information was limited.</p>	<p>Candidate did not (a) 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 (b) provide descriptions, results, and documentation of five technically sound formal and informal assessments administered, including how the assessments were administered, how technology was used, and how bias was minimized.</p>
<b>Part 3: Child Portrait and Part 4: Instructional Plans</b>				
<p>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.</p>	<p>Candidate met all of the criteria and included suggestions on how educational decisions for the child can be incorporated into inclusive classrooms.</p>	<p>Candidate used the assessment results to construct a portrait of the child's interests, strengths, and needs across developmental domains. Candidate used the portrait to develop and describe three instructional activities designed to meet three</p>	<p>Candidate used the results of the assessments to (a) construct a portrait of the child's interests, strengths, and needs across developmental domains and (b) described three instructional activities designed to meet three identified learning outcomes.</p>	<p>Candidate did not construct a portrait of the child based on the interpretation of the results of the assessments and did not write instructional plans based on the information gathered about the child.</p>

		<p>identified learning outcomes.</p> <p>Candidate provided a description of a monitoring tool to monitor progress toward learning outcomes and an explanation of how collectively the three instructional plans are designed to promote positive child outcomes.</p>	<p>However, candidate did not provide a detailed description of a monitoring tool to monitor progress toward learning outcomes and a clear explanation of how collectively the three instructional plans are designed to promote positive child outcomes.</p>	
<b>Part 5: Guiding Principles Paper</b>				
<p>NAEYC 3a</p> <p>Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children</p>	<p>Candidate met all of the criteria and reflected extensive knowledge of the goals, benefits, and uses of assessment in developing curriculum and implementing instruction in inclusive classrooms.</p>	<p>Candidate wrote a guiding principles paper supported by current research 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.</p>	<p>Candidate wrote a guiding principles paper 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. However, candidate did not support principles with current research.</p>	<p>Candidate did not write a guiding principles paper that discussed the goals, benefits, and uses of assessment.</p>
<p>NAEYC 3d</p> <p>Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments</p>	<p>Candidate met all of the criteria and reflected extensive knowledge of building assessment partnerships with families and professional colleagues to build effective learning environments in inclusive classrooms.</p>	<p>Candidate wrote a guiding principles paper supported by current research that discussed the role of families and professional colleagues in assessment.</p>	<p>Candidate wrote a guiding principles paper that discussed the role of families and professional colleagues in assessment. However, candidate did not support principles with current research.</p>	<p>Candidate did not write a guiding principles paper that discussed the role of families and professional colleagues in assessment.</p>