

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

ECED 511.600 Assessment of Diverse Young Learners

3 Credits, Fall 2018

Thursdays/ 5:00 – 7:40 pm

Fairfax High School

9/20-11/15

Face-to-Face Sessions: 9/20, 9/27, 10/4, 10/11, 10/18, 11/1, 11/8

Faculty

Name: Bweikia Steen, Ed.D.
Office Hours: By Appointment
Office Location: Thompson Hall 1101, Fairfax Campus
Office Phone: 703-993-5321
Email Address: bsteen2@gmu.edu

Prerequisites

ECED 401 or ECED 501 and ECED 403 or ECED 503 or Approval of course 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. Field experience required. Offered by Graduate School of Education. May not be repeated for credit.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered using a lecture and discussion 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 of Exceptional Children and 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.

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

Required Texts

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 9781433805615

Brantley, D. K. (2007). *Instructional assessment of English language learners in the K-8 classroom*. Boston, MA: Pearson. ISBN: 9780205455997

Mindes, G., & Jung, L. A. (2015). *Assessing young children* (5th ed.). Upper Saddle, NJ: Pearson. ISBN: 9780133519235

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	Due Dates	Points
Attendance and Participation (Submit Rubric)	<i>Ongoing</i>	15
	<i>Submit rubric to Blackboard by, November 8</i>	
Field Experience		10
<ul style="list-style-type: none"> • Field Placement Approval Form (1 point) 	<i>Approval Form September 27</i>	1 point
<ul style="list-style-type: none"> • Field Placement Documentation Form (9 points) 	<i>Documentation Form November 1</i>	9 points

Assignments	Due Dates	Points
Individual Child Assessment Project: Assessment Report Introduction	<i>Submit to Blackboard</i> <i>October 4</i>	5
Individual Child Assessment Project: Assessment Report Assessments	<i>Submit to Blackboard</i> <i>October 18</i>	25
Individual Child Assessment Project: Assessment Report Interpretations	<i>Submit to Blackboard</i> <i>November 1</i>	20
Individual Child Assessment Project: Instructional and Assessment Lesson Plan (Use template provided).	<i>Submit to Blackboard</i> <i>November 8</i>	25
Individual Child Assessment Project --All sections of the Individual Child Assessment Project	<i>Submit to Tk20 through Blackboard</i> <i>November 12</i>	Final Grade will not be submitted until the entire Individual Child Assessment Portfolio is submitted.
TOTAL		100

- **Assignments and/or Examinations**

Field Experience

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 students will be asked to indicate how their placement will be arranged. Students have two options for fulfilling their field placement requirement.

Option 1:

- Students 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.
- Students will need to have access to observing and selecting a focus child. Their focus 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.
- Students will need to be able to complete the Individual Child Assessment Project with their focus child.

Option 2:

- Students may request placement in a prekindergarten general education or a special education setting, 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 students in a specific school with a specific teacher.
- Students will need to be able to complete the Individual Child Assessment Project with their focus child.

Documenting the Field Experience (10 points)

- Students 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, students will provide documentation of their experience. This documentation must be **signed** by the educator overseeing the project (cooperating teacher, principal, or supervisor) (9 points).
 - If students complete the field experience within their own setting, they will upload the **On-the-Job Placement Documentation Form** to Blackboard. This form requires verification from the principal or supervisor on site.
 - If students 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 Project (75 points, submitted in parts)

This is Key Assessment 6 Individual Child Assessment Project that shows evidence of meeting InTASC, VDOE, 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) completing written work related to the activities, and (d) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

- Professional dispositions are to be displayed at all times while interacting with the instructor and other students. **Cell phones are not to be used during class. Laptops are to be used for instructional purposes only.**

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 website 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**

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

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

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. See <https://cehd.gmu.edu/students/policies-procedures>.

Class Schedule

Class	Topics	Assignments & Readings Due
Class Session 1 September 20 Face-to-Face	Welcome! A Comprehensive Assessment System for Young Learners	<ol style="list-style-type: none"> 1. NAEYC position statement: Assessments 2. Brantley (2007) Appendix (all) 3. Mindes & Jung (2015) Appendix (all) 4. Mindes & Jung (2015) Ch. 1
Class Session 2 Online	Instructional & Theoretical Foundations of Assessment Observation as the Key Method in the System Objective vs. Subjective observations	<ol style="list-style-type: none"> 1. Brantley(2007) Chapter 3 2. Mindes & Jung (2015) Chapter 3
Class Session 3 September 27 Face-to-Face	English Language Learners in Today's K-8 Classroom & Understanding the Principles of Second Language Acquisition Review of <i>Individualized Child Assessment Project: Assessment Report Introduction</i>	<ol style="list-style-type: none"> 1. Brantley (2007) Chapter 1 2. Brantley (2007) Chapter 2 3. Brantley (2007) Chapter 10 4. Bring rough draft of: Introduction for review <p><i>Field Experience Placement Approval forms due September 27</i></p>
Class Session 4 Online	Learning Domains Oral Language and Vocabulary Assessment and Development Early Intervention	<ol style="list-style-type: none"> 1. Brantley (2007) Chapter 4 2. Mindes & Jung(2015) Chapter 9
Class Session 5 October 4 Face-to-Face	Using Basic Concepts of Measurement & Choosing and Using the Right Measure Considering Formal Assessments	<ol style="list-style-type: none"> 1. Mindes & Jung(2015) Chapter 4 2. Mindes & Jung(2015) Chapter 5 <p><i>Individualized Child Assessment Project: Assessment Report Introduction Due October 4</i></p>
Class Session 6 Online	Assessment in the Content Areas Assessment and Planning for Intervention	<ol style="list-style-type: none"> 1. Brantley(2007) Chapter 9 2. Mindes & Jung (2015) Chapter 6
Class Session 7 October 11 Face-to-Face	Assessment: Special Issues in Preschool and Primary Grades	<ol style="list-style-type: none"> 1. Mindes & Jung (2015) Chapter 10

		2. Mindes & Jung (2015) Chapter 11
Class Session 8 Online	Assessing Your Own Professional Dispositions Reading acquisition in the Primary and Secondary Language	1. Brantley (2007) Chapter 5
Class Session 9 October 18 Face-to-Face	Assessment and Development of Concepts of Print, Phonemic Awareness, and the Alphabetic Principle Assessment and Development of Word Identification, Comprehension, and Reading Fluency	1. Brantley (2007) Chapter 6 2. Brantley (2007) Chapter 7 Individualized Child Assessment Project: Assessments Report Assessments Due October 18 Professional Dispositions Self-Assessment Due October 18
Class Session 10 Online	Instructional Assessment in Practice: A Case Study & Building a Child Study	1. Brantley (2007) Chapter 11 2. Mindes & Jung (2015) Chapter 8
Class Session 11 November 1 Face-to-Face	Assessment and Development of Written Language and Spelling	1. Brantley (2007) Chapter 8 Individualized Child Assessment Project: Assessment Report Interpretations Due November 1 Field Experience Documentation Form Due November 1
Class Session 12 online	Conferencing, Grading, and Reporting	1. Mindes & Jung (2015) Chapter 7
Class Session 13 November 8 Face-to-Face	Developing Family Partnerships in Assessment	1. Mindes & Jung (2015) Chapters 2 Child Assessment Project: Instructional and Assessment Plan Due November 8 Attendance Rubric with full rationale due by November 8

<p>Class Session 14 Online</p>	<p>Using Documentation Boards Organization and Presentation of Documentation Documentation for Teacher Growth Teacher Materials for Documenting Young Children’s Work Reflections on Assessment Intentional Practices for Diverse Young Learners</p>	<p>1. Read articles posted on Blackboard</p>
	<p>Final Grade will not be issued until entire portfolio is uploaded to TK20.</p>	<p>Compiled Individualized Child Assessment Project will be submitted on Tk20 via Blackboard by November 12</p>

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

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

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