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

ECED 511.002 Assessment of Diverse Young Learners
3 Credits, Fall 2019
8/26 – 12/18, Monday/ 4:30 – 7:10 pm
Thompson Hall L019, Fairfax Campus

Faculty
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Prerequisites
ECED 401 or 501 and ECED 403 or 503

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.

Course Overview – Writing Intensive Course
The Faculty Senate Writing Across the Curriculum Committee has approved this course to fulfill all of the Writing Intensive requirement in the Early Childhood Education for Diverse Learners major. It does so through the completion of the Child Assessment Portfolio Project (Parts 1, 2, 3, 4, and 5).

Part 1: Child Portfolio Introduction – A 600-word introduction to the case study child paper due September 23
Part 2: Child Portfolio Assessment – A 1000-word analytical project due in October 15
Part 3: Child Portfolio Interpretations – A 1000-word synthesis paper due in November 11
Part 4: Individual Child Assessment Project– A 600-word lesson plan due in November 25
Part 5: Guiding Principles for Assessment Practices – A 1000-word essay on assessment practices students will embrace to support young learners due in December 2

Upon initial submission of each part of the Child Assessment Portfolio (Part 1, Part 2, Part 3, Part 4, and Part 5), the course instructor will provide feedback to students using the writing rubric as well as the content specific rubric that evaluates students' knowledge of assessment practices. Feedback will be provided to students through conferencing sessions in class as well as through Blackboard and will focus on the domain specific writing styles required for effectively communicating assessment purposes, procedures, results, interpretations, and incorporation into daily lesson planning routines. Revisions to initial submissions for each part of the Child

Assessment Portfolio will be due the following week. Please attend to the course performance evaluation table and course schedule for due dates.

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. Use knowledge of measurement principles and practices to create, select, and implement valid and reliable classroom- and curriculum-based assessments of student learning for instructional planning, including formative and summative assessments that minimize bias, evaluate student performance, are designed and adapted to meet the needs of diverse young learners, and are used for instructional planning purposes.
2. Analyze and interpret formal and informal and formative and summative assessment results to diagnose needs, record student progress, measure attainment of essential skills in a standards-based environment, inform ongoing planning and instruction, and contribute to program development and improvement for diverse young learners.
3. Select, administer, and interpret formal and informal assessment techniques for young children with disabling and at-risk conditions, including the eligibility and diagnosis of disabling and at-risk conditions.
4. Explain the goals, benefits, and uses of assessment and the relationships among assessment, instruction, and monitoring student progress, including the role of assessment in (a) the development of appropriate goals; (b) planning and implementation of curriculum and instruction; (c) making decisions about how to improve instruction and student performance; (d) grading; and (e) progress monitoring reports to document learner growth as compared to same-age, typically developing peers and functioning in environments where same-age peers would attend, including settings that families choose.
5. Identify assessment and curricular practices that help students understand their own progress and growth.
6. Describe state assessment programs and accountability systems, including assessments used for student achievement goal setting as related to teacher evaluation and determining student academic progress.
7. Explain legal and ethical aspects of assessment and demonstrate skills for developing familiarity with assessments used in PreK-12 education (including diagnostic, college admission exams, industry certifications, placement assessments).
8. Describe ways to partner with families and professional colleagues to assess young children and build effective learning environments.
9. Develop instructional plans informed by assessment results that use technology as a tool for teaching, learning, research, and/or communication to enhance learning outcomes for diverse young learners.
10. Analyze, evaluate, and apply qualitative and quantitative data to produce a case study report that holistically describes a child's performance across developmental domains and provides insight into curricular experiences for continued growth and use technology for learning, research, and communication.
11. Exhibit standards of professionalism, ethical standards, and personal integrity with children, families, and professionals in the field experience setting and in interactions with classmates,

the instructor, the field experience coordinator, and others.
12. Use writing as an instructional and assessment tool to generate, gather, plan, organize, and to communicate for a variety of purposes; integrate correct written conventions (i.e., grammar, usage, mechanics, and spelling); and format using current APA style.

Professional Standards – Virginia Professional Studies Competencies, Virginia Early Childhood Special Education Endorsement Competencies, Virginia Early/Primary Education PreK-3 EPK3 Endorsement Competencies, Interstate Teacher Assessment and Support Consortium (InTASC) Standards, Council of Exceptional Children (CEC) and Division of Early Childhood (DEC) Standards, and National Association for the Education of Young Children (NAEYC) Standards

Upon completion of this course, students will have met the following professional standards:

Virginia Professional Studies Competencies
Assessment of and for Learning
Supervised Clinical Experiences

Virginia Early Childhood Special Education Endorsement Competencies
Assessment Techniques
Supervised Experience
Writing Conventions
Written Communication

Virginia Early/Primary Education PreK-3 Endorsement Competencies
Methods

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. (2014). *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 (Bb), Tk20, hard copy).

Assignments	Due Dates	Points
Attendance and Participation	Ongoing	25
Field Experience • Field Placement Approval Form (1 point) • Field Placement Documentation Form (4 points)	September 9 December 2	5
Part 1: Individual Child Assessment Project • Assessment Report Introduction o Writing feedback from course instructor provided Week 5 via conferencing in class and on drafts submitted through Blackboard. • Revised Assessment Report Introduction	September 23 October 7	10
Part 2: Individual Child Assessment Project • Assessment Report Assessments o Writing feedback from course instructor provided Week 8 via conferencing in class and on drafts submitted through Blackboard. • Revised Report Assessments	October 15 October 28	15
Part 3: Individual Child Assessment Project • Assessment Report Interpretations o Writing feedback from course instructor provided Week 11 via conferencing in class and on drafts submitted through Blackboard. • Revised Report Interpretations	November 11 November 25	15
Part 4: Individual Child Assessment Project • Instructional and Assessment Lesson Plan (Use template provided) for Peer Review o Writing feedback from course instructor provided Week 13 via conferencing in class and on drafts submitted through Blackboard. • Revised Instructional and Assessment Lesson Plan	November 25 December 2	15
Part 5: Guiding Principles for Assessment Practices • Guiding Principles for Assessment Practices Essay o Writing feedback from course instructor provided Week 14 via conferencing in	December 2	15

class and on drafts submitted through Blackboard. • Revised Guiding Principles for Assessment Practices Essay	December 16	
Individual Child Assessment Project – All sections of the Individual Child Assessment Project	*Submit to Tk20 through Blackboard*	
TOTAL		**100**

- **Assignments and/or Examinations**

Field Experience
This course requires a minimum of 15 hours field experience in an early childhood education environment (home-based, school-based, and community-based settings) with diverse young children (prekindergarten, kindergarten, first grade, second grade, or third grade). 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, *or* 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 (5 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 documention of their experience *(4 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.

- o 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.

Students will exhibit standards of professionalism, ethical standards, and personal integrity throughout the Field Experience process with the instructor, field experience coordinator, classroom teacher, students, administrators, etc. Students will refer to Blackboard for CEC, DEC, and NAEYC standards in early childhood education and early childhood special education.

Individual Case Study Child Assessment Project (70 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 (25 points)
Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class and online activities will be evaluated based on the following criteria:
- Students attend class, arrive on time, and stay for the entire class period.
- Students use laptops and personal devices are to be used for instructional purposes only.
- Students complete readings and prepare for class activities prior to class as 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 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.
- Students display professional dispositions at all times while interacting with the instructor and other students.
- Students complete participation activities across the semester that complement the scheduled course topic. Instructors will periodically collect artifacts from the activities. Students in attendance and who actively engage in the learning experience will receive credit for their efforts. Graded participation activities are not announced and are implemented at the discretion of the instructor.

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 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 seeking Virginia initial teaching licensure must earn a B- or better in all licensure coursework.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/policies-procedures.

Class Schedule

Date	Topics	Assignments & Readings Due
Aug 26	Welcome!	NAEYC position statement
	Developing a Comprehensive Assessment System for Diverse Young Learners - Goals, benefits, and uses of assessment - Overview of assessments used in PreK-12 education - Legal and ethical aspects Examining the Relationships Among Assessment, Instruction, Monitoring Student Progress, and Teacher Evaluation	Mindes & Jung, Chapter 1

	Field Placement Tips: Professionalism, Ethical Standards, and Personal Integrity	
Sep 2	Holiday – No class meeting	
Sep 9	Partnering With Families and Professional Colleagues • Developing family partnerships to learn from and with families • Taking a family-centered approach to assessing diverse young learners, including dual-language learners, English-language learners, and children with disabling and at-risk conditions • Using family-centered assessment to build effective learning environments responsive to learners' diverse abilities; identities; and cultural, linguistic, and socioeconomic backgrounds • Using knowledge of typical and atypical child development in assessment Introducing Writing Processes for Crafting Child Case Study Reports • Using an ecological approach to describe a child and a child's multifaceted learning contexts • Focus on Part 1: Assessment Report Introduction • Identifying the varied stakeholders for case study reports (emphasizing audience, purpose, topic, and form)	Brantley, Chapter 1 Mindes & Jung, Chapter 2, Appendix A **Due to Bb – Field Experience Placement Approval Form**
Sep 16	Selecting, Administering, and Interpreting Formal and Informal Assessments for Diverse Young Learners • Using valid and reliable formal and informal, formative and summative assessments, and classroom- and curriculum-based assessment • Using observation as a key method • Understanding the principles of second language acquisition to minimize bias Analysis of Elements of Part 1: Assessment Report Introduction • Peer review of graphic organizer capturing ecological aspects of the case study child's learning environment (emphasizing content development)	Brantley, Chapter 2 Mindes & Jung, Chapter 3 **Due in Class –Part 1: Assessment Report Introduction rough draft**

Sep 23	Using Knowledge of Measurement Principle and Practices to Create, Select, and Implement Assessments for Diverse Young Learners
	• Constructing, selecting, implementing, analyzing, and interpreting valid and reliable
	    o formal and informal assessments
	    o formative and summative assessments
	    o classroom- and curriculum-based assessments of student learning
	• Minimizing bias
	• Designing and adapting assessments to meet the needs of diverse young learners
	• Using qualitative and quantitative data to evaluate a child's performance (conducting, analyzing, and evaluating)
	• Using assessments to
	    o diagnose needs
	    o record student progress
	    o evaluate student performance
	    o measure attainment of essential skills in a standards-based environment
	    o inform ongoing planning and instruction
	    o contribute to program development and improvement
	
	Introducing the Graphic Organizer Guiding Part 2: Assessment Report Assessments
	• Collecting quantitative and qualitative data using observational and formal assessment—purposes, procedures, inherent biases, and results (emphasizing content development)
		Brantley, Chapter 3
		
		Mindes & Jung, Chapters 4, 5, Appendix C
		
		Due to Bb – **Part 1: Assessment Report Introduction**
		
		Writing feedback from course instructor provided for Part 1 via conferencing in class and on drafts submitted through Blackboard.

Sep 30	Taking a Deeper Look at Using Assessments for a Variety of Purposes • Diagnosing needs • Recording, monitoring, and evaluating student progress and performance • Analyzing qualitative and quantitative date to inform curricular decisions for young learners • Measuring attainment of essential skills in a standards-based environment • Informing ongoing planning and instruction • Contributing to program development and improvement Technology as an Assessment Tool • Examining technology-based assessments	Mindes & Jung, Appendix D **Due in Class** –**Part 2: Assessment Report Assessments rough draft (please bring at least one assessment write up)**

	• Using technology to monitor student progress and communicate with families and other professionals • Using technology as a self-assessment tool for diverse young learners • Developing instructional plans informed by technology-based assessment results Crafting Part 2: Assessment Report Assessments • Documenting using interest and attitude survey assessments—purposes, procedures, inherent biases, and results (emphasizing content development)	
Oct 7	Assessment for Planning Instruction and Interventions for Diverse Young Learners • Using assessment data (qualitative and quantitative, formal, and informal) to plan and implement curriculum and instruction, make ongoing instructional decisions, make decisions to improve instruction and student performance, and implement teaching methods tailored to promote student academic progress • Assessing oral language and vocabulary in diverse young learners, including dual-language learners, English-language learners, and children with disabling and at-risk conditions Building a Child Case Study Crafting Part 2: Assessment Report Assessments • Documenting using instructional assessments—purposes, procedures, inherent biases, and results (emphasizing content development)	Brantley, Chapter 4 Mindes & Jung, Chapter 6 **Due to Bb – Revised Part 1: Assessment Report Introduction**
Oct 15 (Monday classes meet on Tuesday)	Conferencing, Grading, and Reporting • Partnering with families • Developing appropriate goals • Supporting learners' self-assessment of academic progress • Monitoring student progress, including monitoring development, academic progress, and functioning in environments with same-age peers • Grading and evaluating student performance • Considering the state assessment programs and accountability systems (i.e., content area *Virginia Standards of Learning* and *Virginia Foundation Blocks for Early Learning*)	Mindes & Jung, Chapters 7, 8, Appendices D, E **Due to Bb – Part 2: Assessment Report Assessments** Writing feedback from course instructor provided for Part 2 via conferencing in class and on drafts submitted through Blackboard.

	Synthesizing Assessment Results to Support Part 3: Assessment Report Interpretations	
Oct 21	Considering Assessment of Diverse Infants and Toddlers • Special considerations in infant and toddler assessment • Assessment in early intervention • Creating, selecting, and implementing age-appropriate assessments Introducing a graphic organizer to support Part 3	Mindes & Jung, Chapter 9, Appendix B **Due to Bb** – **Professional Dispositions Self-Assessment**
Oct 28	Considering Assessment of Diverse Prekindergarten Learners • Creating, selecting, and implementing age-appropriate assessments • Analyzing and interpreting assessment data to inform instructional decisions Using Strengths-Based Language in Part 3: Assessment Report • Interpreting to represent children's cognitive, physical, communication and language, and social and emotional development (emphasizing disciplinary conventions)	Brantley, Chapters 5, 6 Mindes & Jung, Chapter 10 **Due to Bb** – **Revised Part 2: Assessment Report Assessments**
Nov 4	Considering Assessment of Diverse Primary-Grade Learners • Creating, selecting, and implementing age-appropriate assessments • Analyzing and interpreting assessment data to inform instructional decisions Introducing the Lesson Planning Frame for writing Part 4: Instructional and Assessment Plan • Using assessment results to identify individualized learning goals and leverage areas of demonstrated strength to enhance learning experiences (emphasizing disciplinary conventions)	Brantley, Chapters 7, 8 Mindes & Jung, Chapter 11, Appendix G **Due in Class** –**Part 3: Assessment Report Interpretations rough draft**
Nov 11	Assessment Across the Content Areas • Assessing the arts, English language arts, mathematics, movement, science, social studies • Assessing procedural knowledge Using Assessment to Inform Instruction Across the Content Areas Sharing Part 5: Guiding Principles	Brantley, Chapter 9 **Due to Bb** – **Part 3: Assessment Report Interpretations** Writing feedback from course instructor provided for Part 3 via conferencing in class and on

	Sharing reading logs and analyzing for common themes in peer writing groups	drafts submitted through Blackboard.
Nov 18	Putting the Pieces Together • Developing a picture of the whole child • Identifying learner's strengths and next steps for growth • Creating learning goals • Communicating with families • Using the information to support diverse young learners Sharing Part 5: Guiding Principles • Sharing graphic organizers in peer writing groups • Using the Praise, Question, Polish process for extending supporting details for identified guiding principles	Brantley, Chapter 10 Mindes & Jung, Appendix F **Due in Class** – **Part 4: Instructional and Assessment Plan** <u>**rough draft**</u> **for PEER REVIEW**
Nov 25	Assessments Used for Student Achievement Goal Setting as Related to Teacher Evaluation Preparing the Final Case Study Reflecting on and Learning From the Field Experience	**Due to Bb** – **Revised Part 3: Assessment Report Interpretations** **Due to Bb** – **Part 4: Instructional and Assessment** **Due in Class** – **Part 5:** <u>**Graphic Organizer**</u> Writing feedback from course instructor provided for Part 4 via conferencing in class and on drafts submitted through Blackboard.
Dec 2	Reflecting on Principles That Guide Assessment Practices for Diverse Young Learners Taking Action	**Due to Bb** – **Revised Part 4: Instructional and Assessment Plan** **Due to Bb** – **Part 5: Guiding Principles for Assessment Practices Essay** **Due to Bb** – **Field Experience Documentation Form**

		Writing feedback from course instructor provided for Part 5 via conferencing in class and on drafts submitted through Blackboard.
Dec 9-10	Reading Days – No class meeting	
Dec 16	Exam Period – No class meeting	**Due to Bb – Revised Part 5: Guiding Principles for Assessment Practices Essay** **Due to Tk20 through Bb – Complied Individualized Child Assessment Project, Parts 1 – 5**

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 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 or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.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/**.**