George Mason University
College of Education and Human Development
Early Childhood Education for Diverse Learners

ECED 411.001 Assessment of Diverse Young Learners
3 Credits, Spring 2020
01/21/2020 – 5/13/2020, Monday & Wednesday/ 3:00pm – 4:15pm
Thompson Hall, Room L014, Fairfax

Faculty
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Prerequisites
ECED 401 or 501 and ECED 403 or 503
Prerequisites require a minimum grade of C for undergraduate courses and B- for graduate courses.

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. Notes: 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 February 19
Part 2: Child Portfolio Assessment – A 1000-word analytical project due March 4
Part 3: Child Portfolio Interpretations – A 1000-word synthesis paper due April 8
Part 4: Individual Child Assessment Project– A 600-word lesson plan due April 22
Part 5: Guiding Principles for Assessment Practices – A 1000-word essay on assessment practices students will embrace to support young learners due May 13

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. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.
Mindes, G., & Jung, L. A. (2014). *Assessing young children* (5th ed.). Upper Saddle, NJ: Pearson. ISBN: 9780133519235

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

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 • Self-Evaluation	Ongoing May 13	**25**
Field Experience • Field Placement Approval Form (1 point) • Field Placement Documentation Form (4 points)	 February 5 April 29	**5** 1 4
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	 February 19 February 26	**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	 March 4 March 25	**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	 April 8 April 22	**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	 April 22 April 29	**15**
Part 5: Guiding Principles for Assessment Practices		**15**

• Guiding Principles for Assessment Practices Essay	April 29	
○ Writing feedback from course instructor provided Week 14 via conferencing in class and on drafts submitted through Blackboard.		
• Revised Guiding Principles for Assessment Practices Essay	May 13	
Individual Child Assessment Project – All sections of the Individual Child Assessment Project	*Submit to Tk20 through Blackboard May 13*	
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.
    - 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)
Students 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 report 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). They will reflect on what they learned as they linked theory and research to practice to write a guiding principles paper.

Part 1: Introduction (10 points)
Students will introduce the child and describe the child's classroom and school context. Students will talk with the teacher, observe in the classroom, and consult the school website to gather information. ***Students will write a double-spaced report that is a minimum of 600 words.***

Part 2: Assessments (15 points)
Students will select and administer four assessments (undergraduate) or five assessments (graduate) that were developed for teachers to use in their classrooms to assess progress in the five developmental domains. 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 (required for graduate students / optional for undergraduate students).

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, students 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.).

Students will write a double-spaced report that is a minimum of 1000 words.

Part 3: Interpretation of Results (15 points)
Students will discuss the child's interests, strengths, and learning needs across each of the developmental domains (i.e., physical, social and emotional, cognitive, and communication/ language). They will explain how using assessment data from multiple sources supports the creation of a thorough and appropriate statement of educational need that is directly aligned with assessment results. ***Students will write a double-spaced report that is a minimum of 1000 words.***

Part 4: Instructional and Assessment Plan (15 points)
Students will identify specific learning objectives linked to the results of the assessments. Based on data presented in the Child Assessment Report, students will develop one detailed instructional lesson plan designed to meet these objectives. The instructional lesson plan will (a) focus on one or more learning objective(s); (b) transparently support the child's learning and engagement across developmental domains; (c) include at least three evidence-based instructional strategies that address the identified learning objectives; (d) describe a technology extension activity that utilizes digital resources to engage learners in higher-level learning using at least one of these higher-order skills – critical thinking, creativity, and collaborative problem solving; and (e) detail the formative and summative assessment practices and documentation artifacts gathered to demonstrate student performance as it relates to the specific learning objectives.

Students will use the *Instruction and Assessment Lesson Planning Template* to ensure all productive and reflective aspects of the lesson plan are complete. Embedded throughout the lesson plan, students will be prompted to provide rationales for the instructional and assessment decisions presented. Rationales should emphasize how the instructional decisions encourage positive child outcomes by promoting the child's development and learning, challenging the child to gain new competencies, and respecting the child's culture and individuality. Students will cite current research from program textbooks and/or other relevant peer reviewed sources to support their rationales. Students will use in-text citations and include a reference list per APA style guidelines. ***Students will write a lesson plan that is a minimum of 600 words.***

Part 5: Guiding Principles for Assessment Practices Essay (15 points)
Students will write a guiding principles for assessment practices essay 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 students' guiding principles will represent their understanding of the practice of assessment in early childhood environments. Students will cite

current research from the course textbook, class discussions and handouts, and/or other relevant sources to support their assertions. Students will use in-text citations and include a reference list. ***Students will write a double-spaced report that is a minimum of 1000 words.***

- **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.
- Students submit attendance and participation self-evaluation.

Written Assignments
All formal written assignments will be evaluated for content <u>and</u> presentation. The American Psychological Association, Seventh 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. 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+ = 98 – 100   A = 93 – 97   A- = 90 – 92   B+ = 87 – 89   B = 83 – 86   B- = 80 – 82
C+ = 77 –79   C = 70 – 76   D = 60 – 69   F = < 60
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 C or better in all undergraduate 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
Week 1 Jan 22	Welcome! 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 Field Placement Tips: Professionalism, Ethical Standards, and Personal Integrity	NAEYC position statement Mindes & Jung, Chapter 1
Week 2 Jan 27 Jan 29	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	Brantley, Chapter 1 (optional for undergrads) Mindes & Jung, Chapter 2, Appendix A

	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)	
Week 3 **Feb 3** **Feb 5**	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 (optional for undergrads) Mindes & Jung, Chapter 3 **Due to Bb – Field Experience Placement Approval Form**

Week 4
Feb 10
Feb 12
	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
		Brantley, Chapter 3 (optional for undergrads)
		
		Mindes & Jung, Chapters 4, 5, Appendix C
		
		Bring rough draft for Part 1: Introduction

	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)	
Week 5 **Feb 17** **Feb 19**	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 • 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)	Mindes & Jung, Appendix D **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.

Week 6 **Feb 24** **Feb 26**	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 (optional for undergrads) Mindes & Jung, Chapter 6 **Bring rough draft Part 2 (Please bring at least one assessment write up)** **Due to Bb – Revised Part 1: Assessment Report Introduction**
Week 7 **Mar 2** **Mar 4**	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*) Synthesizing Assessment Results to Support Part 3: Assessment Report Interpretations	Mindes & Jung, Chapters 7, 8, Appendices D, E **Due to Bb – Part 2: Assessment Report Assessments**
	Spring Break – No class meetings	
Week 8 **Mar 16** **Mar 18**	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 Writing feedback from course instructor provided for Part 2 via conferencing in class and on drafts submitted through Blackboard.

Week 9 **Mar 23** **Mar 25**	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 (optional for undergrads) Mindes & Jung, Chapter 10 **Due to Bb – Revised Part 2: Revised Assessment Report Assessments**
Week 10 **Mar 30** **Apr 1**	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 (optional for undergrads) Mindes & Jung, Chapter 11, Appendix G **Bring rough draft Part 3: Assessment Report Interpretations**
Week 11 **Apr 6** **Apr 8**	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 Sharing reading logs and analyzing for common themes in peer writing groups	Brantley, Chapter 9 (optional for undergrads) **Due to Bb – Part 3: Assessment Report Interpretations** Writing feedback from course instructor provided for Part 3 via conferencing in class and on drafts submitted through Blackboard.

Week 12 Apr 13 Apr 15	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 (optional for undergrads) Mindes & Jung, Appendix F **Due in Class – Part 4: Instructional and Assessment Plan** <u>**Rough Draft**</u> **for PEER REVIEW**
Week 13 Apr 20 Apr 22	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	Brantley, Chapter 11 (optional for undergrads) **Due to Bb – Revised Part 3: Assessment Report Interpretations** **Due in Class – Graphic Organizer for Guiding Principles Paper** **Due to Bb – Part 4: Instructional and Assessment** Writing feedback from course instructor provided for Part 4 via conferencing in class and on drafts submitted through Blackboard.
Week 14 Apr 27 Apr 29	Reflecting on Principles That Guide Assessment Practices for Diverse Young Learners Taking Action	**Due to Bb – Part 5: Guiding Principles for Assessment Practices Essay** **Due to Bb – Field Experience Documentation Form** **Due to Bb – Revised Part 4: Instructional and Assessment Plan**

			Writing feedback from course instructor provided for Part 5 via conferencing in class and on drafts submitted through Blackboard.
	Reading Days – No class meetings		
Week 15 May 11	Exam Period – No class meetings		**Due to Bb – Attendance and Participation Self-Evaluation** **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 https://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://ds.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 https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Evaluation Guides

Individual Child Assessment Project				
	Exceeds	**Meets**	**Approaches**	**Does Not Meet**
Child Assessment Report: Introduction, Assessments, and Interpretation and Implications				
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 | Student met expectations and provided extensive contextual information about the child and the child's learning contexts drawn from multiple sources (e.g. other instructional professionals and the child's family). Student demonstrated a strategic selection and design of assessment tools to pinpoint aspects of the child's performances within specific domains by providing extensive descriptions of the assessment processes and result. Student demonstrated an extensive understanding of how to support the child's continued progress across | Student developed a child assessment report that contained information about the child, classroom context, and school. Student selected and administered a variety of technically sound formal and informal assessments. Student analyzed and presented information about the learner's knowledge and skill across the developmental domains. Student provided accurate descriptions of assessment purposes and methods, presented accurate summaries of assessment results, and included appropriate documentation of each assessment administered. Student discussed | Student developed a child assessment report that presented information about the child, classroom context, and school; however, introductory information was limited. Student attempted to select, administer, analyze, and present a variety of technically sound formal and informal assessments that provided information about the learner's knowledge and skill across the developmental domains. Student presented a child assessment report that (a) emphasized the child's strengths and needs, (b) focused on developmental domains and functional concerns, and (c) made clear | Student did not develop a child assessment report that presented information about the child, classroom context, and school.

Student did not select, administer, analyze, and present a variety of technically sound formal and informal assessments that provided information about the learner's knowledge and skill across the developmental domains.

Student did not present an assessment report that (a) emphasized the child's strengths and needs, (b) focused on developmental domains and functional concerns, nor (c) made clear recommendations for promoting the |

	domains in regards to the child's current performance and curricular goals.	how the assessment process maintained the child's interest, how technology was used, and how bias was minimized. Student presented a child assessment report that (a) emphasized the child's strengths and needs, (b) focused on developmental domains and functional concerns, and (c) included clear recommendations for promoting the child's learning and engagement.	recommendations for promoting the child's learning and engagement. However, some aspects of the report need modification to convey and accurate representation of the child's performance across developmental domains.	child's learning and engagement.

Instructional and Assessment Plan (NAEYC 3a*)				
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	Student met all of the criteria and the learning objective rationale reveals a comprehensive understanding of the relationship between the assessment data and identification of specific learning objectives. Student's discussion of instructional strategies and rationales revealed a comprehensive understanding of the relationship between instructional strategies, identified learning objectives, and individual child goals across the developmental domains. Student's discussion of assessment tools revealed a comprehensive understanding of the relationship between instructional strategies, identified learning	Student used the child assessment report to identify several instructional objectives that meet curricular objectives and support individual child goals across the developmental domains. Student detailed several instructional strategies that support identified learning objectives. Student provided a description of assessment tools that monitor progress toward learning objectives and inform instructional responses. Student presented rationales that fully explore how the instructional objectives, strategies, and assessments meet curricular and individual child goals across the developmental domains, minimize bias, and promote positive child	Student used the child assessment report to identify several instructional objectives that meet curricular objectives and support individual child goals across the developmental domains. Student detailed several instructional strategies that support identified learning objectives. Student provided a description of assessment tools that monitor progress toward learning objectives and inform instructional responses.

However, student did not provide a detailed discussion of how the instructional objectives, instructional strategies, and / or assessment tools align with the curricular and individual child objectives across the | Student did not use the child assessment report to identify several instructional objectives, detail several instructional strategies, nor provide a description of assessment tools that support curricular and individual child objectives across the developmental domains. |

	objectives, and the assessment tools used to document and respond to individual child goals across the developmental domains.	outcomes and growth.	developmental domains.	

Writing Quality Rubric

	Capstone	Milestones		Benchmark
	4	**3**	**2**	**1**
Context of and Purpose for Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions Formal and Informal Rules Includes rules	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization,	Attempts to use a consistent system for basic organization and presentation.

inherent in the expectations for writing in particular forms and/or academic fields.	specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	task(s), including organization, content, presentation, and stylistic choices	content, and presentation	
Sources and Evidence	Demonstrates skillful use of high- quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Source https://masoncore.gmu.edu/writing-intensive-2/