



College of Education and Human Development

Early Childhood Education Program
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<https://gse.gmu.edu/programs/earlychildhood/>

ECED 511.001 Assessment of Diverse Young Learners (3:3:0)

Spring 2015

Wednesdays, 7:20 pm to 10:00 pm

Planetary Hall 126

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Office Location: Thompson 1200

Office Hours: By appointment

Course Description

Examines types of assessment for planning and implementing effective preschool through third-grade programs across content areas for culturally, linguistically, and ability diverse children. Addresses selection, administration, analysis, and interpretation of formal and informal assessments.

Prerequisite

Admission to the Early Childhood Education program or permission of instructor

Note: Field Experience Required.

Nature of Course Delivery

This course requires active participation of all students. Students are expected to complete all class readings prior to each session so as to engage in active dialogue, productive learning, and critical reflection. Activities will include instructor presentation, small-group discussions, student presentations, videos, and whole class sharing to support course content. In addition, students will be required to utilize the TaskStream program for uploading course projects for grading.

Learner Outcomes

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

1. Demonstrate knowledge of the theory, research, and application of child development and assessment within a sociocultural context.
2. Describe legal mandates and their implications for diverse learners to include the foundations of instructional design based on assessment data.
3. Explain the connections among assessment, instruction, and monitoring student progress to include student performance measures.
4. Review, critique, and select appropriate formal and informal assessments to include evaluating for cultural relevance and bias.
5. Explain procedures for administering various standardized assessments.
6. Use formal and informal assessments to diagnose needs, plan and modify instruction, and

record student progress, while taking into account the requirements of the state standards of learning.

7. Analyze, evaluate, apply, and conduct quantitative and qualitative research.
8. Report assessment results in a manner that is relevant for family members and other educators.

Professional Standards

This course is aligned with the standards established by the Council for Exceptional Children (CEC) and the National Association for the Education of Young Children (NAEYC).

Required Texts

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

Mindes, G., & Jung, L. A. (2014). *Assessing young children* (5th ed.). Upper Saddle, NJ: Pearson.

Other Required Readings (available without fee electronically via Blackboard)

Amrein-Beardsley, A. (2009, November). Value-added tests: Buyer, be aware. *Educational Leadership*, 67(3), 38-42.

Bowman, B. T. (2006, September). Standards: At the heart of educational equality. *Young Children*, 61(5), 42-48. Retrieved from <http://journal.naeyc.org/btj/200609/BowmanBTJ.pdf>

Chappuis, S., Chappuis, J., & Stiggins, R. (2009, November). The quest for quality. *Educational Leadership*, 67(3), 14-19.

Fisher, D., & Frey, N. (2009, November). Feed up, back, forward. *Educational Leadership*, 67(3), 20-25.

Kalyanpur, M. (2003, Summer). A challenge to professionals: Developing cultural reciprocity with culturally diverse families. *Focal Point*, 17(1), 1-5. Retrieved from <http://www.pathwaysrtc.pdx.edu/pdf/fpS0301.pdf>

Kersey, K. C., & Masterson, M. L. (2009, September). Teachers connecting with families: In the best interest of children. *Young Children*, 64(5), 34-38.

Leong, D. J., & Bodrova, E. B. (2012). Assessing and scaffolding make-believe play. *Young Children*, 67(1), 28-34.

Prothers, J. (2013, July). Third culture children: Identification and support in early childhood education. *Young Children*, 68(3), 56-61.

Ros-Volseles, D. D., & Fowler-Haughey, S. (2007, September). Why children's dispositions should matter to all teachers. *Beyond the Journal Young Children on the Web*, 1-7. Retrieved from <http://www.naeyc.org/files/yc/file/200709/DaRos-Voseles.pdf>

Seitz, H. J. (2006, March). The plan: Building on children's interests. *Young Children*, 61(2), 36-41.

Skelton, M., Wigford, A., Harper, P., & Reeves, G. (2002, October). Beyond food, festivals, and flags. *Educational Leadership*, 60(2), 52-55.

Recommended Texts

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Wood, C. (2007). *Yardsticks: Children in the classroom ages 4-14* (3rd ed.). Turners Falls, MA: Northeast Foundation for Children, Inc.

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Counseling and Psychological Services – 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/>].
- Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester <http://ods.gmu.edu/>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – 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/>].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

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.

Collaboration

Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

Ethical Leadership

In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation

We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

Research-Based Practice

The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice

Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Course Requirements

General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
2. Attendance in class and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online modules within the designated timeframe. Absences, tardiness, leaving early, and not completing online modules in the designated timeframe may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use

absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.
4. During face-to-face and live online meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade.
5. It is expected that assignments will be turned in on time. However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.
6. Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

Written Assignments

All formal written assignments will be evaluated for content 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 guide 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.

Grading Criteria

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

Grading Policy

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Attendance and Participation (15 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

Submission of Performance-Based Assessment

Every student registered for any Early Childhood Education course with a required performance-based assessment is required to submit this assessment, CAEP Assessment 6 Individual Child Assessment Portfolio, to TaskStream (regardless of whether a course is an elective, a onetime course, or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Specific Course Assignments

Assignments	Due Dates	Points
In Class Attendance and Participation	Ongoing	15
Reading Reflections	Ongoing	10
Elementary School Assessment Report	February 4	10
Target Student Summary <ul style="list-style-type: none"> ○ <i>Begins Step 1 & Step 2 of Child Portfolio</i> ○ <i>Begins Interest Preference Analysis Project</i> 	February 18	5
Interest Preference Analysis	March 4	10
Assessment Review		20
<ul style="list-style-type: none"> ○ <i>Individual Portion of Assessment Review</i> 	<i>April 1</i>	<i>10/20</i>
<ul style="list-style-type: none"> ○ <i>Assessment Review Presentation</i> 	<i>April 22</i>	<i>10/20</i>
Individual Child Assessment Portfolio (PBA)	April 27 (MONDAY)	30
TOTAL		100

In-class 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 learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class 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.

Reading Reflections (10 points)

Every other week students will be asked to complete a reading reflection. There will be a total of 5 reflections due on the following dates: **Jan. 28, Feb. 11, Feb. 25, March 18, and April 1**. For each reflection, choose one of the readings from the two-week period (either a chapter or an article), and use the following format and subheadings to type a one page reflection:

- **Chapter or Article Title & Author**
In APA format
- **Author's Most Significant Points**
1 paragraph summary of the author's points you found to be most significant
- **Text to Self Connections**
1-2 paragraphs about how the article contributes to your own professionalism
- **Questions and Criticisms**
1 paragraph of doubts, challenges, and lingering questions

Reflections are to be shared with the instructor via Blackboard and are due by 4:30 pm on each due date. At several points I will ask you to share their Reflections in class without advance notice.

Elementary School Assessment Report (10 points) *Due February 4*

Students will interview two professionals working at the same elementary school: (1) a primary classroom teacher and a (2) special education teacher, ESOL, or advance academic teacher. Students will identify the established procedures at the school site for assessing students and dealing with teachers' concerns about children's performance in the classroom, especially when involving culturally and linguistically diverse children. ***This paper should not exceed 2 double spaced pages.***

Then, in a written paper students will report the following:

1. Describe the school site and teachers interviewed.
2. Identify and share the formal assessments used by each teacher. Include assessment name, a brief description, the goal, benefit, training required, and use.
3. Identify and share the informal assessments used by each teacher to monitor students physically, socially, emotionally, cognitively, and/or orally. Include any forms, a brief description, the goal, benefit, and use.
4. Discuss how the teacher establishes a relationship with families and communicates students' successes and challenges especially when working with culturally and linguistically diverse families.
5. Outline the referral process for children (a) having learning difficulties, (b) English learners, and (c) children who may qualify for advance academic services.
6. Report on the ethical standards addressed in the administration and in the sharing of assessment with families and other professionals the teachers share.
7. Reflect on what you learned by completing the interviews.

Target Student Summary (5 points) *Due February 18*

Begin step 1 and step 2 of Individual Child Assessment Portfolio and Interest Preference Analysis Project. Students will select a child who has special learning needs (for example, a child who is learning English, uses non-standard dialects, has a learning disability or other developmental, behavioral, or learning differences). They will obtain permission from the child's family to practice informal and formal assessment strategies with the child.

In a written paper, students will do the following:

1. **Introduce the child.** Discuss the reasoning for selecting this child. Explain how the child's cultural background is different from your own. Describe the child to include age and any special characteristics. Describe the setting where the child will be observed and assessed. *This begins step 1 of Interest Preference Analysis and Individual Child Assessment Portfolio (PBA).*
2. **Learn about the child through colleagues.** Ask the child's classroom teacher, therapists, or other adults who are working with the child to provide additional insight into the child's development. What do they mention are the student's strengths and challenges? *This begins step 1 of Interest Preference Analysis and Individual Child Assessment Portfolio (PBA).*
3. **Meet the child's family.** Describe how the introduction and first meeting with the family occurred. What was learned from that initial contact? What plans were made for additional contact throughout the semester. *This begins step 1 of Individual Child Assessment Portfolio(PBA). Students should refer to the questions listed in this step to plan the discussion with family.*
4. **Reflect.** What are the family and your colleagues' short and long term goals for the child? Based on these goals, where do you want to start the assessment process for your child? Explain.

Interest Preference Analysis (10 points) Due March 4

Students are to conduct two to four observations of their target child for a total of 30 minutes. Students, using their knowledge of observational strategies, will develop an observational protocol for documenting children's interests and preferences to guide their planning for a classroom. Students will do the following:

- Conduct observation(s) of target child for a total of 30 minutes in the classroom during free play or free choice.
- Use an observational protocol developed by the student to record the data on the child's interests and preferences and keep a record of activities, materials, spaces, events, play partners, etc. that seem to engage the child.

In a written paper, students will do the following:

1. Introduce the child, each setting in which the child was observed, and what was observed.
2. Report how data was collected and the observation protocol created, used, and adapted between observations with references to the readings.
3. Use the observation data to look for individual and shared interests and preferences.
4. Hypothesize the cultural, linguistic, and ability factors that might have influence your results based on interviews and/or class readings.
5. Create an individual or group plan of action for your student based on your observations and your current knowledge of his/her needs with reference to class readings.
6. Reflect on what was learned through observation, as well as, any limitations or need for further information.
7. Attach all observation data as an appendix to this paper.

Assessment Review (20 points)

Students will work in groups of 3-4 and select either a norm-referenced commercially published test or a criterion-referenced commercially published test for use with children between the ages preschool - third grade.

Group Participation

1. Select a test and explore its use by administering different parts to your team members

Individual Participation (10 points) Due April 1

2. Each team member will administer the **entire** test to one child (preferably the target child) over more than one visit if needed. Request parental consent if it has not been previously obtained.
3. Each individual member will write a report summarizing the findings of administering the assessment. Include the scores, as well as, information on how the child responded. Students should include the following information in their evaluation paper:
 - **Introduction.** Include title, publisher, recommended age range, stated purpose, scope, standardization, how the assessment was normed, and its stated limitations.
 - **Administration.** Introduce the child, when you gave the assessment, where, and how long the assessment took to administer to your child.
 - **Procedure.** Describe your preparation process and the administration steps.
 - **Findings.** Report your student's responses and scores. Include recording sheet if available. What did you learn about your child?
 - **Critical analysis.** Students will give their general reaction. How did it go? What did they see as strengths, and/or limitations of the assessment? Students will support their position with information from the readings, class discussion, and their experience on site. In particular, they will evaluate the assessment for cultural and linguistic bias, as well as for the appropriateness and usefulness of the assessment for children and families.

Group Presentation (10 points) Due April 22

4. As a **group**, students will critically evaluate the assessment taking into consideration each of the following: each other's own perspective, the perspective of class readings, the perspective of cultural, linguistic and ability appropriateness, the perspective of usefulness for families, and one's experiences at the site.
5. As a **group**, students will prepare a 15-minute, in-class infomercial sharing their experiences with the assessment. The groups' task is to provide classmates a working knowledge of the assessment. The infomercial should include assessment purpose, administration, student work samples, and personal stories of using the assessment. A one-page reference handout detailing the fine print of the assessment and a group presentation rubric should be created for their classmates.

Individual Child Assessment Portfolio (30 points) Due April 27 (MONDAY)

This is the CAEP 6 Individual Child Assessment Portfolio that shows evidence of meeting NAEYC Standards. This assignment must be submitted on TaskStream. See the assessment description and scoring rubric attached.

Course Schedule and Topic

Date	Topic	Readings & Assignments Due
January 21	Introduction to a Comprehensive Assessment System for Young learners	Mindes, Chapter 1
January 28	Exploring Culture	Brantley, Chapter 1 Prothers (2013) Kalyanpur (2003) Skelton et al. (2002) Reading Reflection #1
February 4	Standardized Assessment	Mindes, Chapter 4 Elementary School Assessment Due
February 11	Developing Family Partnerships in Assessment	Mindes, Chapters 2 and 7 Kersey & Masterson (2009) Reading Reflection #2
February 18	Becoming a Skilled Observer	Mindes, Chapters 3 Target Student Summary Due
February 25	Practice Being a Skilled Observer Student Interests Student Dispositions Importance of Play	Brantley, Chapter 3 Seitz (2006) Ros-Voseles & Fowler-Haughey (2007) Leong & Bodrova (2012) Reading Reflection #3
March 4	Alternative Assessments Response To Intervention (RTI) Individualized Education Program (IEP)	Mindes, Chapter 6 Interest Preference Analysis Due
March 11	GMU SPRING BREAK	
March 18	Assessment Ethics, Standards, and Mandates Observation Survey	Brantley, Chapters 6 and 7 Bowman (2006) Reading Reflection #4
March 25	Portfolios Developmental Areas Second Language Acquisition	Brantley, Chapters 2, 4, and 10
April 1	Matching Students to Assessment Plan of Action	Mindes, Chapter 5 Individual Portion of Assessment Review Due Reading Reflection #5
April 15	NO CLASS MEETING (Due to AERA presentation) Optional individual/group conferences to discuss PBA through Blackboard Collaboration	
April 22	Issues in Preschool and Primary Assessments Assessing Spelling and Writing	Mindes, Chapter 10 or 11 Brantley, Chapter 8 Group Presentations Individual Child Assessment Portfolio (PBA) APRIL 27 (MONDAY)
April 29	Content Area Assessment Building a Child Study Reflecting on Best Practices in Assessment - Pulling it all together Individual Child Assessment Portfolio Sharing	Mindes, Chapter 8 Brantley, Chapter 9 & 11 Amrein-Beardsley (2009) Fisher & Frey (2009) Chappuis et al. (2009)

Early Childhood Education
CAEP Assessment 6
Individual Child Assessment Portfolio

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

Assessment Overview

In this assessment, candidates will use knowledge of child development and learning, informal and formal assessment strategies, in partnership with the child's family, to understand, assess and promote student learning. The candidates will do the following:

- Select a child to observe, in consultation with a classroom teacher, and with parental permission who has special learning needs (for example, a child who is learning English, uses non-standard dialects, has a diagnosed disability or has other developmental, behavioral, or learning differences).
- Establish, with support from the classroom teacher as necessary, a relationship with the child's family to learn about the family (e.g., goals, language, culture, and individual characteristics). The purpose is to learn about the families' goals for the child so that students can learn to use these priorities to drive instructional programming with the early childhood program.
- Include informal and formal assessment strategies or tools supported by standards, best practices, and research-based knowledge, and then construct a developmental portrait of the child including physical, social, emotional, cognitive, communication/language, and adaptive developmental domains.
- Include a critical analysis of both the informal and formal assessments used.
- Develop an instructional plan, inclusive of information gained from interaction with the child's family and the development portrait, that encourages the child's positive development and learning, challenges the child to gain new competencies, and respects the child's culture and individuality.

NAEYC Standards Assessed

NAEYC 3a Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

NAEYC 3b Knowing about and using observation, documentation, and other appropriate assessment tools and approaches including the use of technology in documentation, assessment and data collection

NAEYC 3d Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

CEC Standards Assessed

CEC 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

CEC 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

Assessment Procedures

Candidates will respond to each of the following steps and questions for developing the Individual Child Assessment Portfolio.

Step One: Identify a Child and Engage with the Family

Candidates will select a child who is from a culture different from their own for this assessment project. They will obtain permission from the child's family to practice informal and formal assessment strategies with the child. Candidates will involve the child's family throughout the assessment process, meeting with them at least two times.

Candidates will include the following as part of the final portfolio:

- A description of the setting where the child is observed and assessed.
- A description of how the introduction and first meeting with the family occurred: What was learned from that initial contact? What questions emerged from the meeting?
- A description of the informal data gained through the family relationship: What is the family perspective of the child's development and learning needs? What are the family's immediate and long-term developmental goals for the child? What was learned about the child's family and community?
- Additional insight into child's development from the classroom teacher, therapists, or other adults who are working with the child.

Step Two: Collect Informal and Formal Assessments

Identify the child's developmental needs using multiple types of assessments to include both informal and formal assessment strategies.

Informal Assessments (minimum of 8-14)

- Observe the child two to three times for a total of 30 minutes, and record anecdotal notes on the observations (minimum of 2-3).
- Collect work samples in all developmental areas (minimum of 5-10).
- Select at least one additional authentic assessment strategy and implement it (minimum of 1).

Formal Assessments (minimum of 1)

- Select at least one formal assessment tool that is appropriate for understanding the development and learning of the selected child.
- Administer the assessment to the child identifying needed supports and adaptations required for the implementation of the assessment

Candidates will include the following as part of the final portfolio:

- A description of the assessment process and the assessment tools used, including the informal and formal observation, documentation, and assessment strategies and tools were used in order to better understand the child's development and learning needs.
- A rationale for why assessment tools and strategies were selected over other potential strategies.
- A critical analysis of the following:
 - The informal assessment tools utilized, including the strengths, and/or limitations of the assessment tools, supported by information from readings, class discussions, site observations, and other appropriate materials.
 - The formal assessment tools utilized, with a focus on measurement theory and practices and including a discussion of the psychometric characteristics of the assessment (i.e., validity, reliability, norms, and potential bias of the tool), supported by information from readings, class discussions, site observations, and other appropriate materials.
- A reflection on the process of administering informal and formal assessment strategies, including thoughts about what went well, what might be done differently in the future, and what was learned from this experience.

Step Three: Develop an Instructional Plan

Candidates will do the following:

- Describe what was learned about the child's development and learning needs.
 - Interpret the findings from informal and formal assessment tools and summarize information.
 - Be sure to link knowledge gained from informal and formal tools with what was learned from family and other sources.
 - Include test scores as relevant, as well as descriptions of each of these domains: physical, social, emotional, cognitive, and language development.
- Identify and provide a rationale for the short- and long-term developmental goals that can be supported in the child's early childhood program setting based on the study of the child and the relationship with the child's family.
- Describe short- and long-term actions that can be taken to promote positive development and challenge the child to gain new competencies in each of the domains, including ways families will be involved in the development of and implementation of strategies to support the child's positive growth and development.
- Explain how progress of the child will be monitored and documented on a regular basis.

ECE PROGRAM OUTCOME STANDARDS (Aligned With State, NAEYC, and CEC Standards)	Assessment Measure Descriptions			
	Exceeds Criteria	Meets Criteria	Partially Meets Criteria	No Evidence
Early Childhood Education CAEP ASSESSMENT 6 Individual Child Assessment Portfolio ECED 511 Assessment of Diverse Young Learners				
NAEYC 3d Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments	Provided evidence of frequently scheduled collaboration with families and colleagues	Provided evidence of collaboration with families and colleagues	Provided minimal evidence of collaboration with families and/or colleagues	Did not provide evidence of collaborating with families and/or colleagues
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 CEC 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.	Included accurate and clear descriptions of 8-14 informal assessments and 1 formal assessment AND There is a clear rationale for selecting these assessments including how they minimized bias AND A critical analysis of the informal and formal assessment tools supported by a variety of sources of information, including readings, discussions, site observations, and other appropriate materials AND A critical reflection on the process of administering informal and formal assessment strategies, including what went well, what might be done differently in the future, and what was learned from this experience	Included accurate and clear descriptions of 8-14 informal assessments and 1 formal assessment AND There is a clear rationale for selecting these assessments including how they minimized bias AND A critical analysis of the informal and formal assessment tools supported by sources of information, including readings, discussions, site observations, and other appropriate materials AND A reflection on the process of administering informal and formal assessment strategies, including what went well, what might be done differently in the future, and what was learned from this experience	Included descriptions of fewer than 8 informal assessments and/or 1 formal assessment AND /OR There is a clear rationale for selecting these assessments including how they minimized bias AND/OR A critical analysis of the informal and formal assessment tools AND/OR A reflection on the process of administering informal and formal assessment strategies	Did not accurately discuss informal and formal assessments

<p>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</p> <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>Described in detail what was learned about the child’s development and learning needs, including findings from assessments in each of these domains: physical, social, emotional, cognitive, and language development AND Identified and provided a clear and logical rationale for the short- and long-term developmental goals for the child that can be supported in the child’s early childhood education program setting AND Described a variety of actions that can be taken to promote positive development and challenge the child to gain new competencies in each of the domains, including ways families will be involved AND Explained in detail how progress of the child will be monitored and documented on a regular basis</p>	<p>Described what was learned about the child’s development and learning needs, including findings from assessments in each of these domains: physical, social, emotional, cognitive, and language development AND Identified and provided a rationale for the short- and long-term developmental goals for the child that can be supported in the child’s early childhood education program setting AND Described actions that can be taken to promote positive development and challenge the child to gain new competencies in each of the domains, including ways families will be involved AND Explained how progress of the child will be monitored and documented on a regular basis</p>	<p>Described what was learned about the child’s development and learning needs, including findings from assessments in one or more of the domains: physical, social, emotional, cognitive, and language development AND/OR Identified and provided a rationale for the short- and long-term developmental goals for the child that can be supported in the child’s early childhood education program setting AND/OR Described actions that can be taken to promote positive development and challenge the child to gain new competencies in each of the domains, including ways families will be involved AND/OR Explained how progress of the child will be monitored and documented on a regular basis</p>	<p>Did not develop an appropriate instructional plan</p>
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