

**Course Description****EEX3226 | Assessment of All Young Children | 3.00 credits**

The student will utilize guidelines and techniques for observing, assessing, evaluating, and planning curriculum for young children. The student will use formal and informal assessments to evaluate social/ emotional, cognitive, language, and motor development; and will use data to plan for instruction. (Ten hours of clinical experience required: 3 hours to include an observation of an evaluation of a young child at Early Steps, 3 hours to include a tour of the Mailman Center, Early Steps, and the FFAST Lab, and the remaining 4 hours are to be completed in an approved kindergarten-third grade inclusion setting with ESOL students). Prerequisites: EDF3115, EEC3301. Pre-requisites: EEC2601, EEC2271; Pre/Co-requisites: EDF3115, EEC3301.

**Course Competencies**

**Competency 1:** The student will demonstrate an understanding of the purposes, meanings, and history of early childhood assessments by:

1. Defining the major purposes and methods of assessment in early childhood
2. Describing the history of the child study movement and its connection to child assessment and standardized testing of young children
3. Distinguishing among screening, assessment, and evaluation
4. Demonstrating an understanding of the relationship between public needs for program accountability and standardized testing in Head Start and other public early childhood programs
5. Identifying appropriate information gathering and nonbiased assessments, resources, and strategies.
6. Identifying measurement terms
7. Describing the major purposes of assessment in early childhood and how they are related to principles of good assessment
8. Discussing the recommendations for assessment of the major early childhood professional organizations, e.g., National Association for the Education of Young Children (NAEYC), Association for Childhood Education International (ACEI), and Association for Supervision and Curriculum Development (ASCD), National Association for Bilingual Education for Bi-Lingual Education for K-3 (NABE), and Council for Exceptional Children (CEC)

**Competency 2:** The student will characterize the relationships between assessment, curriculum, and instruction by:

1. Describing the links between assessment and curriculum.
2. Providing a complete answer to the question, "How does assessment drive curriculum"
3. Preparing curriculum and instruction recommendations based on results of screening and observational assessments
4. Analyzing the results of multiple sources of assessment data and creating an educational plan for an individual child
5. Selecting and using formative and summative assessments that matches learning objectives leading to student mastery
6. Using a variety of assessment tools to monitor student progress, achievement, and learning gains

**Competency 3:** The student will compare and contrast the different types of standardized tests, their development, and how they are used in order to appraise knowledge of the conceptual and technical aspects of standardized testing by:

1. Explaining the difference between norm-referenced and criterion-referenced tests
2. Listing common characteristics of norm-referenced and criterion-referenced tests
3. Discussing the importance of the norming group in the development of standardized tests
4. Defining the terms normal curve, standard deviation, and percentile ranks as they apply to standardized tests
5. Describing how individual and group test results are used to report child progress and program effectiveness

6. Discussing the potential for test bias when administering standardized tests to culturally and linguistically diverse children
7. Critically reviewing the strengths and weaknesses of a commercially available standardized test appropriate for children ages birth through eight including ELL and children with special needs
8. Identifying the reliability, validity, standard error of measurement and norming features of a commercially available standardized test in early childhood and discussing their adequacy
9. Examining the advantages and disadvantages of administering standardized tests to young children
10. Demonstrating an understanding of when it is appropriate and/or necessary to administer a standardized test to an infant, toddler, preschooler, or K-3 child
11. Administering a standardized test to a young child, discussing the results, and interpreting the usefulness and accuracy of the information
12. Discussing the ethical considerations when administering a standardized test to a young child
13. Identifying the uses and misuses of standardized test results
14. Evaluating what the current research on educational neuroscience states on the effect of high-stakes testing on the brain

**Competency 4:** The student will use a variety of assessment approaches to evaluate children’s progress and apply the assessment results to instructional planning by:

1. Developing an assessment plan for an infant, toddler, preschooler, or K-3 child
2. Describing for what purpose a particular assessment method would be used
3. Discussing the advantages and disadvantages of formal and informal assessment instruments and procedures
4. Determining appropriate assessments and testing conditions to accommodate learning styles and varying levels of students
5. Selecting and applying developmentally appropriate, reliable, and valid formal and informal screening, progress monitoring, and diagnostic instruments and procedures that measure specific characteristics
6. Analyzing assessment results and connecting to curriculum goals and the child’s progress
7. Reviewing the features of developmental checklists, their advantages and disadvantages
8. Explaining the potential for bias and rater error in checklists and rating scales
9. Identifying the features of teacher-made assessments and when they are most useful and when they are not
10. Describing the differences between formative and summative tests
11. Discussing the meaning of performance assessments, how they are used, and what types of information they provide
12. Interpreting screening and assessment data to identify appropriate intervention, remediation, enrichment or need for further evaluation
13. Identifying and applying appropriate processes for monitoring struggling students (RTI, MTSS, tiered interventions) and planning and implementing intervention strategies

**Competency 5:** The student will summarize the process of screening, referral, evaluation, and identification of children with special learning needs by:

1. Reviewing the differences between developmental screening and child assessment
2. Explaining the process of screening and referral for children who may need additional evaluation
3. Discussing the components of a child evaluation including the multiple sources of assessment information
4. Describing the features of play-based assessments and when they are most appropriate
5. Distinguishing between multidisciplinary, inter- disciplinary and trans-disciplinary models of assessment
6. Identifying ways to share the importance and outcomes of student assessment data with students and stakeholders

**Competency 6:** The student will practice the family- centered assessment process by:

1. Reviewing how to establish effective parent-teacher partnerships
2. Explaining how communication between families and schools is a two-way process

3. Discussing how to actively engage families in the assessment process
4. Planning for and conducting a family conference to discuss child's development and educational needs.
5. Describing the challenges of effective communication with families from diverse cultural and linguistic backgrounds
6. Identifying procedures and legal requirements that provide for productive family conferences or home visits regarding the assessment, education, and development of children in accordance with due process and confidentiality

**Competency 7:** The student will interpret assessment records and design individual learning plan by:

1. Analyzing and applying data from multiple assessments and measures to diagnose students' learning needs, inform instruction based on those needs, and drive the learning process
2. Designing and aligning formative and summative assessments that match learning objectives and lead to mastery
3. Using a variety of assessment tools to monitor student progress, achievement, and learning gains.
4. Modifying assessments and testing conditions to accommodate learning styles and varying levels of knowledge
5. Sharing the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)
6. Applying technology to organize and integrate assessment information.

**Competency 8:** The student will apply knowledge of instructional delivery and facilitation through a comprehensive understanding of subject matter by:

1. Aligning instruction with state-adopted standards at the appropriate level of rigor.
2. Sequencing lessons and concepts to ensure coherence and required prior knowledge.
3. Designing instruction for students to achieve mastery.
4. Selecting appropriate formative assessments to monitor learning.
5. Using diagnostic student data to plan lessons.
6. Developing learning experiences that require students to demonstrate a variety of applicable skills and competencies.

**Competency 9:** The student will compare and contrast various methods and purposes for early childhood program evaluation by:

1. Identifying the major reasons for program evaluation and program accountability.
2. Describing the recommendations for effective program evaluations from at least two national early childhood professional organizations.
3. Discussing the importance of qualified evaluators.
4. Reviewing at least one major early childhood program evaluation and discussing the findings.
5. Identifying the purposes of program evaluation results.

**Competency 10:** The student will demonstrate improvement, responsibility, and ethics by:

1. Designing purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.
2. Examining and using data-informed research to improve instruction and student achievement.
3. Using a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning, and continuously improve the effectiveness of the lessons.
4. Collaborating with the home, school, and larger communities to foster communication and to support student learning and continuous improvement.
5. Engaging in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues.
6. Implementing knowledge and skills learned in professional development in the teaching and learning process.

**Competency 11:** The student will apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing

in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Teachers will also recognize issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations by:

1. Demonstrating an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.
2. Identifying a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.
3. Demonstrating an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels.
4. Demonstrating understanding of the advantages and limitations of assessments, including the array of accommodations allowed for ELLs of diverse backgrounds and at varying English proficiency levels.
5. Distinguishing among ELLs' language differences, giftedness, and special education needs.

**Competency 12:** The student will identify, develop, and use a variety of standards- and performance-based, formative and summative assessment tools and techniques to inform instruction and assess student learning. Teachers will recognize their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders by:

1. Using performance-based assessment tools and tasks that measure ELLs' progress in English language and literacy development.
2. Using criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels.
3. Using various tools and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of English language and literacy development.
4. Preparing ELLs to use self- and peer-assessment techniques, when appropriate.
5. Assisting ELLs in developing necessary test-taking skills.
6. Assessing ELLs language and literacy development in classroom settings using a variety of authentic assessments, e.g., portfolios, checklists, and rubrics.

**Competency 13:** The student will know and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL by:

1. Planning for integrated standards-based ESOL and language sensitive content instruction.
2. Creating supportive, accepting, student-centered classroom environments.
3. Planning differentiated learning experiences based on assessment of students' English and L1 proficiency and integrating ELLs' cultural background knowledge, learning styles, and prior formal educational experiences.
4. Planning learning tasks for particular needs of students with limited formal schooling (LFS).
5. Planning for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives.

**Learning Outcomes:**

- Communicate effectively using listening, speaking, reading, and writing skills
- Solve problems using critical and creative thinking and scientific reasoning
- Create strategies that can be used to fulfill personal, civic, and social responsibilities