

Washburn University
Department of Education

ED 353 Assessment and Evaluation in Early Childhood Education
Fall 2006

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Course Description and Objectives:

Students in this course will learn how to assess and evaluate young children's development and learning. Typical assessment procedures appropriate for children from birth to grade three will be studied. There will also be an emphasis on understanding the legal/ethical aspects of assessment, assessment terminology and practice.

Dimensions of Reflective Practice:

This course addresses the following dimensions of Reflective Practice of the Department of Education:

Reflection on self as an emerging, developing, and maturing professional: Understanding the role, purpose and importance of proper assessment.

Reflection on the context of teaching and learning: Understanding how assessment is part of the teaching/ learning process.

Reflection on student differences: Understanding how diversity among students can influence assessment practice.

Reflection on content: Understands how assessment is linked to curriculum.

Reflection on methods and materials: Understands how assessment is used to better improve how, and with what, services are delivered.

Reflection on assessment as a process for change: Understanding the role of assessment for identifying problems and planning and monitoring interventions.

Kansas State Dept. of Education Standards:

Material in this course relates directly to Kansas State Department of Education Teaching standards and indicators for the Birth-Grade3 teaching licensure.

2.4 The teacher understands processes for program and self evaluation and the need and value of each.

4.1 The teacher understands the legal basis for assessment procedures.

4.2 The teacher understands informal and formal assessment strategies to determine present levels of performance, identify developmental delay, to plan and individualize curriculum and to monitor and evaluate the instructional program.

4.3 The teacher understands formal evaluation strategies to determine eligibility for early

intervention and/or special education services.

4.5 The teacher knows how to select and administer assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards.

4.6 The teacher understands informal and formal assessment of children's cognitive, social-emotional, communication, motor, adaptive and sensory development (including methods of authentic, performance-based, observation, standardization, curriculum-based, criterion-referenced assessment) in natural environments.

4.7 The teacher understands test development, administration, and interpretation of results, including reliability, validity, appropriate scoring, and culturally unbiased assessment instruments.

2.4 (performance) The teacher evaluates self, staff, and programs for effectiveness, efficiency, and professionalism, using formative and summative program evaluation, applying findings to formulate a professional development plan and to ensure comprehensive quality of the total environment for children, families and community.

Course Outline:

Aug. 23	Introduction
30	Legal/Ethical Considerations in Assessing Young Children
Sept. 6	Assessment Concepts, Terminology and Development
13	Types of assessment, observation and data collection (chapters 3-12)
20	Types of assessment continued
27	Types of assessment continued
Oct. 4	TBA
11	Review of Assessment instruments
18	Review of Assessment instruments
25	Review of Assessment instruments
Nov. 1	Assessing various disabilities and ages
8	Considerations for diversity and ELL students
15	Assessment of Play and Play-Based Assessments
22	* Thanksgiving Break *

29 TBA * Assessment Instrument summaries due *

Dec. 6 TBA

13 Final Summaries Due

* Specific topics are subject to change. You will be notified of any important changes in the course outline in class.

Diversity Proficiencies:

This course will put an emphasis on Equitable Pedagogy in regards to meeting the needs of students from diverse backgrounds. Appropriate assessment and educational planning needs to take into consideration legal and ethical aspects related to cultural diversity.

Course Textbook:

Bentzen, W.R. (2005). Seeing young children: A guide to observing and recording behavior. Clifton Park, NY: Thompson-Delmar Learning.

Course Requirements:

Course attendance and participation is expected (50 points)

Review of two assessment instruments suitable for children between birth to 8 years of age (50 points). The assessment instruments chosen should vary by type, age, purpose, etc. Each review should consist of the following information:

- Title (acronym)
- Publisher
- Cost(s)
- Age Range(s)
- Type of or purpose of test
- Scores generated
- Available in other Language(s), if so what:
- Standardization, reliability, validity
- Reviews, research findings

Written Papers on the following:

- 1 Describe the legal basis for assessment procedures and why these safeguards are important.
- 2 Describe how formal evaluation strategies are used to determine eligibility for early intervention and/or special education services

3 Describe how informal and formal assessment strategies can be used to determine present levels of performance, identify developmental delay, plan and individualize curriculum and to monitor and evaluate the instructional program.

4 Describe how you would select and administer assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards.

5 Describe the informal and formal assessment of children's cognitive, social-emotional, communication, motor, adaptive and sensory development (includes methods of authentic, performance-based, observation, standardized, curriculum-based, criterion-referenced assessment) in natural environments.

6 Describe what is involved in test development, administration, and interpretation of results, including reliability, validity, appropriate scoring, and culturally unbiased assessment instruments.

7 Discuss the purposes and procedures for collaborative assessment (multidisciplinary, interdisciplinary, transdisciplinary). Discuss the importance of and procedures for collaboratively planning, implementing and evaluating appropriate materials, equipment, environments, activities and strategies in an integrated curriculum to meet the needs of all children.

8 Describe the purpose and procedures for assessment when planning transitions to the next program level.

9. Describe how you can/will evaluates self, staff, and programs for effectiveness, efficiency, and professionalism, using formative and summative program evaluation, applying findings to formulate a professional development plan and to ensure comprehensive quality of the total environment for children, families and community.

Select Mission of the University:

Washburn University shall prepare qualified individuals for careers, further study and life long learning through excellence in teaching and scholarly work. Washburn University shall make a special effort to help individuals reach their full academic potential. Washburn University Board of Regents, 1999

Academic Misconduct Policy:

All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For guidelines regarding protection of copyright, consult

www.washburn.edu/copyright/students. For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Morgan 262, or go on-line to:

www.washburn.edu/admin/fac-handbook/FHSEC7.htm#VIII

Disability Services:

The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office MUST have appropriate documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately.

Location: Student Services, Morgan Hall Room 150

Phone: 785-670-1629 or TDD 785-670-1025

E-Mail: student-services@washburn.edu

Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

Center for Undergraduate Studies and Programs (CUSP):

As a Washburn student, you may experience difficulty with issues such as studying, personal problems, time management, or choice of major, classes, or employment. The Center for Undergraduate Studies and Programs (Office of Academic Advising, Educational Opportunity Program, and Office of Career Counseling, Testing and Assessment) is available to help students either directly through academic advising, mentoring, career counseling, testing and developing learning strategies or by identifying the appropriate University resource. If you feel you need someone with whom to discuss an issue confidentially and free of charge, contact CUSP in Morgan 122, 785-670-1299, advising@washburn.edu.

Withdrawal Policy:

During fall and spring semesters, students may withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a "W" is recorded for any dropped course. Beginning with the start of the twelfth week, there are NO withdrawals, and a grade will be assigned for the course. For short-term or summer course deadlines, please check the appropriate Semester/Session Course Bulletin Web Site (www.washburn.edu/schedule)

Official E-Mail Address:

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information. It may also be used by your instructors to provide specific course information. E-mail messages sent to your Washburn University e-mail address will be considered your official notification for important information. If you prefer to use an alternate e-mail address to receive official University notices, you can access your MyWashburn e-mail account, choose the "Options" tab, and select "Settings", scroll to the bottom of the screen and enter the e-mail address you would like your Washburn emails forwarded to in the "mail forwarding" area. Click on save changes. This will

complete the process of forwarding your Washburn e-mail.