

**Dixie State University
Department of Education
Fall 2017 Syllabus**

Course: Assessment for Young Children – 40472

Section: ELED 3650-01 – 3 credit hours

Meeting Days, Time & Location: Tuesdays from 12:00 to 1:40 p.m. – Meets in WEDU 144

Instructor: Dr. Adriana Brandt

Office Hours:

Tuesday: 2:00 to 4:00 p.m.

Thursday: 10:30 a.m. to 1:30 p.m.


Other days and times by appointment

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DSU Department of Education Program Standards

	<p>Mission Statement</p> <p>The mission of the Department of Education is to create learning experiences for its candidates that foster collaboration, professionalism and competence in content and pedagogical knowledge. Through the integration of leadership, scholarship, reflection, and community partnerships, the Department prepares its candidates to be outstanding teachers within diverse and changing communities.</p>
<p style="text-align: center;">DSU Program Standards/ Utah Effective Standards (The standards listed below incorporate national (CAEP), state standards (UETS) and Dixie State University core themes of learning, engagement and opportunity)</p>	
<p>The Learner and Learning –</p> <p>Standard 1: Learner Development – The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.</p> <p>Standard 2: Learning Differences – The teacher understands individual learner differences and cultural linguistic diversity</p> <p>Standard 3: Learning Environment – The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning, and self-motivation</p>	
<p>Instructional Practice –</p> <p>Standard 4: Content Knowledge – The teacher understands the central concepts, tools of inquiry, and structures of the discipline.</p> <p>Standard 5: Assessment – The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.</p> <p>Standard 6: Instructional Planning – The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.</p> <p>Standard 7: Instructional Strategies – The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.</p>	
<p>Professional Responsibility –</p> <p>Standard 8: Reflection and Continuous Growth – The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.</p> <p>Standard 9: Leadership and Collaboration – The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.</p> <p>Standard 10: Professional and Ethical Behavior – The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515</p>	

Required Textbook

Wortham, S.C. & Hardin, B.J. (2015). *Assessment in early childhood education*, 7th ed. Upper Saddle River, NJ: Pearson Education.

Prerequisites

Acceptance into the Elementary Education Program.

Course Description

For Elementary Education majors. Focuses on developing the skills and knowledge for accurately and appropriately assessing the learning and abilities of young children. Includes formal and informal, behavioral, and academic assessment strategies and data collection procedures for evaluating children's progress. Teacher candidates learn how to use assessment to plan appropriate instruction for young learners and practice applying their learning during a required field experience. Prerequisite: Admission to the Dixie State University Elementary Education program. FA, SP.

Course Objectives and Outcomes

Student will (I can):	Standard(s) Addressed	Corresponding Course Assessment
Identify and select appropriate testing and assessment practices and procedures for young children (<i>NAEYC 3; INTASC 8</i>)	UETS: 1, 5	<ul style="list-style-type: none">▪ Group Project: Performance-based assessment▪ Practicum Check-In▪ Pause-and-reflect papers▪ Final Exam: Final Assessment Portfolio
Evaluate assessments that are used for young children (<i>NAEYC 5; INTASC 8</i>)	UETS: 1, 5	<ul style="list-style-type: none">▪ Pause-and-reflect papers▪ Practicum Check-In▪ Practicum: Student Assessment Profiles
Recognize the differences between formal and informal assessments for young children (<i>NAEYC 3,4; INTASC 2, 8</i>)	UETS: 1, 5	<ul style="list-style-type: none">▪ Practicum: Student Assessment Profiles▪ Pause-and-reflect papers▪ Practicum Check-In
Determine when it is appropriate to use informal, formal, and alternative assessments, and identify information that can be collected through the use of these assessments (<i>NAEYC 5; INTASC 8</i>)	UETS: 1, 2, 5, 8	<ul style="list-style-type: none">▪ Practicum: Student Assessment Profiles▪ Practicum Check-In▪ Final Exam: Final Assessment Portfolio
Interpret test scores and assessment measures and plan appropriate instruction (<i>NAEYC 1; INTASC 2, 8</i>)	UETS: 5	<ul style="list-style-type: none">▪ Practicum: Student Assessment Profiles▪ Group Project: Performance-based assessment
Design informal and formal assessment measures that can be used in the early childhood classroom (<i>NAEYC 3, 4; INTASC 8</i>)	UETS: 1, 2, 5	<ul style="list-style-type: none">▪ Group Project: Performance-based assessment▪ Self-Assessments within Lesson Plans▪ Differentiated Assessments

Important dates to remember for Fall 2017:

Semester calendars available at <https://academics.dixie.edu/syllabus/#semester>.

Date and Time of Final Exam:

Tuesday, December 12 from 10:20 a.m. to 12:20 p.m.; WEDU Room 144

Grading Scale

The total points a student has earned are divided by the total points possible to obtain a percentage, which corresponds to a letter grade. The grade breakdown is listed below:

A = 95-100%	B- = 80-83%	D+ = 65-69%
A- = 90-94%	C+ = 77-79%	D = 64-66%
B+ = 87-89%	C = 74-76%	D- = 60-63%
B = 84-86%	C- = 70-73%	F = 59% or below

Each semester, you must maintain an overall GPA of 3.0. All course grades must be C or better.

It is the responsibility of the student to verify that all grades have been correctly entered into CANVAS by the instructor. Monitor CANVAS weekly and notify the instructor immediately if you are missing a grade or have received an incorrect grade.

Save assignments to verify your claims. Grades will not be changed without proof of instructor oversight or error, and no grade can be changed once final grades have been entered.

DSU Student Academic Conduct and Academic Integrity Policies:

Please visit <https://academics.dixie.edu/syllabus/#semester> (click on Policies and Statements link) for information on DSU policies related to Academic Dishonesty/Academic Integrity, Disruptive Behavior, Absences related to college functions, Disability/Accessibility Resources, DMail, and Title IX.

Important links:

- Disability Resource Center – <https://dixie.edu/drcenter>
- Health and Counseling Center – <https://wellness.dixie.edu>
- IT Help Desk – <https://dixie.edu/helpdesk>
- Library – <http://library.dixie.edu>
- Testing Center – <http://dixie.edu/testing>
- Tutoring Center – <http://dixie.edu/tutoring>
- Writing Center – <https://writingcenter.dixie.edu>

Instructure Canvas:

If anyone has forgotten their login information or your course is not displaying, please contact the Helpdesk and/or the help desk website <http://www.dixie.edu/helpdesk/>. The Helpdesk is located on the second floor of the Holland building, across from the east elevators. Online tutorials for CANVAS can be found at <http://guides.instructure.com/>.

Non-student in the classroom and other designated study areas: In order to fulfill the assigned responsibilities of the instructors and the institution, college personnel are deemed to have the right and the authority to control the learning environment, to perform their duties, and to maintain the classroom for optimal learning. In support of existing policy of DSU, it is expected that only bona fide students defined and classified by the DSU catalog (Policy 5.16), will attend classes, unless specific prior permission for guests has been obtained from the instructor.

Infants, children, and adolescents are not allowed at DSU except in certain areas and under certain circumstances. College facilities and classrooms are not designed for children, and their presence may disrupt students and teachers. In the event of an emergency where prior approval cannot be obtained 24 hours in advance, the student shall request permission to bring children to class prior to the beginning of class. The decision of the instructor regarding non-students in the classroom is final. (DSU Policy 5-23.7- 23.7.8.)

Course Policies

1. **Attendance is mandatory.** This is **not** a lecture-based class. Full credit is only available to those students who attend each session, are present for the entire session, and meaningfully contribute to our community of learners. Consequently, your input and participation are valuable and essential to your learning outcomes and those of your classmates, and your active participation is expected. **Acceptable excused absences require a doctor's note.** Please notify (via e-mail) or see the instructor regarding other absences. Students who miss sessions are expected to make up any missed in-class activities by producing written evidence that the learning activities were completed. Missing three class sessions will result in a mandatory conference with the professor, and possible failure of the course.
2. **Late Assignments and Absences Related to College Functions:** Assignments are due on specific dates. I am happy to grade and record assignments that are turned in early or on time. However, late work is not accepted. If you are absent on the day an assignment is due, e-mail the assignment (as an attachment) to me before class begins or have a classmate submit it for you. Absences related to college functions will be excused if proper documentation is provided well in advance of absence.
3. **Due Dates:** All assignments are due on the date indicated in the tentative schedule outlined in the course syllabus. Any changes to due dates will be announced by the instructor at least two weeks in advance.
4. **Computing devices** in the classroom are only allowed if the student is utilizing for the sole purpose of learning for the specific class. If the instructor feels that a student is engaged in an unrelated activity (e.g. working on an assignment for another class, social media unrelated to course objectives, etc.), s/he will be asked to put the device away.
5. **Cell phones and text messaging:** Cell phones must be on 'vibrate' during class sessions. If you do need to answer a call, please do so with respect and courtesy to your fellow students and the instructor. If you may be expecting a call due to a personal matter, please notify your instructor at the beginning of class. **Text messaging is not allowed during class.**
6. **Nature of coursework:** In this course, you will be evaluated based on participation in a learning process, and the creation of individual and group projects that emerge from participation in learning activities and homework. A variety of learning activities, assignments, and assessments will be used to help you understand course concepts. These also will model planning, teaching, and assessment strategies that can be used with young learners. As mentioned in Policy #1, full credit is only available to those students who attend each session, who meaningfully contribute to our community of learners, and who provide evidence of deep and thoughtful engagement in individual and group assignments.
7. If you have questions, or wish to discuss your understanding of this class, be sure to make an appointment with the instructor. The instructor encourages students to visit the office during office hours or by appointment.

Practicum: Keep in mind that this is a Practicum course, and 20% of your final grade will be based upon your practicum grade. There are three scores entered by your practicum supervisor for your performance in practicum. They are: formal lesson evaluation #1, formal lesson evaluation #2, and the practicum final evaluation which looks at all aspects of your performance in your practicum assignment, including dispositions, with input from your mentor teacher. The average of these scores will constitute your final practicum grade and will be weighted as twenty percent of your final overall grade in this course. **Failure to pass practicum will result in failure to pass the class.**

Overview of Course Assignments

Class attendance and participation (16 class sessions x 10 points each)	160
Pause-and-Reflect Papers + Application Homework (13 assignments x 10 points each)	130
Projects Graded on a Rubric <ul style="list-style-type: none"> Assessment Autobiography (due September 5) Practicum Check-In (due September 19) Group Project: Performance Assessment (due November 14) Student Assessment Profiles (due October 17 & December 5) Final Assessment Portfolio (due December 12) 	50 25 25 200 100
Total Assignment Points Available	690 (80% of grade)
Practicum Points Available	12 (20% of grade)

Pause-and-Reflect Papers: 10 points (due throughout semester via Canvas)

Throughout the semester, and for most homework assignments, you will be assigned a reflective prompt that links to that week's reading. You will respond to this prompt in a one-to-two page (approximate length) reflection paper. You will post this via Canvas by 8:00 a.m. on the respective due date. See Canvas for specific prompts.

Assessment Autobiography: 50 points (due September 5 by 8:00 a.m.)

For this assignment, you will identify key moments and personal experiences that have impacted your perspective on assessment. In addition, you will identify visuals that correspond to these key moments. You will write a two-to-three page paper that describes each of these key moments, and how each moment has impacted your perspective on assessment. In addition to the paper that you will submit via Canvas, you will present your key moments to your peers in an informal presentation. See Canvas for full assignment description and rubric.

Practicum Check-In: 25 points (due September 19 by 8:00 a.m.)

To maximize meaning in your practicum classroom, and to prepare you for your student assessment profiles, you will complete a practicum assignment early in the semester related to how, when, and why assessment occurs in your practicum classroom. To this end, you will interview your practicum teacher about his/her various assessment practices, and you will bring a sample assessment to share in class. See Canvas for additional details and assignment descriptions.

Unit- or Lesson-Aligned Performance Assessment: 25 points (due November 14 by 8 a.m.)

Alone or with a partner, you will develop a performance assessment and accompanying rubric that align to the unit or lesson objectives you are developing in your first semester of the program. This assignment is designed to provide hands-on practice in developing performance assessments, and as a mechanism for you to receive feedback before developing an individual performance assessment and rubric as part of your final assessment portfolio. An in-class work session will be provided for you on November 7. See Canvas for additional details and assignment descriptions.

Student Assessment Profiles: 75 points for mid-term submission (due October 17 by 8 a.m.) + 125 points for final submission (due December 5 by 8 a.m.)

During the semester, you will select two students in your practicum classroom and follow their progress throughout the semesters. During the semester, you will collect assessment data that will provide you with information about the child's behavior, interests, literacy strengths and needs, and content knowledge and skills. You will use this information to propose an instructional plan that would best meet the needs of the learners you have profiled. Your midterm submission of this project will replace the midterm examination for this course. See Canvas for additional details.

Final Assessment Portfolio: 100 points (due December 12 at 10:20 a.m.)

Throughout the semester, you will collect, design, and adapt assessments for various formative and summative purposes. These assessments will be compiled into a final assessment portfolio that demonstrates your skills with respect to our course objectives, and you will provide summative reflections that detail your growth with respect to course objectives. See Canvas for additional details and assignment descriptions.

Tentative Course Schedule (subject to change with notice)

Date	Topic(s)	Homework/Assignments Due This Day
August 22	Class Introduction <ul style="list-style-type: none"> ▪ Course expectations & syllabus ▪ Self-assessment on assessment ▪ Introduction to portfolios and assessment profiles 	
August 29	Overview of Assessment: Assessment as a System and Process <ul style="list-style-type: none"> ▪ Definitions and types of assessment ▪ Assessment: Who, why & how ▪ Assessment terminology 	<u>READ:</u> <ul style="list-style-type: none"> ▪ Chapter 2 in Wortham text + digital resources (<i>posted in Canvas</i>) ▪ Assigned component of Assessment Literacy text (<i>in Canvas</i>) <u>DO:</u> <ul style="list-style-type: none"> ▪ Pause-and-reflect paper over Wortham + digital resources (10 pts.) ▪ Bring Assessment Literacy concept map to share with peers (10 pts.) <u>ON THE RADAR:</u> <ul style="list-style-type: none"> ▪ Assessment Autobiography ▪ Practicum Check-In: Interview with teacher – schedule and conduct interview
September 5	Our Assessment Experiences <ul style="list-style-type: none"> ▪ Presentations: Assessment Autobiographies ▪ Applying assessment literacy terms to our experiences 	<u>DO:</u> Assessment Autobiography due (50 pts.) <u>ON THE RADAR:</u> Practicum Check-In: Interview with teacher – schedule and conduct interview
September 12	Standardized Assessments <ul style="list-style-type: none"> ▪ Who, why & how ▪ Advantages and disadvantages ▪ Developmental considerations 	<u>READ:</u> Chapter 3 in Wortham text + digital articles (<i>posted in Canvas</i>) <u>DO:</u> Pause-and-reflect paper over readings (10 pts.) <u>ON THE RADAR:</u> Practicum Check-In: Conduct interview with mentor teacher + prepare written report

September 19	Standardized Assessments, cont'd <ul style="list-style-type: none"> ▪ Reporting results ▪ Data-driven instruction ▪ Equity considerations 	<u>READ:</u> Chapter 4 in Wortham text <u>DO:</u> Pause-and-reflect paper over Wortham chapter (10 pts.) Practicum Check-In due (25 pts.) <u>ON THE RADAR:</u> Mid-term check-in for Student Assessment Profiles
September 26	Teacher-Designed Assessments <ul style="list-style-type: none"> ▪ Definitions and types ▪ Who, why & how Using and reporting results 	<u>READ:</u> Chapter 8 in Wortham text <u>DO:</u> Pause-and-reflect paper over Wortham chapter (10 pts.) <u>ON THE RADAR:</u> Mid-term check-in for Student Assessment Profiles
October 3	Alternative and Performance Assessments <ul style="list-style-type: none"> ▪ Definitions and types ▪ Performance-based objectives ▪ Rubrics ▪ The role of standards 	<u>READ:</u> Chapters 7 and 9 in Wortham text <u>DO:</u> Pause-and-reflect paper over reading (10 pts.) <u>ON THE RADAR:</u> Mid-term check-in for Student Assessment Profiles
October 10	Ongoing Assessment <ul style="list-style-type: none"> ▪ Definitions and types ▪ Attending to “The Loop” 	<u>READ:</u> Chapters 5 and 6 in Wortham text <u>DO:</u> Pause-and-reflect paper on Wortham chapters (10 pts.)
October 17	Formative Assessments + Grading <ul style="list-style-type: none"> ▪ Definitions and types ▪ Grading mechanisms and philosophies 	<u>DO:</u> Submit mid-term check-in for Student Assessment Profiles (75 pts.)

October 24	Literacy Assessment <ul style="list-style-type: none"> Types and purposes Feedback loop and leveling Programs and referrals 	<u>READ:</u> Digital articles (<i>posted in Canvas</i>) <u>DO:</u> Pause-and-reflect paper over readings (10 pts.) <u>ON THE RADAR:</u> Student Assessment Profiles
October 31	Setting and Sharing Expectations: Rubric Development Workshop <ul style="list-style-type: none"> Characteristics of criteria Attending to audience Quality vs. quantity Introduction to performance assessment task 	<u>READ:</u> Digital articles (<i>posted in Canvas</i>) <u>DO:</u> Pause-and-reflect paper over readings (10 pts.) <u>ON THE RADAR:</u> Student Assessment Profiles
November 7	Group Work: Creating Performance-Based Assessment + Rubric	<u>READ:</u> Chapter on performance assessment (<i>posted in Canvas</i>) <u>DO:</u> Pause-and-reflect paper over reading (10 pts.) Submit group's performance assessment + rubric via Canvas by 8 a.m. on November 14 (25 pts.) <u>ON THE RADAR:</u> Student Assessment Profiles
November 14	Portfolio Assessment + Self-Assessment <ul style="list-style-type: none"> Types and purposes Portfolio management Nurturing self-regulated learning 	<u>READ:</u> Chapter 10 in Wortham <u>DO:</u> Pause-and-reflect paper over readings (10 pts.) <u>ON THE RADAR:</u> Student Assessment Profiles
November 21	Differentiating Assessment <ul style="list-style-type: none"> Establishing a range of objectives: the UDL format Differentiated assessments + grades: Fairness and equity 	<u>READ:</u> Digital readings (<i>posted in Canvas</i>) <u>DO:</u> Submit self-assessment component of lesson (10 pts.) <u>ON THE RADAR:</u> Student Assessment Profiles

November 28	Collaboration <ul style="list-style-type: none"> ▪ Communicating with families and other stakeholders ▪ Work session for Final Portfolios + Student Assessment Profiles 	<u>DO:</u> Submit differentiated lesson assessment (10 pts.) <u>ON THE RADAR:</u> Student Assessment Profiles
December 5	Managing Assessment + Wrapping Up <ul style="list-style-type: none"> ▪ Technology to manage assessment data ▪ Sharing our Student Assessment Profiles ▪ Preparation for Final Portfolios 	<u>DO:</u> Submit Student Assessment Profiles via Canvas (125 pts.) <u>ON THE RADAR:</u> Final Portfolio
December 12	FINAL EXAM 10:20 a.m. to 12:20 p.m. WEDU 144	<u>DO:</u> Submit/bring final assessment portfolio (100 pts.) Prepare informal presentation to share with peers

