EDEC 5633 – ASSESSMENT IN EARLY CHILDHOOD EDUCATION

Course Description:

Examines the role of assessment in the process of program development, instruction, and individual differences. Attention is given to observational strategies, record keeping, analysis of data, instructional planning and program evaluation.

Pre-requisites: There are no pre-requisites to enroll in this course.

Course Objectives:

Students will:

- Examine critically the rapidly developing concepts of appropriate assessment, the need to assess the "whole child", the way young children develop and learn, and assessment bias.
- Learn the basic elements and procedures involved in administering and documenting child and classroom-based assessments from a culturally responsive and linguistically appropriate perspective.
- Understand the early childhood education policies contributing to current assessment practices.

Course Format:

1) Discussions and readings will be used to introduce topics.
2) Online discussion will be utilized to ensure each student has an opportunity to explain theories and concepts under consideration. This class will be run as a seminar in which everyone participates and contributes their ideas, conjectures, hypotheses and/or observations.
3) Visual aids (power point, videos) will be utilized for reinforcement and for those with multiple-learning styles.
Required Textbook:


Required readings:

Additional readings will be required for discussion at each class and will be introduced by the instructor throughout the semester, they will be for instructional use only. Also, students may be assigned topics for online presentation that will require additional readings for class discussion.

COURSE EXPECTATIONS:

Simple Rules for Inquiry (Eoyang & Holladay)

- Teach & learn.
- See, understand, and influence patterns.
- Pay attention to the whole, the part, and the greater whole.
- Focus on strengths/assets in self and others.
- Search for the true and the useful.
- Act with courage.
- Seek joy.
- What else?

General Expectations (Notice that these are more specific applications of the "simple rules" above.)

1) Regular weekly login into Canvas online course. It is required that students log in at least three times of the week on different days to maintain regular participation and to collaborate online with classmates, as well as actively engage in class related discussions.
2) Completion of readings and assignments by due dates. Assignments submitted after the due dates will not be graded.
3) Participation in online class discussions and activities. Bring forward in our class discussions and activities your thoughts, concerns, and questions about the readings.
4) Extensive reading beyond assigned texts and articles.
5) ALL ASSIGNMENTS MUST BE SUBMITTED/UPLOADED FOR GRADING AND FOR A FINAL GRADE, IF NOT, THIS WILL RESULT IN AN ASSIGNMENT GRADE OF “0”.
6) All assignments must be submitted for grading to earn a passing grade in the course.
7) What other expectations are important to you?
ONLINE COURSE NETIQUETTE:

Online courses provide few opportunities for face-to-face interaction between you, your professor, and your classmates. Since most of the interactivity that takes place in an online course involves text-only discussion you cannot always accurately "read" body language, facial expressions, vocal inflections, or the changing pace of what's being said. This presents a number of challenges and opens up opportunities for classmates to misunderstand what one another is saying.

Course discussions are meant to be personal and will likely contain dialogue involving your belief systems regarding race, gender, sexuality, religion, and politics. Respond in a respectful non-critical tone regardless of whether you agree or disagree with another person's posting or comments. In some cases, discussion threads may make you feel awkward, uncomfortable, or frustrated. When this happens remain open-minded and remind yourself that others are entitled to have their own perspectives on the issues. When posting, avoid using language that is angry, sarcastic, or meant as a joke. Without seeing your facial expression or hearing your tone of voice your classmates might not realize you are joking. When in doubt, ask questions and clarify what the other person is trying to say.

Think carefully about the content of your message before posting. If you are uncertain about posting something, it may be best to set it aside, spend some additional time thinking about it, and come back to it later. Feel free to reach out to me privately if you are concerned about "inappropriate" content that's been added to a discussion or if you want to talk over your posting before you add it to the thread. Be sure to read the full discussion thread before responding. Make sure your question was not asked, discussed, or resolved previously. Keep your posts to the conversation relevant, brief, and clear. If you refer to something a classmate posted previously then quote a few lines from the post you are mentioning so that it will be clear what you are referring to.

COURSE STRUCTURE:

The content of this course is divided into eight modules. Each module is designed to take about a week to complete. Initial discussion responses are typically due in the middle of the week while your responses to peers and other assignments are due Sunday by 11:59 p.m. Each module contains a sequenced collection of readings, information, discussion, and assignments designed to teach a specific aspect of child and classroom assessment. Activities, readings, and tasks are meant to be completed in the order they appear.

Modules typically contain the following components and tasks:

- Each module starts with a reading, video, or question designed to get you thinking about the specific topic and/or ideas that we will discuss during that week. These tasks are referred to as initiating activities and are meant to only take a few minutes to complete. These activities will set you up for the work ahead.
- A short overview of the unit.
- Several readings that you must complete in order to engage in the week's discussion.
• Discussion board prompts that require you to post and respond to at least two of your peers’ posts.
• An activity or task that needs to be completed and turned in through Canvas. Weekly assignments will assist you in completing your final project.

Discussion prompts and assignments are heavily dependent on course readings, videos, and other shared resources; therefore it is crucial that you complete the readings, watch the assigned videos, and read any additional information before you post a response or complete an assignment.

Each module is deliberately designed so that it includes picture books, strategies, and activities that can also be used with young children in a classroom setting. My hope is that you will use this course to critically reflect on your own classroom practices as well as leave with a toolbox of strategies you can easily implement with your students.

ASSIGNMENTS:

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<tr>
<th>Class participation/completion of in-class tasks</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Regular login to Canvas is required (see General Expectations above). Share your observations and insights about course content. Engage in collaborative tasks and assignments as invited/assigned. Share thoughtful responses to discussion questions posted by classmates, including comments and questions, as appropriate. Each student should reply to at least one of the discussion questions posted by each of the other students in the class, once a week. For example, if there are 3 articles to read in a week, students can choose to reply to one of the discussion questions posted for one article for each of the eight students in the class (for a total of 8 replies).</td>
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<td>ongoing</td>
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The following are general criteria for class participation. If you have questions or comments, contact me at any point during the course period.

• 61 – 75 points — Outstanding contributions (including but not limited to suggesting additional resources and connections; asking questions that prompt responses; sharing insights that help us make connections across the content; providing examples and stories that help us make sense of the content)
• 51 – 60 points — Complete the expected tasks and assignments; providing thoughtful and respectful responses to classmates comments; provides insightful contributions consistently, but do not contribute additional resources beyond those provided by the instructor
• 31 – 50 points — Complete the expected tasks; respectful responses; provide occasional contributions.
• 0 – 30 — Lacks consistent completion of tasks; lack of engagement (e.g., reading/answering email or engage in other activities) or contributions.

Getting to Know Your Classmates — This activity has the purpose to facilitate students’ introductions. Each student should reply to the following statements in a post on the class discussion board, and respond to at least 2 of their classmates. Responses must be at least three sentences in length.

Tell the class...
1. Something you did yesterday
2. Something you do well

Provided in Canvas.
3. Something you learned recently
4. Something you like to watch or listen to
5. Something you hope to learn from this course

<table>
<thead>
<tr>
<th><strong>Initiating Activities</strong></th>
<th>40 (8 points each x 5)</th>
<th>Provided in Canvas</th>
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<td>These activities include watching videos, observing classrooms and other activities to introduce the topic of discussion in modules 2 - Role of the Environment, 3 - Observation, 4 - Standardized Assessment; 5 – Authentic Assessment, and 6 – Purpose, Power &amp; the Importance of Play.</td>
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<tr>
<th><strong>Reading Responses (8 weeks)</strong></th>
<th>120 (15 points each x 8 reading responses)</th>
<th>Provided in Canvas</th>
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<tr>
<td>There are required readings for each module. In addition to chapters of the textbook, additional readings are assigned including journal articles and research reports. Instructions to prepare the reading responses per each module are provided in Canvas.</td>
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<tr>
<th><strong>Reading Annotation</strong></th>
<th>10 points</th>
<th>Provided in Canvas</th>
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<td>One reading annotation is required of &quot;Assessing All Children&quot; Chapter 8 of Early Childhood Assessment: Why, What and How. Annotating is any written response done to deliberately interact with a piece of text. The purpose of annotating is to improve one's understanding of, recall of, and reaction to the text. It typically includes highlighting or underlining important sections of text and/or making brief comments in the margins or any blank space available. Annotating helps ensure that you understand what you've read. As you annotate, you should note the author's main points, shifts in the author's message or perspective, important areas of focus, and your own thoughts as you read. Annotating will better prepare you for class discussion and written assignments.</td>
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<tr>
<th><strong>Module Assignments</strong></th>
<th>100 (20 points each x 5 assignments)</th>
<th>Provided in Canvas</th>
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<td>Module assignments are included in Modules 1, 2, 4, 6, and 7. The purpose of the module assignments is to give students the opportunity to integrate what they have learned from the readings and discussions, with their own experiences as early childhood professionals.</td>
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<tr>
<th><strong>Module Discussions (replies to reading responses) (8 weeks)</strong></th>
<th>120 (15 points per week)</th>
<th>Provided in Canvas</th>
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<tr>
<td>Students will submit two replies to at least two of their classmates related to the required readings. Each response should reflect your synthesis of the readings and should stimulate group conversation. It is expected that each reply demonstrate the student’s ability to reflect on what has been read and be accompanied with a rationale. The replies will serve as documentation of what you are learning from the course across the semester.</td>
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- 14 – 15 points — Rationale presents clear and compelling explanations that you are noticing throughout readings (generalizations, expectations, contradictions, surprises, puzzles, and connections) with compelling evidence, examples, illustrations. Questions promote critical analysis and synthesis across readings.
- 11 – 13 points — All of the above, but questions lead to repetition of readings or descriptions, and not to critical analysis.
- 6 – 10 points — Clear explanation of at least one pattern, but questions lead to repetition of readings or descriptions, and not to critical analysis.
- 0 – 5 points — Attempt to do the above, but lacks clarity or evidence, unclear, not focused, does not point to a pattern in your learning. Questions do not lead to critical analysis of readings.

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<tr>
<th><strong>Final Project – Book Report</strong></th>
<th>110</th>
<th>05/05 Uplodad to Canvas by 11:59 pm</th>
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<tr>
<td>Each student is required to write a report on a book from the book report reading list. The book report (not including the creative response) should be typed using Times Roman, 12 font, and be at least 10 pages double-</td>
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spaced. You should submit your book reports in the Assignments page under "Final Project - Book Report". The book report should include the following items:
1. A brief synopsis of the book
2. A summary of the important points and conclusions
3. Key quotes and your reflections on those quotes
4. Your own experiential connections to the reading
5. Answers to the following questions:
   1. If you were a classroom teacher how would this book guide your planning, instruction, and teaching?
   2. If you were teaching a course on assessment, what content in this book would you use and how?
6. Creative– poem, image, drawing, letter, diagram, video, song, etc. that represents your response to the book. Share your response and the reason behind it. (anything goes here- it can be an artifact you find or one you create)

Choose a book from the reading list below. Read the book, then write a report that includes all of the information listed above. The Book Report Grading Rubric provides specifics for how the report will be graded.

**Book Report Rubric**

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<th>Book List for Individual Book Report:</th>
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**VERY IMPORTANT NOTE FROM INSTRUCTOR:** All content used by students in papers MUST BE REFERENCED, including the listing of page number for quoted content. Use a format that always lists the author and year (e.g. APA). Any ideas taken from other sources require this referencing. If you did not know about a topic before you began, virtually everything should be referenced with the exception of manuscript content like telling the purpose of your paper, explaining how the paper is organized, summarizing what has been discussed by you already, or generating ideas yourself that have not been in any readings (you must be very aware of the literature to know whether your ideas are unique because often other authors have already generated them).
## GRADING SCALE

**A** = 95-100% = 556-585 pts: Outstanding work in terms of effort, improvement, innovation, insight, and class leadership

**B** = 85-94% = 498-555 pts: Thoughtful and thorough completion of assignments, clear connections to personal questions, synthesis and analysis of readings, class discussions, and personal inquiry

**C** = 75-84% = 439-497 pts: Timely and adequate completion of assignments; some synthesis and analysis, but lacking the qualities listed above

**D** = 65-74% = 381-438 pts: Completion of assignments but little evidence of synthesis or analysis; little response to feedback

**F** = 64% - Below = 380-Below pts: Excessive absences and/or lack of promptness; incomplete assignments; assignments of poor quality.

## COURSE SCHEDULE

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<tr>
<th>Week 1</th>
<th>Class</th>
<th>Preparation for Class, Assignment Due Dates</th>
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  Write a reading response and upload it in the Module 1 - Reading Response page.  
  
  ➢ READ AND SUBMIT AN ANNOTATION- Ravitch (2016). Ch. 8  
  
  ➢ Get to know your classmates by creating an introduction for yourself and replying to their “Get to Know Your Classmates” introductions in Canvas.  
  
  ➢ Complete the Module 1 Assignment following instructions in Canvas.  
  
  *Assignments for Week 1 due Friday by 11:59PM on Canvas.* |

<p>| Week 2 | (You need to log in three times this week. Plan your week accordingly.) | ➢ Initiating activity: Follow instructions on Canvas |</p>
<table>
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<tr>
<th><strong>Week 2</strong></th>
<th><strong>Role of the environment:</strong></th>
<th><strong>Assignments for Week 2 due Friday by 11:59PM on Canvas</strong></th>
</tr>
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</table>
| **Module 2** | This module discusses how the classroom environments can shape a child’s identity as a learner. Also, it will address how accountability systems, currently in place, define and measure the quality of early childhood classroom environments, and its implications for young children’s development and learning. | ➢ READ Fiore, L. B. (2012). Ch. 2. Assessment of Young Children: A Collaborative Approach. New York, New York: Routledge.  
Compose and submit Module 2 Reading Response integrating what you have learned from the two readings.  
➢ READ AND SUBMIT AN ANNOTATION: Chapter 8 of Early Childhood Assessment: Why, What and How.  
➢ Complete Module 2 Assignment: Role of the Environment (see instructions on Canvas) |

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<tr>
<th><strong>Week 3</strong></th>
<th><strong>Observation</strong></th>
<th><strong>Assignments for Week 3 due Friday by 11:59PM on Canvas</strong></th>
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| **Module 3** | Module 3 focuses on the use of Observation as a method for gathering information about individual children’s development and learning. | ➢ Initial activity: Watch video and write comments.  
Write and submit a Module 3 Reading Response.  
➢ Module 3 - Discussion: Write a summary based on your comments about the video and your reading response, adding your reflection about how you use or have used observations in your early childhood classroom.  
Respond to two of your classmates in Module 3 - Discussion. |

**Assignments for Week 3 due Friday by 11:59PM on Canvas**
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<tr>
<th>Week</th>
<th><strong>Standardized Assessments</strong></th>
<th><strong>Assignments for Week 4 due Friday by 11:59PM on Canvas</strong></th>
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| 4    | In Module 4 the topic for readings and discussions is standardized assessments. The goal is for you to gain an understanding of the rationale behind the implementation of standardized assessments for accountability purposes and critically examine pros and cons in relation to addressing students' learning. | ➢ Initial activity: Watch video and write comments.  
[Module 4 Reading Response 1](#).  
➢ Read the article Standardized Testing and Its Victims by Kohn (2000)  
[Module 4 Reading Response 2](#).  
➢ Complete and submit Module 4 Assignment. |

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<tr>
<th>Week</th>
<th>(Plan your week accordingly. You still need to log in three times this week)</th>
<th><strong>Assignments for Week 5 due Friday by 11:59PM on Canvas</strong></th>
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| 5    | (Plan your week accordingly. You still need to log in three times this week) | ➢ READ Fiore (2012) Chapter 5 - *Authentic Assessment*  
Write and submit a Module 5 Reading Response.  
➢ Under Module 5-Discussion, provide answers to the questions provided in Canvas and respond to at least two of your classmates responses. |

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<tr>
<th>Week</th>
<th><strong>Purpose, Power and the Importance of Play</strong></th>
<th><strong>Assignments for Week 6 due Friday by 11:59PM on Canvas</strong></th>
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| 6    | Module 6 of the course will be dedicated to learn and discuss about play-based learning and how to use play to assess young children's learning. | ➢ Initial activity: Watch and discuss a video on play-based learning.  
➢ Read the article by DeLuca (2018) on assessment in play-based learning.  
Compose and submit Module 6 Reading Response integrating what you have learned from the two readings. |
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<th>Week 7</th>
<th><strong>Vive la Différence</strong></th>
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<td>Module 7 will discuss how diversity should be approached in child and classroom practices assessments.</td>
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- Complete and submit Module 6 assignment about using observations of children during play as a form of assessment.

**Assignments for Week 6 due Friday by 11:59PM on Canvas**

- READ paper "Developmental Assessment of Young Dual Language Learners with a Focus on Kindergarten Entry Assessments"
  
  Compose and submit Module 7 Reading Response integrating what you have learned from the two readings.

- Watch the video presentation by Dr. Castro "Developmental Science and the Equitable Early Education of Bilingual Children" and post a discussion response following the instructions in Module 7 – Discussion.

- Complete and submit Module 7 Assignment (see instructions in Canvas)

**Assignments for Week 7 due Friday by 11:59PM on Canvas**

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<tr>
<th>Week 8</th>
<th><strong>Conclusion &amp; Final Project</strong></th>
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<td>The final module of the course includes the submission of your final project which is the book report.</td>
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- Upload and submit your book report. Instructions are provided in the page "Overview of final project (EDEC 5633)". A rubric and a book report example are included.

**Due 05/05 by 11:59 p.m.**

*This schedule may be adjusted as needed to meet the needs of the students in the class. Be prepared to adjust as we work.*
**University of North Texas Policies**

**Disabilities Accommodation:** “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”

**Academic Integrity:** Students are encouraged to become familiar with UNT’s policy on academic integrity: [http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf](http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf). Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

**Student Conduct:** Expectations for behavior in this class accord with the Code of Student Conduct: “Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.” See [www.unt.edu/csrr](http://www.unt.edu/csrr).

**Eagle Connect:** All students should activate and regularly check their Eagle Connect (e-mail) account. Eagle Connect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Connect. For information about Eagle Connect, including how to activate an account and how to have Eagle Connect forwarded to another e-mail, visit [http://eagleconnect.unt.edu/](http://eagleconnect.unt.edu/).

**SPOT:** The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.
Collection of Student Work: In order to monitor students’ achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.