

**Dixie State University
Department of Education
Fall 2014 Syllabus**

Course: Assessment for Young Children - 43860

Section: ELED 3650-01 (3 credits)

Meeting Days, Time & Location: Monday, 10:00 to 11:40 a.m. – meets in NIB 144

Instructor: Dr. Adriana Brandt

Office Hours:

Monday & Thursday: 12:00 to 2:00 p.m.

Wednesday: 4:00 to 5:00 p.m.

Other days and times by appointment

Office Location: NIB 104

E-mail: abrandt@dixie.edu

Phone: 435-879-4327

	<p style="text-align: center;">Mission Statement</p> <p>The main focus of our Education Department is the development of competent, caring, and qualified educators by ensuring that candidates demonstrate professional abilities in academic and pedagogical knowledge and the skills and dispositions of reflective practitioners. In order to develop these qualities, our degrees and programs include: (a) a competitive selection process to identify highly-qualified candidates; (b) academic rigor through curriculum and assessments; (c) technology tools to enhance teacher work and student learning; and (d) multiple practicum and student teaching experiences in the local school district monitored by experienced teachers and college supervisors.</p> <p>The D.E.S.E.R.T model outcomes are listed below and incorporate national standards (InTASC, TEAC, CAEP), Utah Education Teaching Standards (UETS), and Dixie State University core themes of a culture of learning; a culture of values; and a culture of community.</p>
<p>D.E.S.E.R.T. Model – Program Outcomes</p> <p>Teacher Candidates:</p> <p>D-Diversity (DM1) Understand diversity differences, uses culturally responsive curricula, and supports development of English proficiency to meet the needs of all learners.</p> <p>E-Effective Pedagogy (DM2) Create effective and appropriate instruction, uses technology to support and extend learning, and implements multiple assessments to measure learner knowledge and skills.</p> <p>S-Subject Matter (DM3) Demonstrate confidence, subject matter knowledge, uses instructional strategies to engage students in inquiry thinking, and pursues learning to advance professional practice.</p> <p>E-Environment (DM4) Use classroom management strategies to create physically and emotionally safe environments and encourage cooperative interaction among students.</p> <p>R-Reflective (DM5) Seeks learning experiences as sources of reflection and uses data to reflect and adapt planning and practice.</p> <p>T-Teaching Dispositions (DM6) Demonstrate professional teaching dispositions which include; (a) professional relationships and appearance; (b) participation in learning communities; and (c) legal, moral, and ethical conduct with a focus on acceptance and attention to student’s educational needs.</p>	

Council for the Accreditation of Educator Preparation (CAEP) <http://www.caep.org/standards.html>

Interstate Teacher Assessment and Support Consortium (InTASC):
[http://www.ccsso.org/Resources/Programs/Interstate Teacher Assessment Consortium \(InTASC\).html](http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_(InTASC).html)

Teacher Accreditation Education Council (TEAC): <http://www.teac.org/accreditation/goals-principles/>

Utah Effective Teaching Standards: <http://www.schools.utah.gov/CURR/educatoreffectiveness/>

Required Textbook

Wortham, S.C. (2012). *Assessment in early childhood education*, 6th ed. Upper Saddle River, NJ: Pearson Education.

Prerequisites

Acceptance into and completion of semester one in the Elementary Education Program.

Course Description

For elementary education majors. This course will focus on developing the skills and knowledge for accurately and appropriately assessing the learning and abilities of young children. Both formal and informal assessment strategies and data collection procedures for evaluating children's progress will be presented. Teacher candidates will learn how to use assessment to plan more appropriate instruction for young learners.

Course Objectives and Outcomes

Student will (I can):	Corresponding Class/Practicum Activity	Corresponding Course Assessment
Identify and select appropriate testing and assessment practices and procedures for young children (<i>NAEYC 3; INTASC 8</i>)	Discuss, investigate, and create different types of assessments.	<ul style="list-style-type: none">▪ Group Project: Unit-aligned performance-based assessment▪ Final Exam: Assessment portfolio
Evaluate assessments that are used for young children (<i>NAEYC 5; INTASC 8</i>)	Examine, evaluate, and discuss assessments used to assess young children, including what these assessments assess and how they're administered.	<ul style="list-style-type: none">▪ Midterm Exam: Assessment article review▪ Group Project: Unit-aligned performance-based Assessment▪ Practicum: Student assessment profiles
Recognize the differences between formal and informal assessments for young children (<i>NAEYC 3,4; INTASC 2, 8</i>)	Examine and develop formal and informal assessments.	<ul style="list-style-type: none">▪ Practicum: Student assessment profiles▪ Final Exam: Assessment portfolio
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>)	Discuss the use, advantages, and disadvantages of informal, formal, and alternative assessments in the classroom.	<ul style="list-style-type: none">▪ Midterm Exam: Assessment article review▪ Practicum: Student assessment profiles▪ Practicum: Teacher interviews▪ Final Exam: Assessment portfolio
Interpret test scores and assessment measures and plan appropriate instruction (<i>NAEYC 1; INTASC 2, 8</i>)	Review student work from young learners. Use assessments to determine next steps in instruction to meet the needs of learners.	<ul style="list-style-type: none">▪ Practicum: Student assessment profiles▪ Practicum: Literacy assessment analysis▪ Common assessments (in-class)
Design informal and formal assessment measures that can be used in the early childhood classroom (<i>NAEYC 3, 4; INTASC 8</i>)	Work individually and as a group to develop assessments for young children.	<ul style="list-style-type: none">▪ Group Project: Unit-aligned performance-based assessment▪ Final Exam: Assessment portfolio

Important Dates to Remember

August 25th	Classwork Starts	September 19th	Last Day to Add/Audit
August 28th	Last Day to Waitlist	October 15th	Midterm Grades Due
August 29th	Last Day to Add Without Signature	October 16-17	Fall Break
September 1st	Labor Day	October 20th	Last Day to Drop Individual Class
September 4th	Drop/Audit Fee Begins (\$10 per class)	November 14th	Last Day for Complete Withdrawal
September 9th	\$50 Late Registration/Payment Fee	November 26-28	Thanksgiving Break
September 15th	Pell Grant Census	December 12th	Classwork Ends
September 15th	Last Day for Refund	December 15th	Final Exam 10:20 a.m.-12:20 p.m. NIB 144
September 15th	Last Day to drop without receiving a "W" grade		
September 17th	Courses dropped for non-payment		

Semester calendars available at <http://www.dixie.edu/reg/?page=calendar>.

Date and Time of Final Exam

Monday, December 15th from 10:20 a.m. to 12:20 p.m.
NIB 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 a 3.0 GPA. No Ds are accepted; you will need to retake the class if you earn a D.

Course Policies

- 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.
- 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. Make-up assignments for any quizzes, exams, or in-class quick-writes are not available unless you notify your instructor of your absence before class begins. 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. **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 multicultural students. 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.

Classroom Expectations/Disruptive Behavior: It is the responsibility of an instructor to manage the classroom environment to ensure a good learning climate for all students. This means not talking when the teacher is talking, following instructions, and speaking and acting respectfully to the professor and fellow students. DSC disruptive behavior policy states, "Teachers at Dixie State College have the right to aggressively manage the classroom environment to ensure an effective learning climate. Toward this end, teachers may dismiss and remove disruptive students from individual class activities. If a student's behavior continues to disrupt class activities, the teacher may dismiss and remove disruptive students from their courses. For more details, please see the disruptive behavior policy at: <http://www.dixie.edu/humanres/policy/sec3/334.html>

Academic Honesty/Integrity: As stated in the DSC Student Handbook; "Academic dishonesty in any form will not be tolerated at Dixie State College" (Academic Discipline Policy, 3.34) including cheating, and plagiarism. These acts of academic dishonesty are strictly prohibited. (See "Student Code" <http://www.dixie.edu/humanres/policy/sec5/533.html#appeals>).

General Policies

Disability Statement: Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class will need to contact the DISABILITY RESOURCE CENTER Coordinator (Baako Wahabu) for eligibility determination. Proper documentation of impairment is required in

order to receive services or accommodations. DRC is located at the North-East of North Plaza Bldg. Visit or call 652-7516 to schedule appointment to discuss the process. DRC Coordinator determines eligibility for and authorizes the provision of services. Those students needing academic accommodations are required to apply for services at the DRC during the first two weeks of the semester.

College-approved absences: Dixie State University Policy explains in detail what needs to happen if you anticipate being absent from class because of a college-sponsored activity (athletic events, club activities, field trips for other classes, etc.). Please read this information and follow the instructions carefully! The policy can be found at: <http://www.dixie.edu/humanres/policy/sec5/523.html>

D-MAIL: Important class and college information will be sent to your D-mail account. This information includes your DSU bill, financial aid/scholarship notices, and notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSU. All DSU students are automatically assigned an e-mail account. Your Banner ID username and password are the same for your D-mail account. **You will be held responsible for information sent to your Dmail**, so please check it often.

Instructure Canvas: This class will utilize the CANVAS tool provided by DSC Computing. CANVAS can be access from the website <https://canvas.dixie.edu/>. 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.)

IT Help: The Student Help Desk is located in the Smith Computer Center in office 107. A technician will be available Monday through Friday, 9:00 AM to 6:00 PM, to assist you in your technological needs, including: Canvas, Dmail (DSU student e-mail), Wireless Network Configuration, Software Resources for Students, the Dell Laptop Student Lease Program.

University Resources: Several university resources are available to help you succeed. Check out the links for each one to get more information.

Tutoring	Writing Center	Testing Center
Tutoring services are provided for all registered DSU students and is available for all subjects. Located at the Jeffery R. Holland Centennial Commons Building, Room 433. www.dixie.edu/tutoring	The writing center is in the Jeffery R. Holland Centennial Commons Building, Room 421. The online writing center can be accessed at: owl@dixie.edu (English Dept. Writing Center)	The hours are posted online at http://dixie.edu/testing Location: North-East of North Plaza Bldg.

Computer Center	Library	Health & Wellness Center
The Smith Computer Center is available for students who need technology services to complete homework assignments and research for any course on campus. Check at the facility for time schedule. Location: Avenna Center	Dixie State University Library at the Jeffrey R. Holland Centennial Commons can be accessed online at www.dixie.edu Contact education liaison, Ms. Linda Jones (ljones@dixie.edu) for assistance.	This program promotes healthy lifestyle behaviors through health and wellness resources, information and services. It is located at 34 N. 600 E. For appointments call: 435-652-7756

Overview of Course Assignments

Class attendance and participation <i>(15 class sessions x 10 points each + 5 points overall)</i>	155
Pause-and-Reflect Papers <i>(12 assignments x 10 points each)</i>	120
Projects Graded on a Rubric	
<ul style="list-style-type: none"> • Practicum Check-Ins (2) <i>(due September 15 & 29)</i> • Midterm: Assessment article review <i>(due October 13)</i> • Group Project: Unit-aligned performance assessment <i>(due November 3)</i> • Common Assessment <i>(in-class; due November 24)</i> • Student Assessment Profiles <i>(due December 8)</i> • Final Assessment Portfolio <i>(due December 15)</i> 	30 50 25 20 125 100
Total Points Available	625

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 10:00 a.m. on the respective due date. See Canvas for specific prompts.

Practicum Check-Ins: 15 points each (due September 15 & 29 by 10 a.m.)

To maximize meaning in your practicum classroom, and to prepare you for your student assessment profiles, you will complete two practicum assignments 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.

Assessment Article Review: 50 points (due October 13 by 10 a.m.)

You will prepare a paper that synthesizes your reflection and learning after reading an assigned article on an assessment-related topic. In addition to writing a paper over an article, you will make a short informal presentation to your peers in class on October 13th. **This assignment will replace your midterm examination.** See Canvas for additional details and assignment descriptions.

Unit-Aligned Performance Assessment: 25 points (due November 3 by 10 a.m.)

With a small group of your peers, you will develop a performance assessment and accompanying rubric that align to the unit objectives you developed 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. See Canvas for additional details and assignment descriptions.

Common Assessment: 20 points (due November 24 in class)

In a small group, you will work together as a “grade level” team. You will set a goal to write a common reading or math assessment to administer to all of the students on your grade level, and will develop a plan for compiling and analyzing the results as a grade level instructional team.

Student Assessment Profiles: 125 points (due December 8 at 10 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 conduct various assessments 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 plan instruction that would best meet the needs of the learners you have profiled. While you will explore and administer various assessments throughout the semester, you will submit the compilation of these materials at the end of the semester. See Canvas for additional details.

Final Assessment Portfolio: 100 points (due December 15 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 you will draw upon in your 3rd semester coursework. A summative reflection will accompany this portfolio. See Canvas for additional details and assignment descriptions.

Tentative Course Schedule (subject to change with notice)

Week	Date	Topic(s)	Homework/Assignments Due This Day
1	August 25 th	Class Introduction <ul style="list-style-type: none"> ▪ Course expectations & syllabus ▪ Self-assessment on assessment 	
2	September 1 st : Labor Day – No Class		
3	September 8 th	Overview of Assessment: Formal and Informal Assessments <ul style="list-style-type: none"> ▪ Definitions and types ▪ Who, why & how ▪ Assessment as system and process 	<u>READ:</u> Chapter 2 in Wortham text + digital articles (<i>posted in Canvas</i>) <u>DO:</u> Pause-and-reflect paper over readings (10 pts.) Complete and submit self-assessment activities (10 pts.) <u>ON THE RADAR:</u> Practicum Check-In #1: Interview with teacher – schedule and conduct interview
4	September 15 th	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.) Practicum Check-In #1: Report on interview with teacher (15 pts.) <u>ON THE RADAR:</u> Practicum Check-In #2: Begin gathering assessment samples from practicum classroom

5	September 22 nd	<p>Standardized Assessments, cont'd</p> <ul style="list-style-type: none"> ▪ Reporting results ▪ Data-driven instruction ▪ Equity considerations 	<p><u>READ:</u> Chapter 4 in Wortham text + digital articles (<i>posted in Canvas</i>)</p> <p><u>DO:</u> Pause-and-reflect paper over readings (10 pts.)</p> <p><u>ON THE RADAR:</u> Practicum Check-In #2: Continue gathering assessment samples from practicum classroom</p>
6	September 29 th	<p>Teacher-Designed Assessments</p> <ul style="list-style-type: none"> ▪ Definitions and types ▪ Who, why & how ▪ Using and reporting results 	<p><u>READ:</u> Chapter 7 in Wortham text + digital articles (<i>posted in Canvas</i>)</p> <p><u>DO:</u> Pause-and-reflect paper over readings (10 pts.)</p> <p>Practicum Check-In #2: Bring samples of teacher-designed assessment (15 pts.)</p> <p><u>ON THE RADAR:</u> Read assigned assessment article for midterm article review</p>
7	October 6 th	<p>Alternative and Performance Assessments</p> <ul style="list-style-type: none"> ▪ Definitions and types ▪ Performance-based objectives ▪ Rubrics ▪ The role of standards 	<p><u>READ:</u> Chapter 8 in Wortham text + digital articles (<i>posted in Canvas</i>)</p> <p><u>DO:</u> Pause-and-reflect paper over readings (10 pts.)</p> <p><u>ON THE RADAR:</u> Read assigned assessment article for midterm article review + write paper</p>
8	October 13 th	<p>Midterm Exam: Assessment Article Review + In-Class Presentations</p>	<p><u>READ:</u> Assigned assessment article (<i>posted in Canvas</i>)</p> <p><u>DO:</u> Submit paper by 10:00 a.m. + present on findings in class (50 pts.)</p>

9	October 20 th	<p>Formative Assessments</p> <ul style="list-style-type: none"> ▪ Definitions and types ▪ Checklists, rating scales, rubrics ▪ Observations and TPTs ▪ Attending to “The Loop” 	<p><u>READ:</u> Assigned jigsaw readings from Wortham text + digital articles <i>(assignments posted in Canvas)</i></p> <p><u>DO:</u> Prepare assigned jigsaw report-out (10 pts.)</p> <p><u>ON THE RADAR:</u> Draft ideas for performance assessment + bring to class next week</p>
10	October 27 th	<p>Group Work: Creating Performance-Based Assessment + Rubric</p>	<p><u>DO:</u> Submit group’s assessment + rubric via Canvas by 10 a.m. on November 3rd (25 pts.)</p>
11	November 3 rd	<p>Portfolio Assessment</p> <ul style="list-style-type: none"> ▪ Types and purposes ▪ Portfolio management ▪ Nurturing self-regulated learning 	<p><u>READ:</u> Chapter 9 in Wortham + digital articles <i>(posted in Canvas)</i></p> <p><u>DO:</u> Pause-and-reflect paper over readings (10 pts.)</p> <p><u>ON THE RADAR:</u> Student assessment profiles</p>
12	November 10 th	<p>Literacy Assessment</p> <ul style="list-style-type: none"> ▪ Types and purposes ▪ Feedback loop and leveling ▪ Programs 	<p><u>READ:</u> Digital articles <i>(posted in Canvas)</i></p> <p><u>DO:</u> Pause-and-reflect paper over readings (10 pts.)</p> <p><u>ON THE RADAR:</u> Student assessment profiles</p>

13	November 17 th	<p>Literacy Assessment, cont'd</p> <ul style="list-style-type: none"> ▪ Managing literacy assessments ▪ Simulation and samples ▪ Technological resources 	<p>READ: Digital articles (<i>posted in Canvas</i>)</p> <p>DO: Prepare evaluation of sample assessments + identify assessment to administer in practicum classroom (10 pts.)</p> <p>ON THE RADAR: Student assessment profiles</p>
14	November 24 th	<p>Collaboration</p> <ul style="list-style-type: none"> ▪ Development of common assessments ▪ Communicating with families and other stakeholders ▪ Collaborating with specialists 	<p>READ: Chapter 10 in Wortham text + digital articles (<i>posted in Canvas</i>)</p> <p>DO: Pause-and-reflect paper over readings (10 pts.) Develop grade-level common assessment (in-class activity; 20 pts.)</p> <p>ON THE RADAR: Student assessment profiles</p>
15	December 1 st	<p>Managing Assessment</p> <ul style="list-style-type: none"> ▪ The role of centers ▪ Instructional conversations ▪ Strategies for individual assessment in a classroom 	<p>READ: Digital articles (<i>posted in Canvas</i>)</p> <p>DO: Pause-and-reflect paper over readings (10 pts.)</p> <p>ON THE RADAR: Student assessment profiles</p>
16	December 8 th	<p>Bringing it all together</p> <ul style="list-style-type: none"> ▪ Review of core concepts ▪ Preparing for final project 	<p>DO: Student assessment profiles due (125 pts.)</p> <p>ON THE RADAR: Final assessment portfolio</p>

December 15 th 10:20 a.m. - 12:20 p.m. NIB 144	FINAL EXAM	<u>DO:</u> Submit/bring final assessment portfolio (100 pts.) Prepare informal presentation to share with peers
---	-------------------	--

