

ECE 4203: ASSESSMENT AND EVALUATION IN EC-4

Section 901

Spring 2008

Thursday, 2:00-4:45

Downtown, FS 3.512

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ILT MISSION

The mission of the department of ILT is to foster the intellectual and professional growth and integrity of students and faculty through critical reflection and dialogue, civic responsibility, and leadership. This mission will be accomplished by nurturing a community of interdisciplinary learners who:

- Promote excellence in academic and pedagogical knowledge and research
- Engage in reflective practice
- Embody a strong professional identity and can articulate their philosophies and values
- Value diversity and multiple perspectives
- Promote equality and social justice
- Care about their students and their profession
- Advocate for educational change and reform

ILT GOALS

The department of ILT will create a context that nurtures interdisciplinary learners who:

- Acquire and demonstrate content and discipline knowledge
- Demonstrate an awareness and acknowledgement of and engagement in research-based, reflective, culturally responsive practices
- Are producers, disseminators, and critical consumers of research
- Demonstrate an awareness and acknowledgment of and engagement in social justice and equitable practices
- Articulate their professional philosophy and demonstrate a strong professional identity

1. Course Description

Catalogue Description: (3-0) 3 hours credit. Prerequisites: ECE 3143 and ECE 3603. Principles of designing and using assessment and evaluation techniques that are culturally fair, intellectually sound, reliable, dependable, and content-valid for young children. Emphasis on differentiation among criterion-referenced, norm-referenced, individual, informal, authentic, and group assessments. Review of strategies for using assessment data to inform instructional planning, and matching assessment techniques to individual children and learning situations. A minimum of ten hours of field-based experiences are required.

2. Course Rationale

Federal and State education agencies have provided quantitative reports that confirm the overrepresentation of historically underrepresented groups of children identified as at risk for not graduating from high school, referred for and placed in Special Education programs, and found

to be less successful than peers on state mandated tests. Teacher knowledge of recommended assessment, interpretation and evaluation practices with young children is a key determinant in developing and providing effective instructional practices. Teacher skills in these areas are significant deterrents to unacceptable overrepresentation practices. In order for teachers to be adequately prepared to participate in the Response To Intervention (RTI) requirements, they must be provided with training to use quality assessment and evaluation practices as a basis for intervention and instruction.

3. Objectives

Learning Objectives for this course are guided by the Texas Professional Standards as stated in the Preparation Manual for Test 100-Pedagogy and Professional Responsibilities EC-4 (2007-2008.) Specific guidelines are: Domain I, Standard I, Competencies 001-004 and Domain III, Standard III, Competencies 007-008 can be located in this manual. See www.texas.ets.org/texas

4. Required Textbooks

McAfee, O. & Leong, D. (2007). *Assessing and guiding young children's development and learning*. Allyn and Bacon, 4th ed.

McMillan, J. H. (2007). *Classroom Assessment: Principles and practices for effective instruction*. Allyn and Bacon., 4th ed.

5. Course Materials

Personal computer with printer and/or updated UT San Antonio computer lab account that will allow consistent and timely access to the course WebCT site will be required. Downloading and printing of course WebCT information will be required.

The associated URL is: webct.utsa.edu Select the title and number of this course from your options for Spring 2008. The course homepage will provide you with a variety of icons to guide you that connect you with information to support the course. The site also contains a communication icon through which you can use WebCT email for this course. In addition, there are assignment specific details and related evaluation rubrics. Should this route of communication with me prove to be problematic, then use my regular UTSA email account: gary.wright@utsa.edu

A textbook will be required for individual use in the classroom for each session.

A folder containing the course syllabus, field-attendance and other relevant materials is required and will be brought to class each session.

6. Assignments, Evaluation, and Grading

The teacher-intern will be provided the opportunity to demonstrate learning through both traditional and alternative assessment processes. These include:

A. Field-Experiences**

- ❖ **A regularly scheduled day and hour(s) for field-attendance will be collaboratively established between the UTSA intern and the on-site mentor teacher.** The purposes of the field-placement is to provide the intern with the opportunity to observe individual and group assessment practices within a regular education classroom and to participate in non-diagnostic, formative assessment practices that will enhance future contributions to the Response to Intervention process. Therefore, this experience is limited to regular school hours. Tutoring students prior to or after school hours is not included in the

required field experience for this course. Field-based activities should not be scheduled during lunch or “specials.” Friday afternoons, beginning with the grade level lunch time, should be avoided due to unpredictable events.

- ❖ **Regular attendance of scheduled field-based experience** is expected for successful completion of this course. An attendance sheet, to be signed on a weekly basis by both the UTSA intern and the on-site mentor teacher, is required. Individual schools will also require UTSA interns to sign-in to their school at the point of entrance.
- ❖ **Field-placement absences require prior notice** to the mentor teacher by leaving a telephone message with the school’s secretary as early as possible prior to the absence. The intern will also notify the instructor prior to or on the same day as any absence from the field placement. Make up time for any absence must be scheduled ahead of time with the mentor teacher and will occur during the regular school day. The absence and make-up times are to be noted on the class room attendance log.

Field attendance and scheduling requirements will contribute to 10% of the total course grade. A reduced grade by one full grade will occur for rescheduling more than two scheduled days. Failure to notify the mentor teacher prior to any absence will reduce the total field grade by one full grade. All specified field experience hours will be completed to receive a grade in this course. Any approved reduction in hours will be based on extenuating circumstances originating from the school or university and as confirmed by the instructor. The field experience must be completed successfully to receive a grade in this course.

B. Case Study and Written Report**

- ❖ The “Getting to Know You” assignment will provide an opportunity for the intern to be directly exposed to the multiple factors that contribute to an individual child’s learning outcomes. The intern will be provided formative, non-diagnostic evaluation formats and checklists to identify one elementary child’s performance level in the following areas: interest, motivation, gross-motor, fine-motor, written and oral language, social interaction, creative thinking, and preferred learning style. These basic academic skills and knowledge will also be evaluated through designated computer and non-technology game approaches. The objective of this assignment is to increase formative assessment skills that can contribute to (1) effective instructional approaches (2) the Response to Intervention Process (RTI.)
- ❖ The case study is a non-tutoring interaction with a teacher-assigned student who preferably needs additional academic related assistance. Formative evaluation, non-diagnostic tasks are required over the duration of the field-placement experience. These will be provided in class and/or on WebCT. All information obtained from the student will remain anonymous through the use of a fictitious name. The assignment will consume between 45-60 minutes per week. *A separate list of possible activities will be provided for the remaining classroom time.*
- ❖ **A formal written report** by the intern will present relevant demographic and ecological information, describe the intern’s performance on assigned non-diagnostic measures, summarize the gathered information, reflect on the implications of the findings, and recommendations for effective instruction. The purpose of the written report is to serve as a direct measure of the intern’s ability to apply structured assessment materials,

consider the impact of ecological factors on learning, as well as to review, summarize, and make related recommendations for increased learning. Further, it provides an opportunity for the instructor to indirectly observe both the intern's learning experiences and perception of that which was learned.

- ❖ All non-diagnostic materials, report template, and case study evaluation rubric for this assignment will be placed on the Course WebCT site at appropriate times during the semester.

The field activities and final written report will comprise 35% of the total grade. The case study evaluation rubric will contain the value of each criterion using Likert-type scales.

A = 90%-100%, B = 80%-89%, C = 70%-79%, D = 60%-69%

C. In-class activities

Individual, paired or small group tasks related to chapter topics will frequently occur in order to apply primary course concepts. All fully completed tasks, as determined by the instructor, will be credited to on-task participating interns. The instructor retains the right to include an unannounced formative quiz in this category when class participation suggests a general lack of knowledge, comprehension, or class-time preparation.

D. External Chapter Related Assignments

Assignments will be provided weekly to encourage reading, comprehension, and support studying for exams. These will include activities on the Companion Website, in the textbooks, or online. The intern will receive credit for the assignment only when presented in class on the designated due date. **Early, late, or on-line submissions will not be accepted.** Credit for full and accurate submissions will be recorded in class.

E. Exams

Three exams will be given in this course. Each exam will be worth **15%**. The total of all exams is **45%**. The purpose of each exam is to assess individual intern's accumulated formal knowledge, the level of comprehension of specified course topics, and ability to apply the knowledge to simulated tasks. The Tentative Course Schedule contains information on dates and general content of each exam. The format for the exams will include multiple choice, true/false, matching, brief essay, and performance type responses. Each question will be presented with the number of points for which it is worth.

It is to the intern's advantage to read and maintain active notes and to fully complete all assignments. A student who is absent will need to contact a reliable classmate to get update class information. Exam reviews will not be held.

Evaluation and Grading Policy

Case Study activities and final report	(35%)
In-class activities	(10%)
Chapter related external assignments	(10%)
Three exams	(15% each/ 45% total)

Grading

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D

Course Policies and Expectations

Required Field-Experiences

Criminal History Check

All interns will complete security checks required by the UTSA field-placement office and the assigned school district. Failure to do so may result in being dropped from the course.

Assigned Placement

Interns who are not enrolled in either C&I 4403 or C&I 4303 may be assigned by the placement office to a specific district, school, and teacher/grade-level. ALL placements will be completed by the placement office and may not be initiated by individual interns.

Classroom Citizenship

The university class is a formal environment in which there is representation of individuals from multiple ethnic, cultural, and socio-economic backgrounds. In addition, there are numerous variations in learning styles and needs. All are expected to demonstrate verbal and social awareness of, as well as respect for, individual differences.

Whereas it is hoped that those of you enrolled in the course will demonstrate the expected level of self-regulation skills, it is the instructor's responsibility to intervene in behaviors that distract from the teaching or learning process.

Use of Technology

Cell phones are to be turned off or placed on vibrate and kept out of site at all times. *Laptops* are restricted to **battery use only** and may not be used during small group or paired activities. Those who choose to use a laptop are expected to stay in word processing mode, continue to actively participate in class, and resist the temptation to check email or surf the web.

Written Work

All written assignments submitted must be typed, neatly presented, grammatically correct, free of spelling and punctuation errors, and organized according to guidelines on the course specific WebCT site. Exceptions to typed assignments will be written products from paired or small group in-class assignments. Students who submit formal written assignments containing excessive technical errors will be referred to the The Writing Lab.

Assignments

The specific details and requirements for the course assignments, together with the due dates, will be provided in a separate document (The Assignment Schedule).

Class Participation

Class participation is a critical component of this internship course. Each week everyone is expected to participate in classroom discussions and to regularly share successes and challenges (in an appropriate manner) with our class as a group.

7. Attendance Policy, Make-up Work, and Late Exercises

Regular class attendance is essential for success in any course. It is important to be present and on time for each class meeting. Make-ups for missed exams will be given only with adequate documentation of extenuating circumstances. There will be **no make-ups** on other missed work or quizzes. Work turned in late will not be accepted. The final grade will be dropped by one full grade after the second class absence.

8. Classroom Behavior and Expectations

Cell phones must be turned off during class. All members of the class are expected to behave with courtesy and respect toward others. Should behavioral disruptions interfere with the business of the classroom and the ability of class members to learn, they may be reported to the Office of Student Judicial Affairs in accordance with Section 202 of the UTSA Student Code of Conduct (<http://www.utsa.edu/OSJA/index.cfm>).

This course will follow all policies and procedures with regard to students and teacher-interns as specified in the *UTSA Faculty Handbook* and the *COEHD Fitness to Teach* document. Any incident of scholastic dishonesty or other discipline issues will be managed as specified in Faculty Handbook Section 2.37. Website Link - Fitness to Teach Video, Forms, etc. <http://coeht.utsa.edu/FTT/FTT.htm>

9. University Policy on Academic Dishonesty

Students are expected to be above reproach in scholastic activities. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. "Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (UT Regent's Rules of Regulation). Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. If you have any questions about this please come see me and refer to the UTSA Student Code of Conduct on scholastic dishonesty and disciplinary action. This is available at: <http://www.utsa.edu/OSJA/index.cfm>

10. Academic Success and the Tomás Rivera Center

Academic Success and the Tomás Rivera Center: The TRC provides an array of services to assist student in achieving learning success. A large proportion of beginning students find that the skills they develop in high school may not be adequate for success at the college level. The TRC provides training and assistance in such areas as study skills, test taking strategies, note taking skills, etc. The Center also has individual advising and tutoring for some courses. At the moment, tutoring is not available for this course but the various skills workshops that they run along with individual advising may prove extremely helpful. The TRC is located in the University Center 1.01.02 (far west end of the UC). You can reach them via the web (www.utsa.edu/trcss) or by phone (458-4694). The TRC has also recently begun to offer various workshops and other support for graduate students as well.

11. Other Student Support Services

UTSA students with documented disabilities have access to an array of support services through the Office of Disability Services (web: <http://www.utsa.edu/disability>). Students with special needs must be registered with the Office of Disability Services located in MS 2.03.18 on the 1604 Campus, Voice (210) 458-4157, TTY (210) 458-4981 or UTSA Downtown Campus FSI.526, (210) 458-2816. Students should provide the instructor with the letter confirming identified accommodations.

Assignment Schedule for ECE 4203 Spring 2008

DATE	TOPIC	TEXT
Jan 17	Role of Assessment in Teaching & Course Syllabus and Requirements	McMillan Ch. 1 Leong Ch.1
Jan 24	Legal and Ethical Issues in Assessment	McMillan Ch 11 Leong Ch. 2
Jan 31	Formative Assessment ----- Review Field Assignment Materials/Procedures	McMillan Ch.4
Feb 7	Standardized Testing: Process & Interpretation	McMillan Ch 13 Leong Ch 10
Feb 14	Criterion-based Testing & High Stakes Testing: Process & Interpretation	McMillan Ch 13 (con't) TEA & SBEC Requirements
Feb 21	Exam # 1	McMillan Chs 1,3,11,13 Leong Chs 1,2,10
Feb 28	Review of Field-based Activities	
Mar 6	Performance Assessment Alternative Assessment Authentic Assessment	McMillan Ch. 8 Leong Ch 5
Mar 13	Portfolio Development & Types for EC- 4	McMillan Ch. 9 Leong Ch. 6
Mar 27	Assessing Affective Traits & Learning Targets	McMillan Ch 10 Leong Appendices A.8 & A. 9
Apr 3	Exam #2	McMillan Chs 8, 9,10 Leong Chs 5, 6 & Appendices A.8 & A.9
Apr 10	Summative Evaluation	McMillan Ch 6 (pps 162 – 186) McMillan Ch 7 (pps 193 – 198)
Apr 17	Grading in EC-4 Communicating with Parents	McMillan Ch 12 Leong Ch 11 (pps 199-211)
Apr 24	Case Review Discussion	
Week 15	Final Exam McMillan	Chs 6,7, 12 Leong Ch 11 and Norm Referenced & Criterion Referenced Test Applied Interpretation

The Tentative Course Schedule, policies, and assignments in this course are subject to change in the event of extenuating circumstances or by prior mutual agreement between the instructor and the interns.

Gary L. Wright, Instructor
01/17/2008