



University of Texas at San Antonio - UTSA
College of Education and Human Development - COEHED
Assessment and Evaluation in Early Childhood and Elementary Education
ECE 6453 - Spring 2008

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DEPARTMENT OF INTERDISCIPLINARY LEARNING & TEACHING – 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

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

COURSE DESCRIPTION

Evaluation of research on student development and learning, educational programs, processes, products, instructional objectives, and alternative approaches to attain objectives. A disciplined inquiry of the trends and issues in assessment and evaluation in early childhood and elementary education.

COURSE OBJECTIVES

This course offers a detailed study and analysis of major issues related to testing and the impact on minority populations in the United States:

- To recognize major sources of bias in the development and use of standardized tests;
 - To critically examine assessment instruments in order to determine appropriateness and psychometric soundness (e.g., reliability, validity) or specified populations;
 - To differentiate between formal and informal assessment and to suggest alternatives to conventional testing;
 - To discuss the relationship between cognitive development and achievement; and
 - To recognize alternative procedures for assessment language, achievement, or abilities of diverse populations
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REQUIRED TEXTS AND READINGS

Mindes, G. (2007). *Assessing Young Children*, 3rd Ed. Upper Saddle River, NJ: Merrill Prentice Hall.

Valencia, R. R. & Suzuki, L. A. (2001). *Intelligence Testing and Minority Students: Foundations, Performance Factors, and Assessment Issues*. Thousands Oaks: Sage Publications, Inc.

Additional articles will be posted on WebCT for weekly reading assignments.

All readings need to be completed before class time.

Other On-line Resources

<http://www.pbs.org/teachersource/prek2.htm>

<http://www.csusm.edu/Quiocho/formal.htm>

<http://buros.unl.edu/buros/jsp/search.jsp>

Overview of course requirements

Grading criteria and specifications for each assignment will be given by the instructor, the following conditions should be observed:

1. Assignments must be turned in on or before the specified due date. To be considered timely, assignments are due at the beginning of class. Five points will be deducted from your assignment grade for each day it is late. If you are absent on the day an assignment is due, make arrangements to have your assignment delivered to class or placed in the instructor's box.
2. Unfortunately, technology failures happen, but they will not be accepted as a reason for missed assignment due dates. Please do not leave anything to the last minute! If you have trouble completing or posting an assignment by the due date, you will find the instructor much more understanding and lenient if you contact her BEFORE the assignment is due.

3. Assignments must be complete upon submission. No incomplete assignments will be accepted. The instructor will not review assignments prior to their submission unless specific arrangements have been made.
4. No incompletes will be given except for extreme extenuating circumstances. No makeup work will be given without special arrangement prior to the scheduled date except for extreme extenuating circumstances.
5. All written assignments should be prepared in a manner that reflects the student's competence in grammar, spelling, punctuation, and sentence construction. Assignments should be neat and error free. Points will be deducted for extraneous mistakes.
6. Due to the emphasis on technology in this course, assignments should be prepared on a computer using appropriate word processing software. Facilities are available to students on campus for this purpose. **A TITLE MUST BE INCLUDED. THE STUDENT'S NAME, ASSIGNMENT TITLE, AND DATE SHOULD BE IDENTIFIED ON EVERY ASSIGNMENT SUBMITTED.** The student's name should be included a header on every subsequent page of the assignment.
7. Students will be expected to regularly log onto WebCT and check the site for postings, course syllabus, additional materials, assignments etc. In addition, all students are required to: (1) communicate by email; (2) complete assignments and course project using a word processing program or multi-media programs; (3) submit assignments and parts/drafts of course projects, if needed, to WebCT.

ASSIGNMENTS

1. **READING DISCUSSION GROUPS:** The purpose of the discussion groups is to give students an opportunity to share in the delivery of content. Additionally, it is a great way to acknowledge the different perspective that each group member will bring to the discussion. Participation is expected.
2. **TEST SUMMARY AND CRITIQUE:** Select a standardized test (e.g., intelligence, achievement, diagnostic, personality, etc) that has been reviewed by specialist. Your task is to present a written, 1-2 page summary of the review(s) and a critique. In the critique section, zero in on the clinical utility of the test for early to elementary children, specifically linguistically and/or culturally diverse children. As your primary source for the book review, utilize the most recent edition of the Mental Measurement Yearbook (available in library) or you may find a review at the following url: <http://buos.unl.edu/buos/jsp/search.jsp>. (This site requires a small charge.) In addition, feel free to consult reviews in other sources, such as specialty books, chapters, and articles. Prepare a 4-5 slide PowerPoint that summarizes your findings.
3. **A LIBRARY-BASED RESEARCH PAPER ON A COURSE-RELATED TOPIC:** This option involves an in-depth investigation of a course-related topic focusing on research and scholarly work that will help you to have a deeper understanding of a topic. Another purpose of this assignment is for students to use their research to analyze and develop a perspective regarding assessment issues. In addition to a review of literature, the paper will include (a) the information collected, data, tables or graphs, and citations for data collected; (b) discuss the implications/issues; and (c) present a position/recommendations, or perspective based on your research. Suggested length: 15 pages. A conventional research paper format must be followed and **APA** style format is recommended. The instructor must approve your topic. You should turn in a brief description of the topic you are interested in pursuing no later than February 14.

4. PROJECT MENU: Choose one of the following options. Thorough project descriptions will be available on WebCT.

Interview a diagnostician to explore the attributes and difficulties of his/her role in student assessment. Outline the training and on-going professional development required for the job.	Develop an informal assessment to measure the skill level of students in relation to a specific content area. Test this instrument on 3 students in your classroom and, based on the trials, refine your assessment tool.	Conduct a case study on a child using a variety of formal and informal assessments. Identify and provide an analysis of the results and suggestions for appropriate programming.
Create a poster presentation (suitable for a conference) that outlines major current events on a national and international level that relate to student assessment.	Student choice with the consent of the instructor.	Design a portfolio assessment guideline appropriate for early to elementary school children. Create a mock completed portfolio for a child based on your guidelines.

Student Evaluation

Evaluation of student performance in this course is based on a combination of assessments/outcome based options to determine student understanding of course objectives. The final grade in the course will be calculated in the following manner:

In class activities	10%	_____
Reading Discussion Groups	10%	_____
Test Summary and Critique	15%	_____
Research paper	30%	_____
Project Choice	25%	_____
Attendance/Professionalism	10%	_____

A= 90-100 B= 80-89 C= 70-79 F = below 69

Attendance and Professionalism

Attendance of scheduled classes is **mandatory** for the completion of this course. Activities designed for class participation cannot be replicated and may not be completed outside of allotted class time. Therefore, attendance is expected for each class session.

Attendance will be checked at the beginning of each class period. It is the student's responsibility to sign the attendance roster. In order to be considered present for the class, the student must arrive on time and remain for the entire class period.

Upon the second absence, points will be deducted for ALL missed classes (both excused and unexcused). Students will receive a reduction in their final grade by 1 letter grade for each unexcused absence Each excused absence will result in a reduction of the final grade by five points.

Tardiness to class is unprofessional. Excessive tardiness over the course of the semester will result in a deduction of professionalism points. Students who come to class more than 30 minutes late will accumulate an unexcused absence. The consequences for absences explained above will then be applied by the instructor.

Policies and Procedures

Students are expected to demonstrate professional conduct and attire during class sessions (see Fitness to Teach policy document located in the Department website). In order to minimize distractions, students will not leave the room during class unless as emergency arises. Students will refrain from engaging in individual conversations during lectures or class discussions. **ALL CELL PHONES AND BEEPERS MUST BE TURNED OFF DURING CLASS PERIODS UNLESS PRIOR PERMISSION HAS BEEN GIVEN BY THE INSTRUCTOR. LAPTOPS ARE NOT NECESSARY AND, UNLESS PRIOR PERMISSION HAS BEEN GIVEN BY THE INSTRUCTOR, ARE NOT PERMITTED IN CLASS.**

The instructor will follow all the policies and procedures, in regard to students, as they are specified in the UTSA Faculty Handbook and the Fitness to Teach Policy document. Any incidence of scholastic dishonesty or other student discipline issues, will be managed as the Handbook specifies (Faculty Handbook, Section 2.37, pages IV-3li-vi).

"On my honor, as a student at The University of Texas at San Antonio, I will uphold the highest standards of academic integrity and personal accountability for the advancement of the dignity and the reputation of our university and myself."

No electronic recording of lectures or class sessions may be done without the prior permission of the instructor. No eating, drinking, or smoking is allowed in UTSA classrooms and laboratories. (Ad. Memorandum No. 54).

Student Support Services

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).

Other Student Support Services: UTSA students with documented disabilities have access to an array of support services through the Office of Disability Services (office: MS 2.03.18; phone: 458-4157; web: <http://www.utsa.edu/disability/>).



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Date	#	Readings Due for Class	Topic of Discussion	Outside work Due this class meeting
1/17	1		Introduction and Overview of Course	download articles needed for course
1/24	2	<ul style="list-style-type: none"> • Valencia, <i>Historical Issues</i>, Ch. 1 • <i>Dangers of Early Childhood Testing</i> • <i>Texas Voices Speak Out about High-stakes testing: Preservice Teachers, Teachers and Students</i> 	Historical Foundations	Be prepared to discuss readings
1/31	3	<ul style="list-style-type: none"> • Valencia, <i>Multicultural Perspectives of Intelligence Theory and Measurement Issues</i>, Ch. 2 • <i>Measuring Aptitude</i> • Mindes, <i>Testing: Choosing the Right Measure</i>, Ch. 5 	What is Intelligence and how is it measured? How is intelligence different from achievement? Testing in schools.	Be prepared to discuss readings
2/7	4	<ul style="list-style-type: none"> • Mindes, <i>A Comprehensive Assessment System for Birth through 8</i>, Ch. 1 • Mindes, <i>Building a Child Study</i>, Ch. 4 	Concepts of measurement for young children	Be prepared to discuss readings
2/14	5	<ul style="list-style-type: none"> • Valencia, <i>Home Environment</i>, Ch. 4 • Valencia, <i>Socioeconomic Status</i>, Ch. 3 	Factors that affect testing performance	Research Topic, Goals & Outline draft; Be prepared to discuss readings
2/21	6	<ul style="list-style-type: none"> • Valencia, <i>Test Bias</i>, Ch. 5 • <i>Creating a System of Accountability: The Impact of Instructional Assessment on Elementary Children's Achievement Test Scores</i> 	Factors that affect performances/Linking Assessment and Instruction	Identify what test will critique and why... "I have chosen to critique..... because...; Be prepared to discuss readings

Date	#	Readings Due for Class	Topic of Discussion	Outside work Due this class meeting
2/28	7	<ul style="list-style-type: none"> Valencia, <i>Heredity</i>, Ch. 6 Assessing language development in bilingual preschool children 	Performance Factors	Test Critique; Be prepared to discuss readings
3/6	8	<ul style="list-style-type: none"> Valencia, <i>Race/Ethnicity, Intelligence & Special Education</i>, Chp. 7 Mindes, <i>Developing Family Partnership</i>, Ch. 2 Mindes, <i>Observation as a Key Method</i>, Ch. 3 	Assessment Issues	Test Critique Download Case Study Outline http://buos.unl.edu/buos/jsp/search.jsp
3/13	9	<ul style="list-style-type: none"> Mindes, <i>Using Alternative Assessment Strategies</i>, Ch. 6 Mindes, <i>Record Keeping...with Families and Others</i>, Ch.7 Assessing Young Children's Progress Appropriately 	Alternative Assessment Issues	Be prepared to discuss readings
3/20		<ul style="list-style-type: none"> Spring break - No Class meeting 		
3/27		<ul style="list-style-type: none"> No Class meeting 	Completion of research paper	
4/3	10	<ul style="list-style-type: none"> Valencia, <i>Gifted Minority Students</i>, Ch.8 	Assessment Issues: Giftedness	Research paper & 5 minute power point presentations
4/10	11	<ul style="list-style-type: none"> Valencia, <i>A Multicultural Review of Cognitive Ability Instruments</i>, Ch. 9 Using Work Sampling in Authentic Assessment 	Cognitive and Authentic Assessment Issues & Instruction	Be prepared to discuss readings
4/17	12	<ul style="list-style-type: none"> Valencia, <i>Future Directions and Best-Case practices: Toward Nondiscriminatory Assessment</i>, Ch. 10 	Learning more through Case studies	
4/24	13	<ul style="list-style-type: none"> Final project choices are due at this time 		presentations

* Assignments and dates are subject to change at the discretion of the instructor.