

## COURSE SYLLABUS

### SOUTHEAST MISSOURI STATE UNIVERSITY

**Department of Elementary, Early & Special Education Course No. CE630**  
**Course:** Assessing Young Children's Learning and Development – Part I: Uses of Standardized Measures **New:** Fall 01



### “The Teacher as Professional Educator”

#### I. Catalog Description and Credit Hours of Course:

Studies standardized assessment measures and their uses in planning and implementing instruction for the class and for individual young children. Emphasis upon the National Board for Professional Teaching Standards. (3)

#### II. Prerequisite(s):

Graduate standing and successful completion of EL615.

#### III. Purposes or Objectives of the Course:

Students will:

- A. demonstrate knowledge of the varied purposes and characteristics of standardized tests and the rationale for selecting appropriate instruments and other measures for use with diverse populations of children.
- B. compare and contrast the appropriate educational uses for formal and informal assessment measures.
- C. demonstrate knowledge of developmental models for placement and curricular discussions.
- D. demonstrate the ability to communicate assessment results to parents in understandable and respectful language.
- E. demonstrate knowledge of methods of planning and adjustment instruction based on testing results.
- F. become acquainted with assessment aspect of the National Board Standards for Early Childhood Education.
- G. use action research methodology to improve practices in assessing young children.

#### IV. Expectations of Students:

Students will:

- A. develop competencies for assessing performance.
- B. participate in class discussions and activities.
- C. read assigned materials
- D. administer, score, and interpret instruments. Prepare a parent report and hypothetical conference.

- E. demonstrate proper administration, scoring and interpretation of a selected test.
- F. prepare a case study (with a focus on a young child)
- G. develop an action research plan focusing on an issue in assessing young children.

<b>V. Course Content or Outline:</b>	<b>Hours</b>
A. Introduction and Overview of Assessment Concepts and Historical Roots	9
1. Head Start	
2. Standardized testing	
3. Appropriate laws	
4. Inclusion/mainstreaming	
5. Assessment processes	
6. Characteristics of tests	
B. Planning for and applying methods of action research and case study.	9
C. Using Test Reviews and Descriptions to Determine Appropriateness	3
D. Selection of Assessments	6
1. Formal	
a. Screening	
b. Evaluative	
2. Informal	
a. Observations	
b. Checklists and rating scales	
c. Performance assessments: portfolios and developmental assessments	
E. Implementation of Assessment Methods	9
F. National board Standards related to assessment	3
G. Connecting Assessment and Curriculum	3
1. Selecting programs	
2. Modifying classroom programs	
3. Organizing classroom environment	
4. Reporting student progress	
H. Issues in Assessment	3
1. State testing requirements	
2. Retention	
3. Time and financial resources issues	

**VI. Textbook(s) and/or Other Required Materials or Equipment:**

Mindes, G., Ireton, H., & Mardell-Czudnowski, C. (1996). *Assessing young children*. Albany, NY: Delmar.

## VII. Basis for Student Evaluation:

A.	Participation in class discussion and activities.	10%
B.	Reading of assigned materials including articles.	10%
C.	Development of a case study utilizing the data from the screening, evaluating and program planning processing.	20%
D.	Proficiency on tests.	20%
E.	Demonstration of proper administration and scoring and rationale for use of a test during class.	20%
F.	Action research plan.	20%

## VIII. Knowledge Base:

- Airasian, P. W. (2001). *Classroom assessment: Concepts & applications* (4<sup>th</sup> ed.). New York: McGraw-Hill.
- Allington, R. L. & McGill-Franzen, A. (1991). *Educational reform and at-risk children: Exclusion, retention, transition, and special education in an era of increased accountability*. Final report to the U.S. Department of Education, Office of Educational Research and Improvement (Grant #R177E90143).
- Allington, R. L. & McGill-Franzen, A. (1995). Flunking: Throwing good money after bad. In R. L. Allington & A. Walmsley, *No Quick Fix: Rethinking Literacy Programs in America's Elementary Schools*. New York: Teachers College, Columbia University.
- American Educational Research Association (AERA), American Psychological Association, National Council on Measurement in Education (1985). *Standards for educational and psychological testing*. Washington, D. C.: American Psychological Association.
- Baker, E. L. (March 1994). Making performance assessment work: the road ahead. *Educational Leadership*, 58-62.
- Beatty, J. J. (1994). *Observing development of the young child*. New York: Merrill.
- Bentzen, W. R. (1993). *A guide to observing and recording behavior*. Albany, New York: Delmar.
- Billman, J. & Sherman, J. A. (1997). *Observation and participation in early childhood settings*. Boston: Allyn and Bacon.
- Boehm, A. E. & Weinberg, R. A. (1987). *The classroom observer: developing observation skills in early childhood settings*. New York: Teachers College Press.
- Bredenkamp, S., & Copple, C. (Eds.). (1997). *Developmentally appropriate practice in early childhood programs* (Rev. ed.). Washington, DC: National Association for the Education of Young Children.
- Brigance, A. (1985). *Brigance Diagnostic Inventory of Basic Skills*. North Billerica, MA: Curriculum Associates.
- Byrnes, D. A. (1989). Attitudes of students, parents, and educators toward repeating a grade. In L. A. Shepard & M. L. Smith (eds.), *Flunking grades: Research and policies on retention*. London: Falmer Press.

- Cohen, D. H. & Stern, V. (1983). *Observing and recording the behavior of young children*. New York: Teachers College Press.
- Conoley, J. C., & Impara, J. C. (1995). *The twelfth mental measurements yearbook*, (DTVP, pp. 289-292; DTVMI, pp. 286-289). Lincoln, NE: University of Nebraska Press.
- de Fina, A. A. (1992). *Portfolio assessment*. New York: Scholastic.
- Diez, M. E., & Moon, C. J. (1992). What do we want students to know? . . . and other important questions. *Educational Leadership*, 49(8), 38-41.
- Eads, G. M. (1990). *Kindergarten retention and alternative kindergarten programs: A report to the Virginia Board of Education*. Richmond, Virginia: Virginia State Department of Education (ERIC Document Reproduction Service No. ED 320 670).
- Ellwein, M. C. & Glass, G. V. (1989). Ending social promotion in Waterford: Appearances and reality. In L. A. Shepard & M. L. Smith (eds.), *Flunking grades: Research and policies on retention*. London: Falmer Press.
- Farr, R. & Tone, B. (1994). *Portfolio and performance assessment: helping students evaluate their progress as readers and writers*. Fort Worth: Harcourt Brace College Publishers.
- Fredricks, A. D. & Rasinski, T. V. (1990). Involving parents in the assessment process. *The Reading Teacher*, 44(4), 346-349.
- Genishi, C. (1992). *Ways of assessing children and curriculum*. New York: Teachers College Press.
- Graves, D. H. & Sunstein, B. S. (1992). *Portfolio portraits*. Portsmouth, NH: Heinemann.
- Grissom, J.B. & Shepard, L. A. (1989). Repeating and dropping out of school. In L. A. Shepard & M. L. Smith (eds.), *Flunking grades: Research and policies on retention*. London: Falmer Press.
- Gullo, D. F. (1994). *Understanding assessment and evaluation in early childhood education*. New York: Teachers College Press.
- Hills, T. W. (1992). Reading potentials through appropriate assessments. In S. Bredenkamp & T. Rosegrant (Eds.), *Reaching potentials: appropriate curriculum and assessment for young children* (pp. 43-63). Washington, DC: National Association for the Education of Young Children.
- Hills, T. W. (1993). Assessment in context--Teachers and children at work. *Young Children*, 48(5), 20-28.
- Hills, T. W. (1998). Finding what is the value in programs for young children and their families. In C. Seefeldt & A. Galper (Eds.), *Continuing issues in early childhood education* (2nd ed., pp. 293-313). Upper Saddle River, NJ: Prentice-Hall.
- Holmes, C. T. (1989). Grade Level retention effects: A Meta-analysis of research studies. In L. A. Shepard & M. L. Smith (eds.), *Flunking grades: Research and policies on retention*. London: Falmer Press.
- Hubbard, R. S. & Power, B. M. (1999). *Living the questions: A guide for teacher-researchers*. York, ME: Stenhouse Publishers.
- Jamentz, K. (March 1994). Making sure that assessment improves performance. *Educational Leadership*, 55-57.
- Katz, L. (1994). Assessing the development of preschoolers. *ERIC DIGEST*.

- Katz, L. G. (1997). A developmental approach to assessment of young children. *Of Primary Interest*, 5(1), 1-2. Denver, CO: Colorado Department of Education.
- Linder, T. W. (1990). *Transdisciplinary play-based assessment*. Baltimore: Paul H. Brookes.
- Linder, T. W. (1993). *Transdisciplinary play-based intervention*. Baltimore: Paul H. Brookes.
- McAfee, O. & Leong, D. (1994). *Assessing and guiding young children's development and learning*. Boston: Allyn and Bacon.
- Meisels, S. J. (1994). *Developmental screening in early childhood: A guide* (4th ed.). Washington, DC: National Association for the Education of Young Children.
- Meisels, S. J. (1987). Uses and abuses of developmental screening and school readiness testing. *Young Children*, 42(2), 4-6, 68-73.
- Meisels, S. J. (1989). High-stakes testing in kindergarten. *Educational Leadership*, 46(7), 16-22.
- Meyer, C. (1992). What's the difference between authentic and performance assessment? *Educational Leadership*, 48(8), 39-40.
- Mindes, G., Ireton, H., & Mardell-Czudnowski, C. (1996). *Assessing young children*. Albany, NY: Delmar.
- Missouri Department of Elementary and Secondary Education. (1998). *Assessment standards for Missouri public schools*. Jefferson, MO: Author.
- National Association for the Education of Young Children. (1988). Position statement on standardized testing of young children 3 through 8 years of age. *Young Children*, 43(3), 42-47.
- National Association for the Education of Young Children. (1990). Position statement on school readiness. *Young Children*, 46(1), 21-23.
- National Association for the Education of Young Children, & National Association of Early Childhood Specialists in State Departments of Education. (1991). Guidelines for appropriate curriculum content and assessment in programs serving children ages 3 through 8. *Young Children*, 46(1), 21-38.
- National Board for Professional Teaching Standards. (1998). *Middle childhood/generalist standards*. Southfield, MI: Author.
- Perrone, V. (1991). *Expanding student assessment*. Virginia: Association for Supervision and Curriculum Development.
- Puckett, M. B., & Black, J. K. (1994). *Authentic assessment of the young child: Celebrating development and learning*. New York: Merrill/Macmillan.
- Rasala, S. M. (1989). Assignment in kindergarten: introduce a new curriculum. *Young Children*, 44(5), 60-66.
- Roderick, M. (1995). Grade retention and school dropout: Policy debate and research questions. *Research Bulletin* (Phi Delta Kappan, No.15). Washington, D. C.
- Silverlake, A. C. (1999). *Comprehending Test Manuals*. CA: Pyrzak Publishing.
- Shepard, L. A. & Smith, M. L. (1988). Flunking kindergarten: Escalating curriculum leaves many behind. *American Educator* (Summer/Volume 3).

- Shepard, L. A. & Smith, M. L. (1989). Academic and emotional effects of kindergarten retention in one school district. In L. A. Shepard & M. L. Smith (eds.), *Flunking grades: Research and policies on retention*. London: Falmer Press.
- Shepard, L. A. & Smith, M. L. (1989). Teachers' beliefs about retention. In L. A. Shepard & M. L. Smith (eds.), *Flunking grades: Research and policies on retention*. London: Falmer Press.
- Shepard, L. A. (1997). Children not ready to learn? The invalidity of school readiness testing. *Psychology in the Schools*, 34(2), 85-97.
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- Trice, A. D. (2000). *A handbook of classroom assessment*. New York: Longman.
- Walsh, D.J., Ellwein, M. C., Eads, G. M., & Miller, A. K. (1991). Knocking on kindergarten's door: Who gets in? Who's kept out? *Early Childhood Research Quarterly*, 6, 89-100.
- Wiggins, G. (1993). Assessment: authenticity, context, and validity. *Phi Delta Kappan*, 75(3), 200-214.
- Wortham, S. C. (1995). *Measurement and evaluation in early childhood education*. Englewood Cliffs, NJ: Merrill.
- Wortham, S. C. (1996). *The integrated classroom: The assessment-curriculum link in early childhood education*. Englewood Cliffs, NJ: Merrill.
- Wortham, S. C. (2001). *Assessment in early childhood education* (3<sup>rd</sup> ed.). Englewood Cliffs, NJ: Merrill.

#### **Web Sites:**

- American Educational Research Association (1997). Measurement and Research Methodology [Online]. Available: <http://www.era.net/> [Accessed 6 Oct. 1998].
- Appropriate Assessment Methods and Users (1997). Essay on the purposes of assessment and describes the various measures available, including criterion-referenced tests, norm-referenced tests, and curriculum-based information [online]. Available: <http://www.enc.org/reform/fworks/000221/280199s3.htm> [Accessed 7 Oct. 1998].
- Council for Exceptional Children (1997). Information of Assessment [online]. Available: <http://www.cec.sped.org> [Accessed 8 Oct. 1998].
- Emerging Student Assessment Systems for School Reform (1997). Article on alternative and new assessment practices due to school reform [online]. Available: <http://www.uncg.edu/edu/ericcass/assessment/diga11.html> [Accessed 9 Oct. 1998].
- ERIC Clearinghouse on assessment and Evaluation (1997). Information concerning educational assessment and resources to encourage responsible use of tests [online]. Available: <http://www.ericsp.org/#top> [Accessed 7 Oct. 1998].
- Work Sampling Web Site: <http://www.rebusinc.com/index2.html>

