

Dr. Teresa Banks, Instructor

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Office hours: Tues-Thurs.8:30a-12:00p

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**EC 305 Data Analysis, Assessment and Evaluation**

Course Text*: Assessment in Early Childhood Education (7th Ed)*

Worth, Sue & B. Hardin Pearson Publication Upper Saddle River, NJ

**COURSE DESCRIPTION AND PURPOSE:**

The assessment of student performance is one of the most difficult and most important of all tasks performed by teachers and must be ongoing as well as proactive in nature. It begins with the identification of learning goals and subsequently involves diagnosis of student needs, provision for effective instruction with feedback, and use of assessment results to improve

teaching as well as learning. This course will provide candidates with the assessment tools necessary to enhance learning for diverse student populations. The course will address ways to assess higher order cognitive objectives and authentic tasks to improve instruction. Candidates will participate in activities that will enhance understanding of assessment task development, analysis, and interpretation of results. Documenting student performance and progress both for instructional and accountability purposes will be emphasized. Candidates will develop and use new assessment paradigms to enhance students’ learning, communicate with parents and students, and create change regarding views toward assessment. Candidates will become familiar with quantitative and qualitative concepts and practices used to evaluate student learning in the classroom. They will learn how to communicate assessment results to their learners.

**Goals**

This course provides an introduction to basic educational measurement concepts and principles. The focus of the course is on the application of these concepts and principles in K-12 education contexts. Topics include: types of tests; test development, item writing; test administration; evaluating tests and test items; and interpreting test results.

**COURSE OUTCOMES (CO):**

Upon successful completion of this course, the candidate will be able to:

1. Appropriately use the language of assessment.

2. Identify several specific roles or purposes of educational assessment and the types of assessment appropriate for each.

3. Distinguish between criterion and norm referenced interpretations.

4. Properly interpret selected standardized test results.

5. Explain the role of measurement and assessment in the instructional process.

6. Construct valid and reliable classroom tests and assessments that measure a variety of learning outcomes, including authentic and performance-based assessments, for diverse student populations.

7. Explain the concepts of validity and reliability and their role in the construction, selection, interpretation, and use of tests and measurements.

8. Develop and manage his/her own assessment systems and instruments.

9. Administer, score and interpret tests and assessments properly and use their results effectively.

10.Clearly state instructional goals and objectives (including QCC’s)in ways that facilitate construction of assessments and thereby matching assessment alternatives to goals/objectives in relation to his/her philosophy of teaching and his/her instructional strategies.

**Teaching/Learning Strategies and Other Course Information**

Class meetings will involve primarily lecture, discussion, and small group work. Students are strongly encouraged to work in groups to facilitate understanding of the concepts covered in the course. Students should attend each class meeting, notifying the instructor of any anticipated absences. Course readings and assignments contribute substantially to the learning experience and should be completed according to the schedule provided. Late assignments will not receive credit; examinations will be given only at the scheduled time. This course is aligned to the School of Education conceptual framework (see http://soe.unc.edu/about/framework.php). If you have a medical condition/disability that may require reasonable accommodation to ensure equal access to this course, please contact the Department of Disability Services

**NAEYC STANDARDS**

STANDARD 3: OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG

CHILDREN AND FAMILIES

STANDARD 5: USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL

CURRICULUM

STANDARD 6: BECOMING A PROFESSIONAL

STANDARD 7: EARLY CHILDHOOD FIELD EXPERIENCES

**COURSE POLICIES & PROCEDURES:**

**1. Class Attendance/Participation:**

Attendance, timeliness, and participation are required as part of your grade. The University’s policy states that more than the allotted number of excused absences for any reason will result in failure of the course. The allotted number of absences for this course is **ONE. Additional absences after the first absence will reflect a demotion in the candidate’s letter grade**. ***Additionally, three (3) tardies/leaving early will equal one absence.***

**2. Assignment Submissions:**

**Assignments are due on dates assigned by the instructor**. Dates of major assignments are listed in the syllabi, additional outside assignments date will be given during class. Late assignments will not be graded unless extreme circumstances arise and a valid excuse is provided to the instructor within 1 week after class meet.

**3. ADA/STUDENTS WITH SPECIAL NEEDS:**

(For your reference) Mississippi Valley State University’s ADA (American with Disabilities Act) Office offers students with disabilities (as defined by the ADA definition of a disability) accommodations according to provided documentation(s). Disability may include learning, psychiatric, physical disabilities, or chronic health disorder. A disability is a permanent condition which substantially limits one or more major life activities. For additional information contact MVSU ADA Office at (662) 254-3434.

**4. PLAGARISM/ACADEMIC INTEGRITY:**

(For your reference) Honesty and integrity are essential values of the Valley’s mission to pursue truth and knowledge. Therefore, cheating in any fashion will not be tolerated, including, but not limited to plagiarizing another’s words, work, or ideas on class assignments. All work is intended to be your own. Please see MVSU undergraduate catalog pp. 112-114 for the grading policy.

**5. TECHNOLOGY:**

The use of computers, ipads, readers and especially ***CELLPHONES*** are prohibited during class time unless specified by the instructor for use during a given assignment. Students who insist on using such devices during class will have 5 points deducted from grade per warning.

**GRADING:**

90-100= A 89-80 = B 79-70 = C 69-60 = D below 60 = F

**COURSE ASSIGNMENTS**

**DISCLAIMER: THE INSTRUCTOR RESERVES THE RIGHT TO ADJUST THE ASSIGNMENTS AND LECTURES AS NEEDED.**

***Disclaimer: The instructor reserves the right to adjust schedule as needed.***

**COURSE SCHEDULE**

**Date Assignments**

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| **Week 1** | **Review syllabi and assignments, course expectations** |
| **Week 2** | **Chapter 1:** An Overview of Assessment in Early Childhood |
| **Week 3** | **Chapter 2:** How Infants and Young Children Should Be Assessed  **Assignment due: School takeover essay** |
| **Week 4** | **Quiz 1: Chapters 1 &2**  **Assignment due: article 1** |
| **Week 5** | **Chapter 3:** How Standardized Tests Are Used, Designed, and Selected  Assignment: Group Discussions |
| **Week 6** | **Chapter 4:**Using and Reporting Standardized Test Results  Assignment: Guest Speaker |
| **Week 7** | **Mid Term Examination** |
| **Week 8** | **Chapter 5:** Classroom assessment Document  **Assignment Due: Video analysis** |
| **Week 9** | **Chapter 6:** Observations  Assignment: In class video observations and analysis |
| **Week 10** | **Quiz 2: Chapters 5 & 6**  **Assignment Due: Article 2** |
| **Week 11** | **Chapters 7:**Checklists, Rating Scales, and Rubrics & 8: Teacher-Designed Assessment Strategies  Assignment: analyze and practice using rating scales |
| **Week 12** | **Field observation day**  ***Candidates should make sure proper signatures are provided on field observation form complete assignment as discussed in class.*** |
| **Week 13** | **Quiz Chapters 7 & 8**  **Assignment due: Field observations** |
| **Week 14** | **THANKSGIVING BREAK** |
| **Week 15** | **Chapters 9-11** Chapter 9: Performance-Based Assessment Strategies, Chapter 10: Portfolio Assessment, & Chapter 11 Communicating With Families  **Assignment: Chapter Presentations** |
| **Week 16** | **Final Examination** |