

Dr. Teresa Banks, Instructor

Office: 230 OP Lowe

Email: [Teresa.banks@mvsu.edu](mailto:Teresa.banks@mvsu.edu)

Phone: 662-254-3698

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

Monday and Friday: by appointment

**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 provide 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.**

**School Take over: 40 pts. Due date: September 6**

In order to help candidates understand the importance of data analysis, assessments and evaluations, you will research the impact of school take overs on school districts in the United States. Be sure to include outcomes of this process as it relates to student achievement. Then determine how many school districts in Mississippi have been taken over in the last six (6) years. What have been the outcomes of these schools? What were key factors in the school take overs? Provide pertinent factors related to take overs and what is in place to bring student achievement to satisfactory level. Go to the following website: **reports.mde.k12.ms.us** analyze each district under conservatorship use current year report card to assess the grade received, then go to(top of page) state, district or school to observe total enrollment and ethnic groups. What does the information from MDE provide regarding these schools? Make sure your writing is supported by referred articles and or teacher/administrator interview. This should be 5-7 pages using APA format. Be sure to site research based articles to support your findings.

**Journal Articles: 30pts. Each Due dates: September 13(A1) & October 26 (A2)**

Candidates will provide a written critique of a referred journal article relating to assessment, test and evaluations using the format provided. Articles will be submitted and discussion will be shared in class. See journal article critique format on page 5 and 6.

**Video critiques: 60pts Due date: October 11**

You will select two of the eight videos form the assessment series using the steps provided.

Go to : [www.learner.org](http://www.learner.org), 2) Under the Blue teacher Resource Tab select Mathematics, K-2, 3)

on the top of the page select video series, 4) click video series, 5) scroll down, select

Assessment in Math and Science: What’s the point? You will select 2 of the following videos; video 1,5,6,7 or 8. After watching your selected videos, provide a 3-4 page reflection of the videos to include: Video topic, an overview of the video, key concepts address, concept covered and area for each video. Compare and contrast the concept and key focus in both videos, discuss how the information provided would be beneficial for your district, how does the videos address assessment issues and to what degree? Additional key take a-ways you found from these videos.

**Midterm and Final Examinations: 100 pts. Each Due dates: October 4 (MT) & Dec.6 (FE)**

The midterm and final examinations will focus on the readings of the texts and information from lectures, class discussions, and class activities. Most likely, the examinations will consist of multiple choice questions, true/false statements, matching, short answer, and/or problem solving questions.

**QUIZZES 40pts and IN-CLASS ASSIGNMENTS: 20 pts. Due date: Throughout the semester**

Quizzes will be given at the beginning of the class. Candidates who arrive more than 10 minutes late will not be allowed to take the quiz for that class.

In-class assignments are given as reinforcement to the class lecture and reading to help candidates make connections to as well as further their understanding of the topic. Candidates cannot make up these assignments.

**Field Observation Requirements:**

**A. Teacher Interviews: 50 pts. Due date: November 15**

Each candidate will interview two different grade level teachers of his/her choice who are currently teaching (a teacher in Pre-K-3). The purpose of the interviews is to find out how classroom teachers form perceptions and expectations about their students in the first few days of school and informally throughout the school year as well as how he/she evaluates student progress and assigns grades. What is it that teachers need to know at the outset of instruction? What clues do teachers use to “size up” students? Obtain a list of all the different types of assessments that are used throughout the year and the purpose of each by each teacher interviewed. Include informal and formal, formative and summative assessments. Be sure to attach examples of assessments from your selected teacher Interview results, including all questions asked and answers given should be submitted in a written report. What are some of the problems that affect the quality of assessments? Compare and Contrast teacher’s responses. What did you take away from this assignment/How will this assist you in understanding assessments and test? How will you use the outcomes to prepare you in developing test and monitoring students? Interview results and conclusions will be shared in class.

**B. Classroom Testing or Assessment: Observation 50 pts. Due date: November 16**

Observe a grade level of your choice (K-3 for ECE majors) during a testing or assessment situation. After your observation type a 3-5 page reflective paper describing the testing situation. Include the following in your paper.

1. A description of the testing/assessment environment (lighting, temperature, seating arrangement, etc.).What was the overall atmosphere like?

2. A thorough description of the test or assessment (attach a copy).

3. An analysis of preview time before administering the assessment.

4. An analysis of directions given (verbal/written, clear/unclear, simple/detailed, time allowed for questions).

5. An analysis of allowances for student diversity (consider learning styles and multiple intelligences).

6. A description of any management techniques used to keep children on task and to facilitate use of time.

7. Your reaction to the assessment, including any changes you would make. Explain why you would make those changes. If you would not make any changes, explain why not.

8. Provide/attach a copy of the test that you observed. Develop a re-test of the test you used for students who may not have performed well.

**BOTH ASSIGNMENTS SHOULD BE SUBMITTED IN A PAPER FOLDER WITH A DIVIDER OF EACH ASSIGNMENT A AND B.**

**Critique of Journal Article**

Answer the following questions in essay format:

1. THE MAIN PURPOSE OF THIS ARTICLE IS \_\_\_\_\_\_\_\_\_\_\_\_\_.
2. The key question that the author is addressing is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Figure out the key question I the mind of the author when s/he wrote the article.)
3. The most important information in this article is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Figure out the facts, experiences, data the author(s) is using to support his/her conclusion.)
4. The main inferences/conclusion in this article are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Identify the key conclusions the author come to and the presents in this article.)
5. The key concept(s) we need to understand in this article is(are)
6. The main assumption(s) underlying the author’s thinking is (are) \_\_\_\_\_\_\_\_\_\_\_\_. (Figure out what the author is taking for granted (that might be questions).
7. If we take this line of reasoning seriously, the implications are\_\_\_\_\_\_\_\_\_\_.
8. If we fail to take this line of reasoning seriously, the implications are \_\_\_\_\_\_\_\_\_\_. (What consequences are likely to follow if people ignore the author’s reasoning?)
9. The main point(s) of view presented in this article is (are) \_\_\_\_\_\_\_\_\_\_\_. What is the author looking at, and how is s/he seeing it? Discuss your reaction. Did you enjoy reading the article? Is the information contained in the article feasible, believable and beneficial? Did it make you think differently about the issue? The journal from which you take the article cannot be over seven years old. Please include a copy of the article site and reference page in APA format.

***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 |
| **Week 6** | **Chapter 4:**Using ad Reporting Standardized Test Results |
| **MID-TERM** | **Mid Term Examination** |
| **Week 8** | **Chapter 5:** Classroom assessment Document  **Assignment Due: Video analysis** |
| **Week 9** | **Chapter 6:** Observations |
| **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 |
| **Week 12** | **Field observation day** |
| **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 |
| **FINAL -EXAM** | **Final Examination** |

**References**

1. Worth, Sue & B. Hardin *Assessment in Early Childhood Education (7th Ed). P*earson Publication Upper Saddle River, NJ
2. Van Hemel, Susan, B. & C.E. Snow (2008). Early Childhood Assessment: Why what and How. National Research Council on the National Academies
3. Haley, Jane E. (2004). Your Child’s Growing Mind (3rd ed.)Broadway Books, Random House Inc., New York, NY

**Web References**

<https://www.naeyc.org/resources/topics/assessment>

<http://resourcesforearlylearning.org/fm/early-childhood-assessment/>

<https://www.cde.state.co.us/early/ecassessment-purpose>

<https://www.southernearlychildhood.org/>