

EDUC 2280 Educational Assessment
Course Syllabus: Spring 2014

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Location and Time: Ketner 213 6:00pm

Catalog Description:

The development, evaluation and application of tests and procedures in the measurement of intelligence, aptitude and behavior. Prerequisite: MATH 1132.

- A. Student Learning Outcomes:** The purpose of this course is to enable the student to:
1. demonstrate an understanding of the major principles and guidelines involved in the development of standardized tests (how and why tests are developed);
 2. describe the goals, benefits and uses of the assessment process.
 3. describe the types of psychological tests available and the major sources of information about these tests;
 4. make informed and critical evaluations of tests and other assessment methods;
 5. explain how test results should be used in making decisions which will best serve the interests and needs of the individual;
 6. demonstrate an understanding of the ethical and social implications in the use of psychological tests; and
 7. demonstrate competency in the selection, development, administration, scoring and interpretation of psychological tests.

The course is designed to assist students in developing a knowledge base of what teachers should know and be able to do. The readings, discussions, and activities are aligned with the mission statement of Catawba College Department of Teacher Education, which states, "to prepare reflective practitioners who possess the professional knowledge, skills and dispositions necessary for effectively teaching students in a diverse society." This course will prepare teacher candidates by addressing knowledge and dispositions found in the Catawba College Department of Teacher Education's Teacher as Reflective Practitioner: Conceptual Framework.

- B. B-K Learning Outcomes:** The purpose of this course is to enable Birth-Kindergarten professionals to:
- **Standard I:** Apply comprehensive knowledge of typical as well as atypical patterns of child development.
 - **Standard II:** Foster relationships with families that support children's development and learning
 - **Standard III:** Build community partnerships in support of children and families

- **Standard IV:** Use authentic, ongoing assessment of children's abilities to plan, implement, and evaluate programs that build upon each child's unique strengths
- **Standard V:** Create and adapt environments and intentionally plan and implement an integrated curriculum

C. Materials

- Text: Nilsen, B.A. *Week by Week: Plans for Documenting Children's Development*. (6th ed.). Cengage Learning.
- Three-Ring Notebook to collect assessment data

D. Academic Dishonesty: Anyone caught cheating in any form is subject to an "F" in the course, and/or disciplinary action by the college. This pertains to all coursework, including tests, projects, and presentations.

E. Policy for Professor Absence or Inclement Weather: In the event that Catawba's classes are cancelled or the instructor is not able to make it to class due to weather, illness or a personal emergency, whatever was scheduled on the cancelled day (course content, test, an assignment, etc.) will occur during the next scheduled class or assignments will be due on Blackboard. Announcements will be posted and/or assignments will be available on Blackboard to keep everyone informed and on schedule.

F. Participation: Participation points will be awarded for attending class, demonstrating a professional attitude, participating in class discussions; completing blackboard activities and in-class activities.

Instructional methods and activities will include lecture/discussion, small group problem-solving discussions, blackboard discussions and assignments, assessment of children, evaluation of standardized assessment tools, and individual presentations. You are expected to be present and on time for each class meeting. A student that is repeatedly tardy for class will receive a reduction in points for participation. The policy stated in the College Catalogue on class attendance applies to this class. Be aware that a failing grade will be assigned to any student who misses more than one-quarter of the class meetings. (2 Classes)

You are also expected to have read the assignment, completed writing assignments, completed blackboard activities and be ready to participate in class discussions and activities. Your thoughtful participation in class discussions will make the course more meaningful to you and make it a more interesting course for the entire class.

Courtesy and professionalism is required. At times we will discuss controversial issues that typically generate diverse opinions. You are encouraged to express your opinion but you are also expected to respect the opinions of your classmates. Students who exhibit rude or disrespectful behavior to the professor or other students will be asked to leave the class.

This is a hybrid format course, which means the course is web-enhanced and students will have some activities in Blackboard. The timely submission of these activities is the attendance in class for that session. Dates that will be solely online are indicated in the syllabus.

Students will also be required to have access to early childhood classroom environments for some of the assignments. Students who are not currently in a Preschool setting will need to make arrangements to observe in an appropriate classroom. Students needing to be placed in a developmentally appropriate setting or who would like a different experience than their current work environment should see the instructor for placement. **100 Points**

G. Grading:

Class Participation/Professionalism/Blackboard/Attendance	100pts
Journal Article Reviews (2)	150pts
Assessment Instrument Review (2)	50pts
Classroom Assessment and Action Plan	100pts
Professional Presentation (Assessment Portfolio)	200pts
	600 points

Grading Scale:

A	97-100	600-582 Points
A-	93-96	581-558 Points
B+	91-92	557-546 Points
B	87-90	545-522 Points
B-	85-86	521-510 Points
C+	83-84	509-498 Points
C	79-82	497-474 Points
C-	77-78	473-462 Points
D+	75-76	461-450 Points
D	72-74	449-432 Points
D-	70-71	431-420 Points
F	Below 70	419 Points or less

H. Assignments:

Journal Article Reviews: Students will review recent **professional** journal articles with topics related to a current issue in the testing and assessment of young children. *First article will need to be approved by instructor prior to writing review. It will be the student’s responsibility to make sure the remaining article meets the research guidelines. The articles should have been published within the last 5 years and from a reputable research journal. (Ex. *Parent Magazine* and other online articles not located through *NC Live* will not allowed) After reading the articles, students will describe the major points of the article, how to use the information in a classroom or early childhood program and the reaction to the article. A template will be provided in class. **150 Points**

- Typed-Double-spaced
- 12-font- Times New Roman
- 2-3 pages (1/2 inch margins)

Assessment Instrument Review: Students will need to locate two professional assessments beyond what is currently being utilized in their own classroom or observation site. Using the provided template, students will thoroughly review the assessments and make

comprehensive recommendations about utilizing or not utilizing the assessments in a
Preschool or Kindergarten classroom. **50 Points**

- Typed in template format
- 12 font- Times New Roman
- 3-4 pages (template questions and recommendations)

Classroom Assessment and Action Plan: Utilizing an approved classroom assessment tool, students will conduct a classroom assessment on a classroom other than their own. Students will observe different parts of the day (group time, lunch, outdoor play, parent drop-off or pick-up, etc.) Students will also complete a materials checklist. After the observation, students will create an action plan for classroom improvements. The action plan will be compiled in a professional manner with a cover page, a cover letter and recommendations based on the observation and assessment tools. Sharing the assessment results with the classroom teacher and administration is optional. (Approved assessments: ECERS, SACERS, CLASS, or NAEYC Classroom Assessments) **100 Points**

- Assessment and Materials Checklist Completed Neatly
- Typed-Double-spaced
- 12-font-Times New Roman

Assessment Portfolio- Professional Presentation: Students will choose five children to follow during the duration of this course. The children may be from the student’s own classroom if the student works in a class with children ages 2 - 5. *If students do not work in an environment with the specified age children, then they will need to be officially placed by the instructor in a learning environment due to the length and nature of observations.* As we cover each of the assessment strategies, students will assess each of the five children using that particular type of assessment. Based on the information collected from ongoing assessment throughout the course, an assessment analysis will be completed on the final data. A professional presentation of the data results will be presented using Power Point or Keynote presentation. A typed reflection on what was learned through this process will accompany the presentation. **200 Points**

The presentation should include:

- Introduction of the five children (age 2 - 5)- initials or alternate names can be used
- Summary of assessment data for each child & an easy to read visual (excel or other data collection format)- in a condensed and understandable format
- Photos of each child (with proper permission)
- Teaching/planning implications for each child based on assessment data

TENTATIVE Course Outline and Schedule

Date	Topic	Reading	Assignments
Thursday 3/13/14	<ul style="list-style-type: none"> • Introduction • Overview of Ways to Assess • Class List Log • Anecdotal Records 	Chapter 1 Chapter 2	*Choose five children (age 2-5) to observe for the Assessment Portfolio

Monday 3/17/14	<ul style="list-style-type: none"> • Checklists for Physical Development • Running Record for Social Development • Frequency Counts for Emotional Development 	Chapter 3 Chapter 4 Chapter 5	Journal Article #1 Approved in Class
Thursday 3/20/14 ONLINE	<ul style="list-style-type: none"> • Standardized Test Dilemma • Rating Scales for Literacy 	Chapter 8 Chapter 9	Journal Article Review 1 Due in Blackboard Blackboard Assignment
Monday 3/24/14	<ul style="list-style-type: none"> • Work Samples for Creativity • Utilizing Technology for Assessment • Program and Classroom Assessments (Materials and Interactions) 	Chapter 10 Chapter 11 Chapter 13	Journal Article Review 2 Due in Blackboard
Thursday 3/27/14 ONLINE	<ul style="list-style-type: none"> • Portfolio for Communicating with Families 	Chapter 14	Blackboard Assignment
Saturday 3/29/14 ONLINE	<ul style="list-style-type: none"> • Conversations for Language Development 	Chapter 6	Assessment Instrument Review Due in Blackboard Blackboard Assignment
Monday 3/31/14	<ul style="list-style-type: none"> • Time Samples for Attention Span 	Chapter 7	Classroom Assessment & Action Plan Due
Thursday 4/3/14 ONLINE	<ul style="list-style-type: none"> • Assessment Review and Work Session 		Blackboard Assignment
Monday 4/7/14	<ul style="list-style-type: none"> • Assessment Portfolio Presentations 		Professional Presentation and Culminating Activity