

College of Education

The University of Memphis

Standard Syllabus

Course: ECED 3555

Department: Instruction and Curriculum Leadership

Course Title: Observation and Assessment of Infant and Early Childhood Development.

Hours: 3

Level: Undergraduate

Core/Required: Yes

Offered: Fall Spring

Format:

Discussion, lecture, group activities, reflections about content

Catalog Description:

A developmental perspective on measurement and evaluation in the early childhood years. Considers standardized tests, observations, checklists and rating scales, as well as tests designed by teachers; their advantages and disadvantages for use with young children; and professional, ethical issues regarding evaluating young children.

Nature of Students to be Served:

This professional methods course will be taken by students in the Human Development and Learning Major seeking certification in Early Childhood Education.

Prerequisites:

EDPR 2111 - Development Across the Life Span
EDPR 3300 - Infant Development
EDPR 3301 - Early Childhood Development

If you have not completed all 3 prerequisite courses you must have completed at least 2 of these courses and be currently enrolled in the 3rd.

Corequisites:

None

Acceptable Substitutes:

None

Suggested Texts:

Required texts:

Leonard, A. (1997). I Spy Something. Little Rock: SECA.

MacDonald, S. (1996). The Portfolio and Its Use. Book II: A Road Map for Assessment. Little Rock: SECA.

McAfee C. & Long, D. (1997). (3rd edition). Assessing and Guiding Young Children's Development and Learning. MA: Allyn & Bacon.

Brinson. ECED 3555 Course Packet

Professor of Record:

Cheryl Rike

Supporting Faculty:

Nature and Number of Evaluations and Other Major Requirements:

This will vary by semester and instructor. Typically, students will be expected to provide evidence of learning through the following:

- Take tests and a final examination
- Compose papers and conduct projects
- Engage in writing related to texts and professional journal readings (e.g., a reflection journal about young children's development)
- Design a developmentally appropriate informal test
- Complete the following for one child:
 - Informal observation
 - Parent interview
 - Quantitative observation
 - Write an informal report card on development to parents
 - Informal text (written by students based on developmental charts)
 - Case Study

Field experience: This course requires a total of 10 hours of field experience, in which students observe children in group settings using

a variety of observation techniques and assessment instruments.

Field

observations of individual children will be necessary in order to complete the case study settings. A primary focus of the field experience is the opportunity to learn about and practice ethical professional behavior regarding assessment and evaluation of young children, early childhood programs, and program personnel. Issues of confidentiality, family involvement, accuracy and meaningfulness in appropriate assessment will be addressed as early childhood teacher education students complete a comprehensive developmental case study of a single child.

Make-up Policy:

No credit (a zero) will be given for any assignment that is more than one week late unless prior arrangements are made. If there are extenuating circumstances you should discuss the situation with your instructor and make mutually agreeable alternative arrangements before the assignment is overdue.

Grading Policy:

Evaluation for this class is a standards-based assessment. This means that there is a criterion or standard performance that must be met by candidates in order to pass, and the content of the assessment is wholly determined by the content of the standards. This is different from norm-based testing, in which candidates are ranked in comparison to each other. In this course, we assess how the candidates do in comparison to standards set in the Tennessee and NCATE standards documents and in the rubrics that are derived from the standards. University grades will be based on holistic evaluation of complex performances using standards-based rubrics. The 4 score Family will be used in converting the rubric scores to final grades. Emphasis will be placed on progress made. Performance weight is varied for assignments depending on complexity and level of learning.

4.0 Score FamilyA+=4.25	A=4.0	A-=3.75
3.0 Score FamilyB+=3.74	B=3.0	B-=2.75
2.0 Score FamilyC+=2.74	C=2.0	C-=1.75
1.0 Score Family	D/F=below 1.75	

*In order to receive credit for ECED 3555, ECE/TEP candidates must satisfactorily meet the requirements for the Field Experience component of this course.

Please note that in keeping with the provisions of the Family Privacy Act it is the policy of the Department of Instruction and Curriculum Leadership that grades not posted. Therefore, if you wish to receive your grade for this course before the U of M Registrar sends grades, it is your responsibility to provide the instructor with a stamped, self-addressed envelope (not a postcard) at the time of the final examination.

*Plus/Minus grading will not be used.

Attendance Policy:

Candidates enrolled in the professional teacher education program in early childhood are expected to attend class, and actively and cooperatively participate in group discussion, activities, and assignments. Interactions with each other are critical to professional growth and development. Class attendance and cooperative engagement in the class cannot be duplicated in any other fashion. Moreover, student absence negatively affects the professional colleagues. In this regard, both class attendance and cooperative engagement in class activities are necessary for successful completion of this course. Poor performance in this important area of professional competence and conduct will adversely affect final course evaluations. Professional conduct includes, among others, interactions with peer colleagues, faculty, teachers in field experiences, parents and children; timely completion of assigned tasks and responsibilities; adherence to professional ethical standards adopted by NAEYC and; adherence to University policies regarding plagiarism (see U of M Student Handbook). Unprofessional conduct may result in dismissal from the Early Childhood Teacher Education Program.

Relationship of Course to Curriculum Sequence:

ECED 3555 is designed to provide teachers with knowledge, skills, and dispositions regarding early childhood assessment and evaluation. ECED 3555 is conceived to be an upper division, professional course based on the premise that the prospective early childhood teachers entering this course, bring with them knowledge about early childhood development. This course includes a field experience component, which entails observing one child in various academic contexts for 10 hours during the semester. Various assignments are completed while doing

these observation hours.

ECED 3555 is a component of the human development strand in the major of Human Development and Cultural Studies. ECED 3555 follows most of the General Education Curriculum requirements including EDPR 2211 - Development Across Life Span. Students will also have completed two advanced courses in infant/toddler and early childhood development (EDPR 3300 and EDPR 3301) before taking this course. The courses in the early childhood professional education curriculum will be taken with or after ECED 3555.

Course Objectives:

1. To understand the evolution of measurement and testing with young children.
2. To compare and contrast strategies for measurement and evaluation.
3. To understand design, interpretation, and considerations in choosing and evaluating standardized tests as well as the advantages, disadvantages and issues surrounding their use.
4. To develop the ability to use and report standardized test results, norm- and criterion-referenced tests.
5. To compare and contrast observation evaluation measures, their types and uses, advantages and disadvantages, and guidelines for use.
6. To develop the ability to use checklist and rating scale measures, understand how they are designed and used for evaluation and assessment; and their advantages and disadvantages.
7. To develop the ability to design and use classroom and teacher designed tests and assessments; their types, purposes, and advantages/disadvantages.
8. To understand the role of program evaluation, and the role of teachers in selecting and using tests and measurements with young children.
9. To study and apply professional positions on early childhood testing and evaluation; and to confront issues and advocacy regarding early childhood testing and evaluation, and ethical professional behavior.
10. To develop the ability to communicate assessment results to parents and related professionals.
11. To develop the ability to apply knowledge of normal human development and learning and their variations to interpretation of observation and assessment data.

Course Scope - Relationship to Knowledge Base and Skill Requirements:

The purpose of this course is to provide prospective teachers with knowledge, skills, and dispositions regarding early childhood assessment and evaluation. Field observations of young children are required in this course. Because the early childhood practitioner teaches in settings for infants, toddlers, preschoolers, and children in early elementary grades, teacher education programs are required by Tennessee licensure standards to adapt professional education knowledge and skills to meet the particular needs of the early childhood education teacher, especially regarding issues related to both school and non-school settings. ECED 3555 takes a birth to 9 years perspective on early childhood programs, and on observation and assessment of young children's learning and development within those programs.

Students who are preparing to become teachers of young children, those from pre-kindergarten through primary grades, must be prepared to measure or evaluate children who are in the period of development

called early childhood. Tests and other measurements designed for young children are different from those intended for children in elementary and secondary schools. Because infants and children through the age of 9 have developmental limitations and differences from older children, this course is designed to examine this content from a developmental perspective.

Professionally, early childhood teachers are required by Tennessee Early Childhood Licensure standards and by professional early childhood teacher education program standards (NAEYC/NCATE) to acquire knowledge and skills in observation, assessment, and evaluation of young children and early childhood programs.

More specifically, ECED 3555 is linked to the U of M Teacher Education Program's thematic strands in the following manner:

Technology

- The application and limits of technology to meaningful assessment of young children's learning and development.

Professionalism and Leadership

- The professional's responsibility to advocate for appropriate early childhood assessment and evaluation practices.
- Legal and ethical considerations regarding early childhood assessment and evaluation.

Human Diversity

- The impact of race, class, and gender on assessment and evaluation of young children.

Communication

- Reporting assessment and evaluation results to related professionals.
- Reporting assessment and evaluation results to parents.
- Receiving and sending information about children's development from parents and family members.

Management

- Record keeping related to observation.

Assessment

- Modifications of assessment and evaluation for children with special educational needs.
- Relationship between assessment and evaluation results and provision of special education services.

Learning Outcomes:

Evolution of measurement with young children.

- Current practices and trends in measurement and evaluation in early childhood education
- [1,2,3,8,9]

Strategies form measurement and evaluation

- Psychological tests
- Informal evaluation strategies
- [7,8,10]

Standardized tests

- Design, interpretation, and considerations in choosing and evaluating tests
- Advantages and disadvantages of standardized tests
- Issues in using standardized test results with young children
- [1,2,3,4,5,6,11]

Use of norm- and criterion-referenced tests

- Advantages and disadvantages of using norm- and criterion-referenced tests with young children
- Reporting test results to parents
- Reporting achievement on criterion-referenced objectives
- Use of standardized test scores
- [2,3,4,5,10]

Performance Based Assessments/Measures:

Observation evaluation measures

- Types and uses of informal evaluation measures
- Advantages and disadvantages of using informal evaluation measures
- Purposes and types of observation
- Observing development
- Guidelines for observation

Checklist and rating scale measures

- Checklists and how they are designed and used for evaluation and assessment
- Steps in checklist design
- Advantages and disadvantages of using checklists
- Rating scales and how they are designed and used for evaluation and assessment
- Steps in rating scale design
- Advantages and disadvantages of using rating scales

Classroom and teacher designed tests and assessments

- Purposes of classroom and teacher designed tests and assessments
- Types of tests used with preschool and primary-grade children
- How tests are designed and used
- Advantages and disadvantages of using rating scales

Portfolio Assessment

- Purposes for using the portfolio as an assessment tool
- How portfolios are designed and used
- Advantages and disadvantages of using an assessment portfolio

The role of program evaluation

- The role of teachers in selecting and using tests and measurements with young children
- Professional positions on early childhood testing and evaluation
- Issues and advocacy regarding early childhood testing and evaluation

Major Topics:

Evolution of measurement with young children.

Utilizing alternative assessments with young children.

Design, interpretation and use of standardized tests.

Utilizing informal, classroom tests and assessments.

Utilizing norm- and criterion-referenced tests.

Developing strategies for observing and assessing young children.

Understanding the importance of implementing the Portfolio Assessment.

Conducting alternative assessments that include anecdotes, parent interviews, quantitative assessments, and case studies.

Designing informal tests for young children.

Methods and Activities:

See Learning Outcomes.

Short Bibliography:

SUPPLEMENTARY READINGS

Fisher, B. (1995). Thinking and learning together. Portsmouth, NH: Heinemann