Elementary Education  
ECED 5325-501 Assessment in Early Childhood  
Fall 2021

Instructor: Tingting Xu  
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Fax: (936) 468-1701

Course Time & Location: Online  
Office Hours: Virtual office hours on Tuesdays 12-1pm or by appointment  
Credits: 3.0 hours  
Email: Via D2L

Prerequisites:

I. Course Description:

ECED 5325- Rigorous study of developmentally appropriate assessments, including standardized and authentic assessments in formal and informal contexts for the early childhood environment. Focus on best practices and technical aspects of classroom assessments. Content is enriched through experiences in the field.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This course is aligned with the mission of the College of Education (COE), which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The COE theme is “preparing professional educators who positively impact learning for all students.” In the COE at Stephen F. Austin State University, we are committed to the following core values:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community.

The Program Learning Objectives and Student Learning Objectives align with the mission of preparing competent reading professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to deliver reading professional development to adults in the field. The Program Learning Objectives are aligned to the International Reading Association (IRA) Standards. All content and assignments are aligned to these IRA standards.

To view the Conceptual Framework and complete list of proficiencies, visit http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/

PLOs and SLOs

PLO 3: OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES:
Candidates know assessment is central to the practice of professionals; design and select assessments to systematically observe, document, and assess children; and work in partnership with families and other professionals to positively influence development.

SLO 3.7 Candidates understand qualities of standardized assessments (reliability, validity, absence of bias, developmentally appropriateness) and use these qualities to choose appropriate assessments for classroom environments.
SLO 3.8 Candidates design classroom assessments, including performance tasks, portfolios, and authentic assessment, to gauge student understanding of learning outcomes.
SLO 3.9 Candidates design developmentally appropriate rubrics to assess student understanding of learning outcomes.
SLO 3.10 Candidates understand assessment data (standardized scores, percentile ranks, raw scores) and use this data to inform instructional decisions or plan instructional tasks.
SLO 3.11 Candidates understand how to use appropriate assessments for the identification of special populations, including students who show developmental delays and those who are advanced in comparison to age-level peers.
SLO 3.12 Candidates conduct assessments demonstrating professionalism and ethical behavior, including observing confidentiality of student information.
SLO 3.13 Candidates engage families as partners in assessing children.

PLO 6: GROWING AS A PROFESSIONAL:
Candidates are collaborative partners who conduct themselves as professionals and use ethical guidelines and professional standards, make informed decisions, and are informed advocates for sound educational practices and policies who recognize valid and credible research, evaluate, and synthesize it to inform practice.

SLO 6.1 Candidates demonstrate professional demeanor and behaviors.
SLO 6.2 Candidates demonstrate professional reflection of own work and work of others.
SLO 6.3 Candidates actively participate in class discussions, contributing to the greater knowledge and understanding of course content.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

A. Major Assignments (50 points)

1. **Formal-Based Assessment Project-LiveText assignment (15 points)**
   For this assignment, you will administer a formal individual measure of ability to a child. You will write a report based on your findings. If you do not have access to an appropriate instrument and/or a suitable subject in your home district, you may schedule time with the professor at the SFA Early Childhood Lab. You will submit a plan early in the semester to complete this project.

2. **Informal-based Assessment Assignment-LiveText assignment (15 points)**
   For this assignment, you will observe a teacher and children through a video, analyze your notes, and write a paper that included these components:
   - the informal assessment(s) observed
   - how the teacher uses the informal assessments to inform instruction
   - recommendations that you would make for future instruction of these students
   - why observations are important to early childhood education.

3. **Assessment Research Paper (20 points)**
   You will write a 1750-word paper (approximately three to five pages) that summarizes the current research about your chosen assessment topic and provides implications for future research.

B. Minor Assignments (50 points)

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<thead>
<tr>
<th>Task</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Syllabus and Module Quizzes</td>
<td>14</td>
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<tr>
<td>2. Discussion Board Posts: Introduction Discussion, Rubric Assignment &amp; Affective Discussion</td>
<td>12</td>
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<tr>
<td>3. Formal-based Assessment Parent Letter Assignment</td>
<td>5</td>
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4. Reliability, Validity, and Bias Assignment 6
5. Formal-based Assessment Plan Assignment 5
6. Assessment Research Topic Assignment 3
7. Teacher-created Test Assignment 5

**TOTAL POINTS FOR MINOR ASSIGNMENTS** 50

**NOTE:** Late/missed assignment is not acceptable and will be graded “0”. If accepted due to some circumstances, the assignment will receive only 50% of the grade maximum. You receive two (2) bonus points when you complete the course evaluation.

**IV. Evaluation and Assessments (Grading):**

**Grading Scale:**
- A (100-90%)—90 to 100 points
- B (89-80%)—80 to 89 points
- C (79-70%)—70 to 79 points
- F (69% or below)—69 and below points

In order to receive an “A” in this course, ALL assignments must be completed. **Failure to complete any assignment will result in a zero for that particular assignment and an automatic reduction of the course grade earned by one letter grade for each missed assignment**, regardless of the total number of points earned!
V. Tentative Course Outline/Calendar:
This is the official tentative timeline for this course. Refer to it frequently to stay current on due dates/deadlines. It is a good idea to print this timeline, have it readily available, and mark your personal calendar with due dates/deadlines. All Initial Discussions are due on Thursdays by 11:59 p.m., Central Standard Time, and all Discussion Replies (to 3 others’ Initial Posts) are due on Sundays by 11:59 p.m., Central Standard Time. All Dropbox assignments and Quizzes are due on Sundays by 11:59 PM, Central Standard Time, except for Formal-based Assessment Plan Assignment. Assignments in the last week will be due on Oct 8th by 5 p.m., Central Standard Time.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Module(s)</th>
<th>Actions</th>
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<tbody>
<tr>
<td>Week one</td>
<td>Before Class</td>
<td>Read - all files in modules: Before Class Begins, Syllabus and Timeline, LiveText, &amp; APA, Article: <em>A Terse Self-Test about Testing</em> Quiz - Syllabus Quiz (You can take this quiz multiple times until you are satisfied)</td>
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<tr>
<td>August 23-29</td>
<td>Module 1: Course</td>
<td>Read - Textbook: Popham, Ch 1-5; Wortham Ch 5 Quiz - Module 1 Quiz Dropboxes - Formal-based Assessment Parent Letter Assignment &amp; Reliability, Validity, and Bias Assignment</td>
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<td></td>
<td>Introduction, Types of Assessment</td>
<td>Read - Textbook: Wortham, Ch 1-4 Articles: Total Assessment Process of Infants and Toddlers, Formal Assessments of Young Children, Early Childhood Building Blocks, Early Childhood Curriculum, Assessment and Program Evaluation, Principles and Recommendations for Early Childhood Assessments</td>
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<tr>
<td>Aug 30-Sep 5</td>
<td>Module 3: Standardized and Formal-based Assessments 2</td>
<td>Read - Popham Ch. 6,7,11; Wortham, Ch 9; Kingore Ch. 8 Article: Thinking Like an Assessor, Dropboxes – Teacher-created Test Assignment &amp; Assessment Research Paper Topic Assignment</td>
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<td>Week 3</td>
<td>Module 4: Classroom Assessments 1</td>
<td>Read – Popham Ch 8 ; Wortham Ch 7, 8 ; Kingore Ch. 6, 7, Articles: Self-Assessment Through Rubrics, How to Create Rubrics, Observation, Assessment, and Portfolios in the Early Childhood Classroom Quiz - Module 5 Quiz Discussion - Rubric Assignment Dropboxes - Informal-based Assessment Assignment</td>
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<td>Sep 6-12</td>
<td>Module 5: Classroom Assessments 2</td>
<td>Read - Popham Ch 10-12, Wortham Ch 10 Assessment Research Paper Directions Discussion - Affective Assessment Discussion Quiz – Module 6 Quiz</td>
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<td>Week 6</td>
<td>Module 6: Classroom Assessments 3</td>
<td>Read - Popham Ch 9, Wortham Ch 11 Quiz – Module 7 Quiz (Due by 5:00pm) Dropboxes – Assessment Research Paper Assignment (Due by 5:00pm) Checklist - Module 7</td>
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<tr>
<td>Sep 27-Oct 3</td>
<td>Module 7: More About Assessment</td>
<td>Read - Popham Ch 9, Wortham Ch 11 Quiz – Module 7 Quiz (Due by 5:00pm) Dropboxes – Assessment Research Paper Assignment (Due by 5:00pm) Checklist - Module 7</td>
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VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Required:


Recommended:


LiveText
This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

VII. Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible
for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**Student Code of Conduct: Policy 10.4**

Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services  
[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)  
Human Services Room 202  
936-468-1041

**Crisis Resources:**

Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline  1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741

**IX. Other Relevant Course Information:**

**Assignment Policy**

Students must read all assignments and be prepared to participate in D2L discussions. All students are expected to complete assignments on the due date. In order to receive an "A" in the course, ALL assignments must be completed. **Late work receives "0" points and indicates completion.** Of course, extenuating circumstances are always considered. Written work in which the use of the English language is not at an acceptable level for a university graduate student will be returned and marked "Unacceptable" and a zero assigned.
Drop Class

Sometimes students find it necessary to drop a course. Should you need to drop a course, it is a common (and professional) courtesy to notify the instructor of record. Failure to notify the instructor leaves him or her wondering why you are not participating in class or replying to emails.

Life Happens

In the event “life” happens to you and you see it will affect your work, it is your responsibility to contact your professors at the earliest moment possible. Often times we can provide assistance and help you handle the stresses of graduate school while dealing with your crisis or extenuating circumstance(s). To better enable me to help you, contact me immediately; do not wait until your situation is almost resolved.

Work Policies

- Late Work—Late work receives no points unless there is prior approval from the instructor.
- Make-up Work Policy—The decision whether to accept make-up work is at the discretion of the instructor of record. In general, make-up work will be accepted two days from the original due date. No make-up work will be accepted the last week of the session.
- “Redo Work” Policy—Some assignments may be subject to editing and resubmission at the discretion of the instructor of record or the instructional assistant. In this event, the resubmitted work is due no later than one day after it is returned. Edited work resubmitted without the original work will not be accepted. Do not ask permission to redo work to raise your grade. The instructor of record or the instructional assistant will approach you to see if you want to redo an assignment. No re-do work will be accepted during finals week.