**ASSESSMENT AND EVALUATION IN EARLY CARE AND EDUCATION**

ECE 3025

3 Semester Hours

Required Course

**INSTRUCTOR**

Sue Griebling

**DESCRIPTION**

Assessment is an important and ongoing responsibility of professionals who serve young children and their families. This course fosters an in-depth study of authentic assessment practices for children ages birth to five including identification of children with special needs. Use of data for curriculum planning and measurement of quality in early childhood programs is included. Students need access to one child between the ages of 3 and five who is not their own child.

**PREREQUISITES**

EDST1002 Educational Psychology

ECE2000 Introductory Child Development

**TEXTBOOKS**

*Assessment in Early Childhood Education,* Wortham, Sue C., Pearson/Merrill Prentice Hall

**OTHER RESOURCE MATERIALS**

One of the following:

* Early Childhood Environment Rating Scale
* Infant Toddler Environment Rating Scale
* Family Day Care Environment Rating Scale

**LEARNING OUTCOMES AND ASSESSMENT**

|  |  |
| --- | --- |
| ***Upon completion of this course, the candidate will be able to:*** | **Assessments** |
| Use formal and informal assessment practices with young children. | Observation Assignments  Teacher-Designed Assessment  Standard 3 Assignment  Quizzes |
| Articulate processes used for the identification of children with special needs. | Position Paper Comparison  Standard 3 Assignment  Quizzes |
| Generate individualized planning documents using assessment data. | Observation Assignments  Quizzes |
| Evaluate early childhood program quality using measurement tools. | Program Evaluation |

**ALIGNMENT WITH TRANSFORMATION INITIATIVE**

In view of this conceptual framework and our urban mission, the goal for our Transformation Initiative is *to improve the performance of students in high needs schools by preparing educators who recognize the moral imperative to meet the needs of each student. We will prepare educators who are committed to each student, caring about each individual, and competent in evidence-based and data-driven instruction*.

**STANDARDS FOR ALIGNMENT WITH CONCEPTUAL FRAMEWORK**

Candidates of the University of Cincinnati are *committed, caring, competent educators*

* With foundation knowledge, including knowledge of how individuals learn and develop.
* Who are able to address issues of diversity with equity.
* Who are able to use technology to support their practice.
* Who use assessment and research to inform their efforts.

**ALIGNMENT WITH SPECIALIZED PROGRAM ASSOCIATION:**

***National Association for the Education of Young Children (NAEYC)***

NAEYC Standard 1: Promoting Child Development and Learning.

Students prepared in early childhood degree pro­grams are grounded in a child development knowl­edge base. They use their understanding of young children’s characteristics and needs and of the multiple interacting influences on children’s devel­opment and learning to create environments that are healthy, respectful, supportive, and challenging for each child.

NAEYC Standard 2: Building Family and Community Relations

Students prepared in early childhood degree pro­grams understand that successful early childhood education depends upon partnerships with chil­dren’s families and communities. They know about, understand, and value the importance and com­plex characteristics of children’s families and com­munities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children’s development and learning.

NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

Students prepared in early childhood degree pro­grams understand that child observation, docu­mentation, and other forms of assessment are central to the practice of all early childhood pro­fessionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documen­tation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child

NAEYC Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families.

Students prepared in early childhood degree pro­grams understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, char­acteristics, and the settings within which teach­ing and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young chil­dren and families. Students know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum

Students prepared in early childhood degree pro­grams use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Students under­stand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of con­tent areas, including academic subjects, and can identify resources to deepen their understand­ing. Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning out­comes for every young child.

NAEYC Standard 6. Becoming a Professional

Students prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early child­hood practice. They are continuous, collabora­tive learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational prac­tices and policies.

***Ohio Standards for the Teaching Profession***

Standard 1. Teachers understand student learning and development and respect the diversity of the students they teach.

Standard 2. Teachers know and understand the content area for which they have instructional responsibility.

Standard 3. Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

Standard 4. Teachers plan and deliver effective instruction that advances the learning of each individual student.

**ALIGNMENT WITH STATE REQUIREMENTS:**

The course is aligned with the Ohio Standards for the Teaching Profession.

**ADMINISTRATIVE POLICIES**

**ATTENDANCE**

Attendance in this class is as important as it would be if you were attending on campus. You should be logging in to the Discussion Board at least 3 days out of every week. It is extremely important to generate and participate in class discussion. You should *actively and thoughtfully* comment on your classmates' discussion questions and comments. Please remember, however, that the class Discussion Board is for the expressed purpose of discussing issues related to the course. The student’s role is to be an active participant in the dialogue. Please note that technical difficulties do not excuse the student from the responsibility of participation and other assigned work. Infrequent and inconsistent attendance, participation, and work completion will negatively influence the benefits that may be obtained from the course as well as lead to a lower grade.

**WITHDRAWAL**

Candidates should consult the Registrar’s web site for information about withdrawal from courses. There are specific dates for online withdrawal - dates related to your responsibility for payment (even for classes that are dropped). Before withdrawing please consider if withdrawal could affect your academic progress toward the completion of a degree. See your academic advisor for assistance. Withdrawal may also negatively impact your eligibility to receive federal financial aid in future terms.

**ACADEMIC INTEGRITY**

The University Rules, including the Student Code of Conduct, and other policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism, cheating, or falsifying field work will be dealt with according to the severity of the misconduct. Dishonesty in any form may result in a failing grade in a course and/or suspension or dismissal from a program (e.g., graduate or undergraduate). Student Code of Conduct: <http://www.uc.edu/conduct/Code_of_Conduct.html>

**ELECTRONIC COMMUNICATION POLICY**

Students are expected to check their email and Blackboard course sites at least twice a week for possible announcements regarding the class. When emailing the instructor, please make sure you sign your name. Include the course name and section number in the subject line of your email. The instructor usually checks email at least every other day, however, a situation may arise where this is not possible. Do not wait until the last day before an assignment is due to contact your instructor if you have questions. Emails are considered private documents between the sender and the receiver. Permission from the sender is required before forwarding to another.

**EDUCATIONAL ACCOMMODATIONS**

Any candidate with an identified visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability that can negatively influence her/his performance should schedule contact the instructor so that reasonable provisions may be made to ensure an equal opportunity to meet all course requirements.

**GRADING**

Grades are calculated using a percentage of the total points and letter grades are assigned as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| Final Percentage | Final Grade | Final Percentage | Final Grade |
| 94 – 100 | A | 74 – 76 | C |
| 90 – 93 | A- | 70 – 73 | C- |
| 87 – 89 | B+ | 67 – 69 | D+ |
| 84 – 86 | B | 64 – 66 | D |
| 80 – 83 | B- | 60 – 63 | D- |
| 77 – 79 | C+ | < 60 |  |

**COURSE SCHEDULE AND TOPICS**

|  |  |
| --- | --- |
| ***WEEK*** | ***TOPIC*** |
| 1 | Overview of Assessment and Evaluation |
| 2 | Assessment – Historical overview |
| 3 | Observations: Running Record |
| 4 | Observation: Anecdotal Note |
| 5 | Checklists, Rating Scales, Rubrics |
| 6 | Performance-Based Strategies |
| 7 | Teacher-Designed Strategies |
| 8 | Standardized testing |
| 9 | Portfolios |
| 10 | Parent role |
| 11 | Infant and Toddler Assessment |
| 12 | Assessing and Evaluating Children with Special Needs |
| 13 | Program Assessment |
| 14 | Assessment of the Classroom Environment and Climate |
| Exam Week | Course Wrap Up |