University of Texas at San Antonio  
College of Education and Human Development  
Department of Interdisciplinary Learning and Teaching  

ECE 4203.902 Syllabus  
Assessment and Evaluation in EC-6  
Spring 2010 * Thursday 5:30-8:15 P.M.* BV 2.304

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Office Hours: Th 2-5:00 p.m. & by appt.  
Office Phone: 458-3151  
WebCT/Blackboard for Course Communications

Catalogue Description: (3-0) 3 hours credit. Prerequisites: ECE 3143, ECE 3603 and admission to Teacher Certification Program. Concurrent enrollment in C&I 4403 or C&I 4353 and RDG 3823 or RDG 3513 is recommended. “Principles of designing and using assessment and evaluation techniques that are culturally fair, intellectually sound, reliable, dependable, and content-valid for young children. Emphasis is on differentiation among criterion-referenced, norm-referenced, individual, informal, authentic, and group assessments. Review of strategies for using assessment data to inform instructional planning, and matching assessment techniques to individual children and learning situations. Field-based experiences required.”

Field Experiences  
Students who are not enrolled in either C&I 4403 or C&I 4353 will be assigned by the placement office to a specific district, school, and teacher/grade-level. This group of students can expect to complete 20 hours of field-based experience, which are to be scheduled for two consecutive hours over a period of ten weeks.

Students who are simultaneously enrolled in C&I 4403 and C&I 4353 will complete their ECE 4203 field-experience at that school site. This group of students can expect to complete 10 hours for ECE 4203 in addition to other course requirements. ALL placements will be completed by the field placement office and may not be initiated by individual students.

Course Rationale

1. Teacher Knowledge of recommended assessment, interpretation and evaluation practices with young children are key determinants in developing and providing effective instructional practices.

2. Federal and State education agencies have provided quantitative reports that confirm the overrepresentation of historically underrepresented group of children identified as at risk for not graduating from high school, referred for and placed in Special Education programs, and found to be less successful than peers on state mandated tests. In order for teacher to be adequately prepared to participate in the Response to Intervention (RTI) requirements, they must be provided with training to use quality assessment and evaluation practices as a basis for intervention and instruction.

Department Mission Statement

The mission of the Department of Interdisciplinary Learning and Teaching (ILT) is to foster the intellectual and professional growth and integrity of students and faculty through critical reflection and dialogue, civic responsibility, and leadership. This mission will be accomplished by nurturing a community of interdisciplinary learner who:

• promote excellence in academic and pedagogical knowledge and research
• engage in reflective practices
• embody a strong professional identity and can articulate their philosophies and values
• value diversity and multiple perspectives
• promote equality and social justice
• care about their students and their profession
• advocate for educational change and reform

Department Goals
The Department of Interdisciplinary Learning and Teaching will create a context that nurtures an interdisciplinary learner who:

• acquire and demonstrate content and discipline knowledge
• demonstrate an awareness and acknowledgement of and engagement in research-based, reflective, culturally responsive practices
• are producers, disseminators, and critical consumers of research
• demonstrate an awareness and acknowledgement of and engagement in social justice and equitable practices
• articulate their profession philosophy and demonstrate a strong professional identity

Student Learning Objectives
Assessment is an important component of the teaching, learning cycle and as such the beginning generalists EC-6 teacher must demonstrate competency in several standards, specifically the Professional Standards and related discipline assessment standards in language arts, math, science, social studies, health, music, and art.

Student Learning Objectives for this course are guided by the Texas Professional Standards and as stated in the Preparation Manual for Test100-Pedagogy and Professional EC-4 (2007-2008). Specific guidelines are: Domain I, Standard I, competencies 001-004 and Domain III, Standard III, Competencies 007-008 can be located in this manual. Other content standards also emphasize that the beginning teacher have the knowledge and skill to conduct and interpret assessment. For specific standards see “ECE 4203 Grid with Competencies” on Blackboard. For more information refer to www.texas.ets.org/texes.

“This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.”

Quality Enhancement Plan (QEP)
The Quality Enhancement Plan (QEP) is a course of action designed to enhance student learning and is a required component of the accreditation process conducted by the Southern Association of Colleges and Schools (SACS).

The UTSA QEP Quantitative Scholarship: From Literacy to Mastery provides you with the skills needed to evaluate and interpret data, understand risks and benefits, and make informed decisions in your personal and professional lives. The plan focuses on integrating quantitative reasoning and communication skills in existing courses across the undergraduate curriculum.

The SACS team will visit UTSA during March 23-25, 2010 to review the reaccreditation plan. All UTSA students, faculty, and staff are encouraged to learn more about the QEP by visiting the website www.utsa.edu/qep.
Required Textbooks


Recommended Textbook:

Great Websites


Interactive TAKS exams: [http://www.tea.state.tx.us/student.assessment/](http://www.tea.state.tx.us/student.assessment/)

On-line Interactive Play Based Assessment: [http://www.preschoolfirst.com/tour.cfm](http://www.preschoolfirst.com/tour.cfm)

Course Policies and Expectations

**Participation:** During class sessions, students will participate in activities designed to apply, analyze, synthesize, and evaluate educational theories and practices. Activities designed for class participation cannot be replicated apart from class sessions. Class sessions are highly interactive and contingent upon student preparation, which will include field experiences, course readings, and completion of assignments. Active participation is critical to the comprehension of the issues and ideas explored throughout the semester. In addition, the seminar format develops professional skills in communicating effectively in group meetings. If you find it difficult to answer questions or communicate in any setting, please make an appointment with the instructor.

Class discussion will not review the readings but will draw upon them. Bring to class those class texts from which the weekly readings are drawn. Knowledge of the content of those readings is necessary for successful participation in class discussions. When preparing for class, remember to note the questions and the comments that are prompted by reading and then raise them in class.

**Class Attendance:** Students are expected to regularly attend and be on time for the course section in which they are enrolled. In order to receive credit for attendance, students must arrive on time and stay for the entire class. **It is the student’s responsibility to sign the class roster or indicate presence as requested by the instructor.** Only documented emergency events will serve as an exception and must be arranged with the instructor as soon as possible. Emergencies are defined as non-scheduled and non-controllable circumstances and do not include external appointments. In emergency situations, notify the instructor through WebCT/Blackboard e-mail to make arrangements for turning in work. In order to avoid lack of credit for in-class activities and reduction in the final course grade, students will want to plan ahead for a) regular and emergency childcare, b) assignments for other courses, and c) employment to avoid conflict with class attendance or field-placements. Due to length of class sessions and expected university student participation, children are not to be brought to class. The student should consider dropping this course if they have planned to be out for a long period of time for surgery, vacation, etc. **If the instructor is more than 15 minutes late without sending any word, you may leave the class.**
The student’s final grade will be dropped by one full grade after the second class absence. Excessive tardiness will result in grade reduction.

**Extra Credit:** The only extra credit associated with this course is in the form of limited extra credit question placed at the end of each scheduled exam and a reflection exercise.

**Make-Up Exams:** A make-up exam will be provided for the student only in the case of documented emergencies. In such cases the student may be provided an alternative exam.

**Late Work:** All external assignments must be submitted in class or as directed on assigned dates. This is to include all field-placement, schedules, documentation, chapter related external assignments, and case study assignments. At no time are assignments to be forwarded as an attachment to the instructor through *WebCT/Blackboard* without specific direction to do so. **Five** points will be deducted from each assignment each day it is late.

**Clarification of Course Content:**
If class presentation, discussions, and activities do not result in full comprehension of a topic, please contact the instructor after class to arrange a time for clarification.

**Required Field-Experiences:**

**Criminal History Check:** All students will complete security checks required by the UTSA field-placement office and the assigned school district. Failure to do so may result in being dropped from the course.

**Assigned Placement:** Students who are not enrolled in either C&I approaches may be assigned by the placement office to a specific district, school, and teacher/grade-level. **ALL** placements will be completed by the placement office and may not be initiated by individual students.

**Classroom Citizenship:** The university class is a formal environment in which there is representation of individuals from multiple ethnic, cultural, and socio-economic backgrounds. In addition, there are numerous variations in learning styles and needs. All students are expected to demonstrate verbal and social awareness of, as well as, respect for, individual differences. Whereas it is hoped that students enrolled in the course will demonstrate the expected level of self-regulation skills, it is the instructor’s responsibility to intervene in behaviors that distract form the teaching or learning process.

**Use of Technology:** *Cell Phones* are to be turned off or placed on vibrate and kept out of site at all times. Students who choose to use a laptop are expected to stay in word processing mode and actively participate in class.

**Student Conduct and Discipline:** The guidelines for the rights and responsibilities of enrolled students, student grievance procedures and Student Fitness to Teach are describe in the UTSA Handbook of Operating Procedures, Chapter 5.17 and should be reviewed.

**Academic Integrity:** Students are expected to be above reproach in scholastic activities. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. “Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regent’s Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, subdivision 3.22). Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.
Written Work: All written assignments submitted must be typed, neatly presented, grammatically correct, free of spelling and punctuation errors, and organized according to guidelines on the course specific WebCT/Blackboard site. Exception to typed assignments will be written products from paired or small group in-class assignments. Students who submit formal written assignments containing excessive technical errors will be referred to the Writing Lab.

Professional Conduct in Field-Based Sites: Students must demonstrate professional conduct and wear attire that is appropriate for teaching children in educational settings. Students must adhere to all policies and regulations of the school or facility serving as a field-based site. Any breach of professional ethics or conduct deemed unsuitable by the cooperating teacher in the field placements and the course instructor could result in Fitness to Teach or disciplinary action by the University following the policies specified in the UTSA Student Handbook. Fitness to Teach Website: http://coehd.utsa.edu/FTT/FTT.htm. Student Handbook Website: http://www.utsa.edu/hop/chapter5/5-17.cfm.

E-mail: WebCT/Blackboard will be used for all e-mail between students and the instructor. The instructor will use this site for communicating all course related information.

Lonestar E-mail: Make sure that your account is updated and current. All UTSA emergency information regarding weather related closures or campus crises are communicated through this e-mail. Lonestar and WebCT/Blackboard are not interchangeable.

Withdrawal from Class: It is the student’s responsibility to follow administrative procedures and timelines for withdrawing from this course. These are identified for each time on the UTSA website. This process is required to avoid receiving a final grade of “F” in the course.

Incomplete Grade Policy: University policy determines the timeline necessary for assigning and removing an incomplete grade. Incompletes can only be granted if 75% of all assignments have been completed with a grade of “C” or better.

Office of Student Disability Services: Students with special needs must be registered with the Office of Disability Services located in MS 2.03.18 (210) 458-4157 (Voice), (210) 458-4981 (TTY), or UTSA Downtown, FS1.526, (210) 458-2816, in order to receive support services. Students should provide the instructor with the letter confirming identified accommodations.

Assignments, Evaluation, and Grading

The student will be provided the opportunity to demonstrate learning through both traditional and alternative assessment processes. Evaluation is based on in-class activities, external assignments, and exams. **The instructor reserves the right to change or modify assignment or calendar based on student need.

In-Class Activities: Individual, paired or small group tasks related to chapter topics will frequently occur in order to apply primary course concepts. All fully completed tasks, as determined by the instructor, will be credited to on-task participating students. The instructor retains the right to include an unannounced formative quiz in this category when class participation suggests a general lack of knowledge or comprehension. You must be present to complete and get credit for in-class activities.

External Assignments: Assignments will be provided to encourage reading, comprehension, and support studying for exams. These will include activities on the companion website, in the textbooks or online. The student will receive credit for the assignment only when presented in class on the designated due date. Credit
for full and accurate submission will be recorded in class. Again, all late assignments will receive a grade reduction for five points for each day they are late.

Exams: Three exams will be given in this course. The purpose of each exam is to assess individual student’s accumulated formal knowledge, the level of comprehension of specified course topics, and ability to apply the knowledge to simulated tasks. The Tentative Course Schedule contains information on dates and general content of each exam. The format for the exams will include brief essay and performance type responses. Each question will be presented with the number of points for which it is worth.

It is to the student’s advantage to read and maintain active notes and to fully complete all assignments. A student who is absent will need to contact a reliable classmate to get updated class information.

Assignments

1. Modules: Students will view the following RTI modules available from http://iris.peabody.vanderbilt.edu/resources.html and provide a written reflection on each module. (10 pts. each/ 40 pt. total)


2. Evaluate a standardized instrument: Students will be given training and will be asked to evaluate a standardized instrument following the specific instructions and guidelines. Students will write a report. (25 points)

3. Case Study: Using Informal Assessments, the student will conduct a series of observations to determine child’s language, cognitive, socio-emotional, or behavioral development. Students will conduct a case study and write a summary of findings linking observations with student’s ecology, strengths, weaknesses and strategies one would employ. (50 points)

4. Parent Interest Inventory: Students will examine parent evaluation forms/checklists used in assessing children’s knowledge, skills, history, etc. As a class activity, groups will develop a parent interest inventory to use information for daily planning, etc. (25 points)

5. Administering a Standardized Instrument: Students will be given training and will be asked to administer a standardize instrument following the specific instructions and guidelines. Students will write a report on testing experience and results in relation to psychometric soundness, appropriateness, biases (linguistic, cultural, gender) (25 points)

6. Interpreting Standardized Test Data: In a class activity, each group will have to interpret standardized testing results. Students will be given mock standardized data scores similar to those distributed to teachers by the testing companies. (50 points)
7. **Role-playing Partners:** In a class activity using mock test data, groups of 4-5 students will take turns to explain the results of a standardized test to their group (member will select to role play either an administrator, counselor, teacher, parent(s), or child). These will be recorded using video-cam and posted on WebCT/Blackboard.  

(25 points)

8. **Using Rubrics:** In a class activity, students will develop a rubric for evaluating a teacher-made activity (web quest, math bags, etc).  

(25 points)

9. **Designing Teacher-made Assessment & Portfolio Activity:** Students will write measurable objectives and write measurable assessment criteria for a unit. Students will design performance based assessment w/rubrics and a teacher-made test for their unit. Students will select examples that will be put in child’s portfolio and will provide a rational for the parents indicating the reasons for selecting examples. This assignment will occur over several class sessions.  

(50 points)

10. **Interactive Game Activity:** In groups, students will use mock test results and will be asked to identify areas of need and to plan interactive game activity that addresses needs of class.  

(25 points)

11. **Field-Experiences:** Field Attendance, Parent Permission, Classroom Schedule, Field Experience Contract and Hours completed.  

(15 points)

- A regularly scheduled day and hour(s) for field-attendance will be collaboratively established between the UTSA student and the on-site mentor teacher. You will be assigned an on-site mentor teacher through your approaches class. You will complete all field work at this site.

- The purposes of the field-placement is to provide the student with the opportunity to observe individual and group assessment practices within a regular education classroom and to participate in non-diagnostic, formative assessment practices that will enhance future contributions to the Response to Intervention process. Therefore, this experience is limited to regular school hours. Working with students prior to or after school hours is not included in the required field experience for this course. Field-based activities should not be scheduled during lunch or “specials.” Friday afternoons, beginning with the grade level lunch time, should be avoided due to unpredictable events.

- Regular attendance of scheduled field-based experience is expected for successful completion of this course. A field experience attendance sheet to be signed on a weekly basis by both student and mentor teacher will be required. Individual schools will also require students to sign-in to their school at the point of entrance. An attendance form will be provided to you.

- Field-placement absences require prior notice to the mentor teacher by leaving a telephone message with the school’s secretary as early as possible prior to the absence. The student will also notify the instructor by WebCT/Blackboard prior to or on the same day as any absence from the field placement. Make up time for any absence must be scheduled ahead of time with the mentor teacher and will occur during the regular school day. The absence and make-up times are to be noted on the classroom attendance log.

Field attendance and scheduling requirements will contribute to the total course grade. A reduced grade by one full grade for this area will occur for rescheduling more than two scheduled days. Failure to notify the mentor teacher prior to any absence will reduce the total field grade by one full grade. All specified field experience hours will be completed to receive a grade in this course. Any approved reduction in hours will be based on extenuating circumstances originating from the school or university and as confirmed by the
instructor. The field experience must be completed successfully to receive a grade in this course. I strongly recommend that you complete all field work before the last week in April.

12. Three Exams (15 points each/total of 45 points)

** Further directions on each assignment listed above will be given to you in class or posted on WebCT/Blackboard.

Final Evaluation and Grading Policy: Final Grade is based on the following:

<table>
<thead>
<tr>
<th>Grading</th>
<th>Grade</th>
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<tbody>
<tr>
<td>360-400</td>
<td>A</td>
</tr>
<tr>
<td>320-359</td>
<td>B</td>
</tr>
<tr>
<td>280-319</td>
<td>C</td>
</tr>
<tr>
<td>240-279</td>
<td>D</td>
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<tr>
<td>&gt;239</td>
<td>F</td>
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</tbody>
</table>

(A borderline grade may be influenced positively by active class participation.)

** Tentative Course Schedule**

*** Please download Power Point notes from WebCT/Blackboard prior to class. ***

<table>
<thead>
<tr>
<th>CLASS</th>
<th>TOPIC</th>
<th>TEXT READINGS</th>
<th>DUE</th>
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</table>
| Jan. 14<sup>th</sup> | Introduction to course and course requirements  
The purpose of assessment, the role of the teacher in assessment, and testing vs. assessment | McMillan Ch. 1  
Leong Ch. 1 and Ch. 3 | Reflection 1 pg. paper: As a teacher what is my role in assessment?  
Send via WebCT/Blackboard before next class. (+5 Extra Credit points) |
| Jan. 21<sup>st</sup> | Legal, Ethical, Fairness and Policy Issues and Responsibilities (Case Study Explained) | McMillan Ch.11 pgs. 327-334  
Leong Ch. 2 | IRIS Module #1 Reflection Due |
| Jan. 28<sup>th</sup> | Targets, Standards and TEKS  
Class Activity: Writing Measurable Objectives and Interactive Game Activity | McMillan Ch. 2 | 1. IRIS Module #2 Reflection Due  
2. Interactive Game Activity due at end of class |
| Feb. 4<sup>th</sup> | Quality of Classroom Assessments and Standardized Assessments: Psychometric Soundness and Biases  
Class Activity: Evaluating a Standardized Test | McMillan Ch. 3 Leong Ch. 10 pgs. 186-190 | 1. IRIS Module #3 Reflection Due  
2. Evaluating a Standardized Test due at end of class |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Description</th>
<th>Textbook References</th>
<th>Due Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 11th</td>
<td>Gathering Information from Multiple Sources Class Activity: Parent Interest Inventory</td>
<td>McMillan Ch. 4</td>
<td>DUE: 1. Field Experience Contract 2. Classroom schedule 3. Parent Permission 4. Parent Interest Inventory due at end of class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leong Ch. 4</td>
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<tr>
<td>Feb. 18th</td>
<td>Standardized Tests: Administering and Interpreting Results Class Activity: Interpreting Standardized Data Results</td>
<td>McMillan Ch. 13</td>
<td>Exam #1</td>
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<tr>
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<td></td>
<td>Leong Ch. 10</td>
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<tr>
<td>Feb. 25th</td>
<td>Standardized Tests: Explaining Results to Parents and Children Class Activity: Finish interpreting standardized test results and begin role play explaining test score results</td>
<td>Leong Ch. 11</td>
<td>Interpreting Standardized Data Due</td>
</tr>
<tr>
<td>March 4th</td>
<td>Standardized Tests: Explaining Results Class Activity: Role playing Video</td>
<td>McMillan Ch. 5</td>
<td>Role-Playing Partners</td>
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<td>Leong Ch. 5</td>
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<tr>
<td>March 11th</td>
<td>Collecting Observable Data Class Activity: Practice observation</td>
<td>McMillan Ch. 5</td>
<td>IRIS Module #4 Reflection</td>
</tr>
<tr>
<td>March 18th</td>
<td>SPRING BREAK!!!!</td>
<td>McMillan Ch. 6</td>
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<tr>
<td>March 25th</td>
<td>Lesson Planning and Assessing Student Learning: Knowledge and Simple Understanding Class Activity: Using measurable objectives, write simple understanding items for teacher made test. **(Bring Globe/Literature Mini-Unit)</td>
<td>McMillan Ch. 6</td>
<td>1. Copy of field log hours w/ 50% hours complete 2. Administering a Standardized Instrument</td>
</tr>
<tr>
<td>March 25th</td>
<td>Lesson Planning and Assessing Student Learning: Deep Understanding and Reasoning ***IDEA Surveys Class Activity: Using measurable objectives, write deeper knowledge items for teacher made test.</td>
<td>McMillan Ch. 7</td>
<td>1. Exam #2</td>
</tr>
<tr>
<td>April 1st</td>
<td>Authentic Assessments /Performance Based Assessments and Rubrics Class Activity: Using Rubric Activity ** (Bring Math Packet Assignment from Math Approaches)</td>
<td>McMillan Ch. 8</td>
<td>Using Rubric Activity Assignment due at end of class</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Required Reading</td>
<td>Additional Information</td>
</tr>
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<tr>
<td>April 15th</td>
<td>Portfolios: Using measurable objectives, write performance based assessments with rubrics and decide portfolio items.</td>
<td>McMillan Ch. 9, Leong Ch. 6 Ch. 9 pgs. 165-179</td>
<td>1. Designed Teacher Made Test and Portfolio Activity due at the end of class</td>
</tr>
<tr>
<td>April 22nd</td>
<td>Grading and Reporting and Assessing Children with Special Needs</td>
<td>McMillan Ch. 11 pgs. 334-349 and 12 and Leong Ch. 8 and 11</td>
<td>Case Study in blue folder w/: 1. All informal field assessments 2. Final Field Report 3. Copy of Completed Field Hours w/mentor teacher’s signature</td>
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<tr>
<td>April 29th</td>
<td>Study Day! No Class!</td>
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<tr>
<td>May 1st</td>
<td>Final Exam 5:00-7:30 p.m.</td>
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<td>Final Exam Due</td>
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