Department of Interdisciplinary Learning & Teaching

Spring 2010
ECE 6453.001
Assessment and Evaluation in Early Childhood and Elementary Education
Wednesday 5:30-8:15 pm
MB 1.103

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OFFICE HOURS: 4:00-5:00 p.m. on Wednesdays

COURSE DESCRIPTION
Evaluation of research on student development and learning, educational programs, processes, products, instructional objectives, and alternative approaches to attain objectives. The course focuses on a disciplined inquiry of the trends and issues in assessment and evaluation in early childhood and elementary education.

COURSE OBJECTIVES
This course offers a detailed study and analysis of major issues related to testing and the impact on minority populations in the United States:

- To recognize major sources of bias in the development and use of standardized tests;
- To critically examine assessment instruments in order to determine appropriateness and psychometric soundness (e.g., reliability, validity) or specified populations;
- To differentiate between formal and informal assessment and to suggest alternatives to conventional testing;
- To discuss the relationship between cognitive development and achievement; and
- To recognize alternative procedures for assessment language, achievement, or abilities of diverse populations

REQUIRED TEXTS AND READINGS


*Download the following articles from web:*


Volume 11 Number 9 *Creating a System of Accountability: The Impact of Instructional Assessment on Elementary Children's Achievement Test Scores* by Samuel J.Meisels, Sally Atkins-Burnett, Yange Xue, Julie Nicholson,Donna DiPrima Bickel, and Seung-Hee Son. The article can be accessed directly at http://epaa.asu.edu/epaa/v11n9/


Assessing Young Children’s Progress Appropriately

http://www.ncrel.org/sdrs/areas/issues/students/earlycld/ea500.htm

2003 EPAA has just published Volume 11 Number 9 *Creating a System of Accountability: The Impact of Instructional Assessment on Elementary Children's Achievement Test Scores* by Samuel J.Meisels, Sally Atkins-Burnett, Yange Xue, Julie Nicholson,Donna DiPrima Bickel, and Seung-Hee Son. The article can be accessed directly at http://epaa.asu.edu/epaa/v11n9/


All readings need to be completed before class time.

Other On-line Resources
http://www.pbs.org/teachersource/prek2.htm
http://www.csusm.edu/Quiocho/formal.htm

COURSE REQUIREMENTS

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<tr>
<th>COURSE REQUIREMENTS</th>
<th>GRADING</th>
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<tr>
<td>Reading Discussion Groups/Participation in class/Moodle</td>
<td>Refer to syllabus en e-mail</td>
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<tr>
<td>Brief description of topic/outline draft (1-2 pages) and a list of at least 7 of the 15 required references that will be used in this project.</td>
<td>DUE February 17</td>
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<tr>
<td>Test Summary and Critique</td>
<td>DUE March 3</td>
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<tr>
<td>Library-Based Research paper draft (optional)</td>
<td>DUE March 24</td>
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<td>Portfolio Assessment Workshop</td>
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<td>Case Study</td>
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<td>Library-Based Research paper (final copy)</td>
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INCOMPLETES, LATE WORK AND MAKE-UP WORK:

All assignments must be turned in at the beginning of our class meeting. Late assignments will not receive full credit. 10 points will be deducted from assignments that are turned in within 24 hours of the due date. 20 points will be deducted from assignments that are turned in after 24 hours of the due date and 30 points will be deducted from assignments that are turned in 48 hours after the due date. After 72 hours, assignments will be accepted at the professor’s discretion.

No incompletes will be given except for extreme extenuating circumstances.

No makeup work will be given without special arrangement prior to the scheduled date except for extreme extenuating circumstances.

Attendance Policy: 2 Absences will result in lowering of final grade by 5 points in a scale of 0-100, 3 absences will result in lowering of final grade by 10 points/the equivalent of a letter grade. In order to be counted present you must arrive on time and remain in class the entire length of the session.

ASSIGNMENTS

1. **READING DISCUSSION GROUPS**: The purpose of the discussion groups is to give students an opportunity to share in the delivery of content.

2. **TEST SUMMARY AND CRITIQUE**: Select a standardized test (e.g., intelligence, achievement, diagnostic, personality, etc) that has been reviewed by specialist. Your task is to present a written, 1-2 page summary of the review(s) and a critique. In the critique section, zero in on the clinical utility of the test for early to elementary children, specifically linguistically and/or culturally diverse children. As your primary source for the book review, utilize the most recent edition of the *Mental Measurements Yearbook* (available in library as
an e-book) or you may find a review at the following url: http://www.unl.edu/buros/. In addition, feel free to consult reviews in other sources, such as specialty books, chapters, and articles.

3. **A LIBRARY-BASED RESEARCH PAPER ON A COURSE-RELATED TOPIC:** This option involves an in-depth investigation of a course–related topic focusing on research and scholarly work that will help you to have a deeper understanding of a topic. Another purpose of this assignment is for students to use their research to analyze and develop a perspective regarding assessment issues. In addition to a review of literature, the paper will include (a) the information collected, data, tables or graphs, and citations for data collected; (b) discuss the implications/ issues; and (c) present a position/recommendations, or perspective based on your research, (d) Reference list including at least 15 sources (scholarly journals and books).

Length: 18-20 pages. A conventional research paper format must be followed and APA style format is required. The instructor must approve your topic. You should turn in a brief description of the topic you are interested in pursuing on February 17, 2010.

4. **Portfolio assessment Workshop:** Based on your research, develop a portfolio assessment workshop that indicates what items must be considered and why these items (rationale) should be included in a portfolio for new teachers) appropriate for early to elementary school children. Select a student in your classroom and present a completed portfolio (based on your portfolio assessment guide) for this child. This ppt Portfolio Assessment Workshop will be uploaded to Moodle and shared in class. Check link for creating rubrics: http://rubistar.4teachers.org/index.php

5. **Case Study:** The goal of this project is to present and analyze procedures by which a teacher might determine a young child’s readiness. The vehicle for analysis will be a case study in which you perform multiple assessments of a student. Included in your assessment should be: (a) one conventional standardized test that measures readiness (MRT-6), (b) a measure of language proficiency using a published test instrument (get info from student file), (c) at least one alternative measure, (d) at least one hour of behavioral observations, and (e) an interview with the student.

       A written report will be submitted. The report should include the following information: (a) what you would like to find out through your assessment, and why you have selected the strategy that you have; (b) background information on the subject of case study; (c) description of the tests that were administered (including your analysis regarding their strengths and limitations); (d) test results; (e) results of your observations and interview with the subject and, most importantly, (f) a discussion of the results, as well as any lessons or insights you may have obtained. An appendix with the score sheets from your project should also be included.

Tests may be obtained from the test files in the Curriculum Center. Extreme care must be exercised when testing. It is important for you to keep in mind that this is a learning exercise and that you are not authorized to interpret the test results on any standardized tests that you use in this project. Please consult with me if you have any questions or doubts. Modifications of this assignment may be made with my permission if you feel there are changes that would make it more relevant to your own learning needs. The essential requirement is that you become familiar with a conventional instrument to assess and that you then explore other possible means of assessment to see whether or not they provide you with new information or with better information.

6. **Reading Discussion Groups/Participation in class/Moodle:** It is expected that all students read and participate in group and class discussions. We will also utilize Moodle as our course platform in a variety of
ways including but not limited to: chats, forums, surveys, etc. Assignments that correspond to this category will be posted at least one week in advance prior to our class meeting.

Guidelines for all papers: 1” margins all around, double spaced, 12 size font, Times New Roman font.
TENATIVE COURSE SCHEDULE
ECE 6453

January 13: Introduction and Overview of Course

DUE: Go to library and download articles needed for course

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January 20: Historical Foundations

Readings:
- Valencia, Historical Issues, pp. 3-24
- Dangers of Early Childhood Testing (2000). Rethinking Schools
  http://www.rethinkingschools.org/archive/14_04/earl144.shtml

Due before class: Moodle Assignments: (Forum)
Assignment #1: Post a ½ page reflection on each of the following sections of your readings: the emergence of the intelligence testing movement in Europe, b) the importation and cultural appropriation of the Binet-Simon Intelligence Scale by U.S. psychologists, c) the ideology of the intelligence testing movement, d) “race psychology” studies of intellectual performance, e) actual use of IQ tests in curriculum differentiation during the 1920’s, f) heterodoxy, g) group intelligence testing on a life of its own, and h) the emergence of contemporary testing issues.
Assignment #2: Respond to at least 2 of the comments/reflections posted by your classmates.

Your reflection must contain a connection between your thoughts, opinion, and the readings.

Be prepared to discuss readings

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January 27: What is Intelligence and how is it measured? How is intelligence different from achievement?

Testing in schools. Discuss test critique

Readings:
- Valencia, Multicultural Perspectives of Intelligence Theory and Measurement Issues, pp. 26-44
- Mindes, Chapter 5
  http://pareonline.net/getvn.asp?v=2&n=5

Due before class: Moodle Assignment (Forum)
#1 What is your definition of intelligence, in other words, how would you describe an intelligent person?
#2 Summarize p. 26-28 in ½ page
#3 What is your reflection about the search for a common definition of intelligence?
#4 Summarize the theoretical framework incorporating cultural aspects of intelligence
#5 What is the difference between emotional and practical intelligence?
#6 What are group differences in intelligence?
#7 What is the connection between the issue of cultural equivalence and assessment of English Language Learners?
#8 How does your own perspective on intelligence compare to other cultural perspectives on intelligence?

Download Test Critique forms from Moodle
Be prepared to discuss readings

February 3: Moodle Chat Session at 5:15 p.m.: Concepts of measurement (We will not meet in class. Make sure that you have access to the internet and that you test the system before the session begins.)

Readings: Mindes, Chapter 1 & 4

DUE: Be prepared to discuss readings

February 10: Factors that affect performance/

Readings:
- Valencia, Home Environment, Ch. 4, pp. 82-111
- Valencia, Read Socioeconomic Status, Ch. 3, pp. 49-70

Due: Moodle Assignment: TBA
Be prepared to discuss readings. Identify what test will critique and why... “I have chose to critique... because...”;

February 17: Factors that affect performances/Linking Assessment and Instruction. Discuss Portfolio Assessment

Readings:
- Valencia, Test Bias, Ch. 5 112-150
- Volume 11 Number 9 "Creating a System of Accountability: The Impact of Instructional Assessment on Elementary Children’s Achievement Test Scores” by Samuel J.Meisels, Sally Atkins-Burnett, Yange Xue, Julie Nicholson,Donna DiPrima Bickel, and Seung-Hee Son. The article can be accessed directly at http://epaa.asu.edu/epaa/v11n9/

Due: Moodle Assignment: TBA
Research Topic, Goals & Outline draft; readings

February 24: Performance Factors

Readings:
- Valencia Heredity, Ch. 6 151-181

http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED388088&ERICExtSearch_SearchType_0=no&accno=ED388088

Due: Moodle Assignment: TBA
Test Critique; Be prepared to discuss readings

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March 3: Assessment Issues: Discuss Case Study

Readings:
• Valencia, Race/Ethnicity, Intelligence & Special Education, Ch. 7, 187.
• Partnerships and Observations Mindes Ch 2-3

Due: Moodle Assignment: TBA
Test Critique Due
Download Case Study Outline from webct

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March 10: Alternative Assessment Issues

Readings:
• Mindes, Chapter 6-7
• Assessing Young Children’s Progress Appropriately
  http://www.ncrel.org/sdrs/areas/issues/students/earlycld/ea500.htm

Due: Moodle Assignment: TBA
Be prepared to discuss readings

March 17: Spring Break

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March 24: Assessment Issues: Giftedness

Readings:
• Valencia, Gifted Minority Students, Ch.8, 208

Due: Moodle Assignment: TBA
Research paper draft (optional)

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March 31: Cognitive and Authentic Assessment Issues & Instruction

Readings:
• Valencia, A Multicultural Review of Cognitive Ability Instruments, Ch. 9, pp. 249-281
Mindes Chapter 9-11

**Due:** Moodle Assignment: TBA
Be prepared to discuss readings

April 7: Portfolio Assessment Issues

**Due:** Moodle Assignment: TBA
Portfolio Assessment Guide DUE & Presentation of Guide

April 14: Assessment Issues

**Readings:** Valenzuela’s book; chapters will be assigned for discussion and reflection

**Due:** Moodle Assignment: TBA
Continue with presentations if needed; Be prepared to discuss readings/Begin Case Studies

April 21: Learning more through Case studies

**Readings:**
- Valencia, Future Directions and Best-Case practices: Toward Nondiscriminatory Assessment, pp. 282-290

**Due:** Case Study/ Findings/Overview presentation

April 28: Learning more through Case studies

Continue with Case Study/ Findings/Overview presentation

May 5: Research paper due & 5 minute power point presentations. On this day we will meet from 5:00-7:30 p.m.

“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.”