# COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>EEC 3613</th>
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<tbody>
<tr>
<td>Prerequisite(s):</td>
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<tr>
<td>Course Credit(s):</td>
<td>3</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Diagnosis, Assessment and Evaluation</td>
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<tr>
<td>Course Hours:</td>
<td>3</td>
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<td>College:</td>
<td>Education</td>
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<tr>
<td>Department:</td>
<td>Elementary Education</td>
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<td>Supplies:</td>
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<tr>
<td>Faculty Name:</td>
<td>Gwendolyn Dixon</td>
</tr>
<tr>
<td>Term and Year:</td>
<td>Spring 2010</td>
</tr>
<tr>
<td>Place and Time:</td>
<td>DRS Rm. 301</td>
</tr>
<tr>
<td>Office Location:</td>
<td>DRS Bldg 166 Rm. 208.3</td>
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<tr>
<td>Telephone:</td>
<td>599-3152</td>
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<td>e-mail:</td>
<td><a href="mailto:Gwendolyn.dixon@famu.edu">Gwendolyn.dixon@famu.edu</a></td>
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<tr>
<th>Office Hours</th>
<th>Monday 11:15AM-1:15</th>
<th>Tuesday 1:00-5:00</th>
<th>Wednesday 11:15AM-1:15</th>
<th>Thursday By Appt.</th>
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## Course Description
This course is designed to provide a comprehensive knowledge base concerning developmentally appropriate assessment of young children. Areas of emphasis include formal and informal assessment methodology, alternative assessment, understanding of measurement terms and principles, interpretation evaluation results, development of classroom assessment tools; legal requirements for recordkeeping and use of technology and diversity considerations. Field experience required.

## Course Purpose
The conceptual framework which guides the work in this Department is heavily tied to integrative education principles and thinking which results in the development of the “Exemplary Professional.” The conceptual framework is grounded in a combination of directed

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(K)=Knowledge (S)=Skill (D)=Disposition

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constructivist, developmental, and social learning theories derived from the writings of systems theories such as Asubel and Gagne; philosophers such as John Dewey; social scientist such as W.E.B. DuBois; practitioners such as Mary McLeod Bethune and developmental constructivist theorist such as Piaget and Vygotsky.

Florida citizens are demanding accountability from their public schools such that the 1997 Legislature created the Florida System of School Improvement and Accountability which is designed to improve student performance.

The Elementary Education Department strives to make a positive impact by ensuring that it produces high quality professional teachers who are committed to improving student performance and who are cognizant of and able to help students meet the Florida Sunshine State Standards. To meet this demand, the Elementary Education Department endeavors to provide a quality program through the implementation of an integrative curriculum based on the guidelines and competencies aligned with the Sunshine State Standards, Language Arts Through ESOL, Accomplished Practices, the Florida Adopted Subject Area Competencies, National Association for the Education of Young Children and the National Association for Childhood Education International.

Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:

DIVERSITY

- CF 1
- Through this focal area, the FAMU professional education candidate will:

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K=Knowledge  S=Skill  D=Disposition

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CF: 1.1 (K)  Understand diverse backgrounds of individuals.  F: 5,6,7  I: 3
CF: 1.3 (S,D)  Accept and foster diversity.  F: 5,6  I: 3,8
CF: 1.4 (S)  Practice strategies such as: acceptance, tolerance, mediation & resolution.  F: 5,6  I: 3
CF: 1.5 (K, S)  Establish a comfortable environment in which all students can learn.  F: 5, 7, 9, 10  I: 5

TECHNOLOGY
• CF 2
• Through this focal area, the FAMU professional education candidate will:

CF: 2.2 (S)  Use technology to manage, evaluate and improve instruction.  F: 1,4,10  I: 6,7

VALUES
• CF 3
• Through this focal area, the FAMU professional education candidate will:

CF: 3.3 (S,D)  Show respect for varied (groups) talents and perspectives.  F: 5,6  I: 3
CF: 3.4(D)  Be committed to individual excellence.  F: 3,9  I: 5,9
CF: 3.5(D)  Recognize the importance of peer Relationships in establishing a climate for learning.  F: 7,2  I: 5,10
CRITICAL THINKING

• CF4

• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th>Value critical thinking and self-directed learning as</th>
<th>F: 4</th>
<th>I: 1,4</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3 (D)</td>
<td>habits of mind.</td>
<td></td>
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</tr>
<tr>
<td>CF:</td>
<td>Acquire performance assessment techniques and strategies that measure higher order thinking skills of student.</td>
<td>F:1,4</td>
<td>I: 1,8</td>
</tr>
<tr>
<td>4.4 (K)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CF:</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>F: 8</td>
<td>I: 4</td>
</tr>
<tr>
<td>4.5 (S)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PROFESSIONALISM

• CF 5

• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th>Know the content</th>
<th>F: 8</th>
<th>I: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 (K)</td>
<td></td>
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<tr>
<td>CF:</td>
<td>Display effective verbal &amp; non-verbal communication techniques to foster valuable interaction in the classroom.</td>
<td>F: 2</td>
<td>I: 6</td>
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<tr>
<td>5.6 (S)</td>
<td></td>
<td></td>
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<tr>
<td>CF:</td>
<td>Display appropriate code of conduct including dress, language, and respective behavior.</td>
<td>F: 9</td>
<td>I: 5,9</td>
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<tr>
<td>5.7 (S,D)</td>
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Academic Learning Compact

#1 FEAP Communication- Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to effectively communicate with all children age three through eight and their families.

#2 – FEAP Diversity-Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to effectively deal with diversity of all children age three through eight and their families.

#3 FEAP Ethics-Students will have the knowledge, skill, and disposition to adhere to the Professional Code of Ethics for Early Childhood Educators.

#4 FEAP Human Development and Learning Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to effectively plan and facilitate a positive learning environment that supports intellectual, personal, and social development.

#5 FEAP Learning Environments-Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to create and maintain a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning, and self motivation.

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#6 FEAP – Assessment - Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to assess students and use the data to plan and provide learning activities and evaluate outcomes.

#7 FEAP Critical Thinking - Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to support students in using higher level cognitive skills including problem solving and critical thinking.

#8 FEAP Knowledge of Subject Matter - Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to work with students in the content areas of math, science, social studies, reading, language arts, art, music, movement, and drama.

#9 Role of the Teacher - Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to

**Overall Goals of the Course**

Upon completion of this course, the student will be able to:
1. demonstrate understanding of the role of diagnosis, assessment and evaluation in the education of young children
2. understand legal procedures and mandates regarding assessment and record keeping
3. understand measurement terms and principles used in construction and interpretation of screening and assessment procedures and instruments
4. select, use and interpret developmentally appropriate formal and informal screening, assessment and diagnostic instruments
5. utilize holistic information gathering techniques
6. utilize technology to facilitate diagnosis, assessment, and evaluation
7. understand role expectation and collaboration procedures

**Specific Behavioral Objectives**

Upon completion of this course students will be able to
1. demonstrate knowledge IDEA, ADA, Section 504, Florida Consent Decree for ESOL
2. demonstrate understanding of developmentally appropriate assessment theory and practice and its educational purposes
3. demonstrate the ability to assess test instruments for cultural,
linguistic, racial, gender bias
4. demonstrate understanding of cultural specific considerations as they relate to assessment and planning
5. demonstrate the ability to administer and interpret appropriate formal and informal measurement instruments
6. demonstrate an understanding of diagnostic prescriptive assessment and the development of educational and intervention strategies
7. demonstrate skill in data gathering techniques: alternative assessments, observation, interviews, record keeping and maintenance
8. demonstrate effective communication and collaboration with families of diverse cultural, linguistic backgrounds, health care, and school officials
9. demonstrate knowledge and skill in appropriate classroom assessment construction including ESOL
10. demonstrate understanding of diagnosis, assessment and evaluation terminology
11. demonstrate understanding of effective use of technology in the process of assessment, evaluation and planning including its application for linguistic and culturally diverse students

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral Objectives</th>
<th>NAEYC</th>
<th>Professional Organization CEC</th>
<th>FEAPs</th>
<th>FTCE</th>
<th>PEU Conceptual Framework</th>
<th>ESOL</th>
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<tr>
<td>Consent Decree</td>
<td>1, 11</td>
<td>2</td>
<td></td>
<td>1,4,6</td>
<td>5.1 7.2</td>
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<td>5, 11</td>
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<td>Assessment Accommodation</td>
<td>1,4,8,10</td>
<td>3</td>
<td>8</td>
<td>1,4,5,6,12</td>
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<td>1.3,1.4,1.5</td>
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<td>Preschool &amp; Primary Evaluation</td>
<td>5,6,10</td>
<td>3,5</td>
<td>8</td>
<td>1,2,4,6</td>
<td>8.1</td>
<td>8.2,8.3</td>
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<td>Classroom Assessment Instrument Development</td>
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<td>3,5</td>
<td>8</td>
<td>1,4,5,6,8</td>
<td>8.3</td>
<td>4</td>
<td>N3</td>
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<td>3,5</td>
<td>8</td>
<td>1,4,6,12</td>
<td>8.2</td>
<td>5</td>
<td>11</td>
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<td>Alternative Assessment (Portfolio)</td>
<td>7,10</td>
<td>3,5</td>
<td>8</td>
<td>1,4,6</td>
<td>8.4</td>
<td>1</td>
<td>11</td>
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<tr>
<td>Observation/Field</td>
<td>8,10</td>
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_(K)=Knowledge  (S)=Skill  (D)=Disposition_
National and State Standards Addressed in the Course

Professional Organization/Learned Society Standards
CEC2002.EC.8
STANDARD: ASSESSMENT
NAEYC.4
ASSESSMENT AND EVALUATION -- Programs prepare early childhood professionals
NAEYC.5
PROFESSIONALISM -- Programs prepare early childhood professionals

Florida Educator Accomplished Practices (FEAPs)
FEAP.1
ACCOMPLISHED PRACTICE #1: Assessment
FEAP.1.1
EXPECTATION: The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students' instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.

FEAP 2 ACCOMPLISHED PRACTICE #2 Communication
FEAP.4
ACCOMPLISHED PRACTICE #4: Critical-thinking
FEAP.5
ACCOMPLISHED PRACTICE #5: Diversity
FEAP.5.1
EXPECTATION: The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

FEAP.6
ACCOMPLISHED PRACTICE #6: Ethics
FEAP.6.1
EXPECTATION: Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

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ACCOMPLISHED PRACTICE #8: Knowledge of Subject Matter

EXPECTATION: The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher's repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

ACCOMPLISHED PRACTICE #12: Technology (revised 9-4-03)

EXPECTATION: The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction. [updated

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills

5 Knowledge of issues with and strategies for family and community involvement

1. Apply strategies for encouraging and facilitating family and community partnerships in all phases of school programs.

7 Knowledge of the diverse needs of all children and their families

2. Identify characteristics of children with diverse needs.

8 Knowledge of diagnosis, assessment, and evaluation

1. Select developmentally appropriate, reliable, and valid formal and informal screening, progress monitoring, and diagnostic instruments and procedures that measure specific characteristics.

2. Identify procedures for accurately establishing, maintaining, and using formal and informal student records.

3. Interpret formal and informal assessment data to make instructional decisions about the educational needs of children.

4. Identify procedures for appropriately using portfolio assessment to plan instruction that better extends the child's level of learning and interest.

ESOL

FL-ESOL. N3
FL-ESOL. 5
FL-ESOL. 10
FL-ESOL. 11, 12

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Conceptual Framework
FL-FAMU-CF.1
Diversity. The exemplary professional understands diverse student backgrounds and has the skills, and disposition to employ this understanding to support student learning. He/she accepts and fosters diversity. The candidate practices strategies such as acceptance, tolerance, resolution and mediation, and establishes a comfortable environment in which all students can learn.
FL-FAMU-CF.1.1
Understand diverse backgrounds of individuals.
FL-FAMU-CF.1.3
Accept and foster diversity.
FL-FAMU-CF.1.4
Practice strategies such as: acceptance, tolerance, mediation & resolution.
FL-FAMU-CF.1.5
Establish a comfortable environment in which all students can learn.
FL-FAMU-CF.2
Technology. The exemplary professional makes use of available technology to support student learning and uses technology to manage, evaluate and improve instruction. The candidate knows, understands, and uses fundamental concepts in technology and facilitates access to the use of electronic resources for students. The candidate uses technology to manage, evaluate and improve instruction.
FL-FAMU-CF.2.2
Use technology to manage, evaluate and improve instruction.
FL-FAMU-CF.3
Values. The exemplary professional values the worth and dignity of every person. He/she works with colleagues in a professional manner and interacts with students, families and other stakeholders in a manner that reflects ethical and moral standards. The candidate shows respect for varied talents and perspectives and is committed to individual excellence. The candidate values the role of the students in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate for learning.
FL-FAMU-CF.4
Critical Thinking. The exemplary professional understands and uses a variety of instructional strategies to encourage students’ development of critical thinking and performance. The candidate values critical thinking and self-directed learning as habits of mind.
FL-FAMU-CF.5
Professionalism. Exemplary professionals know the content and uses appropriate pedagogy to provide all students with the opportunity to learn. The exemplary professional is committed to professional growth and development. The candidate uses major concepts, principles, theories, and research related to development of children to construct learning opportunities that support students’ development and acquisition of
knowledge and motivation. The candidate displays effective verbal and nonverbal communication techniques to foster valuable interaction in the classroom.

**Topical Outline**

I. Overview of Assessment (FASAC, PEAP, CEC, NAEYC/NCATE, ESOL)
   A. Procedural Processes and Concern
   B. Legal and Ethical Issues
   C. Decision makers and Impact on Children

II. Concepts of Measurements (FASAC, PEAP, NAEYC/NCATE)
   A. Descriptive Statistic
   B. Understanding Technical Data

III. Testing Adaptation (NAEYC/NCATE, ESOL, FASAC)

IV. Cultural Competence and Family Assessment (FASAC, NAEYC/NCATE, ESOL)

V. Developmental Assessment (Children birth -five)(FASAC, FEGC, CEC.NAEYC/NCATE, ESOL)

VI. Neurobehavioral and Motor Assessment (FASAC, CEC, NAEYC/NCATE)

VII. Assessment of Behavior (FASAC, CEC)

VIII. Developing Classroom Assessment Tools (FASAC, FEGC, NAEYC/NCATE, ESOL)
   A. Test
   B. Curriculum based Assessment

IX. Developing Alternative Assessment Tools (Portfolio, performance-based) (FASAC, FEGC, NAEYC/NCATE, ESOL)

X. Assessment of Cognitive Development (FASAC, CEC, NAEYC/NCATE, ESOL)

XI. Assessment of Achievement (FASAC, FEGC, NAEYC/NCATE, ESOL)

XII. Assessment of Subject Areas (Reading, Math, Oral and Written Language) (FASAC, FEGC, NAEYC/NCATE, ESOL)

XIII Utilization of Appropriate Technology (FASAC, PEAP, FEGC, NAEYC/NCATE, ESOL)

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Teaching Methods
Lecture/discussion, audiovisual, observation, individual and group reporting, guest presentations, cooperative learning, simulated and actual testing, simulated problem solving using measurement tools and data.

Field Experience
The preprofessional teacher will develop and utilize objective observational skills, assessment skills, and assessment interpretative skills. This will be accomplished by observing professional assessment and screening, conducting individualized assessment of a preschool and school aged child.

Course Evaluation
Reflection on Consent Decree

Download the ESOL Consent Decree from the Web http://www.fldoe.org/aala/lulac.asp. Read Section I, Identification and Assessment and prepare a reflective statement guided by the following:

☐ State the mandates or requirements of the decree in your own words as you understand them. There are several mandates or requirements included in the decree. Each must be addressed.
☐ Review FEAP #1 Assessment and FEAP #6 Ethics; state how this information relates to each one
☐ State how this information increased your competency in FEAP#1 Assessment and FEAP #6 Ethics
☐ State how you as a teacher might use the mandates to benefit (increase learning outcome) English Language Learners that you will teach. Be Specific.

Group Project- Accommodation

Instructions:
Part A The first part of this assignment is a class project (cooperative learning that is to be researched and prepared outside of class. You will present in class as a roundtable discussion.

Topic: Assessment Accommodations for Florida’s Students with Disabilities and English language learners

☐ Introduction to the subject of assessment accommodation-what it is and why it is necessary
☐ Accommodations for children with disabilities.
   - Florida statuses that mandate accommodations

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Part B Individual View the assigned tape and read the article “Edgemon, E., Jablonski, B. & Lloyd, J. (2006). Large-scale assessment: A teacher’s guide to making decisions about accommodations. Teaching Exceptional children 38 (3),6-11 that addresses the topic of accommodation. Prepare a reflection statement guided by the following:
- State how the content of the video and article reflect or address assessment accommodation (Be specific)
- Discuss how the content of the video and article promote FEAP #5 Diversity competency.
- Describe how FEAP #12 Technology is demonstrated in this assignment.
- Write a brief statement as to how you might use information contained in the video and article to benefit young children from diverse cultural and linguistic background that you might work with.

Evaluations (3-five & primary)
Select an appropriate assessment instrument. Administer the instrument to a child. Write a summative narrative report utilizing the format provided. Describe accommodations that should be made if the child is an English language learner. The completed test score booklet must be submitted as well. Two evaluations must be done: one on a child in the birth-four age range and one in the five - eight-age range.

Classroom Assessment instrument
Prepare a classroom (teacher) assessment instrument that adequately assesses content areas writing, spelling, reading, and mathematics. The test is to be criterion referenced, standard based, formative and includes some performance assessment. Each content area should include accommodations that would be made for a child who is ELL. This assignment will be assessed for format(s) utilized (you are expected to use all), content, relevant questions, directions, and criteria by which student performance is evaluated. Be cognizant of validity, especially content validity, as you construct your assessment instrument. This assignment assesses your knowledge base of content presented in class and in your supplement and will be graded accordingly.

Alternative assessment (Portfolio)
Assessment is a multifaceted process of collecting data for the purpose of making decision about students. A portfolio is a method of alternative assessment. You will develop an alternative/ portfolio assignment for a primary aged classroom. It must include all of the following component with specific emphasis on accommodations for English language learners at varying English proficiency levels:
- a. a creative storage for portfolio materials

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b. select a developmental area or content area and age/grade

c. develop goals and objectives (child, parent if involved) for the portfolio

d. Identify the kind of items you expect to see in the portfolio, i.e., products
   and samples).

e. accommodations for ELL

f. state who will participate in the portfolio process and who will participate
   in its evaluation

g. at what intervals are requirements placed in the portfolio; who decides
   which items are placed

h. scoring rubric

Please note that you are NOT developing a portfolio; you are demonstrating your knowledge of
the alternative assessment process, what it is, its purpose, how it is done, and very importantly,
how it is graded or scored. This task also involves the use of this method with English language
learners.

Field Experience

Field experience for this course consists of two parts: observation at a Leon County Child Find
Screening and informal and formal assessment of children at an assigned center or school.

Part I  Child Find Screening- Observe the screening of children, findings and recommendations during
the informing interview with the parent. Prior to the observation visit you are to read the
assigned article “Developmental Delay or Cultural Difference?” and prepare a reflection
following the visit.

Child Find Screening- Observe the screening of children, findings and recommendations
during the informing interview with the parent. Prior to the observation visit you are to
read the assigned article and prepare a reflection following the visit.

Part II  Informal assessment- Observation and participation at school and/or agency

A. View the video “Authentic Assessment: Setting the Stage”. Visit the assigned school or
agency to complete an interview with classroom teacher, practitioner or other appropriate
personnel regarding the school’s formal and informal assessment (including methods of
authentic assessment).

B. You will then observe instructional periods and record formal and informal methods utilized
by the teacher. Utilize field experience Form B.

C. Spend time in the classroom conducting informal assessments (minimum of 3 totaling 6
hours) such as running record, anecdotal records or event sampling over several visits. This
documentation is to be turned in as part of the report.
The goal is to gain information on the program’s assessment system for children that are served as well as to gain information on developmentally appropriate assessment of young children. This will also allow you and the children to get acquainted, which will be essential when completing the formal evaluation later.

**Evaluation Project**

The formal assessment involves utilizing a standardized instrument with a child of preschool age (3-5) and a child of primary age (6-8). Further directions found in the handout provided during workshop training.

**Instrument Presentations**

Conduct research on the assigned assessment instruments. This is indicated by the presentation of information found in test review manuals such as “Test in Print”, “Test Critique” and other sources identified in text. Present an oral and visual demonstration of the instruments specifications and administration. You are expected to:

- Use technology, present well
- Identify developer and producer
- Give its name, purpose and recommended age
- Identify and describe assessment domains
- Discuss technical data including, norming, reliability, validity, mean, SD, SEM, scoring
- Describe appropriateness for ELL
- Describe appropriateness for children with disabilities
- Demonstrate administration procedure (orally and visually)
- Discuss strengths and weaknesses
- Refer to data obtained from your research during your presentation
- Develop a 10 item quiz (on data you present in multiple formats) which you are to administer to your classmates at the end of your presentation
- Present a minimum of two (2) references in addition to the text to the instructor

**Grading**

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>80-89</td>
<td>B</td>
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<td>70-79</td>
<td>C</td>
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<tr>
<td>60-69</td>
<td>D</td>
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<tr>
<td>59 and below</td>
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**Course Requirements:**

- Consent Decree & Reflection 5% Pts.
- Assessment Accommodations 5% Pts.
- Evaluations (birth-five & primary) 10% Pts.

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(K)=Knowledge  (S)=Skill  (D)=Disposition

Approved/Revised 10/30/07
Classroom Assessment instrument 15 % Pts.
Alternative Assessment 5 % Pts.
Assessment Instrument Presentations 5% pts.
Field Experience (I, II) 10 % Pts.
Exams 25 % Pts
Final comprehensive exam 20 % Pts

*Grade of “I” (incomplete) must have met guidelines outlined in University Catalog, no exceptions.

Course Policies

Dispositions As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.)

CLASS ATTENDANCE IS COMPULSORY FOR ALL STUDENTS (SEE FAMU CATALOG, PP. 26-27).

• ALL ASSIGNMENTS ARE DUE AT THE BEGINNING OF THE CLASS PERIOD.
• STUDENTS ARE RESPONSIBLE FOR ALL ASSIGNMENTS, QUIZZES, AND EXAMINATIONS AT THE TIME THEY ARE DUE AND MAY NOT USE THEIR ABSENCE FROM CLASS AS A PLEA FOR EXTENSIONS OF TIME TO COMPLETE ASSIGNMENTS OR FOR PERMISSION TO TAKE MAKE-UP EXAMINATIONS OR QUIZZES.
• ABSENCE FROM CLASS FOR CAUSE INCLUDES PARTICIPATION IN RECOGNIZED UNIVERSITY ACTIVITIES, PERSONAL ILLNESS PROPERLY CERTIFIED, OR EMERGENCIES (properly certified) CAUSED BY CIRCUMSTANCES OVER WHICH THE STUDENT HAS NO IMMEDIATE CONTROL. Assignments due during such absence must be submitted within one (1) week upon returning to class.

■ EXCEPTIONS ARE RARE AND CARRY A 5 POINT PER DAY PENALTY

THE RESPONSIBILITY FOR PROMPT CLASS ATTENDANCE AND PARTICIPATION IS CONSIDERED AN IMPORTANT ELEMENT OF THE STUDENT’S DEVELOPMENT AND TRAINING AS AN EXEMPLARY PROFESSIONAL. PROMPT CLASS ATTENDANCE AND PARTICIPATION ARE IMPORTANT FOR THE SUCCESSFUL COMPLETION OF THIS COURSE. COURSE

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GRADE WILL BE NEGATIVELY AFFECTED BY ABSENCE, TARDINESS, EARLY EXIST FROM CLASS AND DISRUPTIVE BEHAVIOR. Disruptive behavior includes, but not limited to, use of profanity, verbal outburst, and conversations between students (verbal or written).

- CELLULAR PHONES, PAGERS AND OTHER DISTRACTING COMMUNICATION DEVICES ARE DISRUPTIVE AND ARE NOT PREMITTED IN CLASS. USE WILL RESULT IN AN AUTOMATIC 20 POINTS FROM COURSE GRADE FOR EACH INFRACTION.
- ACADEMIC DISHONESTY WILL RESULT IN NO VALUE FOR THE ASSIGNMENT OR COURSE WORK. INCLUDED, BUT NOT LIMITED TO, ARE PLAGIARISM, CHEATING ON EXAMS, SUBMITTING WORK DONE BY SOMEONE ELSE OR FROM THE INTERNET. ACADEMIC DISHONESTY WILL BE REPORTED TO THE DEAN OF THE COLLEGE.
- ALL ASSIGNMENTS MUST BE TYPED UNLESS SPECIFIED BY THE PROFESSOR.
- ASSIGNMENTS WITH MULTIPLE PAGES MUST BE SECURED TO EACH OTHER.

☐ All ASSIGNMENTS WILL BE ASSESSED FOR CORRECT SPELLING, GRAMMAR AND NEATNESS. REPEATED ERRORS WILL BE PENALIZED.

Policy Statement on Non-Discrimination It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

ADA Compliance To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

Tentative Course Calendar

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Approved/Revised 10/30/07
<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Reading, Research</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Week 1 Jan 4</td>
<td>Introduction, overview of Assessment, Concerns</td>
<td>Chapter 1</td>
<td></td>
</tr>
<tr>
<td>Week 2 1/10</td>
<td>Legal and Ethical Issues Accountability</td>
<td>Chapter 1, 2 Video-IDEA Consent Decree (Download Summary from Web)</td>
<td>Consent Decree Reflective Statement BB</td>
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<tr>
<td>Week 3 *1/17</td>
<td>RTI</td>
<td>Chapter 3</td>
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<td>Week 4 1/24</td>
<td>Purpose of Testing</td>
<td>Chapter 4</td>
<td>Test #1</td>
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<td>Week 5 1/31</td>
<td>Accommodations: ESOL, Diversity Issues of Diversity</td>
<td>-Supplemental Reading-</td>
<td>Group Presentation on Accommodations Reflection: Video &amp; Article: Edgemon</td>
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<tr>
<td>Week 6 2/7</td>
<td>Test Types: Norm and Criterion&amp; Classroom Application</td>
<td>Chapter 5</td>
<td>Test 2</td>
</tr>
<tr>
<td>Week</td>
<td>Classroom Assessment</td>
<td></td>
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Approved/Revised 10/30/07
<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Chapter(s)</th>
<th>Notes</th>
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<tbody>
<tr>
<td>8</td>
<td>Classroom Assessment</td>
<td>Chapter 7,8</td>
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<td>9</td>
<td>Classroom Assessment</td>
<td>Chapter 12</td>
<td>Form B Part II C</td>
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<td>10</td>
<td>Spring</td>
<td>Break</td>
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<td>11</td>
<td>Authentic and Alternative Assessment Technology</td>
<td>Chapter 9, 10</td>
<td>Classroom Test Project</td>
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<tr>
<td>12</td>
<td>Concepts of Measurement</td>
<td>Chapter 13,14,15</td>
<td>Test #3</td>
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<tr>
<td>13</td>
<td>Concepts of Measurement</td>
<td>Chapter 16,17,18 KSEALS</td>
<td>Portfolio Module</td>
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<td>14</td>
<td>Standardized Test: Cognition, Language</td>
<td>Chapter 19 KSEALS</td>
<td>Test #4 Instrument Presentation</td>
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<tr>
<td>15</td>
<td>Standardized Test: Achievement Reading</td>
<td>Chapter 20</td>
<td>Instrument Presentation</td>
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<tr>
<td>16</td>
<td>Standardized Test: Math Behavior</td>
<td>Chapter 20</td>
<td>Instrument Presentation</td>
</tr>
<tr>
<td>17</td>
<td>Final Exam</td>
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</tbody>
</table>

Part I Observation Form BB  Child Find Screening ; Article: Pavri  *Due one week after observation

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*The instructor reserves the right to change dates when deemed necessary. When possible students will be involved in the process.

Test Day: Friday
Assignment Due Day: Wednesday- All assignments are due at the beginning of the class period.
Revised 1/27/11

References


Pavri, S. (Summer 2001). Developmental delay or cultural difference? Young Exceptional Children 4(4).*


*Reserve

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Other Resources

Work Sampling System 4th Ed www.worksamplingonline.com

COR www.highscope.net

DOE-Consent Decree www.fldoe.org/aala/cdpage2

DOE-Accommodations: A Toolkit for Educators 2000. IDEA Partnerships

Artifact 1

Preschool and Primary Evaluation Project

Artifact 2

Classroom Test Development Project

Artifact 3

Assessment Accommodation Presentation

Professional Education Unit Conceptual Framework (CF)

FL-FAMU-CF.4

Critical Thinking. The exemplary professional understands and uses a variety of instructional strategies to encourage students’ development of critical thinking and performance. The candidate values critical thinking and self-directed learning as habits of mind.

FL-FAMU-CF.5

Professionalism. Exemplary professionals know the content and uses appropriate pedagogy to provide all students with the opportunity to learn. The exemplary professional is committed to professional growth and development. The candidate uses major concepts, principles, theories, and research related to development of children to construct learning opportunities that support students’ development and acquisition of knowledge and motivation. The candidate displays effective verbal and nonverbal communication techniques to foster valuable interaction in the classroom.

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Florida Educator Accomplished Practices (FEAP)

FEAP.1
ACCOMPLISHED PRACTICE #1: Assessment

FEAP.4
ACCOMPLISHED PRACTICE #4: Critical-thinking

FEAP.5
ACCOMPLISHED PRACTICE #5: Diversity

FEAP.6
ACCOMPLISHED PRACTICE #6: Ethics

FEAP.8
ACCOMPLISHED PRACTICE #8: Knowledge of Subject Matter

FEAP.12
ACCOMPLISHED PRACTICE #12: Technology (revised 9-4-03)

National Association Standards

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