



EDTP 3305 Designing Assessments (2-2)  
Second Semester

**Instructor Information**

<b><i>Instructor:</i></b>
<b><i>Email:</i></b>
<b><i>Office Voice Mail Line:</i></b>
<b><i>Campus office hours:</i></b>
<b><i>Virtual Office Hours:</i></b>

**Course Description**

Appraisal techniques, including formal and informal assessments, employed by relevant disciplines in determining appropriate educational programming for students with exceptionalities and English Language learners.

**Student Learning Outcomes**

Upon successful completion of this course the student will:

1. Understand various forms of assessments and their uses.
2. Administer formal and informal assessments of reading and writing literacy.
3. Design and use formal and informal assessments across all content areas.
4. Use assessment data to plan ongoing instruction, monitoring the performance of each student and devise instruction to enable students to grow and develop across all content areas.

**Pedagogy and Professional Responsibilities:**

<b>Knowledge</b>	<b>Skills</b>	<b>STR</b>
<b>Standard 1</b> 1.1, 1.4, 1.6, 1.7, 1.9, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.30, 1.31	<b>Standard 1</b> 1.1, 1.3, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.19, 1.24, 1.25, 1.26, 1.27, 1.28, 1.29	Reading Pedagogy 2 & 3
<b>Standard 3</b> 3.1, 3.2, 3.5, 3.6, 3.7, 3.9	<b>Standard 3</b> 3.8, 3.9, 3.10, 3.11, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20	

**Textbook**

McAfee, O., Leong, D. J., Bodrova, E. (2016). *Assessing and Guiding Young Children’s Development and Learning*. Pearson ISBN 10: 0-13-380276-0

## Course Evaluation

Course evaluation is determined by the following ratings:

Letter Grades & Percentages	Points
A = 100% - 90%	400-360
B = 89% - 80%	359-320
C = 79% - 70%	319-280
D = 69% - 60%	279-240
F = 59% and below	239-0

### Assignments and Possible Points

Informal Assessment Techniques (anecdotal notes, work samples, running records, and checklists/rating scales) 50 pts. each

TAPR Analysis – 50 pts.

Philosophy of Assessment – 50 pts.

Field Experience Reflection Journal – 100 pts.

TOTAL – 400 points

Unless students are informed otherwise, assignments will be graded within 7 days of due date.

### Professional Dispositions for Educators

Over the course of their preparation program, students are evaluated to ensure they are upholding the standards spelled out in the Professional Dispositions for Educators. This policy will apply to those students pursuing the Bachelor of Applied Science (BAS) in Early Childhood Education (ECE).

The Midland College (MC) Education Division focuses on preparing educators who respect differences, celebrate diversity, and demonstrate the requisite skills, knowledge, and dispositions expected of a professional in fostering student-centered learning environments. Dispositions are a vital component of teacher preparation and are defined as the “professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities.” (InTASC Model Core Teaching Standards and Learning Progressions for Teachers (2013), p.6). Prospective educators are expected to develop and practice these attitudes, values, and beliefs throughout their preparation.

Please refer to the Midland College Professional Dispositions for Educators for additional information.

### Ethics

The MC BAS in ECE expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators ([19 TAC Chapter 247](#)) and as outlined in Domain IV: Fulfilling

Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES).

## Resources

- TExES Preparation Manuals: [Certification Preparation Materials](#)
- 161 [Pedagogy and Professional Responsibilities EC-12](#)
- [Science of Teaching Reading](#)
- [EC-3 Content](#)
- [State Board of Educator Certification](#)
- APA format for written work: [APA format](#)
- TEKS: [Texas Essential Knowledge and Skills](#)
- PKG: [Texas Prekindergarten Guidelines](#)

## Course Technology

Consistent with the State of Texas Standards for Texas Teachers and International Society for Technology in Education (ISTE), this course will emphasize “Technology Applications Standards I-IV. See [Educator Standards for Technology Applications](#). Students should be able to

- Use Canvas Management System
- Create Word and PowerPoint files using Microsoft Office Software
- Use email with attachments
- Use of appropriate antivirus utilities
- Have access to a media player

All interactions with other students and the instructor should be professional and courteous. See [Core Rules of Netiquette](#).

For additional information regarding course technology and resources, please go to your Candidate Toolkit.

## Course Communications

MC provides each student an email account to be used in communication with College personnel. This is the default e-mail used in Canvas unless changed by the student. Students are responsible for checking their e-mail, Canvas messaging and announcements.

The instructor will provide feedback on assignment submissions. Students are responsible for reviewing instructor feedback.

## Student Responsibilities and Class Policies:

### Attendance

Attendance is expected. Excused absences and make-up work require instructor approval. Excessive absences, even if excused, may result in course failure.

### **Assignment Submissions**

Assignments must be submitted in Canvas. Students are responsible for ensuring that assignments can be read in Canvas.

### **Late Work**

Late work will not be accepted without instructor approval. The instructor may deduct points from late work.

### **Scholastic Dishonesty**

Students are expected to maintain high academic standards, including being responsible for submitting original work. Information on scholastic dishonesty and the discipline process is in the *MC Catalog and Student Handbook*, [Scholastic Dishonesty section](#).

The instructor may use a tool called Turnitin to compare a student's work with multiple sources. The tool itself does not determine whether or not a paper has been plagiarized, that judgment will be made by the instructor.

### **Field Experiences**

State law requires a background check for all individuals who work, volunteer, or have contact with children in a public school. The link is provided in the Canvas course. Students will not be able to schedule their field experiences until the background check is completed and approved.

After approval, students are responsible for scheduling appointments for field experiences. Students may schedule experiences only where assigned. During field experiences, students must wear an MC ID and follow all site rules and guidelines.

For additional information regarding Field Experiences, please refer to the Field Experiences and Student Teaching Manual.

### **Title IX: Non-Discrimination Statement**

MC does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following individual has been designated to handle inquiries regarding non-discrimination policies:

Wendy A. Kane, Dean of Student Life, [Title9@midland.edu](mailto:Title9@midland.edu)

Natasha Morgan, Human Resources/Payroll Director, [nmorgan@midland.edu](mailto:nmorgan@midland.edu)

For further information on notice of non-discrimination, visit the ED.gov Office of Civil Rights website, or call 1 (800) 421-3481.

### **Americans with Disabilities Act (ADA) Statement**

MC provides services for students with disabilities through Student Services. In order to receive accommodations, students must visit [www.midland.edu/accommodation](http://www.midland.edu/accommodation) and complete the Application for Accommodation Services located under the Apply for Accommodations tab. Services or accommodations are not automatic, each student must apply and be approved to receive them. All documentation submitted will be reviewed and a “Notice of Accommodations” letter will be sent to instructors outlining any reasonable accommodations.

### **Support Our Students**

The Support Our Students (SOS) program helps MC students enrolled in credit courses stay in school by assisting them with emergency non-academic needs. For more information on SOS services see the web site: <https://www.midland.edu/services-resources/student-services/sos.php>

### **Cell Phone Rules**

All cell phones must be silenced during class. Students may not text during class. Instructor permission is required for audio or video recording of classes.

### **Grade Appeal**

Procedures for grade appeal can be found in the MC *Catalog & Student Handbook*, [Grievances and Complaints](#) section.

### **Course Schedule**

This course is offered over 16 weeks. This is an estimate and is subject to the instructor’s discretion and may be changed.

<b>Week Student Learning Outcome(s) (SLO)</b>	<b>Readings and Preparation for This Week’s Class</b>	<b>In Class Activities</b>	<b>Assignment (Points)</b>	<b>Due Dates</b>
1 SLO 1	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Ch 1- Assessment in Early Childhood: A Work in Progress</li> </ul>	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Course Expectations</li> <li>• Ethics and Dispositions</li> <li>• Field Experience</li> <li>• Assignments</li> <li>• Assessment Vocabulary</li> <li>• Current practices in assessment</li> </ul>		

<b>Week</b>	<b>Student Learning Outcome(s) (SLO)</b>	<b>Readings and Preparation for This Week's Class</b>	<b>In Class Activities</b>	<b>Assignment (Points)</b>	<b>Due Dates</b>
			<ul style="list-style-type: none"> <li>Professional responsibility</li> </ul>		
2	SLO 1	<ul style="list-style-type: none"> <li>Ch 2 - Legal, Ethical, and Professional Responsibilities in Assessment</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Federal, state and local requirements</li> <li>Accurate and Trustworthy</li> <li>Assessing children fairly</li> </ul>		
3	SLO 1	<ul style="list-style-type: none"> <li>Ch 3 - Why, What, and When to Assess</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Why assess?</li> <li>What to assess?</li> <li>When to assess?</li> <li></li> </ul>	Checklists/Rating Scales (50)	Monday by Midnight
4	SLO 1	<ul style="list-style-type: none"> <li>Ch 4 - Documenting: Collecting Information</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Sources of information</li> <li>Methods of collection information</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Anecdotal notes (50)</li> </ul>	Monday by Midnight
5	SLO 1, 2	<ul style="list-style-type: none"> <li>Ch 5 - Documenting: Recording Information</li> </ul>	<ul style="list-style-type: none"> <li>Recording procedures</li> <li>Selecting recording procedure</li> </ul>	Running Records (50)	Monday by Midnight
6	SLOs 1, 2	<ul style="list-style-type: none"> <li>Ch 6 - Compiling and Summarizing Information</li> </ul>	<ul style="list-style-type: none"> <li>Portfolios</li> <li>Profiles and Summaries</li> </ul>	Work Samples (50)	Monday by Midnight
7	SLOs 1, 4	<ul style="list-style-type: none"> <li>Ch 7- Interpreting Assessment Information</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Authenticity and Trustworthiness</li> <li>Interpreting and Understanding assessment data</li> </ul>		
8	SLOs 1, 4	<ul style="list-style-type: none"> <li>Ch 8 - Using Assessment Information</li> </ul>	<ul style="list-style-type: none"> <li>Planning Strategies (including PLCs)</li> <li>Individual and Group Strategies</li> </ul>		
9	SLOs 1, 4	<ul style="list-style-type: none"> <li>Ch 8 - Using Assessment Information (Continue)</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum and Classroom Modification strategies</li> <li>Using assessment data to guide instruction</li> </ul>		
10	SLOs 1, 4	<ul style="list-style-type: none"> <li>Ch 9 - Organizing for Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Integrating assessment and teaching</li> </ul>		

Week Student Learning Outcome(s) (SLO)	Readings and Preparation for This Week's Class	In Class Activities	Assignment (Points)	Due Dates
		<ul style="list-style-type: none"> <li>• Developing an assessment plan</li> <li>• Organizing files and forms</li> </ul>		
11 SLOs 1, 2, 3, 4	<ul style="list-style-type: none"> <li>• Ch 10 - Standardized Tests: What Early Childhood Teachers Should Know</li> </ul>	<ul style="list-style-type: none"> <li>• Standardized procedures vs. standardized test</li> <li>• Types of standardized tests</li> </ul>		
12 SLOs 1, 2, 3, 4	<ul style="list-style-type: none"> <li>• Ch 10 - Standardized Tests: What Early Childhood Teachers Should Know (Continue)</li> </ul>	Texas Academic Performance Report		
13 SLOs 1, 2, 4	<ul style="list-style-type: none"> <li>• Ch 10 - Standardized Tests: What Early Childhood Teachers Should Know (continue)</li> </ul>	<ul style="list-style-type: none"> <li>• Limitations and inadequacies of standardized testing</li> </ul>		
14 SLOs 1, 2, 3, 4	<ul style="list-style-type: none"> <li>• Ch 11 - Communicating and Collaborating Using Assessment Processes and Results</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating with parents</li> <li>• Communicating with other professionals</li> </ul>	<ul style="list-style-type: none"> <li>• Texas Academic Performance Reports (TAPR) Analysis (<b>50 pts</b>)</li> </ul>	Monday by Midnight
15 SLOs 1, 2, 3, 4	<ul style="list-style-type: none"> <li>• Ch 11 - Communicating and Collaborating Using Assessment Processes and Results (Continue)</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating with children about assessment</li> <li>• Professional and personal development and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Philosophy of Assessment (<b>50 pts</b>)</li> </ul>	Monday by Midnight
16	<ul style="list-style-type: none"> <li>• ePortfolio</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Field Experiences Reflection (100)</li> <li>•</li> </ul>	Monday by Midnight

**Please note that the instructor reserves the right to change the syllabus.**