ECE 320 ASSESSMENT IN EARLY CHILDHOOD: ASSESSING THE WHOLE CHILD

COURSE SYLLABUS: SPRING 2025

INSTRUCTOR INFORMATION

Instructor: Dr. Nicole Pearce
Office Location: Ed South 219
Office Hours: Email or Telephone or Virtual by Appointment
Office Phone: 903.886.5537
University Email Address: Nicole.pearce@tamuc.edu
Preferred Form of Communication**:** Email
Communication Response Time: Communication Response Time: 24 Hours or Less

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

This course has been designed using Open Educational Resources (OER) and/or materials that are available through the internet or Waters Library. All materials are embedded within the course or are accessible via the internet or accessible through the Waters Library resource portal.

Course Description

This course focuses on early childhood assessment as a tool used to gather and provide educators, parents, and families with critical information about a child's development and growth. This course explores developmentally appropriate assessments for prekinder through 3rd grade students.

The syllabus/schedule are subject to change.

Student Learning Outcomes (Learning Objectives)

Learning Objectives/SLOs
Students will evaluate the purpose and alignment of various assessments to evaluate and support student growth while addressing the diverse developmental needs of young learners.
Students will analyze assessment data to identify patterns and draw evidence-based conclusions about strengths and areas for improvement.
Students will create differentiated strategies for reteaching or reinforcing concepts based on assessment results to address identified gaps and enhance understanding.
Students will critique student feedback to identify strengths and needs and provide actionable strategies for improvement with connections to objectives and prior learning.
Students will apply understanding of legal and ethical issues related to early childhood assessments in evaluating and communicating student performance.

Alignment of Tasks, Learning Objectives, and TEA Standards:

Module	Tasks	Learning Objectives/SLOs	TEA Standards
1	**Developmentally Appropriate Assessments:** Assessment Infographic	Students will evaluate the purpose and alignment of various assessments to evaluate and support student growth while addressing the diverse developmental needs of young learners.	STR Test Framework: I.002.D-F
2	**Analyzing Assessment Data:** Analysis Tables	Students will analyze assessment data to identify patterns and draw evidence-based conclusions about strengths and areas for improvement.	STR Standards: (b)1-3, (c) 2; STR Test Framework: I.001.H, I.001.L, I.002.A-C
3	**Data-driven instruction:** Reteach lesson	Students will create differentiated strategies for reteaching or reinforcing concepts based on assessment results to address identified gaps and enhance understanding.	PPR Test Framework: III.009.G, III.010.A, III.010B PPR Standards: 1.24k
4	**High-Quality Feedback:** Student Feedback	Students will critique student feedback to identify strengths and needs and provide actionable strategies for improvement with connections to objectives and prior learning.	PPR Standards: 1.25k-1.28k, 1.24s, 1.26s; Teacher Preparation Standards: 1.F.i-iii; STR Test Framework: I.001.H, I.001.L, I.002.G-I
5	**Legal & Ethical Considerations:** FERPA Statement	Students will apply understanding of legal and ethical issues related to early childhood assessments in evaluating and communicating student performance.	EC:PK-3 Test Framework: IV.008.A-E STR Test Framework: I.001.H, I.001.L, I.002.J-K

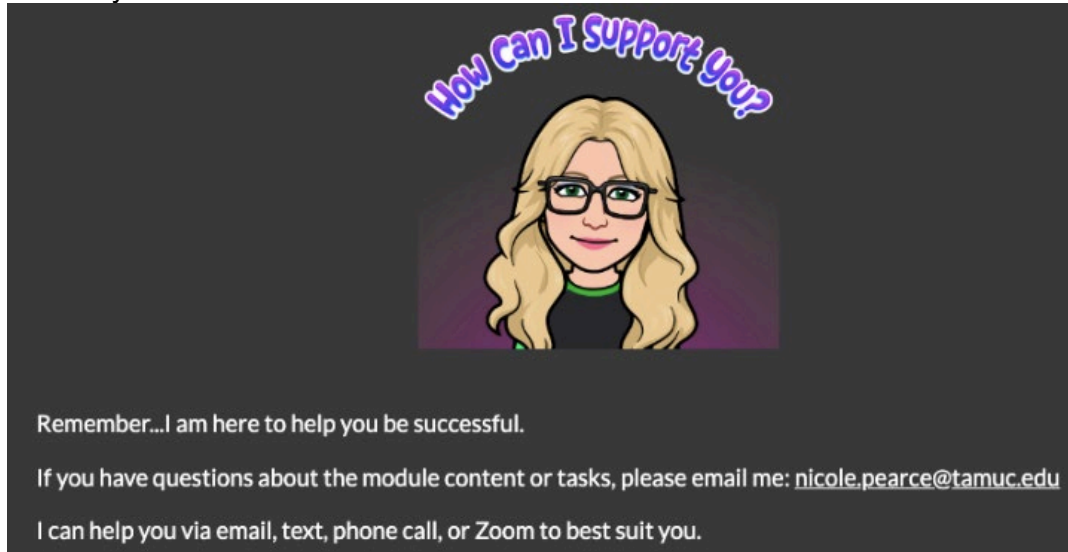The *syllabus/schedule are subject to change.*

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

Instructional Methods

This course is an online course. To be successful in this course, all content and course modules should be read and reviewed. All assignments must be completed. Please contact the instructor by email for any assistance.

How Can I Support You?

Remember...I am here to help you be successful.

If you have questions about the module content or tasks, please email me: nicole.pearce@tamuc.edu

I can help you via email, text, phone call, or Zoom to best suit you.

Student Responsibilities or Tips for Success in the Course

To be successful in this course, all content and course modules should be read and reviewed. All assignments (both graded and not graded) should be completed. Please contact the instructor by email for any assistance.

GRADING

Final grades in this course will be based on the following scale:
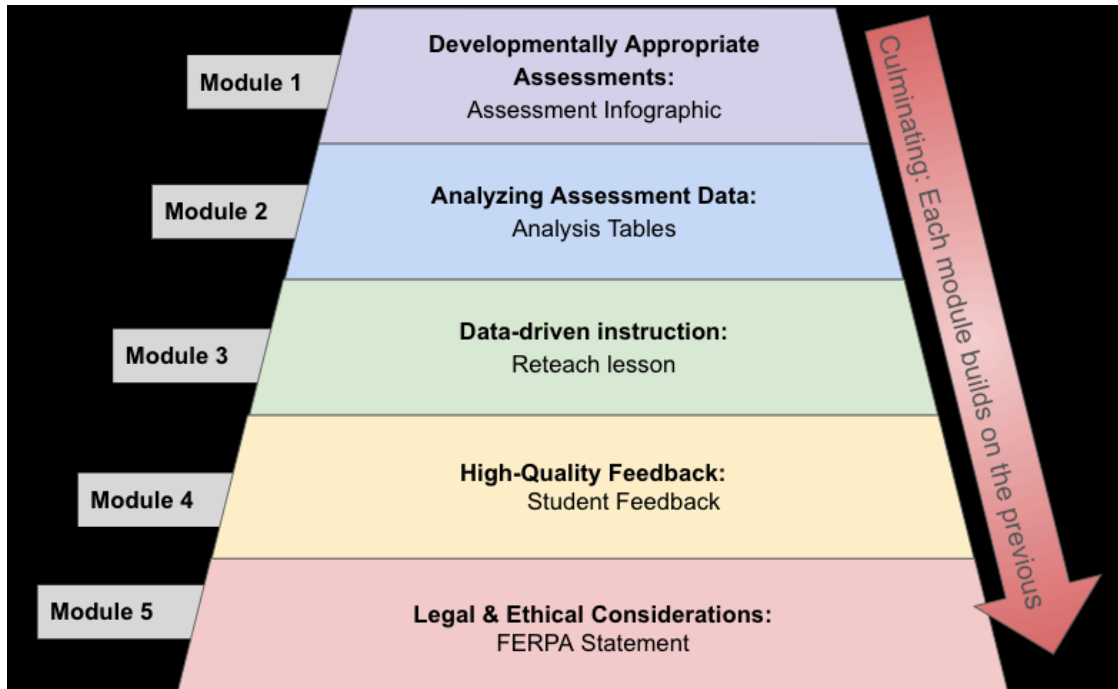
A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

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Assessments

Module 1	**Developmentally Appropriate Assessments:** Assessment Infographic	
Module 2	**Analyzing Assessment Data:** Analysis Tables	Culminating: Each module builds on the previous
Module 3	**Data-driven instruction:** Reteach lesson	
Module 4	**High-Quality Feedback:** Student Feedback	
Module 5	**Legal & Ethical Considerations:** FERPA Statement	

Each module task integrates 3 types of skills:

	Critical Thinking Skills	**Analytical Skills**	**Information Literacy Skills**
Definition	Critical thinking involves the ability to think clearly and rationally, understanding the logical connection between ideas. It encompasses various cognitive processes such as reasoning, evaluating evidence, and reflecting on assumptions, biases, and beliefs.	Analytical skills refer to the ability to deconstruct information into smaller parts to understand its structure, identify patterns, and solve problems. It involves the systematic examination of data or situations to draw logical conclusions.	Information literacy involves the ability to locate, evaluate, use, and communicate information in various formats effectively. It includes understanding the need for information, knowing how to find it, and critically assessing its quality and relevance.
Core Components	- Identifying and evaluating arguments or claims. - Recognizing inconsistencies or gaps in reasoning. - Making informed judgments and decisions based on evidence. - Reflecting on one's thought processes and assumptions	- Breaking down complex information or problems into smaller, manageable parts. - Identifying relationships, patterns, and trends in data. - Using logic and reasoning to understand how different elements connect. - Developing hypotheses or solutions based on analysis.	- Recognizing when information is needed and determining the scope and type of information required. - Searching for information efficiently using various tools and strategies. - Evaluating the credibility, reliability, and bias of information sources. - Effectively using and ethically sharing information.
Application	Used to solve complex problems, make decisions, and evaluate the credibility of information. Critical thinking is applicable across all disciplines, from science to humanities, and in daily life decision-making.	Frequently used in fields that require data interpretation, such as science, mathematics, engineering, finance, and research, to identify patterns, solve problems, or make predictions.	Essential for academic research, workplace tasks, and personal decision-making where credible and accurate information is needed. It is a foundational skill in navigating the information-rich digital age.

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

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Interaction with Instructor Statement

This is an online course; therefore, expect most communication to be online as well. Correspondence will always be through university email (your "myLeo" mail) and announcements in myLeo online (D2L). The instructor will make every effort to respond to emails within 24 provided the correspondence follows the requirements listed below. Students are encouraged to check university email daily.

All emails from students should include:
- Course name and subject in the subject line (ex. ECE 358 – Module 1
- Salutation
- Proper email etiquette (no "text" emails – use proper grammar and punctuation)
- Student name and CWID after the body of the email

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

This is an online course…100% of the class is delivered online.
- There are no campus visits or visits to designated sites.

An online course uses a computer and the Internet to deliver lessons and for interaction between the instructor and the student and the student to other students.

For students who are unable to attend classes on the A&M-Commerce campus because of distance or time conflicts, online classes allow flexibility of time and place while the objectives and content of the courses are essentially the same as those offered in the traditional classroom setting.

In an online course, the student accepts responsibility for learning outcomes.

The instructor's role is that of a facilitator and guide.
- Rather than face-to-face lectures, the instructor will provide information through online course materials and learning activities that are accessed through the Internet.
- Presentation of course materials will vary according to instructor design.
- The instructor will provide feedback and evaluation as the student completes weekly class sessions.

Online learning emphasizes the process. That is, online learning involves more than the accumulation and memorization of information.
- In online courses, high levels of collaboration and interactivity are required to seek, evaluate, and process the almost limitless amount of available and useful information.
- Online courses present students with opportunities to acquire the knowledge and skills necessary in the 21st-century workplace.

The time you should spend on this course per week:

Time per week over 15 weeks	9 hours per week
• Fall & Spring Semesters	
Time per week over 5 weeks	27 hours per week
• Summer I & Summer II Semester	

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
https://www.britannica.com/topic/netiquette

ETAMU Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)
[Undergraduate Student Academic Dishonesty Form](#)

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf

[Graduate Student Academic Dishonesty Form](#)

http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a

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learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
East Texas A&M University
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu
Website: Office of Student Disability Resources and Services
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M University Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling

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Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counseling-center**

Mental Health and Well-Being
The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

Department or Accrediting Agency Required Content

TEA Standards	
Educators understand and utilize a variety of developmentally appropriate assessments aligned with instructional goals, standards, and guidelines to evaluate and support student growth while addressing the diverse developmental needs of young learners.	STR Test Framework: I.002.D-F
Educators apply knowledge of effective assessment administration and documentation while leveraging instructional technologies for data collection, analysis, and evaluation of student work, understanding both the benefits and limitations of technological assessment methods.	STR Standards: (b)1-3, (c) 2; STR Test Framework: I.001.H, I.001.L, I.002.A-C
Educators use continuous assessment data to monitor progress, provide immediate, constructive feedback, and collaborate with colleagues to differentiate and adjust instruction, ensuring plans reflect students' strengths, prerequisite knowledge, and necessary scaffolds to promote engagement, equity, and accessibility for all learners.	PPR Test Framework: III.009.G, III.010.A, III.010B PPR Standards: 1.24k
Educators provide timely, specific, and actionable feedback to students, families, and stakeholders, supporting ongoing development and motivation.	PPR Standards: 1.25k-1.28k, 1.24s, 1.26s; Teacher Preparation Standards: 1.F.i-iii; STR Test Framework: I.001.H, I.001.L, I.002.G-I
Educators understand ethical assessment practices require maintaining confidentiality, providing equitable accommodations, and effectively communicating timely, constructive feedback to students, families, and colleagues for ongoing growth.	EC:PK-3 Test Framework: IV.008.A-E STR Test Framework: I.001.H, I.001.L, I.002.J-K

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COURSE OUTLINE / CALENDAR

Start Here	Week 1 • 1 week total	1. Read & Explore Module Materials 2. Activity: Student Survey (40 points)
1	Weeks 2-4 • 3 weeks total	1. Read & Explore Module Materials 2. Activity: Developmentally Appropriate Assessments (40 points)
2	Weeks 5-7 • 3 weeks total	1. Read & Explore Module Materials 2. Activity: Analyzing Assessment Data (40 points)
3	Weeks 8-10 • 3 weeks total	1. Read & Explore Module Materials 2. Activity: Data-driven Instruction (40 points)
4	Weeks 11-13 • 3 weeks total	1. Read & Explore Module Materials 2. Activity: High-quality Feedback (40 points)
5	Weeks 14-16 • 3 weeks total	1. Read & Explore Module Materials 2. Activity: Legal & Ethical Considerations (40 points)

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