



COURSE ECE, 320, 01W, Assessments in Early Childhood

COURSE SYLLABUS:

INSTRUCTOR INFORMATION

Instructor: Ms. Michele Anderson Instructor and Early Childhood Program Coordinator

Office Location: Sowers Education South, Room 201

Office Hours: Mondays and Thursdays, 4:00-5:30 pm

Office Phone: 903-886-5537

University Email Address: michele.anderson@etamu.edu

Preferred Form of Communication: **Email**

Communication Response Time: 24 Hours Monday-Friday

Online virtual Office Hours: Mondays and Thursdays, 4:00-5:30 pm

Virtual Office Hours 25/26 or by appointment

<https://us02web.zoom.us/j/85281936982>

Meeting ID: 852 8193 6982

Communication Response Time: 24 Hours or Less Monday-Friday

COURSE INFORMATION

Course Materials: Open Educational Resources (OER)

Assessment in Early Childhood-ISBN-13: 9780136631149

<https://www.pearson.com/en-us/subject-catalog/p/assessment-in-early-childhood-education/P200000002049/9780136631149>

ECE 320 - Assessment in Early Childhood: Assessing the Whole Child

Course Description

The *syllabus/schedule* are subject to change.

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 prekindergarten through 3rd grade students.

Standards and Framework Items Addressed by the course as a whole: Teacher Preparation Standards: 1.F.i-iii; PPR Standards: 1.24k, 1.25k, 1.26k, 1.27k, 1.28k, 1.24s, 1.26s; EC:PK-3 Test Framework: IV.008.A-E; PPR Test Framework: III.009.G, III.010.A-B; STR Standards: (b) 1-3, (c) 2; STR Test Framework: I.001.H, I.001.L, I.002.A, I.002B, I.002.C, I.002.D, I.002.E, I.002.F, I.002G, I.002.H, I.002.I, I.002.J, I.002.K

Performance Assessment Description

Students will read a case study which involves their participation as part of a student support team tasked with reviewing data from a student's assessment portfolio. The case study represents an authentic school setting with information about a student in a specified prekindergarten through third grade level, school, and Texas school district. Context for learning includes a detailed profile of school, classroom, and student information (community, cultural, and personal assets) to provide background information to support analysis of student assessment data and goal setting for next steps of instruction. Additionally, the case study discusses both formal and informal assessments utilized to monitor student performance and achievement with student feedback written on student work products. Students will demonstrate knowledge of the types, selection, and uses of developmentally appropriate assessments and assessment practices to effectively support learning by summarizing findings and setting goals for the student to bring to the next meeting. In the summary of findings, students will include: a summary of student's context for learning, a description of the types and purposes of assessments highlighted in the case study, evaluation of alignment of assessment to instructional objectives and standards, evaluation of student feedback and suggestions to modify student feedback to make feedback more high-quality, analysis of the assessment data, strategies to utilize assessment results to inform next steps of instruction, limitations of assessments provided in the feedback for monitoring student performance and achievement and maximizing learning with suggestions for alternative assessments, a statement which includes "FERPA" that demonstrates knowledge of legal and ethical issues related to assessment, responsible assessment practices, and confidentiality.

Curriculum Standard	Test Framework - Domain & Competency	Performance Assessment for Mastery
Teacher Preparation Standards: 1.F.i, 1.F.ii, 1.F.iii PPR Standards: 1.25k, 1.26k, 1.27k, 1.28k, 1.24s, 1.26s STR Standards: (b)1, (b)2, (b)3, (c)2	EC:PK-3 Test Framework: IV.008.A, IV.008.B, IV.008.C PPR Test Framework: III.009.G, III.010.A, III.010.B STR Test Framework: I.001.H, I.001.L, I.002.A, I.002B, I.002.C, I.002.D, I.002.E, I.002.F, I.002G, I.002.H, I.002.I, I.002.J, I.002.K	Analysis of a Student Portfolio

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Student Learning Outcomes (Should be measurable; observable; use action verbs)

1. **Developmentally Appropriate Assessments:** 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.
2. **Analyzing Assessment Data:** Students will analyze assessment data to identify patterns and draw evidence-based on assessment results to address identified gaps and enhance understanding.
3. **Data-Driven Instruction:** Students will create differentiated strategies for reteaching or reinforcing concepts based on assessment results to address identified gaps and enhance understanding.
4. **High-quality Feedback:** Students will critique student feedback to identify strengths and needs and provide actionable strategies for improvement with connections to objectives and prior learning.
5. **Legal & Ethical Considerations:** Students will apply an understanding of legal and ethical issues related to early childhood assessments in evaluating and communicating student performance.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Instructional Methods

Student Responsibilities or Tips for Success in the Course

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

Total points corresponding to the final letter grades

A = 451- 500 Points

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B = 401- 450 Points

C = 351- 400 Points

D = 301- 350 Points

F = 300 & > Points

Weights of the assessments in the calculation of the final letter grade.

Example:

Assignments	20%
Discussions	20%
Midterm Exam	30%
Final Exam	30%
TOTAL	100%

Assessments

PBA	<p>Analysis of a Student Portfolio</p> <p>ECE 320 PBA</p> <p>Students will read a case study that involves their participation as part of a student support team tasked with reviewing data from a student's assessment portfolio. The case study represents an authentic school setting with information about a student in a specified prekindergarten through third-grade level, school, and Texas school district. The context for learning includes a detailed profile of the school, classroom, and student information (community, cultural, and personal assets) to provide background information to support the analysis of student assessment data and goal setting for the next steps of instruction. Additionally, the case study discusses both formal and informal assessments utilized to monitor student performance and achievement with student feedback written on student work products. Students will demonstrate knowledge of the types, selection, and uses of developmentally appropriate assessments and assessment practices to effectively support learning by summarizing findings and setting goals for the student to bring to the next meeting. In the summary of findings, students will include: a summary of the student's context for learning, a description of the types and purposes of assessments highlighted in the case study, an evaluation of the alignment of assessment to instructional objectives and standards, an evaluation of student feedback and suggestions to modify student feedback to make feedback more high-quality, analysis of the assessment data, strategies to utilize assessment results to inform next steps of instruction, limitations of assessments provided in the feedback for monitoring student performance and achievement and maximizing learning with suggestions for alternative assessments, a statement which includes "FERPA" that demonstrates knowledge of legal and ethical issues related to assessment, responsible assessment practices, and confidentiality.</p>
Alignment	<p>Teacher Preparation Standards: 1.F.i-iii</p> <p>PPR Standards: 1.24k, 1.25k, 1.26k, 1.27k, 1.28k, 1.24s, 1.26s</p> <p>EC:PK-3 Test Framework: IV.008.A-E</p>

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PPR Test Framework: III.009.G, III.010.A-B

STR Standards: (b) 1-3, (c) 2

STR Test Framework: I.001.H, I.001.L, I.002.A-K

19 TAC §228.30(d)(4)

- Teacher Standards Data-driven instruction, Formal & informal

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.

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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>

Interaction with Instructor Statement

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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.

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>

TAMUC 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>

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Academic Integrity

Students at Texas A&M University-Commerce 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 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.

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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 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

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COURSE OUTLINE / CALENDAR

<u>Module</u>	<u>Topics</u>	<u>Activity Due Date</u>
<u>Module 1 Jan 12- Feb 6, 2026</u>	<u>Introduction to Assessment</u> <u>Overview of Assessment</u> <u>Assessment and Learning</u> <u>Communicating to Families</u>	<u>Introduction due January 19, 2026</u> <u>Assignments due February 6, 2026</u>
<u>Module 2-Feb. 9- March 6,2026</u>	<u>Classroom Assessments</u> <u>Data-Informed Decision Observation</u>	<u>Assignments due March 6, 2026</u> <u>Midterm- March 6, 2026</u>
<u>Module 3- March 6- April 3, 2026</u>	<u>Checklist and Rating Scales</u> <u>Teacher-Designed Assessments</u>	<u>Assignments due April 3, 2026</u>
<u>Module 4- April 3- May 1, 2026</u>	<u>Performance-Based Assessment</u> <u>Standardized and High-Stakes Assessment</u> <u>Accommodations for Assessment</u>	<u>Assignments due May 1, 2026</u> <u>Final- May 1, 2026</u>

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