

# SPED 63957 Assessment and Evaluation in Early Childhood Services

## Assignments Spring 2012

### Assignment One – Participation



**Points – 15**  
*Due- Ongoing*

Purpose – To encourage and support active participation in all course related activities. To give participants opportunities to promote critical thinking, enhance team collaboration skills, and improve communication skills.

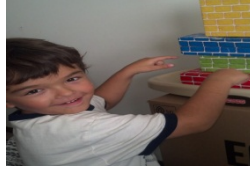
General Description – A critical aspect of any learning experience is the active and sustained participation by the learner. Each student will be expected to participate fully in all face-to-face (f2f) and on-line course activities. Participation is generally defined as working consistently, independently, and as a collaborative team member. Participation is also defined as being responsive by attending to the diverse or individual learning styles of other members and listening actively during group discussions and presentations. Lastly, participation is defined as being supportive of all other participants, the course instructor(s), and guest presenters by encouraging critical thinking and diverse ideas.

- Participation will be evaluated in terms of how actively members participate in class sessions (online and f-2-f). Examples of active participation include listening, commenting, asking follow-up questions, working collaboratively, sharing resources/ideas, providing solutions, and engaging in discussion.
- Participation will be evaluated in terms of *readiness* to discuss issues related to class topics. Participants demonstrate readiness by conducting Internet searches, reading supplemental or recommended readings, and/or talking to community experts. Evidence of being ready for class will come in the form or ability to answer questions, provide brief summaries and solutions during discussions, and/or provide examples and resources to share with other class members.
- Participation will be evaluated in terms of *following through* with requests from the instructor designed to develop, sustain, and improve the learning experience.

*See course policies for more on participation.  
Participation will be evaluated using the rubric posted in BBL.  
Feedback will be given upon request, at midterm, and at the end of the semester.*

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## Assignment Two – Center-Based Assessment



**Points – 35**

*Due Date – Variable – see dates in **red** below*

Purpose: The purpose of the project is to allow students to work as members of a transdisciplinary team in conducting both a center-based assessment and a home visit. The purpose is also to review the evidence base related to a key aspect of conducting center-based assessments.

General Description: Each student will be assigned to a team of two or three other members. The entire team will work together to identify the family of a young child that is willing to participate (families can be assigned to groups as necessary). The team will be responsible for conducting a minimum of one home visit which will include the administration of a standardized assessment and engaging in a structured interview with the family (please note that the assessment and interview can occur separately if desired); this will be followed by a center/play-based assessment during which groups will conduct a criterion-referenced assessment of their choice.

### *General Requirements:*

- As a member of a team, conduct a center-based assessment.
  - Teams will make a home visit to observe the child’s play and interactions and conduct their **norm-referenced assessment** and **interview**. The date for the home visit is to be scheduled with family and should occur **between the weeks of March 11<sup>th</sup> and April 1<sup>st</sup>**.
  - Teams will conduct a center-based assessment using a **criterion-referenced assessment** of their choice at the child’s child care center, preschool or center-based program identified by the instructor in collaboration with the family. The center-based visit should occur **between the weeks of March 11<sup>th</sup> and April 1<sup>st</sup>**.
  - Teams will complete the protocols for each assessment measure and create a written narrative report (may include numbers and visuals) regarding the child’s performance. The written report must include information from observations, interviews, and both assessment measures. **DUE April 12<sup>th</sup> via BBL.**
  - To the extent desired by the family, teams should actively involve the family in **all** assessment related discussions, decisions, meetings, and activities. Families will evaluate the team’s performance and extent to which they were involved as desired.

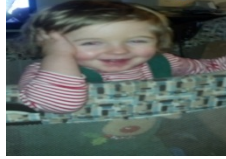
*The Center-based Assessment will be evaluated using the rubrics posted in BBL. Feedback will be provided within 2 weeks of each due date.*

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## Assignment Three – Curriculum-Based Assessment Critique



**Points – 35**

*Due Date – Variable – see dates in **red** below*

Purpose – To serve as a critical consumer in using curriculum-based assessments to plan and revise instruction.

General Description – Curriculum-based assessments (CBA) are used for a wide variety of reasons when working with young children; however, not all CBAs are created equally nor are they consistently used for intended purposes. Pairs of students will have the opportunity to select, administer, and critique a curriculum-based assessment.

### Directions:

- Each student will be paired with another student (pairs will be posted in BBL by the 2<sup>nd</sup> week of the semester). Pairings are to get to know one another throughout the semester and establish modes of communication for completing the critique.
- As a pair, select and gain access to a curriculum-based assessment instrument - CBA. The team cannot use the Assessment, Evaluation, and Programming System - AEPS (unless members of the team haven't taken SPED 63953 and have no experience with the AEPS). Teams can use a CBA that is commonly used in a county/district you work or intend to work. Select and gain access to CBA by **March 15<sup>th</sup>**.
  - As individuals, or as a pair, administer the CBA on a young child (age or ability doesn't matter but should match who the CBA was designed). CBA administered by **April 5<sup>th</sup>**.
  - As individuals, or as a pair, score and summarize the CBA as instructed by the instrument's manual or training materials. CBA scored and summarized by **April 19<sup>th</sup>**.
  - As individuals, or as a pair, share the results/report with an "assigned" family (i.e., phone or Skype conference call) and role play how you as an individual or as a team would share the results from the CBA with a family. Virtual meeting will be scheduled between **April 22<sup>nd</sup> & May 3<sup>rd</sup>**.
- As a pair, conduct a review/critique of the CBA. The review/critique must include a comparison to **recommended assessment practices** as well include specific recommendations for use (or non-use) for **planning and revising instruction**.
  - The review/critique must be based upon what is known about the instrument (e.g., information gained from written literature, conversations with users, observations, and even your personal experiences).
  - The review/critique must include in text and end of text citations following APA 6 to support statements and conclusions.
  - The length and format of the review/critique doesn't matter; however, the critique must be useful to others and be comprehensive enough to allow others to be critical consumers. In other words, multiple means of representation are encouraged, and as creation of a website, a PPT or Prezi, or a paper are all acceptable for sharing the results of your critique. The review/critique is to be posted in BBL by **April 26<sup>th</sup>**.

*The CBA critique will be evaluated using the rubric posted in BBL.*

*Feedback will be provided within 2 weeks of each due date.*

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## Assignment Four – Final Exam



**Points – 15**

*Due Date – May 8<sup>th</sup>*

Purpose – To provide a culminating experience for students to demonstrate knowledge and skills gained over the course of the semester.

General Description – The final exam presents a set of scenarios from child find to program evaluation. Students have some choice as to the age group (Birth to three or 3-5) in which they consider various assessment practices. The final exams flows as a story where students are asked to fill in the blanks and/or to make a series of decisions and recommendations based upon knowledge and skills gained from participating in the class. Instructors will highlight key content over the course of the semester and provide opportunities for in depth readings, discussion, and practice related to content on the final exam.

### Directions:

1. Download the final exam any time **from May 1<sup>st</sup> but before May 8<sup>th</sup>**.
2. Complete the exam:
  - Written expression is preferred; however, verbal expression opportunities can be created upon request.
  - Students are to work independently.
  - Students may use any class or outside resource when completing the exam; however, it is highly recommended that students strive to create answers in their own words and keep statements brief and to the point.
  - Within BBL a Final Exam Q&A forum will be available from **May 1<sup>st</sup> but before May 8<sup>th</sup>**. Students are encouraged to post questions regarding final exam procedures, wording of questions, and/or expectations.
  - The final exam must be completed and submitted via BBL by 11:59pm EST on **May 8<sup>th</sup>**.