

Cover Sheet: Request 10665

EDF 3433 Introduction to Educational Measurement and Evaluation

Info

Process	Course Modify Ugrad/Pro
Status	Pending
Submitter	Jones,Hazel hajones@coe.ufl.edu
Created	1/8/2016 11:04:27 AM
Updated	9/7/2016 12:30:33 AM
Description of request	This course provides an introduction to measurement and evaluation as it applies to teaching in early childhood and early childhood special education settings.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COE - School of Special Education, School Psychology, and Early Childhood Studies 011808000	Crockett, Jean B		1/20/2016
Deleted EDF 3433 Eval and Meas Syllabus Rev.docx					1/8/2016
College	Conditionally Approved	COE - College of Education	Wrighton, Jennifer L	Based on the CCC minutes from 2/8/16, the course is conditionally approved with the suggested changes.	3/2/2016
No document changes					
Department	Approved	COE - School of Special Education, School Psychology, and Early Childhood Studies 011808000	Holly Lane		8/31/2016
Added EDF 3433 Eval and Meas Syllabus Rev.docx					3/10/2016
College	Approved	COE - College of Education	Waldron, Nancy L		9/7/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			9/7/2016
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					

Step	Status	Group	User	Comment	Updated
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Modify for request 10665

Info

Request: EDF 3433 Introduction to Educational Measurement and Evaluation

Description of request: This course provides an introduction to measurement and evaluation as it applies to teaching in early childhood and early childhood special education settings.

Submitter: Jones,Hazel hajones@coe.ufl.edu

Created: 3/10/2016 12:53:30 PM

Form version: 2

Responses

Current PrefixEDF

Course Level3

Number 433

Lab Code None

Course Title Introduction to Educational Measurement and Evaluation

Effective Term Earliest Available

Effective Year Earliest Available

Requested Action Other (selecting this option opens additional form fields below)

Change Course Prefix?No

Change Course Level?No

Change Course Number?No

Change Lab Code?No

Change Course Title?Yes

Current Course TitleIntroduction to Educational Measurement and Evaluation

Proposed Course TitleIntroduction to Educational Measurement and Evaluation in Early Childhood

Change Transcript Title?Yes

Current Transcript TitleIntro Educ Meas/Eval

Proposed Transcript Title (21 char. max)Intro Ed Meas/Eval EC

Change Credit Hours?Yes

Current Credit Hours2

Proposed Credit Hours3

Change Variable Credit?No

Change S/U Only?No

Change Contact Type?No

Change Rotating Topic Designation?No

Change Repeatable Credit?No

Change Course Description?Yes

Current Course DescriptionSurveys principles and methods of educational measurement with an emphasis on evaluation and diagnosis of students in school settings.

Proposed Course Description (50 words max)An introduction to measurement and evaluation as it applies to teaching in early childhood and early childhood special education settings. Ways in which assessment data can be used to inform decision-making for all children, including children with disabilities, those from diverse cultural backgrounds, and English language learners.

Change Prerequisites?Yes

Current PrerequisitesSTA 2023; knowledge of descriptive statistics, correlation and regression; inferential statistics and tests on means; and department permission for freshmen and sophomores.

Proposed PrerequisitesNone

Change Co-requisites?No

RationaleThe change in Florida Accomplished Practices and addition of the state Reading competencies requires additional content for this course.

EDF 3433 Introduction to Measurement and Evaluation in Early Childhood Spring XXXX, Tentative Course Syllabus

Instructor:

Email:

Office:

Phone: TBA

Office Hours:

Class meeting times: TBA

Room:

PURPOSE OF THE COURSE

This course provides an introduction to measurement and evaluation as it applies to teaching in early childhood and early childhood special education settings. Ways in which assessment data can be used to inform decision-making for all children, including children with disabilities, those from diverse cultural backgrounds, and English language learners.

Additionally, the course addresses Educator Accomplished Practices 1-Assessment, as well as competencies related to Sunshine State Standards content measured by FCAT and information on the State system of school improvement and accountability. Furthermore, ESOL Performance Standards 4 and 9 (birth to 4) and 8 (PK-3) will be addressed throughout this course.

COURSE OBJECTIVES

Students in this course will:

1. Identify and describe psychometric approaches to assessment, including the strengths and limitations of different types of data for making different types of educational decisions.
2. Use psychometric qualities, including reliability and validity, to evaluate the utility of commonly used assessment techniques for different purposes and with different populations of students (e.g., students who are English Language Learners, have disabilities, etc.). In particular, students will identify sources of construct-irrelevant variance for tests used with diverse populations
3. Describe formal, informal, traditional, and alternative assessment techniques appropriate for the following purposes: screening, eligibility determination, diagnosis, program planning, and program evaluation.
4. Identify and describe commonly used assessment instruments for the assessment of cognitive ability, academic achievement, gross and fine motor skills, language abilities, and social skills.
5. Describe methods to adapt such techniques for the valid assessment of children from diverse backgrounds, who are English Language Learners, and who have disabilities.
6. Develop informal assessment techniques to evaluate instruction and plan future instruction and environmental arrangements.
7. Interpret evaluation data both as it applies to individual children with diverse needs (e.g., disability, ELL) as well as program evaluation (e.g., high stakes testing, including FCAT), and communicate these findings to other consumers (e.g., students, parents, other educators).

REQUIRED TEXTBOOK

Mindes, G. (2011). *Assessing Young Children* (4th ed.). Upper Saddle River, New Jersey: Pearson Education, Inc. ISBN 0-13-700227-0.

RECOMMENDED TEXTBOOK

Losardo, A., & Notari-Syverson, A. (2001). *Alternative Approaches to Assessing Young Children*. Baltimore, Maryland: Brookes Publishing. ISBN 1-55766-498-6.

ADDITIONAL RESOURCES

Dodge, D.T., Herman, S., Charles, J., & Maiora, J. (2004). Beyond outcomes: How ongoing assessment supports children's learning and leads to meaningful curriculum. *Young Children, January*. p. 9-16.

Maxwell, K. & Clifford, R. (2004). School readiness assessment. . *Young Children, January*. p. 42-46.

Missall, K.N., Carta, J.D., McConnell, S., Walker, D., & Greenwook, C.R. (2008). Using Individual Growth and Development Indicators to Measure Early Language and Literacy., *Infants and Young Children, 21*, 241-253.

Santos, R.M. (2004). Ensuring culturally and linguistically appropriate assessment of young children. *Young Children, January*. p.48-50.

COURSE STRUCTURE AND POLICIES

This course will consist of a variety of learning formats including lectures, large and small group discussions, and in-class activities. Because core material will be presented only in class (i.e. not in the readings), and because of the experiential nature of the course, class attendance is extremely important. To encourage students to attend class, attendance will be taken at every class period. EDF 3433 also has an online component through the COE's Moodle system (ADD NEW WEBSITE WHEN AVAILABLE.) Most weeks will include an online assignment that should be completed PRIOR to the face-to-face class meeting.

Because the Early Childhood Education Program (ECE) is designed to prepare students for a profession, the ECE faculty felt it was important for students to learn and acquire habits that will facilitate their successful entry into the profession. Therefore an attendance policy that reflects professional standards was adopted. The attendance policy adopted but the Unified Early Childhood Program Faculty applies to this course; in accordance with this policy, 10% of the course grade will be based on attendance and in-class assignments. (See below.)

Attendance Policy of the Unified Early Childhood Program

- Students are expected to attend and participate in all class meetings.
- Students are expected to arrive in time for class and to remain for the entire period.
Tardiness and leaving early will not be tolerated **and will be counted as absences.**
- Individual participation and group activities requiring participation will occur throughout the course.
- Each student is permitted **one** absence, regardless of the reason, during the semester.
- If more than one absence occurs, this will be reflected in the final course grade. (Please note: It is not necessary to discuss the reason for this one "free" absence with the instructor.)
- Students are responsible for all information presented in the course regardless of an absence. **It is not the responsibility of the instructor to provide the student with the information or materials distributed in class.**
- **No** additional absences, **or** absences on dates of exams or other assignments, will be tolerated. **Students will not be able to make-up lost points related to poor attendance or lack of participation.**
- Instructors will individually determine the amount or percentage of points that will be based on attendance and participation in the grading structure for each course. (For this course, 10% of the final course grade will be based on attendance and in-class activities.) This information will be included in the course syllabus.

Make-up exams are available at the discretion of the instructor **for excused absences** (i.e., death of a close relative, illness with a doctor's note) only. All make-up exams will be essay style exams. All assignments are due **by the beginning of class on the assigned day**, and late assignments will be penalized by one letter grade for every day they are late. For example, the highest possible grade for an assignment due Tuesday that is turned in on the following Thursday is a C.

Requirements for class attendance and make-up exams, assignments, and other work in this course is consistent with university policies that can be found at: Undergraduate link:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Academic Integrity

The University's policy on academic honesty and plagiarism will be in effect for all tests and assignments.

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Respect

Open-minded exchange of ideas and opinions is a cornerstone of higher education. To this end, we expect that all individuals associated with this course (e.g., students, instructors, teaching assistants, guest lecturers) will be treated with courtesy and respect at all times. Although we may not always agree or reach the same conclusions, we must agree to respect others and value diversity of experience and views.

Accommodations for Students with Disabilities

Students requesting accommodation for disabilities must first register with the Disability Resource Center - www.dso.ufl.edu/drc/ . The DRC will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodations. Students should contact the DRC and complete this process as early as possible in the term for which they are seeking accommodations.

Counseling and Wellness

University support services are available to students who are experiencing significant distress and/or personal emergencies. As appropriate please contact:

UF Counseling & Wellness Center: www.counseling.ufl.edu or 352-392-1575

University Police Department: 352-392-1111 or 9-1-1 for emergencies

Online Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu> . Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu> .

GRADES

Grades will be assigned based on the student's performance on the following:

45%: Three in-class tests (15% each)

15%: Online activities and discussions

10%: Attendance and participation, including in-class assignments and activities

30%: Assessment project

Three in-class tests: Three tests will be given over the course of the semester. These examinations will consist of multiple choice and short answer formats. Tests will include ESOL performance standards.

Assessment Project: As part of your field experience in this semester, you will be paired with a struggling reader in a primary grade in your placement school. Throughout the semester, you will meet with your student regularly to administer assessments and provide tutoring in beginning reading skills. Training in the assessment measures and the tutoring procedures will be provided both in class and **in** a separate workshop. To document your work and measure the progress of your student, you will compile a Case Study notebook that includes the assessments, tutoring session notes and artifacts, peer observations, a written report of results and instructional recommendations, and a reflection generated throughout the semester. Your notebook will represent ongoing learning by both your student and yourself and will be a culminating project in this course. Additional information about this assignment, along with a rubric regarding grading will be provided in class and available on the course website.

NOTE: With the exception of in-class tests and assignments, **ALL** out of class assignments should be typed. **Handwritten assignments will not be accepted.**

Class Assignments and Activities: These assignments are intended to provide you with the opportunity to informally respond to issues of interest related to the course. Some of these assignments will ask students to reflect on observations of children, particularly children with atypical development and children from culturally and linguistically diverse backgrounds (ESOL Performance Standards). Most assignments will be completed during class and will consist of a combination of individual and group work, as well as a combination of written and oral responses. At their request, students may receive a mid-term “report” on their in-class performance, with recommendations for improvement as needed.

Online Assignments and Discussions: The online assignments for this course can be found at _____. These assignments and activities are designed to prepare students for class discussions and activities, to reinforce new skills, and to give students an opportunity to engage in discussions with peers on controversial and/or complex issues related to assessment and evaluation. In order to receive full credit, the online assignment must be completed at least 1 hour prior to the beginning of class on the date it’s due. Please see the course website for additional information about the nature of the assignments, rubrics for grading online discussions, and the relative grade weights for each.

GRADING FOR EXAMS AND PAPERS

The grades for this course will be percentage based using the scale below.

100-91:	A
90:	A-
89-88:	B+
87-81:	B
80:	B-
79-78:	C+
77-71:	C
70:	C-
69-68:	D+
67-60:	D

Tentative Course Schedule, Spring XXXX

Date (TBA)	Topic	Readings
	Course introduction What is assessment, and how do we know what we know?	
	Different techniques for different purposes – different uses and stakeholders for measurement and evaluation efforts in early childhood Traditional and contemporary assessment models	L&N Chapter 2 Minds Chapter 1 Dodge et al., 2004
	Basic concepts of measurement Stats Review Reliability	Minds Chapter 4 Linn & Miller Chapter 5
	Basic concepts of measurement Validity Using standardized tests to make high stakes decisions: Implications for validity	Linn & Miller Chapter 4 Darling-Hammond, 2010, Chapter 3
	TEST 1	
	The “right tool for the job” – choosing the appropriate test Observation	Minds Chapters 5 and 6 Minds Chapter 3
	Naturalistic assessment Focused assessment Performance assessment Portfolio assessment Dynamic assessment * small group presentations *	L&N Chapters 3 – 7
	Developing classroom tests and assessments: Preschool Developing classroom tests and assessments: Primary grades	Linn & Miller Chapter 6 Missall et al., 2008
	SPRING BREAK	
	Special Issues in Assessment – Infant and Toddler, Preschool, Primary Grades	Minds Chapters 9, 10, 11 Maxwell & Clifford, 2004 Fuchs & Fuchs, 2008
	TEST 2	
	Transdisciplinary framework Including families in the assessment process	L&N Chapter 9 Minds Chapter 2 and 7
	When development may not be typical... Assessing children from diverse cultural and linguistic backgrounds	Santos, 2004
	New paradigms in assessment and intervention. Current issues in the development of assessment techniques and instruments in early childhood	Early Developments, Spring 2007, Volume 11, No 1, Chapel Hill, NC: Frank Porter Graham Institute of Child Development, http://www.fpg.unc.edu/assets/products/ed11_1.pdf Snyder et al., 2008
	TEST 3	
	ASSESSMENT PROJECT DUE	

NOTE: The above course outline is tentative. It is subject to change, as determined by the instructor, in order to meet the needs of the class.