

Texas A&M University- San Antonio
Department of Educator and Leadership Preparation
EDEC 5330 Assessment Practices in Early Childhood Education

A. MAJOR COURSE DESCRIPTION/REQUIREMENT

The history, philosophy, and practice of observing, recording and analyzing children's behavior using current methods based upon prevailing research in the field of developmentally appropriate assessment, including investigation of issues concerning diversity in assessment. The use of assessment to improve professional practice and early learning environments. The course will facilitate development of appropriate assessment records and mechanisms across early childhood settings.

B. LEARNING OBJECTIVES

1. The learner will interpret assessment information and critique assessment instruments.
2. The learner will discuss current assessment considerations, theories and issues.
3. The learner will critique the original assessment tool and propose changes.
4. The learner will understand the goals, benefits, and uses of assessment for young children.
5. The learner will critically examine assessment instruments in order to determine appropriateness and psychometric soundness (e.g., reliability, validity) for specified populations.
6. The learner will differentiate between formal and informal assessment and to suggest alternatives to conventional testing.
7. The learner will recognize alternative procedures for assessment to promote positive outcomes for each child.
8. The learner will discover ways to develop partnerships with families to build effective learning environments.

C. LECTURE OR DISCUSSION TOPICS

- Families and Assessment
- Assessment System
- Concepts of Measurement

D. REQUIRED OR RECOMMENDED READINGS

Formosinho, J. & Pascal, C. (2017). *Assessment & Evaluation for Transformation in Early Childhood* (10th edition). Routledge