

*California Community Colleges Curriculum Alignment Project – CAP Transitional Kindergarten
Course Outline*

Title: Assessment in Transitional Kindergarten and Kindergarten

Short Title: ASSMT TK/K

Course Description

The appropriate use of assessment to support student’s development and learning. Covers various methods of observation and data collection, tools, and strategies including time management and legal and ethical responsibilities. Emphasizes use of findings to inform and plan differentiated instruction, classroom environments, and to provide the basis for family partnerships. This course is designed for those working with students in transitional kindergarten, kindergarten, and early primary classrooms.

Student Learning Outcomes

Upon successful completion of this class, students will be able to:

1. Use a variety of tools and methods to collect data in ethically responsible, and developmentally appropriate ways.
2. Analyze assessment data to differentiate instruction, guide teaching strategies, design environments, and plan curriculum to meet individual needs.
3. Use assessment results as the basis for engaging families and other professionals to support the students’ needs and progress.

Objectives

In this class, students will:

1. Explain the types and purposes of developmentally appropriate assessment.
2. Discuss legal and ethical responsibilities related to assessment.
3. Practice writing objective, non-biased observation records.
4. Compare assessment results collected over multiple points in time to document student’s progress.
5. Use assessment data to evaluate teaching practices, curriculum, and environments.
6. Design differentiated instruction to respond to student needs.
7. Describe intervention processes used by the California Department of Education.
8. Demonstrate effective communication practices that include cultural and linguistic responsiveness.

Content

- I. Overview of Developmentally Appropriate Assessment
 - A. Authentic
 - B. Culturally and linguistically appropriate
 - C. Formal and informal
 - D. Difference between screening and assessment
 - E. Legal and ethical considerations

- F. Bias
- II. Common assessment tools and methods
- A. District, state, and nationally adopted tools
 - B. Selecting tools for different purposes
 - C. Methods for collecting data
 - D. Methods for organizing and recording data
 - E. Other considerations such as
 - 1. Time management
 - 2. Duration and frequency
 - 3. Multiple strategies
 - 4. Balance of teaching and assessing
 - 5. Objective and subjective language
 - 6. Situational factors
- III. Assessing for specific purposes
- A. Developmental benchmarks
 - B. Identification of special needs
 - C. Differentiated instruction
 - 1. Environment
 - 2. Instruction
 - 3. Assessment
 - D. Intervention
 - 1. Current intervention models as identified by the state of California Department of Education.
 - 2. Universal Design for Learning (UDL)
 - 3. Student study team process
 - 4. The referral and Individualized Educational Plan (IEP) process
 - E. Communicating with families and other professionals
 - 1. Formal and informal communication
 - 2. Family and school partnerships
 - 3. Roles and responsibilities of team members
 - 4. Culturally and linguistically responsive communication
 - 5. Other professional collaboration
 - F. Other such as
 - 1. Improve teacher practices
 - 2. Assessment of quality

Sample/Potential Assignments and Methods of Evaluation

Written Assignments	Method of Evaluation: Written observation report that demonstrates the student’s understanding of
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<p>Observation reports</p>	<p>assigned techniques and methods.</p> <p>Method of Evaluation: Written report that demonstrates a student's ability to describe behavior and interactions that are accurately aligned with foundations, the developmental continuum, research, and text information.</p>
<p>Problem Solving Assignments</p> <p>Practice with assessment tools</p>	<p>Method of Evaluation: Use of various assessment tools which demonstrate student's ability to select and use appropriate tools for a variety of applications.</p>
<p>Skills Demonstration Assignments</p> <p>Child's Portfolio using various tools to collect data</p> <p>Participate in mock Parent/Teacher conference</p>	<p>Method of Evaluation: Child's portfolio which demonstrates a student's ability to effectively collect data on individual children and apply theories of development to curriculum, environments and interactions.</p> <p>Method of Evaluation: Mock conference in which the student will demonstrate the effective use of culturally responsive communication skills and an accurate representation of an individual child's development in all domains.</p>