# Official Course Worksheet: Assessment in Transitional Kindergarten and Kindergarten

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| **CAP TK Information** | **Your Campus Course Information** |
| ***CAP TK Course Title:*** | ***Course Title:*** |
| Assessment in Transitional Kindergarten and Kindergarten |  |
| ***CAP TK Suggested Short Title:***  ASSMT TK/K | ***Short Title:*** |
| ***CAP TK Course Description:*** | ***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. |  |
| ***CAP TK Student Learning Outcomes (SLOs):***  ***Students who complete this course will be able to:*** | ***Student Learning Outcomes (SLOs):***  ***Students who complete this course will be able to:*** |
| 1. Use a variety of tools and methods to collect data in ethically responsible and developmentally appropriate ways. |  |
| 1. Analyze assessment data to differentiate instruction, guide teaching strategies, design environments, and plan curriculum to meet individual needs. |  |
| 1. Use assessment results as the basis for engaging families and other professionals to support the students’ needs and progress. |  |
| ***CAP TK Objectives:***  ***In this course students will:*** | ***Your Objectives:***  ***In this course students will:*** |
| 1. Explain the types and purposes of developmentally appropriate assessment. |  |
| 1. Discuss legal and ethical responsibilities related to assessment. |  |
| 1. Practice writing objective, non-biased observation records. |  |
| 1. Compare assessment results collected over multiple points in time to document student’s progress. |  |
| 1. Use assessment data to evaluate teaching practices, curriculum, and environments. |  |
| 1. Design differentiated instruction to respond to student needs. |  |
| 1. Describe intervention processes used by the California Department of Education. |  |
| 1. Demonstrate effective communication practices that include cultural and linguistic responsiveness. |  |
| ***CAP TK Course Content:*** | ***Your Course Content:*** |
| 1. **Overview of Developmentally Appropriate Assessment**    1. Authentic |  |
| * 1. Culturally and linguistically appropriate |  |
| * 1. Formal and informal |  |
| * 1. Difference between screening and assessment |  |
| * 1. Legal and ethical considerations |  |
| * 1. Bias |  |
| 1. **Common assessment tools and methods**    1. District, state, and nationally adopted tools |  |
| * 1. Selecting tools for different purposes |  |
| * 1. Methods for collecting data |  |
| * 1. Methods for organizing and recording data |  |
| * 1. 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 |  |
| 1. **Assessing for specific purposes**    1. Developmental benchmarks |  |
| * 1. Identification of special needs |  |
| * 1. Differentiated instruction |  |
| * 1. Intervention      1. Current intervention models as identified by the state of California Department of Education. |  |
| * + 1. Universal Design for Learning (UDL) |  |
| * + 1. Student study team process |  |
| * + 1. The referral and Individualized Educational Plan (IEP) process |  |
| * 1. Communicating with families and other professionals |  |
| * 1. Other such as      1. Improve teacher practices      2. Assessment of quality |  |