



COURSE SYLLABUS

Instructor	Dr. Amber Brown	Term & Year:	Spring 2026
Office Number:	EDU 202P	Class Meeting Day:	Mondays
E-Mail:	Anbrown5@usf.edu	Class Meeting Time:	12:30-3:15 PM
Office Hours:	Mondays 10-11 AM	Class Meeting Location:	EDU 413
	Or by Appointment	Delivery Method:	In Person

I. Welcome!

As a teacher of young children, you will monitor learning (both social and academic) in a variety of ways and use this information to make instructional decisions. This course is designed to support you in understanding the purposes of assessment, the types of assessments you might use with young children, understanding the data you collect, and discussing this information with others. This foundation in assessment will support your practice across content areas and enhance your ability to communicate with others about teaching and learning for young children.

II. University Course Description

This course focuses on assessment and evaluation procedures when working with young children ages 3-8. It examines appropriate ways of observing and documenting children, and ways of implementing, interpreting, and utilizing multiple assessment data.

III. Course Prerequisites

N/A

IV. Course Purpose

The purpose of this course is to provide pre-service teachers with the necessary skills and tools to assess young children's learning using a variety of methods.

V. Course Topics

Throughout the course, students will be taught to:

1. Examine the Purposes of Assessment in Early Childhood Education:

Explore screening processes, diagnostic evaluations, progress monitoring, and their significance in supporting young learners.

- 2. Analyze and Implement Formal and Informal Methods of Data Collection:**
Understand and apply observational techniques, norm-referenced tests, criterion-referenced measures, portfolios, and other ecologically valid assessment methods.
- 3. Identify and Utilize Assessment Instruments Across Developmental Domains:**
Introduce tools to measure cognitive, motor, social-emotional, and speech-language development, with attention to inclusive practices.
- 4. Understand and Apply Data Analysis Tools:**
Provide instruction on interpreting raw data, including computing means, standard deviations, and percentages in relation to norms.
- 5. Design and Develop Intervention Plans Using Assessment Data:**
Summarize and translate assessment findings into actionable intervention strategies, considering individualized learning needs.
- 6. Implement Differentiated Assessment Practices:**
Adapt assessments and learning environments using Universal Design for Learning (UDL) principles to meet the needs of all children, including those with disabilities.
- 7. Collaborate with Families and Stakeholders:**
Highlight the central role of families and develop strategies to communicate assessment findings effectively with families and professionals.
- 8. Evaluate the Role of the Teacher in Collaborative Efforts:**
Discuss collaboration with school professionals and community resources to address the assessment needs of young children effectively.
- 9. Explore Multi-Tiered Systems of Supports (MTSS):**
Introduce tiered frameworks for addressing academic and behavioral needs through data-driven practices.
- 10. Focus on Developmental and Social-Emotional Assessments:**
Understand tools and strategies for assessing cognitive, motor, social-emotional, and communication domains.

VI. Student Learning Outcomes

By the end of the course, students will be able to:

1. **Apply Comprehensive Assessment Practices in Early Childhood Education.** Explain, differentiate, design, and implement various formal and informal assessment methods—including screening, diagnostic evaluations, progress monitoring, and alternative techniques—to evaluate developmental domains, including cognitive, motor, social-emotional, and speech language, guide instructional planning, and implement interventions as needed. (FEAP 1e, 4a, 4b, 4c, 4d; FLCS 1.6.1, 1.6.3, 1.6.4, 1.6.5, 1.6.6, 1.6.7, 1.6.8; FREC 3.3, 3.5, 3.7, 3.8, 4.13, 4.19; ESOL 3.3, 4.2)
2. **Use Assessment Data to Inform Instruction and Intervention.** Utilize appropriate tools to use raw data to compute means, standard deviations, and percentages in relation to the norm. and interpret assessment data and student feedback to identify learning needs, monitor progress, and develop data-driven, individualized instructional strategies and interventions that enhance student outcomes. (FEAP 3c, 3j, 4f; FLCS 1.6.2; FREC 3.4)
3. **Design Welcoming and Developmentally Appropriate Learning Environments.** Develop and implement learning environments and interventions that address the developmental, linguistic, and cognitive learning needs of all children with and without disabilities, utilizing technology and assistive devices where appropriate. (FEAP 2h, 2i, 3g, 3h; FRES 3.11, 4.18; NAEYC 4; CF 2, 3, 5, 6)
4. **Collaborate with Families and Professionals in the Assessment Process.** Recognize the essential role of families in the assessment and learning process and work collaboratively with families, school professionals, and community resources to support student development and achievement. (FEAP 4e; FEAP 5c; FEAP6, ESOL 5.1; CF 1; CF 5)
5. **Demonstrate Professionalism through Ethical and Reflective Practice.** Articulate the teacher's role as a reflective practitioner who uses research, professional development, and ethical practices to support assessment, collaboration, and student learning. (FEAP 5c, FEAP 5f, FEAP 6; ESOL 3.3; CF 1; CF 5)

***FEAP** = Florida Educator Accomplished Practices Standards; **FLCS** = Florida Subject Competencies and Skills Standards; **ESOL** = English for Speakers of Other Languages Standards; **FREC** = Florida Reading Endorsement Competencies Standards; **NAEYC** = National Association for the Education of Young Children Teacher Preparation Standards; **CF** = College of Education Conceptual Frameworks*

VII. Required Texts and/or Readings and Course Materials

- McAfee, O., Leong, D.J., & Bodrova, E. (2016). *Assessing and guiding young children's development and learning (6th Ed.)*. Boston, MA: Pearson. ISBN: 9780133802764
- Additional required readings will be posted on Canvas

VIII. Grading Scale

Grading Scale (%)			
94-100	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	0 - 59	F

NOTE: Retain all your assignments for the semester, including those that are graded and returned.

IX. Grade Categories and Weights

ASSESSMENT	PERCENT OF FINAL GRADE
WEEKLY CLASS ENGAGEMENT	15%
QUIZZES	15%
ANECDOTAL RECORD	20%
ASSESSMENT PLAN	20%
ASSESSMENT PORTFOLIO	30%
TOTAL	100%

X. Assignments

Weekly Class Engagement (10 Points per class)

For learning to happen in any course, you must take an active role in the process. For this class, you are expected to come to class prepared and ready to learn, which requires you to read and to study the assigned reading before you come to class. Being prepared for class enables you to construct a knowledge base upon which subsequent learning builds.

Your active participation is essential for your success in this course. Come prepared and be ready to engage in respectful and insightful discussion. Lack of participation in class

discussions and activities will affect your grade for the day. Additionally, leaving class early or arriving late is also considered time absent from class, and your engagement grade for that day will be reduced. If you are absent, you will receive a zero for class engagement that day, regardless of the reason. These points cannot be made up. However, if you are absent, you will be responsible for a make-up assignment due within one week of your absence. More than two absences during the semester.

You will be responsible for completing various in class assignments. You must be present to complete the task. These assignments cannot be made up.

Formative Assessment Group Presentation (part of your class engagement grade)

As a small group, you will choose and research 3 specific types of formative assessments (at least one must be a digital tool). You will be given time in class to work together with your group and may also plan additional collaborative sessions as needed. Specific assignment details can be found on Canvas. All due dates will be specific to the date your group chooses to present in class. This in-class assignment will count towards the weekly class engagement percentage of your grade.

Quizzes (10 points each)

Each week you will have a quiz covering the week's assigned readings that will be due each Monday before the start of class at 10:59am. The quiz is open book and will open one week before the due date. There will be a total of 11 quizzes. Your lowest quiz score will be dropped and your grade will be out of 100 points. Quizzes may only be taken once and may not be made up after the due date.

Anecdotal Record

You will complete an anecdotal record on a student in your field placement class using a provided anecdotal record form (you may use your focal child for this assignment or another student). You will identify a student you are interested in assessing and a time period during which you will gather observational data. After completing the observation, you will make note of what you learned about the child as a result of completing this assessment, including relevant connections to standards (social and/or academic), as well as a reflection on the practice of collecting an anecdotal record. This assignment is designed to provide you opportunities to engage in collecting anecdotal assessment data, drawing conclusions based on your observations of children, and reflecting on this assessment method and its procedures. A rubric will be provided for this assignment.

Assessment Plan

Using the "Assessment Plan" section of a lesson plan created for one of your field placement observations, you will expand your plan to discuss the formative and summative assessment methods included in your lesson. This should include a detailed plan discussing how you will formatively assess students (what will you do, what responses would indicate understanding and misunderstanding, how might you shift your plan to address possible misconceptions), and how you will summatively assess learning (procedures for collecting assessment data, how you will interpret data, how will you measure learning). This

assignment is intended to provide a space for deep thought related to the ways you will assess students during a lesson you have designed. A rubric will be provided for this assignment.

Assessment Portfolio *Critical Task*

The purpose of this assignment is to demonstrate your ability to collect, analyze, and utilize assessment data to support the academic and social-emotional needs of young children. The portfolio will reflect your understanding of various assessment tools and strategies, incorporating inclusive practices and Universal Design for Learning (UDL) principles.

You will collect and summarize existing assessment data from the classroom and plan the collection of new data on one focal child. The focal child may be any student; however, you are encouraged to select a child who demonstrates developmental, academic, or social-emotional challenges to provide opportunities for applying inclusive strategies, UDL principles, and individualized interventions.

The portfolio must include five assessment sources for this student, with up to two assessments potentially overlapping with your Literacy course. Each assessment should be accompanied by a summary discussing:

- The assessment findings
- Implications for instruction and intervention
- How UDL principles and inclusive practices were applied

This task is designed to showcase your ability to address all learner needs, communicate assessment results effectively with stakeholders, and integrate inclusive strategies into teaching practices. A detailed rubric will be provided for this assignment.

- 1.1. Assessment Plan (25 points)
- 1.2. Informal and indirect assessment: observations and checklists (25 points)
- 1.3. Formal and informal, direct assessment: interviews and work products (25 points)
- 1.4. Administering & scoring standardized tests of achievement (25 points)

XI. Grade Dissemination

All grades will be posted to Canvas.

XII. Course Schedule

*Note: This schedule is subject to revision.

Week	Assignments Due	Readings <i>(to be completed before class)</i>	Content
1/12			Course Introduction & Overview
1/19	No Class MLK Jr. Holiday		
1/26	Syllabus Quiz	Ch. 1 & 2	Assessment in Early Childhood: Purposes and Practices Legal, Ethical, and Professional Responsibilities in Assessment
2/2	Quiz 1	Ch. 3 Canvas Readings	Why, What, and When to Assess Group 1 Presentation
2/9	Quiz 2	Ch. 4 & 5 Canvas Readings	ACHRONOUS CLASS Documenting: Collecting & Recording Information
2/16	Anecdotal Record Quiz 3	Ch. 6 Canvas Readings	Documenting: Compiling and Summarizing Information Group 2 Presentation
2/23	Quiz 4	Ch. 7 Canvas Readings	Interpreting Assessment Information Group 3 Presentation
3/2	Quiz 5	Ch. 8 Canvas Readings	Assessment Practices, Adapting the Environment, and UDL Group 4 Presentation

3/9	Assessment Plan DRAFT Quiz 6	Ch. 9 Canvas Readings	Documenting & Recording Cont'd: Interviews and Work Products Group 5 Presentation
3/16	No Class-Spring Break		
3/23	Quiz 7	Canvas Readings	Compiling Data Portfolios and Interpreting Assessment Information Group 6 Presentation
3/30	Assessment Plan Quiz 8	Canvas Readings	Assistive Technology in Assessment and Instruction Group 7 Presentation
4/6	Quiz 9	Canvas Readings	Multi-Tiered Systems of Supports (MTSS) Group 8 Presentation
4/13	Assessment Portfolio DRAFT Quiz 10	Ch. 10 & Ch 11	Communicating with Stakeholders: Families and Professionals
4/20	Quiz 11	TBD	Developmental and Social Emotional Assessment
4/27	No Class-Individual Workday Assessment Portfolio Due		

XIII. Course Policies: Grades

Assignments will be given a letter grade based on the University grading system and the scoring guidelines that accompany each assignment. Assignments may not be revised for resubmission after the due date, so it is strongly recommended that students arrange to meet with the instructor in advance to receive feedback and additional guidance regarding progress on submissions. There are no extra credit assignments.

Late Work Policy:

All assignments must be uploaded in a word document (doc or docx format) to Canvas by the due date/time indicated in this syllabus, unless otherwise indicated or approved by the instructor beforehand.

Late assignments will have a 10% deduction of the total points for each day (24-hour cycle) and late assignments will not be accepted more than 72 hours past the original due date unless approval was provided in writing by the instructor prior to the due date. If an *emergency* arises that prevents you from completing your work by the due date, please

email the professor as soon as possible so that arrangements can be made for you to keep up in the class.

Emergencies are defined as anything which is **serious and **unexpected**. Emergencies cannot be written on the calendar in advance. Examples of non-emergencies are as follows: family weddings, vacations, conferences or any other event that can be planned around.*

Grades of "Incomplete":

An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

Make-up Quiz Policy:

If a student cannot be present for a quiz for a valid reason (validity to be determined by the instructor), a make-up quiz will be given only if the student has notified the instructor in *advance* that s/he cannot be present for the exam. The instructor will give a set timeframe for completion of the quiz through Canvas.

Extra Credit Policy: There are no extra credit assignments.

XIV. Course Policies: Student Expectations

Attendance Policy:

Students are expected to attend ALL sessions. The instructor should be notified in advance of any intended absences (i.e. religious observance, family event, etc.) or as soon as possible in the case of unavoidable illness, childcare or transportation problem, or other unforeseen crises. More than two absences may result in a grade of "U" for the course. Excessive absences or tardies (three or more), even for legitimate reasons, result in substantial portions of the course not being fulfilled and will result in a failing grade. Exceptions to this policy will rarely be approved by the instructor and will occur only under extremely unusual, documented circumstances. Students may be required to complete a make-up assignment for absences at the instructor's discretion.

Canvas and Email: Course materials, checklists, and announcements will be posted on Canvas. Students are responsible for downloading materials. Canvas email will be used to communicate among class members. You are responsible for information that is emailed to your Canvas account or is posted on Canvas. Review Canvas announcements regularly for an overview of our

weekly schedule. Specific due dates for assignments are listed in the schedule and can also be found in the course calendar.

Please feel free to email me directly with questions. Use only your USF email to correspond with me and put EEC 4613 in the subject line of the email. I check my email regularly and will respond to all emails within 24 hours Monday-Friday. Please note that I may not be available on weekends but will respond to weekend email messages no later than Monday. If you do not receive a reply within this timeframe, please contact me again, since emails sometimes get lost in delivery.

Academic Integrity of Students: Academic integrity is the foundation of the University of South Florida System's commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one's own efforts. The final decision on an academic integrity violation and related academic sanction at any USF System institution shall affect and be applied to the academic status of the student throughout the USF System, unless otherwise determined by the independently accredited institution. The process for faculty reporting of academic misconduct, as well as the student's options for appeal, are outlined in detail in [USF System Regulation 3.027](#).

Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public-at-large, must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own, segments or the total of another person's work. Former or current students or their assignments may not be used as a source. Furthermore, helping another student plagiarize by sharing with them your work products is also a violation of the honor policy.

Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an "F" with a numerical value of zero on the item submitted, and the "F" shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of "F" or "FF" (the latter indicating dishonesty) in the course.

Please Note: Guidelines for the American Psychological Association (6th ed., p. 170) define "self-plagiarism" as presenting your previous work as though it were new. You may not submit any assignment submitted for other courses to fulfill requirements for this course.

Turnitin.com: The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for

plagiarism. I reserve the right to ask students to submit their assignments to Turnitin through myUSF. In order to comply with federal (FERPA) and state privacy laws, you are not required to include personal identifying information such as your name, SSN, and/or U# in the body of the work (text) or use such information in the file naming convention prior to submitting. Your submission will be placed in the course grade center in your account that can be accessed by the instructor and attributed to you. Assignments are compared automatically with an enormous database of journal articles, web sites, and previously submitted papers. Turnitin provides an originality report letting the instructor know how much of the assignment is original. For a more detailed look at this process visit <http://www.turnitin.com>.

Written Assignments: All written assignments prepared outside of class will be evaluated for content and presentation. The American Psychological Association, Seventh Edition (APA) style will be followed for all written work. Students may consult the Writing Center for additional writing support.

Students will:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document, where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar. Proofread carefully.

The Writing Studio: The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit <http://www.lib.usf.edu/writing/>, stop by LIB 2nd Floor, or call 813-974-8293.

Disruption to Academic Process: Disruptive students in the academic setting hinder the educational process. Disruption of the academic process is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons. Students who habitually disturb the class with disruptive behavior may suffer a reduction of their final class grade.

Student Academic Grievance Procedures: The purpose of these procedures is to provide all undergraduate and graduate students taking courses within the University of South Florida System an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. An “academic grievance” is a claim that a specific academic decision or action that affects that student’s academic record or status has violated published policies and

procedures, or has been applied to the grievant in a manner different from that used for other students.

Disability Access: Students with disabilities are responsible for registering with Students with Disabilities Services (SDS) (SVC 1133) in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 business days prior to needing the accommodation. A letter from SDS must accompany this request.

Sexual Misconduct/Sexual Harassment Reporting: USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and [USF Policy 0-004](#). If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact [USF Center for Victim Advocacy](#) at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Health and Wellness: Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Professionalism Policy: Per university policy and classroom etiquette; mobile phones, iPods, etc. **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

End of Semester Student Evaluations: All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Campus Emergencies: In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging

and/or an alternate schedule. It's the responsibility of the student to monitor the Canvas site for each class for course specific communication, and the main USF, college, and department websites, emails, and MoBull messages for important general information.

Religious Observances: All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs (USF System Policy 10-045). The USF System, through its faculty, will make every attempt to schedule required classes and examinations in view of customarily observed religious holidays of those religious groups or communities comprising the USF System's constituency. Students are expected to attend classes and take examinations as determined by the USF System. No student shall be compelled to attend class or sit for an examination at a day or time prohibited by his or her religious belief. However, students should review the course requirements and meeting days and times to avoid foreseeable conflicts, as excessive absences in a given term may prevent a student from completing the academic requirements of a specific course. Students are expected to notify their instructors at the beginning of each academic term if they intend to be absent for a class or announced examination, in accordance with this Policy.

Statement of Academic Continuity: In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include, but are not limited to: Learning Management System, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor the Learning Management System for each class for course-specific communication, and the main USF, College, and Department websites, emails, and MoBull messages for important general information ([USF System Policy 6-010](#)). For additional guidance on emergency protective actions and hazards that affect the University, please visit www.usf.edu/em

xv. Standard University Policies

For more information see the University of South Florida Undergraduate Handbook available online from the Undergraduate Studies web page: <http://www.ugs.usf.edu/catalog/>