ECH-435 How’s My Child Doing? Assessment and Communicating with Parents Assignment and Rubric

Targeted Essential Learning

Using technology, effective teachers can design formal and informal assessments that measure the progress of young children in a classroom environment. They actively communicate with parents regarding their children’s progress. (InTASC 1, 2, 3, 6; NAEYC 2, 3)

Assessment Tool Selected

Multimedia presentation

Specific Performance/Task(s)

* Knowing about and understanding diverse family and community characteristics. (NAEYC 2a; InTASC 2j)
* Supporting and engaging families and communities through respectful, reciprocal relationships. (NAEYC 2b; InTASC 3n)
* Involving families and communities in young children’s development and learning. (NAEYC 2c; InTASC 1c)
* Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children. (NAEYC 3a; InTASC 6k)
* Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection. (NAEYC 3b; InTASC 6g)
* Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities. (NAEYC 3c; InTASC 6i)
* Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments. (NAEYC 3d; InTASC 6c, 6m)

Relevancy of Task to Teacher Candidate

With the development and the use of technology of standardized testing, the teacher candidate is better able to monitor the progress of early childhood students, measure academic, emotional, social, and psychological well-being, teaching and learning strategies, and create a positive learning environment for all students.

Benchmark Assignment

**How’s My Child Doing?** **Assessment and Communicating with Parents**

Create a multimedia presentation outlining the five areas of assessment for young children.

Describe a formal standardized testing instrument to assess young children in each of these five domains.

Design and describe a minimum of three types of informal measures or activities used to evaluate and measure student progress. Include these in a lesson plan using the EEI format, located on the College of Education site in the Student Success Center.

Develop and convey the process for communicating both formal and informal assessments to parents. Describe how you would engage parents in assessing their children’s learning.

Explain how technology can be used to assist in the process of assessment and progress monitoring.

While APA style format is not required for the body of this assignment, solid academic writing is expected and 3-5 in-text citations and references should be presented using APA guidelines, found in the APA Style Guide, located in the Student Success Center.

Submit your assignment to the instructor at the end of Topic 8.

Additionally, submit the assignment in Taskstream. Directions for submitting to Taskstream can be found on the College of Education site in the Student Success Center.

Scoring Rubric

How’s My Child Doing? Assessment and Communicating with Parents

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| Criteria | % Value | 1: Unsatisfactory | 2: Less Than Satisfactory | 3: Satisfactory | 4: Good | 5: Excellent |
| **% Scaling** |  | 0% | 65% | 75% | 85% | 100% |
| **Content – 80%** |
| **Multimedia Presentation Content** (Criteria 1-3 above)**NAEYC: 2c**InTASC: 1c | 35% | Presentation addresses fewer than three areas and offers a minimal explanation of how technology can be used to assess and monitor the early childhood learner. | Presentation addresses three of the five areas and offers a little more than minimal explanation of how technology can be used to assess and monitor the early childhood learner. | Presentation addresses the five areas and offers a satisfactory explanation of how technology can be used to assess and monitor the early childhood learner, but may not be as comprehensive as the available information may allow. | Presentation addresses the five areas and offers a fairly comprehensive explanation of how technology can be used to assess and monitor the early childhood learner. | Presentation addresses the five areas and offers a comprehensive explanation of how technology can be used to assess and monitor the early childhood learner. |
| **Learning Activities/Lesson Plan** (Criterion 4 above)**NAEYC: 3a, 3b, 3c, 3d**InTASC 6k, 6g, 6i, 6c, 6m | 25% | Activities are absent or unrelated to objectives. No differentiation of instruction is mentioned.  | Many activities are extraneous and irrelevant. Limited or unsuccessful attempt is made to individualize activities for learning styles or strengths.  | Activities relate to objectives. Some activities are extraneous. Activities are somewhat accessible to students with different learning styles and strengths. Lesson plan includes differentiated instruction, limited to gifted students, English language learners, *or* students with special needs.  | Activities provide a logical path to meeting objectives. Activities are accessible to students of more than one learning style or strength. Lesson includes varied differentiated instruction for gifted students, English language learners, and students with special needs.  | Descriptions of formal standardized testing instruments provide a logical understanding of assessment for each of the five domains. Descriptions include assessments that take into account differentiated instruction for gifted students, English language learners, and students with special needs.  |
| **Parental Communication** (Criterion 5 above)**NAEYC: 2a, 2b, 2c, 3d**InTASC 2j, 3n, 1c, 6c, 6m | 15% | No parental communication process is included in presentation. | Parental communication process is sketchy, lacking substance. | Communication process is partially demonstrated, but does not include parental engagement in assessing children’s learning. | Communication process is original and well thought out. Includes minimal parental engagement in assessing children’s learning. | Communication process is novel and includes significant parental engagement. |
| **Demonstrates Creativity** | 5% | Student copies and pastes from the Internet without discrimination; the presentation demonstrates no connection to the assignment. The product does not show reflection. | The presentation demonstrates some connection to the assignment, but does not completely address what is required.  | The student demonstrates one clear approach to understanding and attempts to show reflection. | The student generates multiple approaches to looking at the problem and the presentation.  | The student is challenged to demonstrate different and unique approaches; the presentation shows originality. |

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| **Organization, Effectiveness, and Format – 15%** |
| **Aesthetic Quality** | 2.5% | Cluttered design materials detracted from content or purpose of presentation or were of low quality. | Design detracts from purpose. Text and visuals are too simplistic, cluttered, and busy. Little or no creativity or inventiveness is displayed. | Design is fairly clean, with a few exceptions. Materials added, did not detract from presentation. Materials used were quality products, easy to see and hear. | Design is appropriate. Speaker integrated a variety of objects, charts, and graphs to amplify the message. | Clean design. Skillful handling of text and visuals creates a unique and effective presentation. Overall, audio, text, and visuals are effective and functional. |
| **Presentation** | 2.5% | The piece is not neat or organized, and it does not include all required elements. | The work is not neat, includes minor flaws, or omits required elements. | The overall appearance is general, with missing elements. | The presentation is good. The overall appearance is generally neat, with a few minor flaws or missing elements. | The work is well presented and includes all required elements. The overall appearance is neat and professional. |
| **Appropriateness** | 2.5% | No evidence that student has selected an effective tool, technique, or paradigm to achieve the goal as defined in the project or course guideline. Materials (photo, sound files, video clips, apparel, illustrations, etc.) are missing. | Student selection of a tool, technique, or paradigm does not relate to the project or course goal. Student selects materials (photos, sound files, video clips, apparel, illustrations, etc.) that are not appropriate for the audience and the situation and are inadequately developed. | Student selects a tool, technique, or paradigm that achieves a basic representation as defined in the project or course guideline. Student selects materials (photos, sound files, video clips, apparel, illustrations, etc.) that are appropriate for the audience and the situation. | Student selects an effective tool, technique, or paradigm to achieve the desired goal as defined in the project or course guideline. Student selects materials (photos, sound files, video clips, apparel, illustrations, etc.) that are appropriate for the audience and the situation. | Student shows a deep understanding of the audience and the situation by selecting materials that enhances understanding. Student creates tools, techniques, or paradigms that effectively achieve the desired goal.  |
| **Synthesis** | 2.5% | Synthesis does not successfully integrate ideas, images, and/or objects to form a cohesive whole. Combination of elements is not logical and/or verifiable. | Synthesis integrates ideas, images, and/or objects inadequately. Combination of elements is not logical.  | Synthesis integrates ideas, images, and/or objects but does not adequately form a cohesive whole. Combination of elements is at times confusing.  | Synthesis integrates ideas, images, and/or objects to form a cohesive whole. Combination of elements is logical and justified.  | Synthesis is unique. Synthesis shows careful planning and attention to how disparate elements fit together. Combination of elements is verified. |
| **Originality** | 5% | The work is a rehash of other people’s ideas, products, images, and inventions. There is no evidence of new thought or inventiveness. | The work is a partial collection or rehash of other people’s ideas, products, images, and inventions. There is no evidence of new thought. | The work shows evidence of new thought, but it lacks depth of expression. | The product shows evidence of originality and inventiveness. While based on an extensive collection of other people’s ideas, products, images, and inventions, the work extends beyond that collection to offer new insights. | The product shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, inventive, and based upon logical conclusions and sound research. |
| **Mechanics – 5%** |
| **Mechanics of Writing** (includes spelling, punctuation, grammar, language use) | 5% | Surface errors are pervasive enough that they impede communication of meaning. Inappropriate word choice and/or sentence construction are used. | Frequent and repetitive mechanical errors distract the reader. Inconsistencies in language choice (register), sentence structure, and/or word choice are present. | Some mechanical errors or typos are present, but are not overly distracting to the reader. Correct sentence structure and audience-appropriate language are used.  | Prose is largely free of mechanical errors, although a few may be present. Writer uses a variety of sentence structures and effective figures of speech.  | Writer is clearly in command of standard, written, academic English. |