



College of Education  
Early Childhood/Early Childhood Special Education Program

**EDHD 441: Data Driven Decision Making in EC/ECSE**  
**Fall 2019**

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**Office Hours:** Mondays 12:00-1:00 **by appointment** or at additional times by appointment (please send an email)  
**Course Time:** Mondays 10:00-12:00  
**Room Number:** EDUC 1121

**Course Description:** The purpose of this course is to expose student to formative (e.g., classroom based, ongoing) and summative (e.g., standardized testing) assessments. Students will analyze formative assessment data as the basis of planning and delivering instruction to meet the diverse needs of all learners. They will also analyze standardized assessment data to gain an understanding of measures used to determine cross-school and cross-teacher effectiveness. Includes Phase I field experience.

**Course Objectives:**

Upon successful completion of this course the student will:

1. Be familiar with current issues and trends in student assessment.
2. Be aware of formal and informal methods of assessing student learning and progress.
3. Be able to utilize assessment data as the basis of individualized planning, instruction and differentiation within the early childhood classroom (notably learning that extends into the family environment).

**Readings:**

- Popham, W. J. (2017). *Classroom Assessment: What Teachers Need to Know*. Eighth Edition. Boston: Pearson.
- Additional readings as assigned.

**Required Technology**

LiveText is an electronic portfolio and Accreditation Management System that is required for all students enrolled in the teacher preparation programs in the College of Education. An active subscription to LiveText is a requirement for this class and for other courses that comprise your professional education program. LiveText is a one-time purchase that lasts the duration of your time at the College of Education and one year following program completion (up to a period of five years), so if your account is active, you do not need to repurchase the software.

**Course Assignments:**

1. Each student will compile a portfolio of authentic and performance assessments, as well as an analysis of standardized assessment data. Utilizing the Cycle of Data Driven Instruction, the student will utilize data from his/her performance/authentic assessments to disaggregate scores based on the variables identified in PARCC. Students will use their data to plan a lesson for implementation in the home environment in order to extend and enhance the learning cycle. CEC standards 1-6, NAEYC standards 1-7.

**Grading Standards:**

Participation	12%
Assessment Portfolio Part I	40%
Assessment Portfolio Part II	48%
<b>Total</b>	<b>100%</b>

**Final Letter Grades**

A+	97-100	C+	77-79
A	94-96	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63

**Course Schedule\***

<b>Class Date/Session</b>	<b>Topic</b>	<b>Assignment</b>
<b>October 14</b>	<b>The Importance of Assessment in the EC/ECSE classroom</b> <i>- In class assessment activity related to assigned readings</i>	Ch. 1 & 5 in Popham  <i>Ch.1- Why Do Teachers Need to Know About Assessment?</i> <i>Ch.5- Fairness</i>
<b>October 21</b>	<b>Assessments: Reliability, Validity, Standardized Testing and “High Stakes” Testing Practices</b> <i>- In class assessment activity related to assigned readings</i>	Ch. 3, 4, 13 & 14 in Popham  <i>Ch.3- Reliability of Assessment</i> <i>Ch.4-Validity</i> <i>Ch.13- Making Sense Out of Standardized Test Scores</i> <i>Ch.14- Appropriate &amp; Inappropriate Test-Prep Practices</i>
<b>October 28</b>	<b>Ongoing assessment in the EC/ECSE classroom</b> <i>- In class assessment activity related to assigned readings</i>	Ch. 7, 8, & 9 in Popham  <i>Ch.7- Constructed-Response Tests</i> <i>Ch.8- Performance Assessment</i> <i>Ch.9- Portfolio Assessment</i>
<b>November 4</b>	<b>Ongoing assessment in the EC/ECSE classroom</b> <i>- In class assessment related to assigned readings</i>	Ch. 10 in Popham <i>Ch.10- Affective Assessment</i>  <b>Part I of Assessment Portfolio is due **</b>
<b>December 2</b>	Submit final assignment on ELMS <u>and</u> LiveText no later than 12:15 PM	<b>Part II of Assessment Portfolio due (Part I included)**</b>

\* The instructor reserves the right to make alterations to the course schedule in response to circumstances that impede the plan articulated in this document.

\*\* Major graded assignment

## Professional Standards and the College of Education Conceptual Framework

### **National Association for the Education of Young Children (NAEYC)** (See Appendix A)

NAEYC Standard 1: Promoting Child Development and Learning

NAEYC Standard 2: Building Family and Community Relationships

NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

NAEYC Standard 4: Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum (Language and Literacy, The Arts, Mathematics, Science, Physical Activity and Social Studies)

NAEYC Standard 6: Becoming a Professional

### **Council for Exceptional Children**

CEC Standard 1: Learner Development & Individual Learning Differences

CEC Standard 2: Learning Environments

CEC Standard 3: Curricular Content Knowledge

CEC Standard 4: Assessment

CEC Standard 5: Instructional Planning and Strategies

CEC Standard 6: Professional Learning & Ethical Practices

CEC Standard 7: Collaboration

### **The Interstate Teacher Assessment and Support Consortium (INTASC)** (See Appendix B)

THE LEARNER AND LEARNING

1. Learner Development: [InTASC 1]
2. Learning Differences: [InTASC 2]
3. Learning Environments: [InTASC 3]

CONTENT

4. Content Knowledge: [InTASC 4]
5. Application of Content: [InTASC 5]

INSTRUCTIONAL PRACTICE

6. Assessment: [InTASC 6]
7. Planning for Instruction: [InTASC 7]
8. Instructional Strategies: [InTASC 8]

PROFESSIONAL RESPONSIBILITY

9. Professional Learning and Ethical Practice: [InTASC 9]
10. Leadership and Collaboration: [InTASC 10]

### **College of Education Conceptual Framework** (See Appendix C)

Knowledge of:

Subject Matter

Pedagogy

Learners

Curriculum

Educational Goals and Assessment

Social and Cultural Contexts

Technology



## Course Expectations

**Participation:** Class participation is critical to course success, which requires active participation in the form of commentary and responses. The in class experience cannot be replicated through readings alone. The lectures and discussions that take place in the classes are the most important part of the course and essential to fulfillment of course objectives. It is impossible to participate if a student is not in class, thus full participation points cannot be given when attendance/tardiness is an issue. Each session will have activities and assessments which will assess completion of readings assigned prior to the class session; these in class activities will be a means of earning participation points.

**Mobile Phones:** Out of respect for your peers and the course instructor all students are expected to refrain from using their mobile phones (Android, iPhones, etc.) to talk, text, message, etc. during class. In the event it is essential to have your phone “on”, students are expected to use the “silent” or “vibrate” mode.

**Laptops:** Laptop/tablet use is acceptable in class for note-taking purposes only. Students are cautioned that inappropriate use of laptops during class time negatively impacts the student’s ability to fully participate in class activities/discussion and thus ultimately has a negative impact on final grades. Therefore, please think carefully about whether the use of a laptop will support your class participation or actually impede it.

**Late Papers:** All papers and projects will be submitted at the beginning of class according to the schedule outlined in this syllabus. "The University provides students with excused absences the opportunity to reschedule significant assessments, except in cases where the nature of the assessment precluded the possibility of rescheduling, OR to perform a substitute assignment without penalty. An instructor is not under obligation to offer a substitute assignment or to give a student a make-up assessment unless the failure to perform was due to an excused absence, that is, due to illness (of the student or a dependent), religious observance (where the nature of the observance prevents the student from being present during the class period), participation in University activities at the request of University authorities, or compelling circumstances beyond the student's control. Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes." If students have questions regarding the expectations of an assignment, they must meet with or contact the course instructor well in advance of the due date.

**Extra Credit:** All assignments are identified in this syllabus along with the applicable weight of each assignment in determining a final course grade. As such, extra credit assignments will not be given.

### **Requirements for all Assignments**

**Papers failing to adhere to the criterion articulated as follows will be returned with a grade of “0” (zero).**

1. All papers **must** be **typewritten, double spaced**, with **1-inch standard margins, 12-point font size**, include **headings and sub-headings** and be written according to **APA format**, including references, **without exception**.
2. When a student's writing is deemed unacceptable (e.g. grammar, non-adherence to APA style, etc.) in an assignment he/she is expected to utilize the services of the UM Writing Center prior to submission of subsequent assignments.
3. No electronic submissions of assignments will be accepted. The course instructor will only accept hard copies and will not be responsible for printing students' papers.
4. Students should refer to <http://library.curtin.edu.au/referencing/apa.html> for information on APA (American Psychological Association) format.
5. **The weight (percentage of the total grade) allocated for each component** of an assignment is to be viewed as an **indicator of the depth expected for each section**. Hence, the section(s) with the most points should be the sections, which receive the most attention.
6. Students are expected to **include course content** (lectures, discussions, readings, etc.) into **every paper/analysis**.
7. Any paper that requires identifying information should have the child's (children's) name replaced with a **pseudonym** to guarantee **confidentiality and anonymity**.

**Email Communication:** Please put "EDHD441:" as the beginning of the subject of your email. Students are reminded to conduct themselves in a professional manner when writing emails to faculty/staff members. Remember to include a professional greeting (e.g. Dear Dr. \_\_\_) and your full name at the end of the email. Be sure to include a brief description of the problem/topic about which you are writing. It is also helpful to include a subject heading. Avoid using shorthand abbreviations (e.g. OMG, LOL, TTYL, etc.). Remember to proofread and spell check, so that your email reflects you in a professional manner.

**Group Work:** At times, students will be required to work in small groups for discussions, classroom activities and assignments. The ability to work productively and collaboratively within a group is necessary for success in any profession including early childhood education. You are expected to be personally involved in all activities undertaken in class, demonstrate teamwork, courtesy, honesty, and conscientiousness as a group member. The amount of work needed to complete any assignment or presentation should be balanced and equitable to everyone in the group. The course instructor should be notified IF there is a problem that, in spite of multiple efforts, students are not able to resolve themselves.

#### **UNIVERSITY CLASS POLICIES**

Students are responsible for reviewing all course related policies found at the link below.  
<http://www.ugst.umd.edu/courserelatedpolicies.html>

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## Assessment Portfolio—Part I

Please see the attached rubric for point allocations.

Sections I-III will require you to carefully review your textbook and conduct additional research to broaden your knowledge and understanding of the different types of assessment.

### \*School Assignments for PARCC analysis

- If you are in a school that goes through 3<sup>rd</sup> grade, that is the school whose PARCC data you are to use for this assignment.
- If you are not in a school that goes through 3<sup>rd</sup> grade, determine which school most children in your school feed into once they leave your current school. That school is the school whose PARCC data you are to use for this assignment.

### **Section I: Summative Assessment**

- Include a copy of the complete (which means you will have to open all menus) **Demographic Profile** for your assigned school, which is found on the Maryland Report Card website.
- Include printouts of the English and Math PARCC scores for **3<sup>rd</sup> graders** at your designated school as presented on <http://reportcard.msde.maryland.gov>.
  - You must include the **graphs and their accompanying table** that indicate the number and percentage of students who attained “Basic”, “Proficient”, and “Advanced, which means you click on “All proficiencies”.
  - Provide data for the following variables:
    - Race
    - Gender
    - Limited English Proficiency (LEP)
    - FARMS
    - Special Education
- Write a 3-page paper in which you:
  - 1a. Define **summative assessment** and define **Standardized assessment** and identify (1-2) of the strengths and limitations of using summative and standardized assessments; discuss the strengths and limitations of using standardized assessment outcome data as the basis of unit/grade level planning the following year (this will require outside research/reading).
  - 1b. **Summarize and carefully/thoroughly analyze the 3<sup>rd</sup> grade, Math and English data** for the students at your assigned school paying particular attention to the sub-groups identified in the PARCC legislation and the school’s demographics.  
**Note:** a thorough analysis will require you to go through all pages for your assigned school on the <http://Mdreportcard.org> website.  
For full credit, responses should provide reflection on the question “Which instructional practices in the classroom may explain a subgroup’s achievement gap?” (and/or “Which best practices are not present which may explain an achievement gap?”). Students should avoid generic commentary that lacks citations or evidence when attempting to hypothesize about the cause of an achievement gap between groups (see rubric for more details).

### **Section II: Demographic Profile of the students in your current placement**

-Write a two-paragraph summary of the demographic profile of your students to include as much information as obtainable, without seeming to pry or break confidentiality, about the families of the students in your room. (Gender, disability, reading level, ELL/ESOL services,

age range of students, age and gender relationships, languages are represented in the classroom, new students- identify students with a roster number)

### **Section III: Formative Assessment—Performance Based**

- Define formative assessment
- IIIa. Write a two page paper in which you:
  - Define Performance Assessment and explain the purpose of performance based assessments (in the broad/general sense),
  - Identify the strengths and limitations of using this type of assessment as the basis of planning, delivering and further assessing instruction (this will require outside research/reading).
- IIIb. Include the following:
  - 3 completed sample Performance Based assessments\*, at least 2 of which must be literacy based,
  - identification of the goals/objectives/indicators and the context (in which the assessment was given) for each assessment

### **Section IV: Formative Assessment--Authentic**

- IVa. Write a two-page paper in which you:
  - Define Authentic Assessment and explain the purpose of Authentic assessments (in the broad/general sense),
  - Identify the strengths and limitations of using this type of assessment as the basis of planning, delivering and further assessing instruction (this will require outside research/reading).
- IVb. Include the following:
  - Two completed Authentic assessment(s)\*,
  - Identification of the goals/objectives/indicators and the context (in which the assessment was given) for each assessment.

\*Students may utilize assessment instruments/data collected for other EC/ECSE classes. In addition, students are encouraged to utilize authentic assessments and performance based assessments they administered, but may rely on teacher-implemented assessments if necessary.

## EDHD 441: Rubric for Part I of Assessment Portfolio

	No/Limited Evidence	Beginning	Developing	Meet Criterion
<b>Included “Demographic Profile” printout</b>	___ of 0 points			___ 5 points
<b>Included printouts of 3<sup>rd</sup> grade PARCC Scores</b>	___ of 0 points			___ 5 points
<b>Section Ia- Overview of Summative &amp; Standardized Assessment</b> NAEYC 3a, 3b/CEC 4 ICSI.4.S1, ECSE.K4.4	Definition is provided but no overview of standardized assessment is provided or student only provides pros or cons of standardized assessment.  ___ 0 points	Provides an incorrect or partial definition of summative and standardized assessment and/or includes a description of 1-2 pros and cons of summative and standardized assessments.  ___ 8 points	Provides correct definitions of both summative and standardized assessment; identifies (1-2 each) strengths and limitations of using summative and standardized assessment; makes a clear connection between assessment and planning; does not address all reflection questions provided or provide citations to support claims  ___ 12 points	Provides correct definitions of both summative and standardized assessment; identifies (1-2 each) strengths and limitations of using summative and standardized assessment; makes a clear connection between assessment and planning; addresses all reflection questions provided and provides citations to support claims  ___ 15 points
<b>Section Ib-Analysis of PARCC data</b> NAEYC 3a, 3b, CEC 4 ICSI.4.S5, ECSE.K4.3	No analysis of PARCC data  ___ 0 points	An analysis of aggregate 3 <sup>rd</sup> grade PARCC data is present which describes the trends but does not desegregate the data by all listed subgroups and/or analysis is present for subgroups but is inaccurate.  ___ 12 points	Accurate analysis of aggregate data and accurate analysis of PARCC data disaggregated by 5 subgroups for both math and reading assessments is present but is sometimes vague or superficial.  ___ 20 points	Accurate analysis of aggregate data and accurate analysis of PARCC data disaggregated by 5 subgroups for both math and reading assessments are present. Analysis quantifies and clearly describes differences or similarities rather than speaking in general or superficial descriptions.  ___ 25 points
<b>Section II— Demographic Profile</b> NAEYC 1 & 2a, CEC 1 ICSI.1.K8, ECSE.K1.8	No description of students is provided.  ___ 0 points	Brief demographic profile of students is provided which describes 1-2 characteristics of class.  ___ 2 points	Demographic profile of students describes 2-3 characteristics of class.  ___ 4points	Detailed demographic profile of students is provided which includes the total # of students, ages, gender, disability status, race/ethnicity of children and staff, languages spoken)  ___ 5 points

	No/Limited Evidence	Beginning	Developing	Meet Criterion
<b>Section IIIA-Formative: Performance Based Assessments</b> NAEYC 3a & 3b, CEC4, ICSI.4.S1, ECSE.K4.3	Definition is provided but no overview of formative assessment is provided or student only provides pros or cons of formative assessment.  ___ 0 points	Provides an incorrect or partial definition of formative assessment and/or includes a description of 1-2 pros <b>and</b> cons of formative assessments.  ___ 8 points	Provides correct definition of formative assessment; identifies (1-2 each) strengths and limitations of using formative assessments; makes a clear connection between assessment and planning/instruction; does not address all reflection questions provided or provide citations to support claims  ___ 13 points	Provides correct definition of formative assessment; identifies (1-2 each) strengths and limitations of using formative assessment; makes a clear connection between assessment and planning; addresses all reflection questions provided and provides citations to support claims  ___ 15 points
<b>Section IIIB-Sample Performance Assessments</b> NAEYC 3a & 3b, CEC 4, ICSI.4.S2, ECSE.S4.4	No Samples included  ___ 0 points	Includes at least 2 Performance Based Assessments, at least 1 of which is literacy based  ___ 2 points	Includes 3 Performance Based Assessments and identifies any 2 of the following: goals/objectives/indicators/context  ___ 3 points	Includes at least 3 Performance Based Assessments, at least 2 of which are literacy based and identifies the goals/objectives/indicators/context for each.  ___ 5 points
<b>Section IVA-Formative: Authentic Assessments</b> NAEYC 3a & 3b, CEC 4, ICSI.4.S1, ECSE.K4.3	Definition is provided but no overview of authentic assessment is provided or student only provides pros or cons of formative assessment.  ___ 0 points	Provides an incorrect or partial definition of authentic assessment and/or includes a description of 1-2 pros <b>and</b> cons of authentic assessments.  ___ 10 points	Provides correct definition of authentic assessment; identifies (1-2 each) strengths and limitations of using formative assessments; makes a clear connection between assessment and planning/instruction; does not address all reflection questions provided or provide citations to support claims  ___ 15 points	Provides correct definition of authentic assessment; identifies (1-2 each) strengths and limitations of using formative assessment; makes a clear connection between assessment and planning; addresses all reflection questions provided and provides citations to support claims  ___ 20 points
<b>Section IVB-Sample Authentic Assessments</b> NAEYC 3a & 3b, CEC 4, ICSI.4.S2, ECSE.S4.4	No Samples included  ___ 0 points	Includes at least 1 authentic assessment  ___ 2 points	Includes 2 completed authentic assessments and identifies any 2 of the following: goals/objectives/ indicators/context  ___ 3 points	Includes at least 3 completed authentic assessments, and identifies the goals/objectives/indicators/context for each.  ___ 5 points
<b>Student:</b> <span style="float: right;"><b>Part I, Total score: _____ /100 points</b></span>				

## Requirements for Complete Assessment Portfolio

*Please see the attached rubric for point allocations.*

The assessment portfolio is to be organized in the order presented below, which will require inclusion of all documents submitted for Part I.

**Section I: A Part I of your assessment portfolio** (insert all documents from the Part I assignment)

### **Section II: Classroom Formative Assessment Data (Excel) Section**

*Utilizing the Cycle of Data Driven Instruction, the student will utilize formative assessment data from their internship site to develop a data driven rationale for an instructional objective.*

- Utilizing an **Excel spreadsheet**, enter a pseudonym for each child (in the first column) in your class, followed by his/her: **age, ESOL level/status, Reading Level, Gender, Sp Ed status, and Race** (using the race codes found on the Maryland Report Card website). Include a copy of the spreadsheet with both of the above (10 points). **You are also encouraged to enter other variables of relevance to your class, particularly if there are no children in your class who fall within an identified sub-group. For example, if you have no children in ESOL you might add numbers of years at that school.**
- **Enter the outcome assessment/data\*** for at least **five assessments in the same content area (literacy, social studies, math, etc.)** Be sure to label each assessment. In order to effectively present and analyze data, scale **all** scores based on 100 points (or the exact same scale) before entering into your spreadsheet.
- **Include a copy of the spreadsheet** with both of the above

\*Examples of outcome data would be: the scores on the test/quiz you administered, rubric ratings for writing assessments, summary of a checklist that captures letter ID, running record data, etc. Data may be from assessments you administer or that has been administered by your mentor teacher(s).

### **Section III: Aggregate/Disaggregate Data and**

**IIIA.** From your Excel spreadsheet, disaggregate outcome data for **all formative assessments** according to: **ELL/ESOL (level or “no”), Disability or Special Education status(“yes” or “no”), Race (using MD codes), gender and Reading Level.** Present disaggregated data in **6 tables and 6 bar graphs** (one for each of the aforementioned variables, e.g., ESOL level).

**IIIB.** Write a **thorough and careful analysis** of your aggregate (whole class) AND disaggregate data being sure to look at **whole group, sub-group** and **individual trends, outliers and patterns.** For full credit, responses should provide reflection on the question “Which instructional practices in the classroom may explain a subgroup’s achievement gap?” (and/or “Which best practices are not present which may explain an achievement gap?”). Students should avoid generic commentary that lacks citations or evidence when attempting to hypothesize about the cause of an achievement gap between groups (see rubric for more details).

### **Section IV: Instructional Planning**

- **For an EC/ECSE lesson plan (the content area should match the data set you have provided), write a data driven “Rationale” in which you provide a detailed explanation of how**

**assessment data** (actual findings/scores/ratings, etc.) in both **disaggregate and aggregate** informed the planning and delivery of the instruction for the lesson  
\*A copy of the complete lesson plan developed must be included in your Assessment Portfolio.

**Upload the entire document to LiveText for EDHD441!**

### EDHD 441: Rubric for Part I & II Final Assessment Portfolio

	No/ Limited Evidence	Beginning	Developing	Meet Criterion
<b>Section I- Assessment Portfolio Part I</b>	Not included  ____ 0 points			Part I of the Assessment Portfolio is included with all required changes made  ____ 5 points
<b>Section II- Formative Assessment Data</b> NAEYC 3b: Knowing and using assessment tools CEC 4.1: Technically sound assessment ECSE.K4.3: Alignment of assessment and curriculum ECSE.S4.10: Produce reports focused on development and functional concerns	No spreadsheet or graphs included  ____ 0 points	Spreadsheet and graphs are unreadable  ____ 1 point	Spreadsheet and graphs are difficult to read or elements are absent  ____ 3 points	Spreadsheet and graphs are presented professionally with all required information clearly readable  ____ 5 points
<b>Section IIIA-Disaggregate Data</b> NAEYC 3.c: Practicing responsible assessment to promote outcomes CEC 4.2: Use knowledge of measurement to interpret results ECSE.S4.9: Emphasize strengths and needs	No data presented  ____ 0 points	Disaggregated data is presented only partially for the 5 assessments (less than 3 pairs of tables and graphs are present).  ____ 4 points	Disaggregated data for 5 Assessments by ESOL, disability (Sp. Ed), Race, Reading and Age presented in a combination of tables <u>OR</u> bar graphs but are not fully presented by a table and bar graph for all 6 subcategories.  ____ 8 points	Disaggregated data for all 5 Assessments are sorted by gender, ELL/ESOL, disability(Sp.Ed), Race, Reading level and Age and are presented in a combination of tables <u>and</u> bar graphs (this will total 6 tables and 6 bar graphs, which is one table and graph for each disaggregation category)  ____ 12 points
<b>Section IIIB-Data Analysis</b> NAEYC 3a: Goals, benefits and use of assessment CEC 4.2: Use knowledge of measurement to interpret results	No analysis	An analysis of aggregate data is present which describes the trends but does not add commentary on patterns among the variables.	An analysis of aggregate AND disaggregate data that addresses group and individual student trends across assessments is present, outliers and patterns are described among the variables. Analysis includes reflection on	An analysis of aggregate AND disaggregate data that addresses group and individual student trends across assessments is present, outliers and patterns are described among the variables. Patterns are described across

	No/ Limited Evidence	Beginning	Developing	Meet Criterion
<p><b>ECSE.S4.9:</b> Emphasize strengths and needs</p> <p><b>ICSI.4.S5:</b> Interpret formal/informal assessments</p>	<p>____ 0 points</p>	<p>And/Or</p> <p>Student makes generic and unsupported hypotheses about “why” students of certain demographic categories perform at a certain level.</p> <p>____ 10 points</p>	<p>the question “Which instructional practices in the classroom may explain a subgroup’s achievement gap?”</p> <p>And</p> <p>Student successfully avoids making generic hypotheses about “why” students of certain demographic categories perform at a certain level.</p> <p>____ 30 points</p>	<p>assessments in terms of how skill gaps/ reteach opportunities may be revealed across assessments. Analysis includes reflection on the question “Which instructional practices in the classroom may explain a subgroup’s achievement gap?” (35 points)</p> <p>And</p> <p>Student successfully avoids making generic hypotheses about “why” students of certain demographic categories perform at a certain level (5 points)</p> <p>____ 40 points</p>
<p><b>Section IV-Data Driven Rationale</b></p> <p><b>NAEYC 4.b:</b> Knowing and understanding effective strategies</p> <p><b>CEC 1.2</b> Use understanding of development and individual differences</p> <p><b>ECSE.K4.4:</b> Connect curriculum and assessment</p>	<p>No Explanation or lesson plan is included.</p> <p>____ 0 points</p>	<p>Briefly explains how the analysis of disaggregate and aggregate data will be used to plan instruction going forward, however no lesson plan is included.</p> <p>Or</p> <p>Lesson plan is included with no connection to the data.</p> <p>____ 7 points</p>	<p>Includes a lesson plan and explains how the analysis of disaggregate and aggregate data will be used to plan instruction going forward generally, but does not make clear connections between the data analysis and the included lesson.</p> <p>____ 14 points</p>	<p><b>Rationale is provided with a lesson plan</b> and includes a detailed explanation of how the analysis of disaggregate and aggregate data will be used to plan/deliver the lesson.</p> <p>____ 28 points</p>

	<b>No/ Limited Evidence</b>	<b>Beginning</b>	<b>Developing</b>	<b>Meet Criterion</b>
<b>Portfolio is a professional representation of the teacher candidate</b> <b>NAEYC 6.b:</b> Upholding ethical and professional guidelines <b>CEC 4.3:</b> use multiple types of assessment to communicate <b>ECSE.S4.10:</b> Produce reports focused on development and functional concerns <b>ICSI.4.S7:</b> Report results to all stakeholders	The portfolio is presented in an unprofessional manner (documents out of order, failure to include table of contents and appropriate headings for organization)  ___ 0 points			The portfolio is neatly organized in a small folder or binder with a table of contents, section tabs and all required documents.  ___ 5 points
<b>Upload to LiveText</b> <b>NAEYC 6.b:</b> Upholding ethical and professional guidelines <b>CEC 4.3:</b> use multiple types of assessment to communicate <b>ECSE.S4.10:</b> Produce reports focused on development and functional concerns <b>ICSI.4.S7:</b> Report results to all stakeholders	Portfolio is not uploaded into LiveText  ___ 0 points			Complete portfolio is uploaded into LiveText for EDHD441  ___ 5 points
<b>Student:</b>			<b>Part II, Total score: _____ /100 points</b>	
<b>Comments:</b>				