In this course, you will be completing some case study assignments. Case studies offer opportunities to observe a classroom situation based on actual events. If you think about the cases and connect them to what you have read, it will be easier to understand how to apply the principles of assessment to students in real-world settings.

Analyses of case studies affords you an opportunity to bridge the roles of scholar and practitioner. Make sure you anchor your responses in relevant references and resources. You will want to include information from the course videos, readings, and/or from reputable outside sources (e.g., peer-reviewed journals, professional organizations). Good answers show that you know sound facts, can articulate your ideas, and that you have the ability to connect theory to practice.

As Early Childhood Educators, we are constantly faced with how to assess. Consider the following scenario:

*In mid-August, the families at Oasis Elementary School were invited to "Meet the Teacher Night." Kindergarten teacher Mrs. Garrard met Hudson and his family. She noted that he had three older siblings and that Hudson was the youngest. When she bent down to talk to Hudson to ask how old he was, an older sibling spoke for him. She noticed that Hudson hid behind Mom a bit as they walked around the classroom.*

*At the beginning of September, Mrs. Garrard is assessing "K.SL.6 - speak audibly and express ideas clearly" by evaluating "Show & Share" given in front of the class. Hudson says very little when speaking in front of the class. Mrs. Garrard suspects that Hudson's anxiety level is very high, so she talks to him informally and confirms her suspicions; Hudson was too nervous to talk!*

In a one to two page paper with proper APA format and citations, respond to the following prompt:

* Using the concepts of reliability and validity from the course materials, discuss how Mrs. Garrard should understand this assessment and in what other ways she could assess Hudson on standard K.SL.6. How could she scaffold Hudson to become more comfortable with speaking in front of his peers? Address specifically the assessment tool/design and how it would be developmentally appropriate.

ECD 541 Case Study Assignment

Rubric (20 points)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Exemplary** | **Highly Proficient** | **Proficient** | **Approaches Proficient** | **Below****Expectations** |
|  | **4 pts** | **3 pts** | **2 pts** | **1 pt** | **0.5-0 pts** |
| **Completeness** | * Complete in all respects; reflects all requirements
 | * Evidence in both columns 3 and 5 present
 | * Complete in most respects; reflects most requirements
 | * Evidence in both columns 1 and 3 present
 | * Incomplete in most respects; does not reflect requirements
 |
| **Understanding** | * Demonstrates a sophisticated understanding of the topics/issues
 | * Evidence in both columns 3 and 5 present
 | * Demonstrates an acceptable understanding of the topics/issues
 | * Evidence in both columns 1 and 3 present
 | * Demonstrates an inadequate understanding of the topics/issues
 |
|  | **5 pts** | **4 pts** | **3-2 pts** | **1 pt** | **0.5-0 pts** |
| **Analysis/****Evaluation** | * Presents an insightful and thorough analysis of all issues identified, makes appropriate and powerful connections between the issues identified and professional expectations / research
 | * Evidence in both columns 3 and 5 present
 | * Presents a thorough analysis of most issues identified, makes appropriate connections between the issues identified and professional expectations / research
 | * Evidence in both columns 1 and 3 present
 | * Presents a superficial or incomplete analysis of the issues, makes somewhat vague connections between the issues identified and professional expectations / research
 |
| **Recommendations** | * Presents detailed, realistic, & appropriate recommendations
 | * Evidence in both columns 3 and 5 present
 | * Presents realistic or appropriate recommendations
 | * Evidence in both columns 1 and 3 present
 | * Presents unrealistic or inappropriate recommendations
 |
|  | **2 pts** | **1.75 pts** | **1.5-1.0 pts** | **.75 pts** | **0.5-0 pts** |
| **Written Expression/****APA formatting** | * Writing is free from errors and is easy to read and understand, writing is of an exceptional level, beyond master's level expectations, utilizes references to support findings/statements and properly employs APA formatting throughout the case study
 | * Evidence in both columns 3 and 5 present
 | * Few to no minor errors in standard written English that do not interfere with understanding, writing is easy to read and understand, utilizes proper APA referencing and formatting throughout most of the case study
 | * Evidence in both columns 1 and 3 present
 | * Frequent and severe errors in standard written English that interfere with understanding, APA referencing and formatting is not consistently or accurately utilized throughout the case study
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