

**Course Title : Planning and Evaluation I (Preschool Education)**

Code	Course Type	Regular Semester	Lecture (hours/week)	Seminar (hours/week)	Lab (hours/week)	Credits	ECTS
PRD 223	B	3	3	0	0	3.00	5
<b>Lecturer and Office Hours</b>			Tidita Abdurrahmani, Prof. Assoc. Dr.				
<b>Teaching Assistant and Office Hours</b>							
<b>Language</b>			English, Turkish				
<b>Course Level</b>			Bachelor				
<b>Description</b>							
<b>Objectives</b>							

**Course Outline**

Week	Topics
1	Introduction to assessment .Introduction to the course,introduction to course syllabus ,student advising about the requirements of the course
2	A comprehensive assessment system for birth through preschool
3	Developing family partnerships in assessment
4	Observation as the key method in the system
5	Using basic concepts of measurement
6	Testing.Choosing the right measure
7	Using alternative assessment strategies .Record keeping, reporting and collaborating with families and others.
8	Mid term exam
9	Building a child study
10	Special issues in infant and toddler assessment
11	Issues in preschool assessment
12	Assessing teaching level.Informal evaluation, learner outcomes,using national standards to develop checklists, inclusion of children with disabilities in assessment
13	Involving children in portfolio data collection
14	Standards-based teaching
15	Achievement testing
16	Final Exam
<b>Prerequisites</b>	
<b>Textbook</b>	<ul style="list-style-type: none"> <li>Wortham, Sue C. Assessment in Early Childhood Education (4th Edition)Prentice Hall 2004 Richmond TX USA</li> </ul>
<b>Other References</b>	<ul style="list-style-type: none"> <li>Mindes, Gayle.(2007)ASSESSING YOUNG CHILDREN , 3rd edition, Pearson Merril Prentice Hall</li> <li>Atılğan, H., Kan, A ve Doğan, N. (2007), Measurement and Assessment in Education, Second Edt.. Ankara:</li> <li>Kutlu, Ö., D. Doğan ve İ. Karakaya. (2008), Assessing Student Success. Ankara, Pegem Akademi.</li> </ul>
<b>Laboratory Work</b>	
<b>Computer Usage</b>	
<b>Other</b>	

## Learning Outcomes and Competences

1	critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings.
2	describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics.
3	demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development
4	assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.
5	embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children.

## Course Evaluation Methods

In-term studies	Quantity	Percentage
Midterms	1	25
Quizzes	0	0
Projects	1	10
Term Projects	1	10
Laboratory	0	0
Attendance	1	10
<b>Contribution of in-term studies to overall grade</b>		<b>55</b>
<b>Contribution of final examination to overall grade</b>		<b>45</b>
<b>Total</b>		<b>100</b>

## ECTS (Allocated Based on Student) Workload

Activities	Quantity	Duration (hours)	Total Workload (hours)
Course Duration (Including the exam week : 16 x Total course hours)	16	3	48
Hours for off-the-classroom study (Pre-study, practice)	14	3	42
Assignments	2	7	14
Midterms	1	6	6
Final examination	1	8	8
Other	0	0	0
<b>Total Work Load</b>			<b>118</b>
<b>Total Work Load / 25 (hours)</b>			<b>4,72</b>
<b>ECTS</b>			<b>5</b>