

## COURSE SYLLABUS

### SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education Course No. CE634  
Course: Assessing Young Children's Learning and Development Part II: Use of Informed Observation New: Sp '03



### “The Teacher As Professional Educator”

#### I. Catalog Description and Credit Hours of Course:

Studies authentic assessment measures and their uses in planning and implementing instruction for the class and for individual young children. Emphasis upon the National Board of Professional Teaching Standards. (3)

#### II. Prerequisite(s):

Graduate standing, CE630 Standardized Assessment or equivalent course, and successful completion of EL615.

#### III. Purposes or Objectives of the Course:

Students will:

- A. Demonstrate knowledge of characteristics of selected assessment strategies and the rationale for their selection for use with diverse populations of children.
- B. Compare and contrast the appropriate educational uses of formal and informal assessment measures.
- C. Demonstrate knowledge of developmental models for placement, grouping decisions and curricular planning.
- D. Demonstrate the ability to form partnerships with parents in assessing and planning for children
- E. Demonstrate knowledge of procedures for planning and implementing data collection and usage.
- F. Demonstrate knowledge of methods of planning and adjusting instruction based on information gained from systematic observations.
- G. Develop beginning competencies in the use of assessments based on observations for the purpose of better measuring children's progress as per the National Board Standards for Early Childhood Education.
- H. Use action research methodology to bring about assessment changes in early childhood education.

#### IV. Expectations of Students:

Students will:

- A. Develop competencies in assessing performance levels through a variety of observations and nonstandard methods.

- B. Participate in class discussions and activities.
- C. Read assigned materials.
- D. Read reviews and articles pertaining to assessment.
- E. Prepare a case study including interaction with parents (with a focus on a young child).
- F. Utilize action research to plan and address an assessment issue.

<b>V. Course Content or Outline:</b>	<b>Hours</b>
A. Observation types	8
1. Time samples	
2. Anecdotal types	
3. Event samples	
4. Summative and formative	
5. Subjective and objective	
6. Advantages and disadvantages of each type	
B. Observation techniques	6
1. Focusing on items to be observed	
2. Interrater reliability	
C. Checklist types and concerns, rating scale types and concerns	3
D. National Board of Professional Teaching Standards related to assessment	3
E. Teacher designed assessments	3
F. Performance based assessments	3
1. Assignments	
2. Developmental tasks	
G. Observation systems and models	6
1. Student portfolios	
2. Work sampling system	
3. Transdisciplinary play based assessment	
4. Family portfolios	
H. Applying action research to issues in assessment	10
I. Including families in the assessment process	3

**VI. Textbook(s) and /or Other Required Materials or Equipment:**

Bentzen, W. R. (1997). A guide to observing and recording behavior. Albany, NY: Delmar.

**VII. Basis for Student Evaluation:**

A. Participation in class discussion and activities.	10%
B. Reading of assigned materials including articles.	10%
C. Reports on a variety of types of observation.	10%

D.	Development of a case study utilizing the data from the observation process.	10%
E.	Proficiency on tests.	20%
F.	Point-of-view paper on assessment.	10%
G.	Action research plan and analysis.	30%

### VIII. Knowledge Base:

- Airasian, P. W. (2001). *Classroom assessment: Concepts & applications* (4<sup>th</sup> ed.). New York: McGraw-Hill.
- Baker, E. L. (March 1994). Making performance assessment work: the road ahead. *Educational Leadership*, 58-62.
- Barclay, K. & Breheny, C. (Summer 1994). Hey, look me over! Assess, evaluate and conference with confidence. *Childhood Education*.
- Beaty, J. J. (1994). *Observing development of the young child*. New York: Merrill.
- Bentzen, W. R. (1993). *A guide to observing and recording behavior*. Albany, New York: Delmar.
- Bergan, J. R. & Feld, J. K. (1993). Developmental assessment: new directions. *Young Children*, 48(5), 41-47.
- Billman, J. & Sherman, J. A. (1997). *Observation and participation in early childhood settings*. Boston: Allyn and Bacon.
- Boehm, A. E. & Weinberg, R. A. (1987). *The classroom observer: developing observation skills in early childhood settings*. New York: Teachers College Press.
- Bredenkamp, S., & Copple, C. (Eds.). (1997). *Developmentally appropriate practice in early childhood programs* (Rev. ed.). Washington, DC: National Association for the Education of Young Children.
- Brown, M. J. (1993). *Valuing diversity: The primary years*. Washington, DC: NAEYC.
- Brown-DuPaul, J., Keyes, T., & Segatti, L. (2001). Using documentation panels to communicate with families. *Childhood Education*, 77(4), 209-213.
- Cohen, D. H. & Stern, V. (1983). *Observing and recording the behavior of young children*. New York: Teachers College Press.
- Cohen, P. (1995). Designing performance assessment tasks. *Education Update*, 37(6), 1, 4-5, 8.
- de Fina, A. A. (1992). *Portfolio assessment*. New York: Scholastic.
- Farr, R. & Tone, B. (1994). *Portfolio and performance assessment: helping students evaluate their progress as readers and writers*. Fort Worth: Harcourt Brace College Publishers.
- Fredricks, A. D. & Rasinski, T. V. (1990). Involving parents in the assessment process. *The Reading Teacher*. Volume 44(4), 346-349.
- Geneshi, C. (Ed.). (1992). *Ways of assessing children and curriculum*. New York: Teachers College Press.

- Grace, C., & Shores, E. F. (1994). *The portfolio and its use: Developmentally appropriate assessment of young children* (3rd. ed.). Little Rock, AR: Southern Early Childhood Association.
- Grady, E. (1992). The portfolio approach to assessment. *Phi Delta Kappan: Fastback 341*.
- Graves, D. H. & Sunstein, B. S. (1992). *Portfolio portraits*. Portsmouth, NH: Heinemann.
- Gullo, D. F. (1994). *Understanding assessment and evaluation in early childhood education*. New York: Teachers College Press.
- Guskey, T. R. (2001). Helping standards make the grade. *Educational Leadership*, 59(1), 20-27.
- Hansen, J. (1992). Literacy portfolios emerge. *The Reading Teacher*, 45(8), 604-607.
- Hebert, E. A. (1992). Portfolios invite reflection—from students and staff. *Educational Leadership*, 49(8), 58-61.
- Hills, T. W. (1992). Reading potentials through appropriate assessments. In S. Bredekamp & T. Rosegrant (Eds.), *Reaching potentials: appropriate curriculum and assessment for young children* (pp. 43-63). Washington, DC: National Association for the Education of Young Children.
- Hills, T. W. (1993). Assessment in context--Teachers and children at work. *Young Children*, 48(5), 20-28.
- Hills, T. W. (1998). Finding what is the value in programs for young children and their families. In C. Seefeldt & A. Galper (Eds.), *Continuing issues in early childhood education* (2nd ed., pp. 293-313). Upper Saddle River, NJ: Prentice-Hall.
- Hubbard, R. S. & Power, B. M. (1999). *Living the questions: A guide for teacher-researchers*. York, ME: Stenhouse Publishers.
- Jamentz, K. (March 1994). Making sure that assessment improves performance. *Educational Leadership*, 55-57.
- Katz, L. (1994). Assessing the development of preschoolers. *ERIC DIGEST*.
- Katz, L. G. (1997). A developmental approach to assessment of young children. *Of Primary Interest*, 5(1), 1-2. Denver, CO: Colorado Department of Education.
- Lee, F. Y. (Winter 1992). Alternative assessments. *Childhood Education*, 72-73.
- Linder, T. W. (1990). *Transdisciplinary play-based assessment*. Baltimore: Paul H. Brookes.
- Linder, T. W. (1993). *Transdisciplinary play-based intervention*. Baltimore: Paul H. Brookes.
- Marzano, R. J. (March 1994). Lessons from the field about outcome-based performance assessments. *Educational Leadership*, 44-50.
- McAfee, O. & Leong, D. (1994). *Assessing and guiding young children's development and learning*. Boston: Allyn and Bacon.
- McClellan, D. E. & Katz, L. G. (1992). Young children's social development: a checklist. *ERIC DIGEST*.
- Meisels, S. J. (1993). Remaking classroom assessment with the work sampling system. *Young Children*, 48(5), 34-40.

- Meisels, S. J. (1996). Using work sampling in authentic assessments. *Educational Leadership*, 54(4), 60-65.
- Mills, R. P. (1989). Portfolios capture a rich array of student performance. *The School Administrator*, 46(11), 8-11.
- Mindes, G., Ireton, H., & Mardell-Czudnowski, C. (1996). *Assessing young children*. Albany, NY: Delmar.
- Missouri Department of Elementary and Secondary Education. (1998). *Assessment standards for Missouri public schools*. Jefferson, MO: Author.
- National Association for the Education of Young Children. (1988). NAEYC position statement on standardized testing of young children 3 through 8 years of age. *Young Children*, 43(3), 42-47.
- National Association for the Education of Young Children, & National Association of Early Childhood Specialists in State Departments of Education. (1991). Guidelines for appropriate curriculum content and assessment in programs serving children ages 3 through 8. *Young Children*, 46(1), 21-38.
- O'Neil, J. (1993). The promise of portfolios. *Update*, 35(7), 1, 5.
- O'Neil, J. (1993). Portfolio assessment bears the burden of popularity. *Update*, 35(7), 3, 8.
- Paulson, F. L., Paulson, P. R., & Meyer, C. A. (1991). What makes a portfolio a portfolio? *Educational Leadership*, 48(5), 60-62.
- Perrone, V. (1991). *Expanding student assessment*. Virginia: Association for Supervision and Curriculum Development.
- Popp, R. J. (February 1992). Family portfolios: documenting change in parent-child relationships. *National Center for Family Literacy*.
- Puckett, M. B., & Black, J. K. (1994). *Authentic assessment of the young child: Celebrating development and learning*. New York: Merrill/Macmillan.
- Rasala, S. M. (1989). Assignment in kindergarten: introduce a new curriculum. *Young Children*, 44(5), 60-66.
- Reichel, A. G. (October 1994). Performance assessment: five practical approaches. *Science and Children*, 21-25.
- Roskos, K. A. & Neuman, S. B. (1994). Of scribbles, schemas, and storybooks: using literacy albums to document young children's literacy growth. *Young Children*, 49(2), 78-85.
- Shepard, L. A., Kagan, S. L., & Wurtz, E. (Eds.). (1998). *Principles and recommendations for early childhood assessments*. Washington, DC: National Education Goals Panel.
- Smith, A. F. (2000). Reflective portfolios: Preschool possibilities. *Childhood Education*, 76(4), 204-208.
- Stone, S. J. (1992). Portfolio assessment—Beneficial for children's growth. *Association for Childhood Education International*, 5(1).
- Teale, W. H. (1988). Developmentally appropriate assessment of reading and writing in the early childhood classroom. *The Elementary School Journal*, 89(2), 173-183.
- Trice, A. D. (2000). *A handbook of classroom assessment*. New York: Longman.

Wiggins, G. (1993). Assessment: authenticity, context, and validity. *Phi Delta Kappan*, 75(3), 200-214.

Wortham, S. C. (1996). *The integrated classroom: the assessment-curriculum link in early childhood education*. Englewood Cliffs, NJ: Merrill.

Wortham, S. C. (2001). *Assessment in early childhood education* (3<sup>rd</sup> ed.). Englewood Cliffs, NJ: Merrill.

Web Sites:

ERIC Clearinghouse on Assessment and Evaluation (1997). Information concerning educational assessment and resources to encourage responsible use of tests [online]. Available: <http://www.ericsp.org/#top> [Accessed 26 Oct. 2001].

Work Sampling Web Site: <http://www.rebusinc.com/index2.html>