

WEBSTER UNIVERSITY
COURSE SYLLABUS

EDUC 4770.01

COURSE NUMBER AND SECTION

Dr. Theresa Prosser

INSTRUCTOR

prosseth@webster.edu

Assessing Young Children

COURSE TITLE

TERM: FA I 2003

1. Course Description

This course addresses the assessment of young children from birth to age eight. The assessment process takes into account the whole child: cognition, communication, sensory, perceptual, motor, social/emotional within the context of family, school, and cultural environments. Emphasis is on the use of observation and authentic assessment strategies to evaluate learning. Analyzing and interpreting assessment results to enhance learning outcomes and determine program effectiveness is also a key component of this course. Students must have access to children.

2. Learning Outcomes:

1. Understand normal growth and development of children from birth to age eight. (meets MoStep standard 2a)
2. Understand the processes by which children learn. (MoStep standard 2d)
3. Understand the impact of the environment, family and culture on development and assessment. (Mo Step standard 3d)
4. Understand the importance of observation in the assessment process. (MoStep standard 3a)
5. Implement appropriate observation strategies when conducting an assessment. (MoStep standard 3a)
6. Understand and implement authentic assessment strategies when conducting an assessment. (MoStep standard 4c)
7. Evaluate assessment information to determine, monitor, and enhance children's learning outcomes. (MoStep standard 3b)
8. Understand the legal and ethical issues surrounding assessment.
9. Communicate assessment results with appropriate persons. (MoStep standard 3c)
10. Understand the importance and reason for Child Find and the screening process.(MoStep standard 3c)
11. Incorporate portfolios as a means of assessing preschool, kindergarten, and primary age children. (MoStep standard 4c)
12. Include families as partners in the assessment process. (MoStep standard 3d)

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentation, out-of-class assignments and exams.

Week 1:

Comprehensive Assessment System for Birth through age Eight
Factors Contributing to Changes in Assessment
Legal and Ethical Issues in Assessment

McAfee, et.al. Chapters 1 & 2
Wortham Chapters 1 & 2

Week 2:

Basic Concepts of Measurement
Why, What and When to Assess
Testing in the Right Place
Standardized Testing

Bring calculator to class

McAfee, et.al. Chapter 3 & 10
Wortham Chapters 3 & 4

Week 3:

Methods of Gathering Information and Data
Parents as Partners in Assessment
Observation in the Assessment Process
Recording Information and Data

McAfee, et.al. Chapters 4 & 5
Wortham Chapters 5, 6, 7, & 8

Week 4:

Alternative Assessment Strategies
Summarizing Assessment Information
Interpreting Assessment Information

McAfee, et.al. Chapters 6 & 7 *******Outline of Assessment Plan Due*******

Week 5:

Using Assessment Information to Plan Individual and Classroom Strategies
in Preschool and Primary Grades

McAfee, et.al. Chapters 8 & 9
Wortham Chapter 9

Week 6:

Communicating Assessment Results

McAfee, et.al. Chapter 11
Wortham Chapter 10

*******Interpretation and Summary Due*******

Week 7:

Assessing the Neonate
Assessing the Infant
Contemporary Issues in Assessment

McAfee, et.al. Chapter 11

Week 8:

Presentations

Students will present their individual assessment plan, how data and information were gathered, and the interpretation of the information. Students will select 1 goal in each area and 1 objective. Explain the assessment plan, what, when, window, and recording procedure for each objective.

4. Resources

Text:

McAfee, O. & Leong, D. (2002) (3rd. ed.) *Assessing and guiding young children's development and learning*. Boston: Allyn and Bacon.

Wortham, S.C. (2001) (3rd. ed.) *Assessment in early childhood education*. Columbus, OH: Merrill Prentice Hall.

Supplemental Readings:

Provided by the instructor as needed.

5. Evaluation

STUDENT PROJECT: YES (50 points)

Students will develop an initial child assessment plan. Students will then implement, summarize, and interpret the data and information gathered from the assessment plan. Students must develop goals and objectives based on assessment information and develop a follow-up assessment plan of the goals and objectives. Details follow.

Both content and the ability to communicate in a clear, accurate, and grammatically correct manner determine student grades. Points will be deducted for typing, spelling and grammatical errors.

CLASS ATTENDANCE AND PARTICIPATION: YES (10 points)

No more than one excused absence is permitted. A no-credit is given to anyone missing more than one class.

It is the student's responsibility to notify instructor of an absence. It is also the student's responsibility to make up missed work, pick up any handouts, or get missed notes.

COMPLETION OF FOUR IN-CLASS ACTIVITIES: YES (10 points each = 40 points)

Incompletes are given at the discretion of the instructor and under unusual circumstances. It is the student's responsibility to notify the instructor of any problems. Incompletes will not be discussed beyond the 6th week of class except in extreme cases.

A letter grade of "B" is the highest grade given to students granted an incomplete.

Grading System: A – Outstanding
B – Very Good – Above Average
C – Average
D – Below Average
F – Failing

6. Final Projects

Final projects will be returned to students in the following manner:

Student should provide a self-addressed stamped envelope (appropriate size and correct postage) to the instructor.

Make arrangements with instructor prior to the end of the final class.

This syllabus is subject to change at the discretion of the instructor.

GUIDELINES FOR ASSESSMENT PROJECT

Select an individual student in your classroom or day care program. Using Developmentally Appropriate Practice (DAP), develop an initial comprehensive assessment plan for cognitive and language development (See *Appendix A* in McAfee, et.al. pg. 220 - 250). Include observations, portfolios, interviews, and other means of authentic assessment. Implement the assessment plan and gather data and information. Summarize and interpret the information. Develop at least 2 goals in each area (cognitive and language). Develop 2 objectives for each goal. Develop an assessment plan for each objective including what is being assessed, when it is being assessed, the assessment window, and the recording procedure.

This project is to be typed, and when appropriate, following APA format.