

**Assessment Issues for Children and Families**  
**Child Development 440, Sec. 1**  
**Spring 2010**

**Instructor Dr. Gail Walton**

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**Office Modoc 107**

**E-mail VISTA mail only**

Office Hours: MW 1:00 p.m. – 2 p.m., TR 11:00 a.m. – 12:30 p.m., or by appointment

Class Meetings: TR, 9:30 – 10:45 p.m., Modoc 120

***Required Texts***

Banks, S. R. (2005). *Classroom assessment: Issues and practices*. Boston: Pearson Education, Inc.

Bracey, G. W. (2002). *Put to the test: An educator's and consumer's guide to standardized testing*.  
Bloomington, IN: Phi Delta Kappan International.

Harms, T., Clifford, R. & Cryer, D. (2004). *Early Childhood Rating Scale (ECERS-R), Revised Edition*.  
New York: Teachers College Press.

***Required Readings***

Please see the course schedule for a list of required readings, due dates, and furlough days. These are made available to students through the VISTA course page.

**Prerequisites** *CHLD 250, CHLD 251, CHLD 282, CHLD 353, and GE math.*

You *must* have previously passed these courses or you may not enroll in this class.

**Disability Services**

Students who require accommodations for testing or for turning in assignments should see me personally at the beginning of the semester so that arrangements can be made. Additional services may be available at the office for disabilities. Contact the DSS office at <http://www.csuchico.edu/dss/>

**Course Description**

This course provides an overview of child and family assessment. The course offers the student both research-based theory and practical applications in these areas. Students apply the knowledge gained during class sessions and readings to relevant assigned projects and papers.

**Child Development Program Mission statement**

Within the context of the broader university commitment to higher education, the Child Development Program offers opportunities for students to engage in the purposeful acquisition and integration of child development theory, research, and practice. Specifically, the program centers on the Foundations of Child Development, Child Study and Assessment, Programs for Children and Families, Professional Qualities, Critical Thinking Skills, and Developmental Context.

**Child Development Program Vision Statement**

Students in the Child Development Program will gain an understanding of the development of children and families and how to apply this knowledge in a variety of human service and educational settings. Faculty will facilitate students' professional development through teaching, leadership, promoting scholarly activities, and guiding relevant practical experiences. Graduates of the program will be knowledgeable and reflective professionals who recognize and value the uniqueness and diversity of children and families within and across multiple ecological contexts.

## Contribution to the CD Major

The following course objectives describe competencies that students will have following completion of the course. For CD majors, the objectives of this course correspond to the following Learning Priorities (SOAPS) as outlined by the Child Development Program Committee:

<u>Course Objectives</u>	<u>Learning Priority</u>	<u>Assignments</u>
Define major concepts and evaluate major issues in assessment	Critical Thinking Skills (SLO V) Foundations of Child Development (SLO I) Child Assessment and Study (SLO II)	Exams In class activities
Locate, report and compare educational learning standards	Child Assessment and Study (SLO II) Critical Thinking Skills (SLO V) Developmental Context (SLO VI)	In class activities
Evaluate the quality of classroom learning environments for children	Child Assessment and Study (SLO II) Critical Thinking Skills (SLO V) Foundations of Child Development (SLO I) Developmental Context (SLO VI)	Arnett assignment ECERS report In class activities
Apply Bloom's taxonomy to educational learning standards and the creation of an assessment	Child Assessment and Study (SLO II) Critical Thinking Skills (SLO V) Foundations of Child Development (SLO I)	Exams In class activities
Compute basic statistics and evaluate assessment measures in terms of validity and reliability	Child Assessment and Study (SLO II) Critical Thinking Skills (SLO V) Professional Qualities (SLO IV)	Exams Arnett assignment In class activities
Identify the appropriate use of different types of assessment instruments	Child Assessment and Study (SLO II) Critical Thinking Skills (SLO V) Professional Qualities (SLO IV)	Exams In class activities
Evaluate assessment in terms of historical, ethical, and legal considerations	Critical Thinking Skills (SLO V) Foundations of Child Development (SLO I) Professional Qualities (SLO IV)	Exams In class activities

## Class Structure

Course material will be housed within the Chico State Connection Portal- Vista section. Adobe Reader can be downloaded from [www.adobe.com](http://www.adobe.com). There are known conflicts with the AOL access and the University's programs, students who use AOL to access their accounts need to be aware of these difficulties.

Competencies acquired in assessment, evaluation, and communication will be measured through the in class assignments, reports of observations of children and lab school teachers, assignments, and exams. Knowledge of quantitative skills in assessment will be assessed by score sheets and exams. Class activities will be introduced across the semester to practice new skills and demonstrate competencies.

## HOW TO SUCCEED IN THIS CLASS

1. Attend every class to improve retention of course content.
2. Read the chapters before they are covered in class. Take notes while you read.
3. Buy the ECERS book and read it before doing the observation.
4. Don't be afraid to ask for help from your fellow students or the professor.
5. Don't put off the required work until the last minute.
6. Study for exams in advance. Form study groups especially for exams.
7. Turn in all assignments.

## Course Policies

**PLEASE NOTE** Your enrollment in this class implies that you agree to these policies.

**Do not ask for these requirements to change due to your personal circumstances**; such requests are unfair to your fellow students and are contrary to University policies.

### Cell Phones and Electronic Devices

Out of courtesy to your classmates and the instructor, turn off or silence cell phones in class. Do not leave class to answer your cell phone (which is just as disruptive as a ringing cell phone). Here's one reason why-- recent research found that it takes at least 15 minutes to refocus on concentrated mental activity after answering a cell phone. Studies also show that the brain can not focus on two things at once (such as texting and taking notes at the same time). So it's *not smart* to interrupt your college education to answer a cell phone or to text (and aren't you paying for this?). You may bring your laptop to class and use it to take notes. You may not surf the web, check email, or perform non-class-related activities. If this becomes a problem I will have to ban computers from the classroom. There's another reason—it's just rude.

### Professional Behavior

A university campus is a professional setting. Please follow standards for professional and ethical behavior in the classroom and when communicating with your fellow students and your professor. If you have questions about what constitutes professional behavior, feel free to talk to me. You will be making observations of the Modoc room. Please follow rules for confidentiality of the children.

### Participation

Participation is expected and encouraged, but please stop chitchatting when class begins. Please share your questions or comments with the class; they may help others as well.

### Grading Policies and Penalties

#### ***Make-up and late submissions of student work***

- 1) No make-up of exams or class activities will be allowed without a medical excuse.
- 2) Unless specifically noted by the instructor or in assignment instructions, work is to be completed individually.
- 3) Late in-class assignments will not be accepted.
- 4) Student work received after the due date will be penalized 5% per day late, up to a maximum of 50%, weekend days are counted. These are due at the beginning of class, so submissions after 9:30 a.m. are considered late.
- 5) No assignment will be accepted for credit more than one week after its due date.
- 6) If you are sick the day an assignment is due, get a doctor's excuse to avoid a penalty for turning in an assignment late due to illness. Otherwise, late penalties outlined in #4 and #5 apply.

#### ***Incompletes***

Students must speak with me in person regarding the possibility of an incomplete. Incompletes are given only if, 1) the student has a passing grade for all other work at the end of the semester, 2) the student is up-to-date on previous work, and 3) other University criteria are met.

### **Academic honesty**

Have integrity. Students are expected to follow university policies for academic honesty, and are expected to report to me classmates who violate university policies. Copying another student's work of any kind, helping another student cheat, cheating on an exam or having unauthorized access to test material and assignments constitutes violations, and such students will be reported to university authorities. Plagiarism involves copying material or ideas and presenting that material as if it were your own, without appropriate citation or quotation marks. This includes internet sources and papers that other students have written. Having another student complete your work for course requirements that are to be done individually is also considered cheating. Students who cheat on exams or assignments earn a "0" for that exam or assignment, and will be referred to judicial affairs. A student caught cheating or plagiarizing twice will earn a grade of "F" for the course. Please see the following site for university policies regarding academic integrity and for definitions of cheating, plagiarism, and misuse of sources. It is your responsibility to know university definitions when you enroll and to practice academic integrity.

[http://www.csuchico.edu/prs/EMs/EM04/em04\\_36.htm](http://www.csuchico.edu/prs/EMs/EM04/em04_36.htm)

### **Summary of Assignments & Evaluation**

<b>Assignments</b>	<b>Point Values</b>
In-class Activities	50 points
Arnett Assignment	20 points
Exams (3 @ 100 points each)	300 points
ECERS assignment	100 points
Partner evaluation	<u>10 points</u>
Total points possible	480 points

### **Final grades will be calculated as follows**

A	93% - 100%	C+	77% - 79.9%
A-	90% - 92.9%	C	73% - 76.9%
B+	87% - 89.9%	<b>C-</b>	<b>70% - 72.9%</b> This indicates a passing grade.
B	83% - 86.9%	D+	67% - 69.9%
B-	80% - 82.9%	D	60% - 66.9%
		F	< 60%

### **Instructions for Submitting Assignments**

**Note:** Please understand that assessments of writing and content are not scored separately. Competent understanding of content is only possible if one can communicate well in writing, and competent writing is only possible if one understands the content. Implicit to writing is an appropriate introduction stating the purpose of the assignment and a concluding paragraph, so these should be a part of written reports and papers. A copy of the CD writing rubric is located on the VISTA course page and students are responsible for knowing its contents. Students are responsible for all material covered in class whether present or not. It is difficult to pass this class with a poor attendance record.

### **All written paper assignments will be submitted two ways:**

**1. Drafts of the ECERS assignment will be submitted through the program Turnitin.com.** Links for the assignment will be found in the Learning Modules tabs, under headings for individual assignments that include the word "Turnitin" at the end of the title.

### ***Turnitin.com***

The objective for using this program is to provide students with feedback regarding potential copyright (plagiarism) errors that may arise in the course of normal academic writing assignments. I strongly encourage students to use feedback from the reports generated by Turnitin.com to make corrections to their papers prior to submitting final versions of their papers for grading. For these assignments, the results of students' final submission to Turnitin may affect individual grades.

## **2. Final versions of papers will be submitted through the Assignments Tab.**

**Assignment Tabs:** Final versions of assignments must be submitted through the corresponding Assignment Tabs as an attached Word Doc BEFORE coming to class on the day that each of these assignments are due. Electronically graded versions of your paper will be returned through Vista Assignments tab.

Participation in this class implies your consent to submit your papers for evaluation through Turnitin.com. If students have concerns about submitting their work through Turnitin.com they may communicate directly with me and an alternative method for verifying the originality of your work will be used.

*In class assignments, score sheets (Arnett and ECERS), website material, and the partner evaluation do not need to be submitted electronically. Printed copies are due in class on their respective due dates (see course schedule for dates).*