

Assessment Issues for Children and Families
Child Development 440, Sec. 1
Spring 2011

Instructor	Dr. Gail Walton
Office	Modoc 107
Office Hours	Monday and Wednesday 4:00 p.m. – 5:00 p.m. Tuesday and Thursday 11:00 p.m. – 12:30 p.m.
Office phone	898-5578
E-mail	VISTA mail only
Class Meetings	Tuesday and Thursday 11:00 – 12:15 p.m., Butte 323

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 Environment Rating Scale (ECERS-R), Revised Edition. New York: Teachers College Press.

Harms, T., Cryer, D., & Clifford, R. (2006). Infant-Toddler Environment Rating Scale (ITERS – R), Revised edition. New York: Teachers College Press.

Note: Do not purchase the ITERS or the ECERS prior to the first day of class! Students will be required to purchase either the ITERS or the ECERS – not both. Do not purchase until you are assigned to an observation, which will occur the first week of class.

Required Readings

Please see the course schedule for a list of required readings and due dates for assignments. Readings and web links are made available to students through the VISTA course page in the learning modules and the web links tab.

Equipment Requirements

You are required to have access to the internet and the portal to obtain course materials and complete assignments. You may also need headphones or speakers to listen to the lecture overviews. Headphones can be purchased for about \$20 at retail stores. Some computers come all ready equipped with this technology (i.e., speakers), so check before purchasing. If you have any questions please contact the student computing help desk.

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

If you have a documented disability that may require reasonable accommodation, please contact Disability Support Services (DSS) for coordination of your academic accommodations. They can be reached at 898-5959. 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. More information about their services can be found at <http://www.csuchico.edu/dss/index.shtml>

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.

How to Contact Your Professor

All email correspondences should be through VISTA, do not email my CSU Chico email. You will get a much faster response through VISTA, as I will recognize your name as a student in this class and give you priority. You may visit me on campus during my office hours without an appointment. My virtual office hours are the same as my campus office hours, which means that I will be logged into the chat tab in VISTA. Please be aware that I may not be able to chat immediately with you if I have a student in my office at the time you want to chat, so I may not acknowledge you right away. Essentially it's first come, first served. Don't hesitate to phone; I like putting a voice with your name. You may also email and arrange a time to talk if my office hours aren't convenient for you.

Attendance in the Course for Online Students

Your instructor understands that online students choose this form of education so that they can attend higher education from a distance, continue to work, raise families, and attend classes simultaneously (or any combination of these). Online students are not required to be logged into the class at a specific time; however, it is essential that students make timely progress through the learning modules. There are readings that are assigned, and class assignments that are due, so procrastination will put a student very far behind and make it hard to catch up. Daily progress is crucial for success in this class. Please be aware that I can check your progress in VISTA.

Course Usage of Blackboard Vista

Copies of the course syllabus and major assignments may be found on VISTA. You are responsible for regularly checking the online resources, which are accessed through the portal at <http://portal.csuchico.edu>. Resources may be found in Vista tabs, the folders on the webpage and in the Web Links tab. Plan to log on once every day, and once on the weekend (except holidays).

Internet communication

Please be respectful of your fellow students. You will be communicating with each other in chats and on the discussion board. Do not type in all capital letters; this is interpreted as yelling. Type in sentences and edit before you submit. Please be sensitive and do not communicate sexist, racist, or discriminatory comments. If you are a victim of unprofessional conduct, please contact me immediately.

Student Responsibilities

1. It is the student's responsibility to access the course content and to keep up with the pace of the class. If a student can not access course materials, please contact the computer help desk.
2. Students are responsible for knowing the content of the syllabus and the course schedule.
3. Students are responsible for knowing university policies regarding plagiarism. Students are expected to turn in **original work that was completed independently** unless otherwise indicated in individual assignment instructions (group work).
4. Students are responsible for following the instructions set forth in the assignment and for submitting assignments by the due date. Not following submission instructions will result in a score of '0' for the assignment. Some missed work may not be made up. Due dates are firm, regardless of computer or internet problems. Double check to be sure your assignments have been submitted. Be sure to take the practice test before you attempt to take an exam. You will lose points if you do not take the exam correctly and you will not be able to take the exam over. If you anticipate computer problems, make sure to submit before the computing help desk closes, so they can help you in the event of a problem. Students are responsible for contacting student computing in the event that you experience technical difficulty. This contact information is on the VISTA course page. I can not solve your

computer problems. *Write this number down and keep it near your computer in the event that you can't access VISTA.*

5. Students are responsible for being aware of announcements and emails that the instructor sends to you. You should check VISTA for announcements and emails on a daily basis, Monday through Thursday, and once on the weekend.
6. Students are responsible for submitting assignments in the format designated by the university. The university supports MS Word, and assignments will be given to you in that format. If your computer does not support this format, then you can submit in .rtf. *Do not submit documents in .wps. This format is not supported by the university and submissions in this format will not be graded. These submissions will receive a "0."*
7. Students are responsible for being able to navigate VISTA to the extent that is required in this course.
8. Students are responsible for managing the circumstances of their lives. Do not ask for special accommodations other than due to illness (with a Drs note).

Student Professional Behavior

A university campus is a professional setting. Adults work here, parents and the community visit campus, and there are children present on campus. Please follow standards for professional and ethical behavior in the online classroom and when communicating with your fellow students and your professor. This includes engaging in mutual respect, cooperation, and following course policies. You will be making observations in the infant or Modoc observation booth. Follow ethical behavior for confidentiality of the children. Their parents depend on this. If you have any other questions about what constitutes professional behavior, feel free to talk to me.

Student Computing

Computer labs for student use are available <http://www.csuchico.edu/stcp> located on the 1st floor of the Merriam Library Rm 116 and 450, Tehama Hall Rm.131 and the BMU Room 301. Additional labs that may be available to students in your department or college.

Student Services

Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found at:

<http://www.csuchico.edu/5.-studentservices.html>.

Student Learning Center

The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. The SLC is online at <http://www.csuchico.edu/slc/>. The University Writing Center has been combined with the Student Learning Center.

Instructor Responsibilities

1. The instructor is responsible for answering your questions in a timely manner. Most emails and phone calls during the week will be answered in 48 hours. Emails and phone calls over the weekend may take up to 72 hours.
2. The instructor is responsible for being available during office hours.
3. The instructor is responsible for creating a positive learning environment. I will make every effort to create an atmosphere conducive to student engagement. This includes my interaction with you and student to student interaction.

4. The instructor is responsible for providing correction to student work that is conducive to student improvement, and for providing such feedback in a timely manner. I will provide feedback for your ITERS/ECERS report.
5. The instructor is responsible for reporting violations of academic honesty and suspicious behavior to student judicial affairs.
6. I am *not* responsible for making sure you turn assignments in on time, or making sure that your computer is working. The computers in the Rainbow Room, Miriam library, and Butte hall are available for your use.

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 (SLOs) 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 or ITERS 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
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Class Structure

Course material will be housed within the Chico State Connection Portal- Vista section. Adobe Reader can be downloaded from 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 discussions, 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. Complete all readings to improve retention of course content.
2. Read the chapters before listening to the lecture video. Take notes while you read and listen.
3. Buy the ECERS or ITERS 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 Policy

Turn off cell phones prior to entering the observation rooms. Cell phone use is not permitted in these rooms.

Participation

Participation is expected and encouraged in order to be engaged in the class. You will be assigned to a group and may complete some work in pairs, so please be responsible to your classmates.

Grading Policies and Penalties

Make-up and late submissions of student work

- 1) No make-ups of exams, assignments, or individual class activities will be allowed without a medical excuse. Class activities that required group work can not be made up and will earn a '0.' Makeups must be completed by the last day of class or the score will convert to a "0."
- 2) Unless specifically noted by the instructor or in assignment instructions, work is to be completed individually.
- 3) Late discussion postings to the discussions tab will not be accepted and can not be made up.
- 4) Student work received after the due date will be penalized 10% per day late, up to a maximum of 30%, weekend days are counted. Late work will be accepted 3 days after it is due. After 36 hours, late work will not be accepted, and the score will revert to a '0.' Submissions after the due date are considered late.

- 5) 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 apply.
- 6) Late assignments due to computer or internet malfunctions are late, and late points will be deducted. Late discussion postings will not earn credit and may not be made up.

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

Please note this wording is taken from the judicial affairs website:

1. All written work is to be individually produced unless otherwise noted in the assignment.
2. Plagiarism is the use of the written work of others (either direct copies or close paraphrases) as one's own original work. If quotations and/or passages from other works are used in papers, they must be accorded the proper citation in order to avoid any misunderstandings about plagiarism.
3. When there is evidence that a student has committed plagiarism, copied the work of others, allowed others to copy their work, cheated on an exam, altered class material or scores, or has inappropriate possession of exams, or sensitive material, the incident will be investigated by Student Judicial Affairs. The consequences for academic dishonesty are severe.

Calculation of Grades

Total points will be converted into a percentage and calculated for the final grade as follows:

Grade	Percent
A	93 - 100
A-	90 - 92.9
B+	87 - 89.9
B	84 - 86.9
B-	80 - 82.9
C+	77 - 79.9
C	74 - 76.9
C-	70 - 72.9
D+	67 - 69.9
D	60 - 66.9
F	<60

Note: 60% Indicates a passing grade in this course

Summary of Assignments and Evaluation

Assignments	Point Values
Discussions	50 points
Class Activities	50 points
Arnett Assignment	20 points
Exams (3 @ 100 points each)	300 points
ECERS or ITERS report	100 points
Partner evaluation	10 points
Total points possible	530 points

1. Discussions: Discussions (accessed through the Discussions tab) involve responding to a topic outlined by the instructor (5 points) and providing a response to a fellow group members' discussion response (5 points).
2. Activities will be based on the content covered through the lecture overview and the readings. You will complete activities based on the course content that is covered for that learning module. Activities will be submitted through the assignments tab.
3. Arnett Assignment: This assignment is an assessment of the socio-emotional climate of a classroom. It is also an exercise in calculating psychometrics. Please see the observation date in the course schedule. This assignment will be submitted through the Assignments tab.
4. Exams are non-cumulative, open book, multiple choice, matching, and true/false questions based on the course content, and cover the material as noted in the course schedule. Exams are accessed through the Assessments tab.
5. The ECERS or ITERS paper is a 4 page environmental assessment assignment based on student observations in either the Modoc or Infant observation room. The paper will be submitted through TURNITIN and the Assignments tab in VISTA. The partner evaluation accompanies this assignment and is a report of you and your partner's collaboration.

Please see specific instructions for each course requirement for information on how to submit and how each assignment is graded.

Please see the course schedule and learning module instructions for due dates for course requirements.

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 regardless of computer problems.

The ITERS/ECERS report will be submitted two ways:

1. **Drafts of the ECERS/ITERS report will be submitted through the program Turnitin.** 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

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 the ECERS/ITERS report 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/ITERS score sheets), 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).