

CHLD 440: ISSUES IN ASSESSMENT FOR CHILDREN AND FAMILIES

Course Syllabus



*“The more we stress only what we can measure in [**school**], the more we need to remember that not everything that is measurable matters, and not everything matters that is measurable.”*

—Elliot Eisner (March 2006) in Educational Leadership

Instructor: Dr. Shelley R. Hart

Meeting Days: Mondays & Wednesdays

Meeting Time: 2:30pm – 3:45pm

Class Meeting Location: Modoc 120

Email*: srhart@csuchico.edu

Office: Modoc 101

Preferred Communication: **Email** or **Pronto** (for smaller, quick questions)

Student Hours & Location: A mix of in-person and zoom hours are available. During the in-person reserved hours (Modoc 101), feel free to let me know if you’d like to meet over zoom instead. Please sign up for a 15-min block of time in the spreadsheet below! You can always contact me for an appointment if the scheduled times don’t work.

For virtual hours, join using this link or Meeting ID and Passcode:

Link: <https://csuchico.zoom.us/j/94318053854?pwd=SEM1aVZMdKlueEhpK2crnBJNXBHQT09>

Meeting ID: 943 1805 3854

Passcode: 822124

Monday Mornings 8:30am – 10:30am (in-person or online)

Monday Afternoons 4:00pm – 5:00pm (in-person or online)

Tuesday Mornings 9:30am – 10:30am (online ONLY)

****You will need to sign up on our [excel spreadsheet here](#) for a 15-minute block****

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.

Required Text:

Salkind, N. J., & Frey, B. B. (2023). *Tests & measurement for people who (think they) hate tests & measurements* (4th Ed.). Sage.

Additional readings are available in Canvas.

Prerequisites:

CHLD 251, CHLD 252, CHLD 282, CHLD 353, and Junior Standing.

Course Requirements:

1. **Exams (30% of your total grade):** You will have *two* exams during the semester (each worth 15% of your grade). These exams will consist of 35-50 multiple choice questions. Content for these exams will be outlined in class; however, most questions are scenario-based, meaning I am looking for your application of knowledge, not memorization of concepts. The exams will be online, untimed, and open-notes/open-resources—although they must be completed independently (i.e., classmates or others are not one of your “resources”). You will have one attempt that must be completed during one sitting.
2. **Individual Projects (35% of your total grade):** There are *two required* individually completed projects throughout the semester. If you have a *grade of “D+” or below* after the final exam and second project are graded, you will be *required to complete the third project* (students with a C- to C+ may petition to complete this project). This is not meant to be punitive, but rather as an opportunity for those of us who might need a little more practice before certain content makes sense. By organizing in this way, it allows for me to provide more feedback and guidance to scaffold learning. Further details about these projects are available and due dates are listed in the Course Schedule.
 - a. **Project “Teach Me” (7.5% or 10%):** This project focuses on the foundational concepts we’ll be covering in the first half of the semester. You will be given options for the concepts you will cover and the way you design your “curriculum”. *Note:* if you have a D+ or below, this project will compose 7.5% of your grade. If you have a C- or above, it will compose 10% of your overall grade.
 - b. **Project “What Assessment?” (17.5% or 25%):** This project focuses on applying what you’ve learned about assessment within your professional track (i.e., education, mental health, or career counseling) during the second half of the semester. You will be given a case scenario based on your professional track and will have full control over the assessment strategy that you develop. *Note:* if you have a D+ or below, this project will compose 17.5% of your grade. If you have a C- or above, it will compose 25% of your overall grade.
 - c. **Project “More Time On-Task Interview” (10% or 0%):** Again, this is only required for students with a D+ or below. This interview will be a 20- to 25-minute discussion about content. I recognize that exams are tough and many feel that they are unable to adequately express their knowledge in the format of multiple-choice exams. Therefore, this offers another way to show what you know. Prior to the interview, I will provide you with 10 – 15 questions that cover broad concepts. During the interview I will randomly select between 5 – 8 questions to ask. I will use that opportunity to probe your responses to ensure understanding. While I recognize that this may be anxiety-provoking for you, I see it as an opportunity to help you clarify your own thoughts, and to correct any misunderstandings. *Note:* if you have a D+ or below, this project will compose 10% of your grade. If you have a C- or above, it will not factor into your overall grade (i.e., 0%).
3. **Content Collabs (30% of your overall grade):** Content Collabs (aka collaborations) will guide us. The idea behind Content Collabs is to help us be active readers of our text and additional readings. In groups on *Tuesdays*, we’ll have focused discussions around the textbook/readings + additional content. Eventually, we’ll each take a different role in thinking about our readings and will share that with others in our groups. On *Thursdays*, we’ll have focused application activities around the content. In this way, a variety of in- and out-of-class and individual and group activities will be completed during the semester. The format of and submission for the activities will vary and *make-up assignments for in-class activities are not available*. As some of these tasks will take place outside of class, this means that you *can earn partial credit* if you are absent (Tuesdays only), so be sure to complete your independent tasks even if you can’t be in class!
4. **Attendance (5% of your total grade):** Attendance will be taken each class period. Partial attendance will also be assigned if more than 25% of the class period is missed. Additionally, if you miss more than 50% of the class periods, you will not be able to pass the course and will receive a failing grade. See the section in this syllabus on Attendance and Late Assignment Policy for more information.

How to Access Course Materials:

Copies of the syllabus, schedule, additional readings, and activities assignment submission links are available in Canvas. You are responsible for regularly checking Canvas; plan to log in at least several times per week to access materials and complete the activities required.

Grading:

Grades will be assigned as follows based on completion of the course requirements. Please note that a 60% constitutes a passing grade in this course. Students are referred to the CSU, Chico Grading Policy (<http://www.csuchico.edu/prs/EMs/2010/10-018.shtml>). Please note that as a general rule, I round up anything 0.50% and above. Anything 0.49% and below is very unlikely to be rounded up. What this means is that you can feel relatively confident that you know your grade after final projects have been graded, and you do not need to email me to ask.

		93-100%	= A	90-92%	= A-
87-89%	= B+	83-86%	= B	80-82%	= B-
77-79%	= C+	73-76%	= C	70-72%	= C-
67-69%	= D+	60-66%	= D	0-59%	= F

Course Format:

This course is based on the philosophy that active engagement with material fosters quality learning. Our goal is to think about (rather than simply memorize) the concepts and issues presented in the course in order to integrate and synthesize the information. Therefore, the expectation is for you to complete certain readings and tasks outside of class in order to actively participate during class. Additionally, many activities will take place in groups during class (and cannot be made up), so attendance is crucial.

Per the Department of Education and accrediting bodies of higher education, ***in total, students are expected to spend at least 7.5 hours per week on this course*** (for each 50-minutes in class, students should expect to spend at least two hours out of class each week). This class is 2.5 hours in direct instruction, meaning at least 5 out-of-class hours.

Attendance and Late Assignment Policy:

Attendance will be taken each class period. I will use a mixture of PowerPoint slides and writing content on the board during class—this is a pedagogical decision to help ensure understanding. For example, if I’m writing on the board, it’s hard for me to keep talking, and my writing pace more closely matches yours. This means that it is very important that you are present during class. Additionally, we will be engaged in many activities throughout the semester to clarify content. To participate in those activities and discussions, you must be present. I recognize that things come up during the semester, however, if you are not present, you are not able to engage and therefore, in this class even “excused” (or unavoidable) absences will still be noted as an absence. In terms of coming to class late or leaving class early, if you are missing more than 25% of the class period (~20mins), it will be documented as partial (half-credit) attendance. If you miss more than 50% of the class (~40mins), it will be a complete absence. Additionally, if you miss more than 50% of the class periods, you will not be able to pass the course and will receive a failing grade.

All assignments are due by the time and day listed in the Course Schedule. In-class assignments are not accepted if you are not present during the class period when the activity is taking place. There are some activities that we will start out-of-class and finish in-class. If out-of-class portions of the assignments are completed, partial credit may be earned. Integrative Literature Review Assignments turned in after the listed time will accrue late points or earn no points. Depending on the assignment, feedback may be more limited if your work is turned in late. The ***late policy*** for this class includes a late penalty: ***10% (of the total possible points) per day for up to 5 days*** (i.e., a maximum of 50% of the possible points for the assignment). ***Weekend days DO count. NO work*** (including late submissions) will be accepted via email. Finally, as certain activities build upon each other, students may come to student hours for verbal input even if credit is not assigned. ***After 5 days late, assignments will not be accepted for a grade.*** Make-up for exams will ***only*** be allowed if students can provide a documented, legitimate reason for being unable to take the midterm on the scheduled day. Except in the case of an emergency, arrangements must be made ***in advance***.

Communication Options:

I encourage you to contact me or attend **Student Hours** if you have any questions or problems in the course, would like to discuss any of the concepts or ideas raised within the course—or just to say hi! This semester, virtual AND in-person Student Hours are available. Please be sure to let me know if you’d prefer Zoom or In-Person so I can be in the right place at the right time! In-person hours will take place in my office (Modoc 101).

You can access my Zoom Student Hours Meeting Room using the link or Meeting ID and Passcode listed on the first page of this syllabus. This link is also available in a couple of places in Canvas, most easily on the “Home” page, but also in the “Welcome: About your Class & Instructor” page. The “Wait Room” will be enabled, so please be patient, I will be notified when you join and will be with you as quickly as I can.

I’m asking that you sign up for a fifteen-minute block of time during the hours specified on the first page of this syllabus. The link to the google sheet can also be found in our Canvas course shell in a couple of places. Please be sure to write down in your calendar the time you’ve scheduled and Message me if you are unable to attend so I can free the time for other students who might wish to meet. Additionally, please be conscientious about making it to the appointment as everyone’s time is valuable.

Finally, you may contact me to arrange an appointment if you cannot make the Student Hours listed. The best way to contact me is via the **Inbox Email** in Canvas. Another form of communication (particularly between students) is **Pronto**. **Pronto** is an app available to you for free through the University. It is a system that allows us to use text messaging without exchanging personal information. Additionally, **Announcements** will be made throughout the semester to call your attention to important deadlines or to communicate specific information.

Department of Child Development Mission Statement:

Within the context of the broader university commitment to higher education, the Department of Child Development offers opportunities for students to engage in the purposeful acquisition and integration of child development theory, research, and practical field experience. Specifically, the program centers on the foundations of child development (prenatal through adolescence), assessing children and environments (developmental needs, behavioral guidance, home, school, community); analyzing developmental contexts (including gender, ethnicity, social class, family, peers, culture); applying critical thinking skills in personal and professional settings; and influencing character and behavior.

Department of Child Development Vision Statement:

Students in the Department of Child Development understand the development and environments that affect children and families. Students apply this knowledge, personally, and professionally, in a variety of settings, including human services and education. Faculty facilitate students’ professional development by fostering collaborative learning environments that integrate high-quality teaching, mentoring, promoting scholarly activities, guiding relevant practical experiences, and modeling leadership. Graduates of the program are knowledgeable and reflective professionals with field experience, who recognize and value the uniqueness and diversity of children and families within and across multiple contexts.

Course Objectives & Contribution to the Child Development Major:

For Child Development majors, the objectives of this course correspond to the following Student Learning Objectives (SLO’s) as outlined by the Department of Child Development:

SLO 1: Critical Thinking in Child Development	Critical thinking is a habit of mind, characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusions. Students will use higher-order thinking to evaluate information regarding child development.
SLO 2: Written Communication in Child Development	Written communication is the development and expression of ideas through iterative experiences, which may include mixing texts, data, and images across the curriculum. Students will effectively articulate the scientific foundations of human development using professional style guidelines.
SLO 3: Oral Communication in Child Development	Oral communication is the ability to effectively share purposeful information designed to increase knowledge, to foster understanding, or to promote change in the listener’s attitudes, beliefs or behaviors. Students will prepare and orally present information regarding children’s development in professional contexts.

**SLO 4:
Information Literacy in Child
Development**

Information literacy includes the ability to know when there is a need for information, and to be able to identify, locate, evaluate, and effectively and responsively use and share that information with appropriate audiences. Students will evaluate and disseminate information across contexts regarding the diversity that exists within human development.

**SLO 5:
Quantitative Literacy in Child
Development**

Quantitative literacy is a habit of mind, competency, and comfort in working with data in order to reason and solve problems, and the ability to communicate information using words, tables, graphs, and equations. Students will analyze data as critical consumers of information regarding child development.

**SLO 6:
Professionalism in Child
Development**

Professionalism includes a multitude of behaviors that communicate respect, cultural humility, competence, and ethical behaviors. Students will demonstrate appropriate professional behavior in professional contexts.

It is noted that overarching course objectives is the ethical responsibility of anyone engaged in assessment, and as such, this serves as an umbrella objective within this course. Specifically, as measured by activities and assignments throughout the course, students in CHLD 440 will:

1. Evaluate professional knowledge, skills, and dispositions through reflection of personal practices and biases using data (SLO 1, 6).
2. Investigate how assessment is used throughout a broad range of experiences and careers in the child development field (SLO 4, 6).
3. Identify the multitude of ways that assessment is conducted including formal and informal assessment processes (SLO 1, 5, 6).
4. Articulate a clear understanding of the technical properties of standardized assessment measures (e.g., reliability, validity; SLO 2, 3,5).
5. Develop an understanding of assessment processes for individuals, families, and programs (SLO 1,6).

Student Professional Behavior: The campus is a professional setting. Please treat it as such by following standards for professional and ethical behavior in the classroom and when communicating with fellow students and your professor. This includes engaging in mutual respect and cooperation, as well as following course policies. In this course we will be addressing some topics related to diversity and bias. A critical component of this exploration is respect of other students' opinions and a goal of these activities is to continue the development of skills for communication and collaboration with those who may be different from yourself. If you have any questions about what constitutes professional behavior, please feel free to ask.

Literacy Requirements: All major writing assignments will be graded for literacy, spelling and grammar. Please read in the University Catalog regarding the University's literacy requirements. A substantial amount of the grade related to these assignments will be related to the legibility of your paper. *Proofreading is essential.* If you have difficulties with spelling or grammar, please take advantage of campus resources (such as the Student Learning Center—see below, the BSS Student Success Center, or the Child Development Writing Tutors—hours for tutoring are posted in BBL).

Academic Integrity: Students are expected to abide by the University policies for academic honesty and integrity. Academic integrity is defined as “a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility.” It is the expectation that students 1) know and understand the University's definitions of and policies on cheating, plagiarism, and misuse of sources, 2) bear full responsibility for content and integrity of all academic work submitted, 3) uphold the academic standards of the University, including reporting suspected occurrences of cheating, plagiarism or other forms of academic dishonesty to the professor. Copying another student's work of any kind, helping another student cheat, cheating on an exam or quiz or having unauthorized access to test material and assignments constitutes violations, which bear serious consequences (this would include fabricating information about observations that did not actually occur). Additionally, plagiarism involves copying material or ideas and presenting that material as if it

were your own, without appropriate citations or quotation marks. Misuse of sources involves inaccurately citing appropriate sources (including internet sources and papers that other students have written). When there is evidence suggesting 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 and may include: a grade reduction, disciplinary probation, suspension, or expulsion from the University. If you have any questions regarding these policies/issues please see me or access the Student Judicial Affairs website at www.csuchico.edu/sjd.

Title IX Confidentiality and Mandatory Reporting: As a Chico State instructor, one of my responsibilities is to help create a safe learning environment for all students. I also have a mandatory reporting responsibility related to my role as faculty. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual harassment, which includes sexual misconduct, dating/domestic violence and stalking, with the University. Students may speak to someone confidentially by contacting the Counseling and Wellness Center (530-898-6345) or Safe Place (530-898-3030). Information about campus reporting obligations and other Title IX related resources are available: <http://www.csuchico.edu/title-ix>.

Student Resources:

Wildcat Computing Support: Access the website or support desk in order to access information and resources regarding your technological needs <https://www.csuchico.edu/wcs/>.

Disability Services: If you have a documented disability that may require reasonable accommodation, please contact Accessibility Resource Center (ARC) for coordination of your academic accommodations. They can be reached at (530) 898-5959. More information about ARC services can be accessed at www.csuchico.edu/arc.

Student Learning Center (SLC): The mission of the SLC is to provide services that will assist 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. Please visit www.csuc.edu/slc for more information.

WellCat Counseling Center: College can be stressful. Free counseling services through the campus Counseling Center are available to help with personal problems that might be interfering with your academics, work, or overall wellbeing. If you or a friend is struggling, please access this resource. You may find information regarding their services as well as links and resources addressing a variety of issues on the website: www.csuchico.edu/counseling. Crisis services are also available 24-hours a day, 7 days a week at (530) 898-6345 (press 2 to speak to a counselor). Additional crisis help can be found through 9-1-1, the National Suicide Prevention Lifeline (9-8-8), and Butte County Behavioral Health (1-800-334-6622 or 530-891-2810). Please don't ever hesitate to reach out for help if you or a friend are struggling.

Information about Food and Emergency Housing Resources Available to Students: CSU Chico recognizes food and housing insecurity as a concern for many people. Students who have difficulty securing adequate food or housing have long- and short-term resources available at Chico State. Students are encouraged to contact the Center for Healthy Communities for assistance in applying for CalFresh benefits for long term assistance with food access. For emergency food supplies, CalFresh application help, and emergency housing information, students are encouraged to visit the Hungry Wildcat Food Pantry. Check the website for information about hours of operation and procedures (<https://www.csuchico.edu/basic-needs/pantry.shtml>).

Final Words

We acknowledge and are mindful that CSU, Chico stands on lands that were originally occupied by the first people of this area, the Mechoopda, and we recognize their distinctive spiritual relationship with this land and the waters that run through campus. We are humbled that our campus resides upon sacred lands that once sustained the Mechoopda people for centuries.

I am firmly committed to creating and maintaining a learning space that is safe, respectful, and inclusive of all identities. In this class and on this campus, it is my goal to work to promote an inclusive culture where everyone feels welcome to engage in learning. The success of this goal relies on the support and understanding of everyone in this class. Students are encouraged to speak up and participate during class meetings with respectful consideration of others' beliefs, backgrounds, and experiences. I recognize that discrimination can be direct or indirect and take place at both institutional and personal levels. I believe that such discrimination is unacceptable and I am committed to providing equality of opportunity for all by eliminating harassment, bullying, or victimization in our shared learning space.

Additionally, I want my course to be as accessible to as many different people as possible. If there is any reason why the standard approach to college classrooms or coursework is difficult for you to accomplish, please come talk to me. This includes those of you with a learning or physical disability, those of you who have other emotional or psychological challenges, those of you who have had past experiences that make college attendance or class content anxiety-producing, those of you whose parents did not go to college (and can't help you understand the system as well as other parents might), those of you who feel you can't actively participate, those of you who have more responsibility than the typical college student (such as dependent parents, children, or an especially heavy workload outside of school), and other situations I can't anticipate. The earlier you come to see me, the more I can do to try to work with you to alleviate the unique challenges you might face.

I, like many people, am still in the process of learning about diverse perspectives and identities and I encourage you to please reach out to me if something is said in class (by anyone) that makes you feel uncomfortable. At any time during the semester, I welcome you to provide feedback on how the learning experience in this course can improve!

(Thank you to Dr. Jamie Gunderson for the sharing of her statement and feedback form and Dr. Nandi Crosby for sharing her statement).