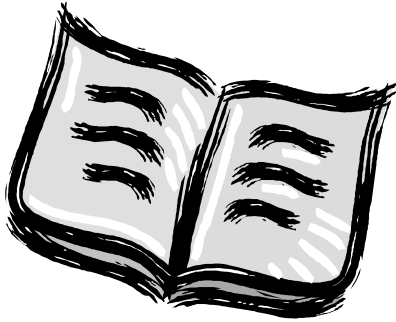




THE UNIVERSITY OF GEORGIA

CHFD 5120/7120
Observation and Assessment Techniques
Dept. of Child and Family Development
The University of Georgia
Fall, 2006

Instructor: Mariana Souto-Manning, Ph.D.
 Office: 106 Family Science Center II, House D
 Phone: (706) 542-1297
 E-mail: chfd5120@gmail.com
 Class Meets: MWF 11:15-12:05
 Location: Room 208; Dawson Hall



Textbooks:

Wortham, S. (2005). *Assessment in early childhood education*. Columbus, OH: Merrill.

Meisels, S. & Atkins-Burnett, S. (2005). *Developmental screening in early childhood: A guide*. Washington, D.C.: NAEYC.

Owocki, G. & Goodman, Y. (2002). *Kidwatching: Documenting children's literacy development*. Portsmouth, NH: Heinemann.

Course Description:

- Directed experiences in observing, recording, and assessing behavior and interaction among children and families, and examination of program assessment.

Course Objectives:

- To discriminate between types of assessment, such as formal and informal, normal and criterion-referenced, readiness and achievement;
- To understand various assessment techniques used with children 0 to 18;
- To identify strengths and weaknesses of the various measures of assessment;
- To learn how to use non-traditional methods of assessment such as temperament scales, play-based assessment, and authentic assessment.

Pre-requisite(s): CHFD 2950-2950L

Course Requirements:

- 1) Students are expected to come to class prepared to share ideas, discuss assigned readings, and conduct assessments. I encourage and welcome discussion, diversity of opinions, and critical thinking. Therefore, it is expected that you complete all readings and assignments by the assigned date and attend class regularly.

- 2) Students will administer assessments in pairs; one person will be the examiner and the other one, the observer. All assessments covered in class and in the assigned readings will be on the exam.
- 3) Attendance is essential. It is imperative students be in class to learn how to give an assessment. Students are expected to be in class for all the class periods in which test administrations are being explained/discussed in order to be allowed to give the assessment. If absent one time, the partner automatically assumes the role of the examiner; one letter grade will be deducted from the observer’s grade. If absent all classes during which test administration was discussed, the student will not be allowed to give the assessment.
- 4) Students will take two exams (one mid-term and one final exam) which will cover lectures, assessments, and readings.
- 5) Students will complete all assigned readings and come to class prepared to discuss the readings. Students are responsible for all material in the text even though it may not be discussed in class.
- 6) Ordinarily, make-up exams are not given. In case of an emergency and to request a make-up exam, please contact the Office for Student Affairs. All absences will be handled by the Office of Student Affairs (<http://www.uga.edu/studentaffairs/about/faq.shtml#3>).
- 7) Students will complete in-class and outside-of-class assignments that will be assigned throughout the semester. These activities will be counted for a portion of the course grade. Throughout the course, topics discussed in lecture and presented in the readings will be further explored through in-class activities. Assessments will be explained and practiced. Because assignments build on material covered during class sessions and contribute to class participation, in-class assignments may not be submitted late by students who may have missed class (except in cases of documented emergencies).
- 8) All reports must be typed (5 page limit; double spaced; 12 font). All raw data must accompany test results. All written reports are due by 12:30pm on Monday of the week assigned.
- 9) Academic honesty is expected of all students enrolled at the University of Georgia.



COURSE OUTLINE

Week	Day/Date	Topic	Readings	Assignments
1	8/16-18	Introduction to Observation and Assessment Techniques		Intro e-mail

2	8/21-25	Assessment of Infants and Young Children	M: Chapters 1 (W) W: Chapter 2 (W) F: Katz article NAEYC brochure	
3	8/28-9/1	Principles of Assessment	MWF: Meisels book	
4	9/4 (Labor Day – No Class) 9/6-8	Rosetti Infant Toddler Scale	WF: Rosetti manual Thompson article	
5	9/11-15	Standardized Tests	MW: Chapter 3 (W) WF: Chapter 4 (W)	
6	9/18-22	Peabody Picture Vocabulary Test-III Brazelton Neonatal Assessment Scale Visual Motor Integration	M: PPVT-III manual W: Brazelton manual F: VMI manual	Rosetti Report
7	9/25-29	Denver Developmental Screening Test II (DDST-II)	MWF: DDST manual	
8 (10/4 is mid-term)	10/2-6	Bayley Scales of Infant Development	MWF: Bayley manual	Peabody Report
9 (10/9: midpoint withdrawal deadline)	10/9-13	Informal Assessments	M: Chapter 5 (W) W: Chapter 6 (W) F: Chapter 7 (W)	VMI Report
10	10/16-20	Informal Assessments	M: Mid-term Exam W: Chapter 8 (W) F: Chapter 9 (W)	1 st Exam – 10/9 (Weeks 1-8)
11	10/23-25 (No class on Friday - Fall Break)	Kidwatching	M: Chapter 1 (OG) W: Chapter 2 (OG) F: Fall Break	Kidwatching Outline
12	10/30-11/3	Kidwatching	M: Chapter 3 (OG) W: Chapter 4 (OG) F: Chapter 5 (OG)	DDST Report

13	11/6-10	Kidwatching	M: Chapter 6 (OG) W: Chapter 7 (OG) F: Reproducibles (OG)	
14	11/13-17	Communicating with Parents & Accessing Resources	M: Chapter 10 (W) W: Annotated Bibliography and Internet Assessment Resources (W) F: Kidwatching Project – Applied Class	Bayley Report
15	11/20	Documenting Children's Development	M: Kidwatching Project – Applied Class	
16	11/27-12/1	Developmental Screening Instruments – Review	Meisels: Appendixes	Kidwatching Projects (F)
17	12/4-6	Presentations	MWF: Kidwatching Presentations (10 minutes each)	
18	12/11 12:00 to 3:00pm	FINAL EXAM (as scheduled by the University of Georgia)		



The course syllabus is a general plan for the course; deviations may be necessary and will be announced to the class by the professor.

Class Policies:

1. Attendance is expected. For any class missed, 5 points will be deducted from your final grade. In-class assignments may not be made-up. After three consecutive absences, you will be dropped from the course.
2. Students are responsible for all material presented in class, as well as assigned readings.
3. All work assigned must be completed on time. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.** The merits of any exceptions will be handled by the Office of Student Affairs (<http://www.uga.edu/studentaffairs/about/faq.shtml#3>).
4. Students must take all exams at the scheduled date and time*.

5. According to the university's academic honesty policy, cheating and/or plagiarism are not permitted.
6. Results of assessments which are administered must be kept confidential.
7. All test materials should be treated with great care and respect as they are very expensive and are for the use of many students. A check-out system will be used; failure to follow guidelines will result in grade penalty.
8. All cell phones must be turned off in class; cell phones must be left on Dr. Souto-Manning's desk during tests.

ASSIGNMENTS	POINTS
Assessments/Reports (100 each) <i>Denver, Bayley, VMI, Rosetti, & Peabody</i>	500
Kidwatching (Report + Presentation)	200 (150 + 50)
Mid-term Exam	100
Final Exam	100
Participation	100
<i>POSSIBLE TOTAL</i>	<i>1000</i>

**Grading Scale:**

A = 911-1000
A- = 900-910
B+ = 890-899
B = 811-889
B- = 800-810
C+ = 790-799
C = 711-789
C- = 700-710
D = 600-699
F = Below 600

Class Exams & Attendance** Class Exam Policy*

- Exams consist of multiple choice and/or written response questions and will be based on required readings and class lectures.
- Students must take all exams at the scheduled date and time.
- In the case of serious illness or emergency, students may request to take the missed exam. Documentation is required and authenticated by the Office of Student Affairs.

** Attendance Policy/Participation Points*

- Throughout the semester, topics will be explored through activities that will be completed in-class or as homework assignments. Assignments build on material covered during class sessions and contribute to class participation. With the exception of documented excuses (handled by the Office of Student Affairs, <http://www.uga.edu/studentaffairs/about/faq.shtml#3>), students who have missed class may not submit in-class assignments late.
- The participation grade will consist of attendance, class participation, preparedness, and assignments.



Academic Honesty

All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work.

The link to more detailed information about academic honesty at The University of Georgia can be found at: <http://www.uga.edu/ovpi/honesty/acadhon.htm>

Final Exams

- ✓ *Final exam schedule:* University policy requires that final examinations be held for courses as scheduled and listed in the University final examination schedule for each semester.
- ✓ *Final Exam Conflicts:* University final examination conflict policy pertains to students with three final examinations scheduled on the same calendar day or two examinations at the same time. Students in this situation may petition an instructor to reschedule one exam at a different time. If one of the conflicting final examinations is a “mass” exam, then that examination should be rescheduled first. The policy providing for this, including links to the petition and what the student must include in it may be found at: <http://www.curriculumsystems.uga.edu/FinalExamConflicts/FinalExamConflicts.html>

FERPA: Protection of Private Information: If you have requested a restriction of your personal information, please contact the instructor as soon as possible. An alternative method of taking role and distributing exams and assignments will be determined by the professor and student.

ADA: In accordance with the Americans with Disabilities Act of 1990, students who need special accommodations should notify the instructor.

The focus of the course is to involve you in:

LIVING THE PROCESS

READING AND BECOMING KNOWLEDGEABLE

TRYING OUT ASSESSMENTS & PRACTICES WITH CHILDREN

LOOKING CLOSELY (spending time with/getting to know children & assessments)

REFLECTING AND SYNTHESIZING (in conversation and in writing about the ideas you are learning and connections to your future profession)

KIDWATCHING PROJECT

Kidwatching is “getting to know each child in as many different contexts as possible--to know each child as a person unique in all the world” (O’Keefe, 1996). The best teachers I know are kidwatchers. They turn to children as their curricular informants. They listen and observe their students, take field notes, anecdotal records, writing conference notes, and keep track of reading conferences in order to understand how children are making meaning. In short, they are researchers of children. They know that this documentation is the key to developing engagements that best meet the instructional needs of their students. This assignment is to work closely with a child or small group of children and begin to develop your kidwatching skills.



For this assignment you will:

- Have extended opportunities to know one child (or a small group of children) well as readers and writers through authentic observation, assessment, and reflection
- Analyze what you learn about the child/children in light of your current professional knowledge of language learning and literacy.
- Synthesize and report your understandings of your child’s/children’s oral and written language in a well-written literacy portrait which captures skills, dispositions, competencies, and knowledge.

In this assignment, you will have the opportunity to try multiple literacy engagements, systematically collect kidwatching data, and conduct assessments. This assignment will help you attune to the language you use with children, realize the teaching moves and decisions you make, and help you understand learning in depth.

Working with **one child or a small group of up to five children**, you will document literacy growth over time as well as plan and implement theoretically sound literacy lessons. You will use data that you’ve gathered from your kidwatching strategies and instructional designs to **write about the child’s/children’s literacy growth**. The story should show the data you collected and that informed your decisions while explaining why the data led you to design particular strategies. Ultimately, the story will record **your most important lessons learned about supporting the child’s/children’s literacy growth**.

Since this project focuses on documenting growth over time and consists of: Part 1) gathering data via “engagements” and Part 2) writing a story to summarize the child’s/children’s literacy growth. Therefore, it is essential to **date children’s artifacts as they are gathered and record your insights immediately**. Please remember as you photocopy children’s work it is essential that **confidentiality** be maintained. Mark out names and use pseudonyms for each child. This semester-long assignment should have the following components visible in your project:

ENGAGEMENT 1. Document the literacy environment: What materials and resources are available? How are children encouraged to use the materials and resources? How does the learning environment feel? Are there a variety of genres and levels of texts available? How is reading defined? When and how is reading & writing encouraged? How do the standards support the notion of a literate environment at this grade level? How do students feel about learning? How are texts and topics selected? What is the teacher doing? What are the children doing? What is on the walls of the classroom and how are these resources used? What does this data tell you?

ENGAGEMENT 2. Document the child's/children's interest(s). Use an interest inventory for this. How are the children's interests integrated into the life of the classroom? How do the resources and materials that are available support the children's interests? What does this data tell you? What does the professional literature say?

ENGAGEMENT 3. Document the children's definitions, feelings, and current strategies related to reading and writing (reading/writing interviews). What does this data tell you? What does the literature say? What instructional strategy/ies can you devise to help extend the learning? How can a parent/guardian/caregiver support his or her child?

ENGAGEMENT 4. Design and implement a **written conversation**. What does this data tell you?

ENGAGEMENT 5. Design and implement a **read aloud or a shared reading**. What does this data tell you?

ENGAGEMENT 6. Design and implement a **literature response strategy** to refine or extend the interpretation of a story. What does this data tell you?

ENGAGEMENT 7. Design and implement a **writing conference**. Tape and transcribe this writing conference. In one column you will type your words and the student's responses. What does this data tell you?

ENGAGEMENT 8. Design a **strategy to track books that children read**. What does this data tell you?

ENGAGEMENT 9. Design and implement a **modified miscue analysis**. What does this data tell you?

ENGAGEMENT 10. Design and implement **letter identification and/or graphophonemic assessment**.

*Please note that the numbers above are **not** meant to imply a particular order of kidwatching components. The data that you gather and interpret will chart the most theoretically sound instructional decision. **Organization, reflection, rereading class texts, as well as exploring new information are key to this assignment.** A 3-ring binder with dividers will assist you with the collection, compilation, and organization of data. A tote box will also be a good resource for this assignment.

To assist you in thinking through your project, you will **(1) create a proposed outline** of your project (see course outline for due date) and **(2) turn in "engagements" assigned to a collaborating partner for feedback.** You are responsible for giving feedback to a collaborative partner's work. This seeks to instill professional collaborative behavior. After feedback, you need to turn in a copy. This outline should detail: (a) Who will be included in your project (one child or a small group); (b) When you will work with your kidwatching child/children; (c) How you propose to collect data for each kidwatching component listed above.

Kidwatching Project Rubric

Logistics: 8 pts.

- ____ (1) Age and grade level stated
- ____ (1) Individual or small group indicated without using actual names
- ____ (1) Timeline evident for data collection over time
- ____ (5) APA style was employed

Data Collection: 20 pts.

- ____ (6) Data gathered from a variety of contexts
- ____ (6) Data gathered shows evidence of reading, writing, and art work of the child/children and all ten engagements are included in the binder.
- ____ (4) Rationale stated for data collected
- ____ (4) Evidence of on-going data interpretation

Engagements: 30 pts.

- ____ (30) Ten engagements were turned in consistently throughout the semester, were appropriately designed, conducted, and supported by data.

Literacy Growth Letter: 22 pts.

- ____ (2) Strong lead introduces the project and interests the reader.
- ____ (3) Writing style is appropriate to the personal yet professional nature of this research.
- ____ (3) Writing is organized and clearly explains the literacy growth of the child/children.
- ____ (4) Story demonstrates data analysis and synthesis.
- ____ (4) Samples of student work are embedded and/or attached to support the story.
- ____ (6) Summary includes recommendations for the future literacy growth of the child(ren).

Compilation and organization of data: 13 pts.

- ____ (3) Data collected is dated and preserves anonymity of student(s).
- ____ (3) The candidate has organized the notebook for the project in a logical format.
- ____ (7) Data accompanies and appropriately represents each of the ten engagements

Overall Impression of Project: 7 pts.

- ____ (1) The candidate has put concentrated effort into the project.
- ____ (1) There is an element of the candidate's voice and personal style in the project.
- ____ (1) The project is professional yet unique.
- ____ (4) The paper has few (less than two) grammatical or punctuation errors.

Total points earned _____ / 100

APA Formatting in a Nutshell

APA formatting embedded within your text uses parenthetical documentation so that your reader may locate the source of an idea or quote. The parenthetical documentation often contains only the author's name and/or the year of the work being cited (but not always).

When you mention an author's name, you need to put the citation right after the author's name. For example: When Rosenblatt (1938) mentioned transaction, she was using a term from her mentor John Dewey.

When you mention a person's idea, but not their name, you put the citation (name, publication year) at the end of the sentence that describes the idea. For example: Readers transact with texts based on their personal and cultural histories (Rosenblatt, 1938).

When you use a direct quotation from a person, you need to mention the name as well as the page number where you found the quote. For example: Rosenblatt (1938) said, "There is no such thing as a generic reader" (p. 65).

Display a quote of 40 or more words in a freestanding block of typewritten lines, and omit the quotation marks. Start such a block quotation on a new line and indent the block about ½ inch from the left margin. The entire quote should be double-spaced. For example:

In this article I will discuss what happened when a student-teacher interned in a third-grade classroom in which literature studies were used as the primary engagement for reading in the classroom. The student-teacher said:

When I interned in the third-grade classroom, I was so impressed with the way the children conducted their literature studies. They came to each session with questions, illustrations, and comments that they had marked in copies of their book with sticky-notes. They were engaged with the story and couldn't wait to start their discussions. (Thompson, 2004, p. 22)

When you are using ideas from an electronic source, you also include the author's name and the year. However, since many electronic sources do not have page numbers, use paragraph number. For example: (Myers, 2000, ¶ 5).

APA Formatting for the reference list (bibliography): This is a list of all the references you made within your paper. Your reference list contains the complete bibliographic information for each source, so that your reader can find out all of the pertinent information about a book, article, or electronic source. It is double-spaced. References are organized in alphabetical order by authors' last name (or title when there is no author).

Book with no author:

The publication manual of the American Psychological Association (5th ed.). (2001).

Washington, D.C.: American Psychological Association.

Books with authors:

Jewett, P. (2004). *Children's literature from South Carolina*. New York: Scholastic.

Books with more than one author:

Agosin, P., & Brinson, J. (2004). *Challenges of teaching the classics to secondary students: How to connect student concerns to the canon*. Boston: Little Brown, Co.

Edited books:

Ferguson, T. & Ford, K. (Eds.). (2004). *How to incorporate enactment strategies in the secondary English classroom and maintain your cool while being cool*. San Francisco: Jossey-Bass.

Chapter in an edited book:

Souto-Manning, M. (2005). Education. In I. Stavans (Ed.), *Encyclopedia Latina: History, culture and society in the United States* (pp. 127-133). Danbury, CT: Grolier Press.

Journal articles:

Souto-Manning, M. (2006). A Latina teacher's journal: Reflections on language, culture, literacy, and discourse practices. *Journal of Latinos and Education*, 5(4), 293-303.

Articles with two authors:

Souto-Manning, M. & Lee, K. (2005). "In the beginning I thought it was all play": Parents' perceptions of the project approach in a second-grade classroom. *The School Community Journal*, 15 (2), 7-20.

Articles with three to six authors:

Cahnmann, M., Rymes, B., & Souto-Manning, M. (2005). Using critical discourse analysis to understand and facilitate identification processes of bilingual adults becoming teachers. *Critical Inquiry in Language Studies: An International Journal*, 2(4), 195-213.

Articles in an Internet-only journal:

Frederickson, B.L. (2000, March 7). Cultivating readers. *Reading in the Elementary Schools* 3, Article 001a. Retrieved November 20, 2000, from <http://journals.apa.org/reading/volumb3/3001a.html>.

ERIC Document:

Mead, J.V. (1992). Looking at old photographs: Investigating the teacher tales that novice teachers bring with them (Report No. NCRTL-RR-92-4). East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Document Reproduction Service No. ED346082).

EndNote: This is a software program that can function as a reference library for you. Each time you use a book or article in a paper, you can enter it into this program. Of course, your library of books and articles grows and grows. Then as you are writing your papers, it allows you to choose the formatting style you want (in this case APA, but there are dozens more to choose from). EndNote will make your in-text citations for you and at the same time start to build your bibliography.

The website address is: www.endnote.com. If you decide to buy this program, do so from one of the university bookstores and you can get a student discount – about 35% of the regular price.