



The University of Georgia

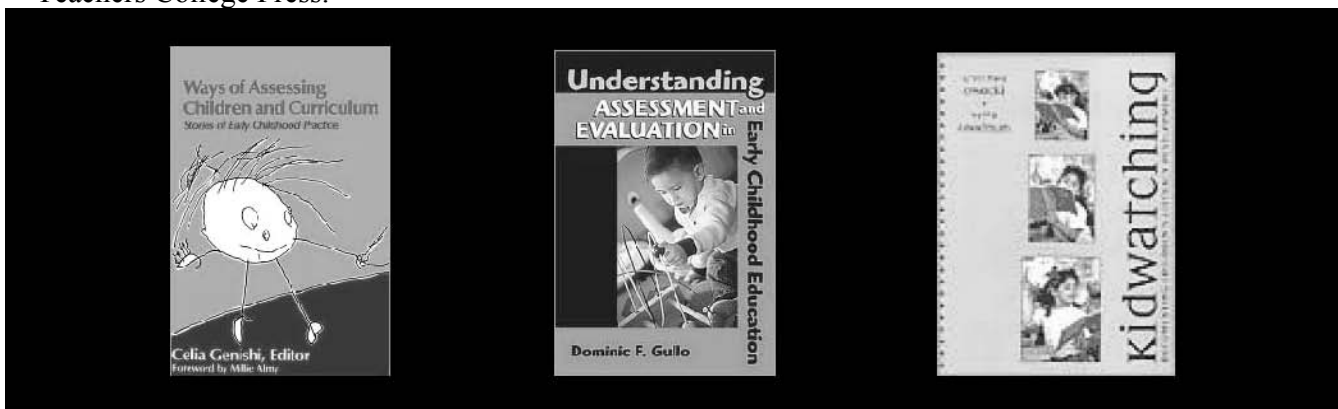
CHFD 5120/7120 Observation and Assessment Techniques Dept. of Child and Family Development The University of Georgia Spring 2008

Professor: Dr. Mariana Souto-Manning
Assistant Instructor: Boh Young Lee, M.Ed.
Office: 106 Family Sciences II, House D
Phone: (706) 542-1297 E- mail: through WebCT Class Meets: TR 9:30-10:45am
Location: Room 112; Dawson Hall

Textbooks:

Genishi, C. (Ed.). (1992). *Ways of assessing children and curriculum: Stories of early childhood practice*. New York: Teachers College Press.

Gullo, D. (2005). *Understanding assessment and evaluation in early childhood education*. New York: Teachers College Press.



Textbooks:

Genishi, C. (Ed.). (1992). *Ways of assessing children and curriculum: Stories of early childhood practice*. New York: Teachers College Press.

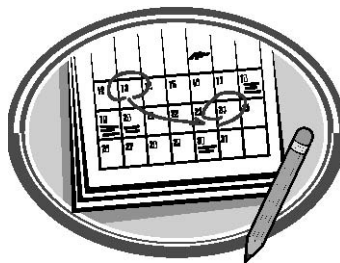
Owocki, G. & Goodman, Y. (2002). *Kidwatching: Documenting children's literacy development*. Portsmouth, NH: Heinemann.

Course Objectives:

- To discriminate between types of assessment, such as formal and informal, norm- and criterion-referenced, readiness and achievement;
- To understand various assessment techniques used with young children;
- To identify strengths and weaknesses of the various measures of assessment;
- To learn how to use authentic assessment.

By enrolling in this course, you commit to...

- 1) come to class prepared to share ideas and discuss assigned readings. I encourage and welcome discussion, diversity of opinions, and critical thinking. Therefore, it is expected that you complete all readings by the assigned date and attend class regularly.
- 2) administer assessments in pairs; one person will be the examiner and the other one, the observer. All assessments will be on the final exam.
- 3) take one final exam which will cover lectures, assessments, and readings.
- 4) participate in collaborative group research projects and present findings to the class.
- 5) attend class and participate in class discussions. Excused absences will be handled by the Office of Student Affairs (<http://www.uga.edu/studentaffairs/about/faq.shtml#3>). Please note that you must 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, partner is automatically the examiner; one letter grade will be deducted from the observer's grade. If absent all classes during which a particular test administration was discussed, you will not be allowed to give that assessment.
- 6) complete in-class and out-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 individual activities and small group activities that will be completed during selected lessons in or out of class. 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 have missed class (except in cases of documented emergencies/excused absences).
- 7) abide by UGA's academic honesty policy. Detailed information about academic honesty at the University of Georgia can be found at: <http://www.uga.edu/ovpi/honesty/acadhon.htm>.



COURSE OUTLINE

Week	Date	Topic	Readings	Assignments
1	1/8-10	Introduction to Assessment and Observation in the Early Childhood Years	T: Intro to Course R: Chapter 1 (Gullo)	Intro e-mail

2	1/15-17	Assessment and Evaluation in Perspective	T: Chapter 2 (Gullo) R: Chapter 3 (Gullo)	Partners (T) Letter (R)
3	1/22-24	Formal Assessment and Evaluation	T: Chapter 4 (Gullo) R: Chapter 5 (Gullo)	Send Letter
4	1/29-31	Standardized Testing	T: Chapter 6 (Gullo) R: Readiness Test	Signed Letter Due
5	2/5-7	Formal Assessments: Achievement Test & Developmental Screening	T: WSS R: Denver	ASQ Report
6	2/12-14	Formal Assessments: Developmental Screening & Diagnostic Assessment	T: Dial R: Bayley	Readiness Test Report
7	2/19-21	Ways of Assessing Young Children and the Curriculum	T: Chapters 1 & 2 (Genishi) R: Chapter 3 (Genishi)	WSS Report
8	2/26-28	Informal Assessment	T: Chapter 4 (Genishi) R: Chapter 7 (Genishi) * Ch. 5 & 6 (Required for graduate students; recommended for undergraduate students)	Denver or Dial Report
9	3/4-6	Informal Assessment	T: Chapter 7 (Gullo) R: Finish Bayley	
SPRING BREAK				
10	3/18-20	Informal Assessments: Performance & Curriculum-Based	T: Chapter 8 (Gullo) R: Chapter 9 (Gullo)	Bayley Report
11	3/25-27	Reading	We will not meet on these days. Please read <i>Kidwatching</i> book. Dr. Souto-Manning and Ms. Lee will be available to answer questions.	<i>Ways of Assessing</i> —interview & observations
12	4/8-10	Kidwatching	T: Chapters 1-2 R: Chapters 3-4 (Owocki & Goodman)	Kidwatching Outline
13	4/15-17	Documenting Children's Development	T: Chapters 5 & 6 (Owocki & Goodman) R: Kidwatching Portfolio & Reproducibles	

14	4/22-24	Inclusive Assessment and Evaluation	T: Chapter 10 (Gullo) R: Chapter 11 (Gullo)	
15	4/29-5/1	Presentations	Kidwatching Presentations (10 minutes each)	Kidwatching Projects (T)
May 6, 2008 FINAL EXAM (as scheduled by the University of Georgia) 8-11AM				



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

Class Policies:

1. Attendance is expected. **For each class missed, 25 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. All reports must be typed (5 page limit; double spaced; 12 font). All raw data must accompany test results. Written reports are due by 9:30am on Thursday of the week assigned unless otherwise noted.
5. Results of assessments which were administered must be kept confidential.
6. 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.
7. All cell phones must be turned off in class.



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.

☞ *Conflicts:* According to University of Georgia examination policy, students with three final examinations scheduled on the same calendar day or two examinations at the same time may petition an instructor to reschedule one exam at a different time. If one of the conflicting final examinations is a “mass” exam, that examination should be rescheduled first. The policy 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.



ASSIGNMENTS	POINTS
Assessments/Reports (50 for ASQ, 100 for others) <i>ASQ, Readiness, WSS, Denver/Dial, & Bayley</i>	450
Kidwatching (Report + Presentation)	200
Ways of Assessing Paper	100
Final Exam	100
Summary, Questions/Activities, Examples/Resources	120
Participation (includes letter and introductory e-mail)	30
POSSIBLE TOTAL	1000

Grading Scale:

A = 921-1000 A- = 900-920 B+ = 880-899 B = 821-879 B- = 800-820 C+ = 780-799 C = 721-779 C- = 700-720 D = 600-699 F = Below 600

The focus of the course is to involve you in:

READING AND BECOMING KNOWLEDGEABLE

TRYING OUT ASSESSMENTS & PRACTICES WITH CHILDREN

LOOKING CLOSELY (spending time 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)

ASSIGNMENTS

1 **Summarize Chapters:** Students will provide a 1-2 page outline of each reading each week and will present this summary to the class before the discussion. Copies for the entire class must be provided.

2 **Lead Class Discussion:** Students will provide questions for and lead a class discussion on a particular topic/chapter each week. Ten questions per chapter must be provided. Questions must include analysis, application, and synthesis skills. Please bring printed questions to class for discussion. Alternatively, you may plan an activity to involve all students.

3 **Present an Example:** Students will select examples that illustrate concepts presented by the chapter. A 1-2 page hand-out must be turned in including definitions of concepts illustrated by the examples (videos, texts, photos) and a justification for the selection of each of the examples. Examples must be presented to the class. Concepts must be identified and coupled with explanations of the concepts being illustrated.

4 **Exam:** Exam consists of multiple choice and true/false questions and will be based on required readings, class lectures, and group presentations. It will be between 75 and 100 questions.

5 **Participation:** The participation grade consists of attendance, class participation, small group participation, homework assignments and quizzes.

ROLES

Author(s)	Chapter	Summary	Questions/Activity	Resources/Examples
Gullo	1	a	q	i
Gullo	2	b	r	j
Gullo	3	c	s	k
Gullo	4	d	t	l
Gullo	5	e	u	m
Gullo	6	f	v	n
Genishi	1	g	w	o
Genishi	2	h	x	p
Genishi	3	i	a	q
Genishi	4	j	b	r
Genishi	5	k	c	s
Genishi	6	l	d	t
Genishi	7	m	e	u
Gullo	7	n	f	v
Gullo	8	o	g	w
Gullo	9	p	h	x
Owocki & Goodman	1	q	i	a
Owocki & Goodman	2	r	j	b
Owocki & Goodman	3	s	k	c
Owocki & Goodman	4	t	l	d
Owocki & Goodman	5	u	m	e
Owocki & Goodman	6	v	n	f
Gullo	10	w	o	g
Gullo	11	x	p	h

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 to and observe their students, take field notes, make anecdotal records, write 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 and to systematically collect kidwatching data and conduct assessments. This assignment will help you attune to the language you use with children, 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 one child’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 one child’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 that 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 interests. 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.

In an effort 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 written feedback to a collaborative partner's work. This seeks to instill professional collaborative behavior. After feedback, you will turn in a copy. This outline should detail: (a) Who will be included in your project (1 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

Names: _____ and _____

Logistics: 16 pts. ____ (2) Age and grade level stated ____ (2)
Individual or small group indicated without using names ____ (2)
Timeline evident for data collection over time ____ (10) APA
style was employed correctly

Data Collection: 40 pts. ____ (12) Data gathered from a variety of contexts ____ (12) Data gathered
shows evidence of reading, writing, and art work of the child/children and all 10

engagements are included in the binder. ____ (8)
Rationale stated for data collected ____ (8)
Evidence of on-going data interpretation

Literacy Growth Letter: 44 pts. ____ (4) Strong lead introduces the project and interests the
reader. ____ (6) Writing style is appropriate to the personal yet professional nature of this
research. ____ (6) Writing is organized and clearly explains the literacy growth of the
child/children. ____ (8) Story demonstrates data analysis and synthesis. ____ (8) Samples of
student work are embedded and/or attached to support the story. ____ (12) Summary includes
recommendations for the future literacy growth of the child(ren).

Compilation and organization of data: 26 pts. ____ (6) Data collected is dated and
preserves anonymity of student(s). ____ (6) Students have organized the notebook for
the project in a logical format. ____ (14) Data accompanies and appropriately
represents each of the 10 engagements

Overall Impression of Project: 14 pts. ____ (2) The candidate has put obvious effort
into the project. ____ (2) There is an element of the candidate's voice and personal
style in the project. ____ (2) The project is professional yet unique. ____ (8) The paper
has few (less than 2) grammatical or punctuation errors.

Presentation: 60 pts. ____ (30) Presentation was professional and portrayed a kidwatching study
conducted over time (throughout the semester). ____ (30) Presentation showed evidence that
engagements were appropriately designed, conducted, and supported by data.

Total points earned _____ / 200

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 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) wrote, "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 list of all of the references you made within your paper. Your reference list contains the complete bibliographic information for a 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.

CHFD 5120/7120 Syllabus **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 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. However, if you decide to buy this program, do so from one of the university bookstores and you can get student prices – about 35% of the regular price.