UNIVERSITY OF MANAGEMENT & TECHNOLOGY

SCHOOL OF SOCIAL SCIENCES & HUMANITIES

Department of Education

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| Program | Ph.D. Education |
| Course Title | **Assessment of Child Development in Real World Contexts** |
| Course Code | ED 722 |
| Semester |  |
| Credit Hours | 3 |
| Class Day and Time |  |
| Duration | 16 weeks |
| Course Instructor | Dr. Amna Yousaf. (Assistant Professor) |
| Contact Details | Email: [amna.yousaf@umt.edu.pk](mailto:amna.yousaf@umt.edu.pk) |

**Course Description**

The purpose of this course is to learn about the observation/assessment techniques and to incorporate information gathered to implement a high-quality early childhood classroom. Observations/assessments are a key element in fostering growth and development in young children and is the cornerstone of good teaching. It is the purpose of this course to introduce and support students’ development of skills related to the observation and interpretation of children’s daily activities and behaviors. The information in this course will be presented in a format that provides students with a global understanding of the rich diversity of all children. This course provides experiences to increase awareness of, and knowledge about, a variety of assessment procedures appropriate for use with children birth through eight years of age. Advantages and limitations of assessment techniques will be noted. Considerations used in the interpretation of findings and in making referrals will be discussed. This course provides opportunities to work with assessing preschool throughout age eight children and to develop prescriptive activity plans.

**Course Objectives**

**Students will be able to:**

* Use informal and formal assessments to plan and individualize curriculum and teaching.
* Reflect on assessment practices and develop a theoretical framework useful for guiding assessment decisions and program modifications.
* Learn what questions to ask yourself when observing and collecting information to provide for children’s physical, social, emotional, cognitive and aesthetic development (children ages birth through eight years).
* Use knowledge of how students differ in their development to support individual differences in learning.
* Apply standards of equity and fairness in assessment procedures that demonstrate an understanding of the interrelationships of culture, language, and family context on learning.
* Describe and support a rationale for the power of observation and ongoing assessment in early childhood settings.
* Describe ethical procedures for gathering, using, and reporting data collected through observations. Demonstrate ability to use observation to plan for instruction and solve classroom management problems.
* Demonstrate the ability to administer, score, and report on data gathered using a standardized screening instrument.
* Demonstrate the ability to gather information on child development using a set of standardized, individually administered measures of early literacy development.
* Demonstrate use of the following data gathering techniques: Running records, anecdotal records, checklists/rating scales, and ABC narrative event sampling

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| **Week** | **Topics** |
| 1 | Assessment as part of a developmental and instructional process |
| 2 | Standardized Assessment: validity, reliability, and usability |
| 3 | Assessing to promote children’s learning and development |
| 4 | Child Portfolio Assessment |
| 5 | Assessing academic achievement to hold individual students, teachers, and schools accountable |
| 6 | Observing and assessing children’s learning and development |
| 7 | Developmental screenings, Rubrics |
| 8 | **Mid Term** |
| 9 | Critical issues in assessment |
| 10 | Needed reforms in standardized assessment |
| 11 | Assessing achievement of children with special needs |
| 12 | Authentic assessment |
| 13 | Assessing Classroom Quality |
| 14 | Technology and Assessments |
| 15 | **Final Term** |

**Course Assessment**

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| 1 | Presentation of review of Assigned Research | 10 Marks |
| 2 | Presentation of Assigned Book Chapter | 15 Marks |
| 3 | Mid term | 20 Marks |
| 4 | Class Participation | 15 Marks |
| 5 | End Term Examination | 40Marks |

**Evaluation of participants’ performance:**

Relative grading as per policy of the UMT.

**University regulations:**

Policies related to excused absences, cheating/ plagiarism, withdrawal and other related issues can be found in Participants Handbooks located at:

<http://www.umt.edu.pk/offices/registrar/Participants/Handbook.html>. As student and faculty at the University of Management and technology, we are all responsible for adhering to these policies.

**Attendance, Participation and Late Assignments:**

All participants are expected to be regular and punctual. In case a participant is absent in six classes, she/ he will get an ‘F’. Overall, 80 percent attendance is compulsory.

Participation is an important part of this course. You must be an active learner because you will need to adapt what you are learning to your own teaching:

* Preparing for class by completing reading and writing assignments
* Remaining alert, attentive, and respectful during discussions and activities (e.g. reading irrelevant materials, text-messaging, or sleeping are not appropriate)
* Respecting others other’s opinions
* Avoiding offensive language
* Displaying a positive attitude

**Guidance-Counseling Services:**

Participants are free to discuss the progress of their course during scheduled counseling hours. These hours will be communicated after commencement of introductory session. However, participants are allowed to use other channels of communications like email, and telephone both land and cellular.

**Written submissions:**

To receive a grade, each submitted assignment must be typed in a twelve-point font size. At the top front page of each assignment, please identify the name of the course, assignment, date of submission and your name or the names of the each of the group members.

**Grammar and spelling:**

Grammar and spelling are as important as the mechanics of writing in all assignments. It is critical that spell check is used in all word-processed documents and that your work is edited for correctness. Grammar and spelling will be part of the evaluation of your assignments.

**Withdrawal:**

Participation in this course indicates your acceptance of its teaching focus, requirements, and policies. However, if you believe that the nature of this course does not meet your interests, needs or expectations, if you are not prepared for the amount of work involved or if you anticipate that the class meetings, assignments deadlines or abiding by the course policies will constitute an unacceptable hardship for you. In such case you should drop the class by the drop-add deadline.

**Readings:**

* Shore, E. & Grace, C. (2005). The portfolio book: A step-by-step guide for teachers. Upper Saddle River, NJ: Pearson Education, Inc.
* Wortham, S. (2008). Assessment in early childhood education (5th ed.) Upper Saddle River, NJ: Pearson Education, Inc.
* Southeastern Louisiana University Field Experience Student Handbook: Blackboard (Course Documents).
* NAEYC Code of Ethical Conduct (1988). Washington, DC: National Association for the Education of Young Children. http://www.naeyc.org/about/positions/PSSETH05.asp
* NAEYC Position Statement: Where we stand on curriculum, assessment, and program evaluation. <http://www.naeyc.org/about/positions/pdf/standlcurrass.pdf>
* Murphy, Linda L. & Plake, B. et al. (2002) Tests in Print: An Index to Test Reviews and Literature Specific Tests, (Volume VI), The University of Nebraska Press, Lincoln Nebraska.
* Plake, Barbara & Impara , J. and et al. (2003) The Fifteenth Mental Measurement Handbook, The University of Nebraska Press, Lincoln, Nebraska.
* Maddox, Teddy (1997) Tests: A Comprehensive Reference for Assessments in Psychology, Education, and Business, (Fourth Edition) Pro-Ed, Austin, Texas