

CHLD 109: Observation & Assessment of Young Children – Content Questions

The following questions are suggested for use as an evaluative tool.

Q & A for Chapter 1

1. Describe the differences between formal and informal assessment and when it would be appropriate to use each.
2. Describe the differences between formative and summative assessment and when it would be appropriate to use each.
3. Your text states on pages 3 and 4 that the early childhood field has high expectations of teachers as assessors. What does the book claim are NAEYC's expectations of you as a future assessor?
4. According to the NAEYC & NAECS/SDE article "Where We Stand on Curriculum, Assessment, and Program Evaluation," the "use of individually administered, norm-referenced tests is limited" (p. 2). What are norm-referenced tests and when is it appropriate to use them?

National Association for the Education of Young Children (NAEYC), National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). (2009). *Where We Stand on Curriculum, Assessment, and Program Evaluation*. Available from <http://www.naeyc.org/files/naeyc/file/positions/StandCurrAss.pdf>

5. The NAEYC & NAECS/SDE article "Where We Stand on Curriculum, Assessment, and Program Evaluation" states that assessment should be ethical, appropriate, valid, and reliable. Explain what each of these terms mean as related to early childhood assessment.

National Association for the Education of Young Children (NAEYC), National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). (2009). *Where We Stand on Curriculum, Assessment, and Program Evaluation*. Available from <http://www.naeyc.org/files/naeyc/file/positions/StandCurrAss.pdf>

Q & A for Chapter 2

1. What strategies can you use to increase the reliability and validity of assessment results? Why is attention to each of these strategies important?
2. Your book identifies over-identification of children with disabilities as a concern regarding the fairness of assessment. Identify three common traits of children that may contribute to this problem.

3. Your book offers five basic guidelines (pages 21-22) to support effective assessment for diverse populations of young children. Explain each of these and identify how each contributes to effective assessment.

4. Maintaining objectivity is often cited as a major ethical concern related to assessment. What does maintaining objectivity mean to you? What strategies can you use to accomplish objectivity?

5. What steps must be taken to ensure the right to privacy for parents and children during the assessment process?

Q & A for Chapter 3

1. Why do we assess young children? What is the overall purpose of assessment?

2. What should we be trying to determine when we assess young children?

3. What is meant by the term authentic assessment?

4. Explain why the “when” of assessment is significant? What time issues must you take into account as you create an assessment plan for a classroom?

5. The Illinois Early Learning Standards are organized according to Learning Areas. Under each Standard several Benchmarks are provided. Explain the role the benchmarks play in the alignment of assessment and curriculum.

Illinois State Board of Education: Division of Early Childhood Education. (2013). Illinois Early Learning Project. *Illinois early learning standards*. Available from <http://illinoisearlylearning.org/standards/index.htm>

Q & A for Chapters 4 & 5

1. Page 55 of your course text provides guides for eliciting responses for children. Explain three of these and identify how you can use these in your work with young children.

2. Collecting work products is an important part of effective assessment. Identify three specific guidelines that you feel would be beneficial in developing a plan for collecting work products.

3. What is the parent’s role in the assessment? What is the teacher’s role in making this happen?

4. You are planning an assessment of math skills - understanding “more than/fewer than.” Give two recording procedures appropriate for this situation. Explain why you chose these two procedures.

5. On pages 92 and 93 your text discusses three practical considerations that will influence your choice of documentation strategies. Explain each of the three and how you foresee them impacting your decision process.

Q & A for Chapters 6 & 7

1. How can you ensure the authenticity and trustworthiness of the data you collect on your students?

2. Look at the range of performance and clustering of cutting skills shown in Figure 7.2 (p. 129). What are possible interpretations of this information (a) if children are 3 years old and in their first year of preschool and (b) if they are 5 years old and in kindergarten?

3. Refer to the "Developmental Sequence for Cutting With Scissors" in Figure 7.3 (p. 130) and determine appropriate classroom strategies related to the children's cutting skills for children who are 3 years old and in their first year of preschool?

4. Refer again to the "Developmental Sequence for Cutting With Scissors" in Figure 7.3 (p. 130) and determine appropriate classroom strategies related to the children's cutting skills for children who are 5 years old and in kindergarten.

5. Explain the difference between qualitative and quantitative data. Where are you likely to encounter qualitative and quantitative data as an early childhood professional?

Q & A for Chapters 8 & 9

1. Mandy, the fictional child from the Individual Assessment Plan assignment, has both strengths and challenges that have been revealed through assessment. Based on Mandy's Developmental Learning Profile from the Individual Assessment Plan assignment and CARA's Kit Mini Posters, what adaptations could you make to the environment, activities, materials, requirements, instruction, and assistance to support Mandy's participation in the curriculum?

2. The article "Differentiating Instruction in the Preschool Classroom: Bridging Emergent Literacy Instruction and Developmentally Appropriate Practice" by Purcell outlines practices that support differentiated instruction in preschool environments.

- Purcell, T. (2007). *Differentiating instruction in the preschool classroom: Bridging emergent literacy instruction and developmentally appropriate practice*. Available from <http://www.stcloudstate.edu/tpi/teachersupport/documents/DifferentiatingInstruction-EarlyChildhood.pdf>

Chapter 8 from your text mentions the idea that teachers should "differentiate instruction" based on assessment data. Describe how a teacher would use assessment data to differentiate instruction.

3. Chapter 8 states that incidental learning alone is unlikely to meet all of the children's developmental and learning needs. The authors of your text also claim that within the context of developmentally appropriate curriculum, intentional teaching is needed (p. 154). Explain these two terms and provide examples of each.

4. Pages 157-158 of the text provides an overview of guidelines for organizing assessment. Imagine that you are a novice teacher developing an assessment plan in an early childhood environment. Outline how you would use these guidelines.

5. Figure 9.15 (p. 174) shows a sample form for children to use to report their participation in centers. How could you use a chart like this? What important information might you as the teacher learn from charting center participation? Why would the children report their participation rather than the teacher or teacher's aide recording this information?

Q & A for Chapter 10

1. You have read opinions of standardized testing in your text and on the Illinois Early Learning Project web site's column "Ask Dr. Katz." What similarities and differences are there between what your text says about standardized tests in Chapter 10 and what Lilian Katz said when she was asked, "How do you feel about standardized testing of preschool-age children?"

Illinois Early Learning Project. (n.d.). *Ask Dr. Katz: Archive Question 5*. Available from <http://illinoisearlylearning.org/ask-dr-katz/question005.htm>

2. Based on your reading from "*Eager to Learn: Educating Our Preschoolers, Issues in Standardized Assessment of Young Children*" (pages 235-240), what are the major criticisms of standardized testing outlined in the excerpt?

Bowman, B.T., Donovan, S. and Burns, M.S. (Eds.). (2000). *Eager to Learn: Educating Our Preschoolers (pages 235-240)*. Washington DC: The National Academies. Available from <http://www.nap.edu/openbook.php?isbn=0309068363>

3. Give an example of a standardized achievement test that might be used appropriately in a classroom with young children. Justify your choice and tell how you would administer it to assure its appropriateness.

4. Give an example of a standardized screening tool that might be used appropriately in a classroom with young children. Justify your choice and tell how you would administer it to assure its appropriateness.

5. The Heartland Child Development Lab teachers usually wait two months before they administer the Ages and Stages Questionnaire to newly enrolled children. What does your text say that provides an explanation for this practice?

Q & A for Chapter 11

1. Put yourself in the role of a parent of a preschool child. List the assessment information that you would like to have from your child's teacher.

2. Teachers must understand how early intervention and early childhood special education service systems function to guide parents through the process of referring a child. What steps had the teacher followed to help the parent in the video "Teacher/Parent Interview ASQ" access special services for her child?

- Heartland Equity and Inclusion Project (HEIP). (2012). *Teacher/Parent Interview ASQ Video*. Available from <http://youtu.be/lSnpQuwnLHA>

3. Using the guides for conducting successful Parent Conferences from pages 201-204 of your text, listen, watch and evaluate the video of a parent conference entitled "Teacher/Parent Interview ASQ."

- Heartland Equity and Inclusion Project (HEIP). (2012). *Teacher/Parent Interview ASQ Video*. Available from <http://youtu.be/lSnpQuwnLHA>

What were the strengths of this particular conference? Were there any guidelines that were not modeled?

4. In the video, "Interview with a Parent Support Specialist," what did the Parent Support Specialist describe as her role in helping establish a continuum of care for families within the childcare setting? What other staff members or resources did she mention were a part of her collaboration team?

- Heartland Equity and Inclusion Project (HEIP). (2012). *Interview with Parent Support Specialist Video*. Available from <http://www.youtube.com/watch?v=lbh9KyFl6-c>

5. The video "Interview with a Parent Support Specialist" provides insight into several strategies and models that the parent support specialist uses with parents.

- Heartland Equity and Inclusion Project (HEIP). (2012). *Interview with Parent Support Specialist Video*. Available from <http://www.youtube.com/watch?v=lbh9KyFl6-c>

The Nurturing Parenting model asks questions about "what the parent would like to change." Why is this an important question?

The other model of Routines-Based Interviewing asked parents "what they worry about at night?" Why is this question appropriate for families of young children?