

**School of Education Studies  
Ambedkar University Delhi  
Course Outline**

**Time slot- Mon and Wed 11:15 am-1:15 pm**

**Course Code:** SES 202 105

**Title:** Observing and Assessing Young Children's Development and Learning

**Type of Course:** Core course (Compulsory)

**Cohort for which it is compulsory:** MA Education (ECCE) and PG Diploma (ECCE)

**Cohort for which it is elective:** -x-

**No of Credits:** 4

**Semester and Year Offered:** 2<sup>nd</sup> Semester (Winter Semester 2018)

**Course Coordinator and Team:** Dr. Sheetal Nagpal (C) and Dr. Monimalika Day

**Email of course coordinator:** sheetal@aud.ac.in

**Pre-requisites:** -none-

**AIM:**

*This course is designed to enable students to be able to:*

1. Describe what is 'assessment' and the purposes of assessment.
2. Understand the basic principles of assessing young children.
3. Examine theoretical, philosophical, historical and cultural perspectives on child assessment.
4. Discuss various ethical and contextual issues involved in assessing young children.
5. Understand linkage between children's assessment and their learning.
6. Examine in depth 'standardized' testing and developmental screening and assessment of infants and young children.
7. Study in detail about 'authentic' methods of assessment like observation method, using checklists, rubrics, performance based assessment, portfolio assessment and play based assessment etc.
8. Use various assessment methods i.e. standardized tests, observations, using checklists, rubrics, performance based assessment and portfolio assessment etc. in the field.
9. Discuss the role of parents in the overall development of children and understand ways to involve parents in the assessment process.

## **Brief description of modules/ Main modules:**

### **Unit 1 Introduction to Assessment of Children**

This unit introduces students to the concepts of 'assessment', 'testing' and 'evaluation'. They will learn about various assessment processes and examine the theoretical and philosophical foundations of these processes. The unit focuses on establishing the significance of assessment procedures in promoting developmentally appropriate practices. The students will have opportunities to examine the history of child assessment in western as well as in Indian context, and develop an awareness of how these processes may be influenced by specific socio political agendas. They will be able to appreciate the linkages between curriculum, learning, and assessment.

### **Unit 2 Multiple Methods of Assessing Young Children (6 weeks)**

This unit introduces students to the multiple methods of assessing young children. They will learn about standardized testing, developmental screening and assessment of young children. They will be introduced to a few standardized tests, to help them understand the concepts of reliability, validity, interpretation of test scores, and the limitations of this approach. The need to conduct assessment in a meaningful way in the children's natural environments will be emphasized. They will engage in various assignments which will help them to become familiar with the technical and ethical issues they need to consider during assessments.

### **Unit 3 Teacher designed strategies; Performance based assessment, and Portfolio assessment: (3 weeks)**

This unit describes in detail about the teacher designed strategies for assessing children, focusing specifically on performance based assessment and portfolio assessment of young children in classroom settings. The students will use different assessment strategies to develop a portfolio for a child. They will learn about examination reforms introduced in our country in the recent times. They will also study the implementation of the comprehensive and continuous evaluation systems in schools and critique it.

### **Unit 4 Communicating with Parents (1 week)**

Finally, students will learn about the importance of engaging parents in the assessment process. This unit describes about the role of parents in young child's development and learning and how parents can be involved in the assessment process of young children.

## **Assessment Details with weights:**

|    |   |     |
|----|---|-----|
| 1. | Review paper  | 25% |
| 2. | Assignment on assessment strategies in a school                 | 15% |
| 3. | Case study  | 30% |
| 4. | Class test  | 20% |
| 5. | Class participation which includes attendance and participation | 10% |

## Reading List:

1. Central Board of Secondary Education (2013). *HANDOUT 2- A Concept Note on Conceptual Framework of Continuous and Comprehensive Evaluation (CCE), Revised Compendium of Tools For Mentoring Of School Based Assessment*. (pp. 1-7).
2. Developmental Screening, Assessment, and Evaluation: Key Elements for Individualizing Curricula in Early Head Start Programs. Technical Assistance Paper No. 4.
3. Dodge, D. T., Heroman, C., Charles, J. and Maiorca, J. (2004). How Ongoing Assessment Supports Children's Learning and Leads to Meaningful Curriculum. In: *Spotlight on Young Children and Assessment*, NAEYC, 9-16.
4. Epstein, A.S., Schweinhart, L.J., DeBruin-Parecki, A. and Robin, K.B. (2004). *Preschool Assessment: A Guide to Developing a Balanced Approach*. Preschool policy brief. National Institute for Early Education Research. (pp. 1-4).
5. Mena, J.G. (2009). *Family-Centered Early Care and Education*. In. S. Feeney, A. Galper and C. Seefeldt (Ed.), *Continuing Issues in Early Childhood Education*. (3rd ed., pp. 329-345), New Delhi: PHI Learning Private Limited.
6. Nair, M.K.C., George, B., Philip, E., Lekshmi, M.A., Haran, J.C. and Sathy, N. (1991). Trivandrum Developmental Screening Chart. *Indian Pediatrics*, 28, 869-872.
7. National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) (2003). Joint Position Statement: Early Childhood Curriculum, Assessment and Program Evaluation. Building an Effective, Accountable System in Programs for Children Birth through Age 8. (pp. 10-16)
8. National Council of Educational Research and Training (2006). Position paper National Focus Group on Examination Reforms.
9. National Council of Educational Research and Training (2006). Sourcebook on Assessment Classes I-V.
10. Pathak, A.T. and Khurana, B. (1991). Baroda Development Screening Test for Infants. *Indian Pediatrics*, 28, 31-37.
11. Satapathy, M (2009). *Psychological tests developed for children in India. A review of recent trends in research, practice and application*. In: *Clinical Child Psychology*. (Eds.) Shyam, R. and Khan, A. (Chapter 14, pp. 3-20).
12. Shepard, L.A. (1994). The Challenges of Assessing Young Children Appropriately. *The Phi Delta Kappan*, 76 (3), 206-212.

13. Snow, C.E. and Hemel, S.B. (Eds.) (2006) *Early Childhood Assessment. Why, What and How*. Washington, D.C.: The National Academic Press.
14. Sternberg, R.J. (2007). Culture, Instruction and Assessment. *Comparative Education*, Special Issue (33): Western Psychological and Educational Theory and Practice in Diverse Contexts, 43(1), 5-22.
15. Vance, L.K. and Ryalls, B, O. (1999). Best Practices in Play Assessment and Intervention. In: Best practices in School Psychology V, Vol. 2, (Chapter 33, pp 1-12).
16. Whitcomb, S.A. and Merrell, K.W. (2013). *Behavioural, Social and Emotional Assessment of Children and Adolescents*. New York: Routledge.
17. Wortham, S.C. (2008). *Assessment in Early Childhood Education*. Pearson Prentice Hall.

**Additional reference:**

1. Harris, M. E. (2009). Implementing Portfolio Assessment. *YC Young Children*, 64 (3), 82-85.
2. Mukherjee, S. (2007). Indian Developmental Scales. *Indian Journal on Growth, Development and Behavioral Pediatrics*, 3, 2, 15-18.
3. Nawani, D. (2013). Continuously and Comprehensively Evaluating Children. *Economic & Political Weekly EPW*, 48(2), 33-40.