

**Department of Educational Foundations
Faculty of Education
University of Jos**

Course Code: EFPY 910

Course Name: Methods of Assessment in Child Development

Semester: Second

Academic Session: 2018/2019

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Course Description

This course will cover the use of psychological and statistical tools. Test in school readiness, use of natural observational methods, interviews, anecdotes, etc. Students will be exposed to research tools and techniques to effectively adequate to enable them to carry out independent research work in the field of child development.

Course Objectives

- Students will be able to create developmentally appropriate assessments for young children.
- Students will be able to evaluate the quality of assessments and systems of assessment for young children.
- Students will be able to use psychological and statistical tools to carry out independent research work in child development.

Course Outline

S/N	Topic	Readings
	Pre-Readings	Maunganidze, L., Kasayira, J. M., & Mudhovozi, P. (2011). Educational assessment and analysis in the African cultural context. In A. B. Namenang & T. M. S. Tchombe (Eds.), <i>Handbook of African educational theories and practices: A generative teacher education curriculum</i> (pp. 321-336). Bamenda, Cameroon: Human Development Resource Centre. National Association for the Education of Young Children. (2003). <i>Early childhood curriculum, assessment, and program evaluation: Building an effective, accountable system in programs for children birth through age 8</i> . Retrieved from https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/CAPEexpand.pdf
1	Introduction to Assessment in Child Development	Southern Early Childhood Association. (2000). <i>Assessing development and learning in young children</i> . Retrieved from https://www.southernearlychildhood.org/upload/pdf/Assessing_Development.pdf Epstein, A. S., Schweinhart, L. J., DeBruin-Parecki, A., & Robin, K. B. (2004). Preschool assessment: A guide to developing a balanced approach. <i>Preschool Policy Matters</i> , 7. Retrieved from http://nieer.org/wp-content/uploads/2016/08/7-1.pdf

2	Technical Adequacy of Assessments: Validity and Reliability	Pages 130-145 of: Singleton, R. A. Jr., & Straits, B. C. (2010). <i>Approaches to social research</i> (5 th ed.). New York: Oxford University Press.
3	Formal Assessment in Child Development	Chapter 3 of: Puckett, M. B., & Black, J. K. (2008). <i>Meaningful assessments of the young child: Celebrating development and learning</i> (3 rd ed.). Boston: Pearson.
4	Informal Assessment in Child Development	Chapter 4 of: Puckett, M. B., & Black, J. K. (2008). <i>Meaningful assessments of the young child: Celebrating development and learning</i> (3 rd ed.). Boston: Pearson.
5	Portfolios and Authentic Assessment	Chapter 5 of: Puckett, M. B., & Black, J. K. (2008). <i>Meaningful assessments of the young child: Celebrating development and learning</i> (3 rd ed.). Boston: Pearson.
6	Self-Assessment and Learning	Chapter 4 of: Western and Northern Canadian Protocol for Collaboration in Education. (2006). <i>Rethinking classroom assessment with purpose in mind: Assessment for learning, assessment as learning, assessment of learning</i> .
7	Developing Effective Assessments	Chapter 7 of: Cohen, R. J., & Swerdlik, M. E. (1999). <i>Psychological testing and assessment: An introduction to tests and measurement</i> (4 th ed.). Mountain View, CA: Mayfield Publishing.

Course Evaluation

- Create an original developmentally appropriate assessment to measure a specific skill that young children should develop in early childhood education. (25 points)
- Administer a pre-developed assessment to evaluate one child. (25 points)
- First, interview an Early Childhood Education teacher about their classroom assessment strategies. Second, observe the teacher in one lesson to identify assessments used. Finally, evaluate the overall assessment strategies. (50 points)