



School of Education and Cognitive Science

ECE 124

Observation & Assessment In the Early Years

Assignment

Introduction

This Guide explains the basis on which you will be assessed in this course during the semester. It contains details of the facilitator-marked assignment.

One element in the assessment strategy of the course is that all students should have the same information as facilitators about the Assignment. This guide also contains the marking criteria that facilitators will use in assessing your work.

Please read through the whole guide at the beginning of the course.

Academic Writing

a) Plagiarism

i) What is Plagiarism?

Any written assignment (essays, project, take-home exams, etc) submitted by a student must not be deceptive regarding the abilities, knowledge, or amount of work contributed by the student. There are many ways that this rule can be violated. Among them are:

- Paraphrases: The student paraphrases a closely reasoned argument of an author without acknowledging that he or she has done so. (Clearly, all our knowledge is derived from somewhere, but detailed arguments from clearly identifiable sources must be acknowledged.)
- Outright plagiarism: Large sections of the paper are simply copied from other sources, and are not acknowledged as quotations.
- Other sources: often include essays written by other students or sold by unscrupulous organizations. Quoting from such papers is perfectly legitimate if quotation marks are used and the source is cited.
- Works by others: Taking credit deliberately or not deliberately for works produced by another without giving proper acknowledgement. Works includes photographs, charts, graphs, drawings, statistics, video-clips, audio-clips, verbal exchanges such as interviews or lectures, performances on television and texts printed on the web.
- The student submits the same essay to two or more courses.

ii) How can I avoid Plagiarism?

- Insert quotation marks around ‘copy and paste’ clause, phrase, sentence, paragraph *and* cite the original source
- Paraphrase clause, phrase, sentence or paragraph in your own words *and* cite your source

- Adhere to the APA (American Psychological Association) stylistic format, whichever applicable, when citing a source and when writing out the bibliography or reference page
- Attempt to write independently without being overly dependent of information from another's original works
- Educate yourself on what may be considered as common knowledge (no copyright necessary), public domain (copyright has expired or not protected under copyright law), or copyright (legally protected).

b) Documenting Sources

Whenever you quote, paraphrase, summarize, or otherwise refer to the work of another, you are required to cite its source parenthetical documentation. Offered here are some of the most commonly cited forms of material.

Direct

> Simply having a thinking skill is no assurance that children will use it. In order for such skills to become part of day-to-day behaviour, they must be cultivated in an environment that value and sustains them. "Just as children's musical skills will likely lay fallow in an environment that doesn't encourage music, learner's thinking skills tend to languish in a culture that doesn't encourage thinking" (Tishman, Perkins and Jay, 1995, p.5)

Indirect

> According to Wurman (1988), the new disease of the 21st century will be information anxiety, which has been defined as the ever-widening gap between what one understands and what one thinks one should understand.

c) Referencing

All sources that you cite in your paper should be listed in the *Reference* section at the end of your paper. Here's how you should do your Reference.

From a Journal

> DuFour, R. (2002). The learning-centred principal*: Educational Leadership,* 59(8). 12-15.

From an Online Journal

> Evnine, S. J. (2001). The universality of logic: On the connection between rationality and logical ability [Electronic version]. *Mind*, *110*, 335-367.

From a Webpage

> National Park Service. (2003, February 11). *Abraham Lincoln Birthplace National Historic Site*. Retrieved February 13, 2003, from http://www.nps.gov/abli/

From a Book

Naisbitt, J. and Aburdence, M. (1989). *Megatrends 2000*. London: Pan Books.

From a Chapter in a Book

Nickerson, R. (1987). Why teach thinking? In J. B. Baron & R.J. Sternberg (Eds), *Teaching thinking skills: Theory and pr*actice. New York: W.H. Freeman and Company. 27-37.

From a Printed Newspaper

Holden, S. (1998, May 16). Frank Sinatra dies at 82: Matchless stylist of pop. *The New York Times*, pp. A1, A22-A23.

Details about the Assignment (60%)

This Assignment consists of THREE parts:

Part A: (20%) – 7-8 pages

The purpose of Part A is to assess your ability to **Evaluate and Reflect** on current practice in your school or any school.

Write a Report titled**:**

Assessment Practices in My School.

The following are statements that will guide the preparation of your report:

- Assessment methods adopted in your school to assess children
- Is paper & pencil tests the main method of assessing children?
    i. If yes - Why?
    ii. If no - Explain
- Paper & pencil tests – how are they made or taken from elsewhere
- Are observations used as an assessment tool?
    i. If yes, how are they used?
    ii. If no, why not?
- Are interviews used as an assessment tool?

    i. If yes, how are they used?
    ii. If no, why not?
- How are results of assessment analysed?
- How are results of assessment used?
- How is information / performance of children presented to parents?
- Teacher conferences – how often? What purpose?
- Are screening tests used?
    i. If yes, explain.
    ii. If no, give reasons
- Have diagnostic and screening tests been used in your school?
    i. If yes, explain
    ii. If no, give reasons
- Are results of assessment used to improve teaching?

Note: The above statements are only a Guide.

- You DO NOT have to follow the sequence of the questions / statements;
- You DO NOT have to answer ALL the questions / statements.
- Please be free to ADD whatever information you have.
- You decide on the format of your report.

Part B: (10%) – 4 - 5 pages

"Diagnostic testing is a way for the teacher to know what skills children already have and do not have". Describe how you would conduct diagnostic testing in mathematics for children in your classroom.

[Read "*Topic 5 – Diagnostic Testing"* carefully to get ideas for this part of your assignment]

Part C: (30%) – 7 - 8 pages

The purpose of Part C is to assess your ability to **OBSERVE, RECORD & INTERPRET** information collected about the **Socioemotional Development** of children.

Instructions:

1) Select TWO children (a boy & a girl) from your class or any class (or school) of the same age.

2) Briefly tell about the background of these two children –DO NOT mention their names, ethnicity, parents name, name of school or address – you can give fictitious names.

3) You will observe the *Socioemotional Development* of these two children - Each child for 20 minutes x 3 times (on 3 different days).

4) **Focus on the following:**

   - Children's expression of emotions - intensity, persistence, sensitivity, perceptiveness, adaptability, regularity, handling negative emotions
   - Children interacting with other children – friendship, resolving conflicts, play patterns
   - Children relating to adults

5) **CONCLUSION**

   i. What conclusions can you draw about the socioemotional development of the two children based on the activities you observed?
   ii. Was the overall socioemotional development of the two children you observed similar to, better than, or not as good as those of the other children?
   iii. Were there differences between the boy and girl?
   iv. How the environment in the classroom both encourage and hinder socioemotional development of children?

[Read *Topic 9 – How to Observe and Assess Socioemotional Development* carefully to get ideas for this part of your assignment]

Note:

- You DO NOT have to follow the sequence of the questions / statements.
- You DO NOT have to answer ALL the questions / statements.
- Please be free to ADD whatever information you have.
- You decide on the format.

GENERAL INSTRUCTIONS:

a) Use your own words.

b) IMPORTANT: If you copy and paste from the learning materials or from the internet or other sources, **marks will be deducted**.

c) Format for the assignment:
   a. New Times Roman font – size 12
   b. 1½ spacing on A-4 paper

d) Make sure you have a softcopy of your Assignment safely stored in your computer.

e) You DO NOT have to cite sources.

Cover Page for the Assignment

ASSIGNMENT (60%)

MAY 2022 SEMESTER

SUBJECT CODE	:	**ECE 124**
SUBJECT TITLE	:	**OBSERVATION AND ASSESSMENT IN THE EARLY YEARS**
PROGRAMME	:	**GRADUATE DIPLOMA**

STUDENT'S NAME	:	
MATRIC NO.	:	
ACADEMIC FACILITATOR	:	
LEARNING CENTRE	:	