

## CHAPTER 2: THE WHERE, WHEN, AND HOW OF EARLY CHILDHOOD STUDY AND ASSESSMENT

### **Chapter Outcomes**

Upon completion of the study of this chapter, the student should demonstrate comprehension by:

- giving examples of the various types of child development research studies;
- stating the ethical considerations, various ways to address potential biases, and sociocultural and special needs perspectives when conducting research with young children;
- describing and differentiating various approaches to observe, study and assess the behavior of young children.

### **Suggested In-Class Activities:**

*These strategies are adapted from the end of the chapter in the text and can be used for assignments, in-class discussions, or as part of an exam.*

1. Ask students to review the key terms individually or with a classmate.
2. Ask students to select a child to observe during the semester. Keep a journal of observations. Experiment with several of the observation techniques described in this chapter. (See Figure 2.11 for other resources on how to observe and record child behavior.)

### **Web Resources:**

1. Division of Early Childhood of the Council for Exceptional Children:  
<http://www.dec-sped.org/>
2. Pearson Early Learning Work Sampling System:  
<http://www.worksamplingonline.com/>
3. A Developmental Approach to Assessment of Young Children:  
<http://ceep.crc.uiuc.edu/eearchive/digests/1997/katz97.html>
4. The Learning Moments Series includes real-life video files of vignettes for instructors, professors, and trainers to use in courses, workshops, and other training opportunities to learn about early childhood development and education:  
<http://www.childcareexchange.com/catalog/videos/>
5. Videatives (a combination of video and narrative), that can be purchased online provide opportunities for students to learn about what children know, are learning, and what they are thinking:  
<http://www.videatives.com/>

**Other Resources** (check with organization regarding availability):

**VIDEO: *Windows on Learning: Documenting Young Children's Learning* (2<sup>nd</sup> edition)**

Available at NAEYC [www.naeyc.org](http://www.naeyc.org)

This updated classic shows teachers proven methods for documenting—including collecting, analyzing, and displaying—young children's work in the classroom. Applicable to different curriculum models, it provides tips on how to develop children's portfolios to use for assessment and accountability, as well as for sharing with families.

**DVD: *Classroom Moments*. Available at NAEYC at [www.naeyc.org](http://www.naeyc.org)**

This instructional, interactive DVD includes 28 video clips of varying lengths captured in actual early childhood classrooms. The clips are divided into six instructional categories: Prevention in Action, Positive Guidance in Action, Learning Opportunities, Developing Observation Skills, Case Study: Pre-Intervention, and Case Study: Intervention. A 60-page Trainer Guide is included on the disc, with suggestions for using each video clip in training, leading group discussions, and conducting small group activities.

## CHAPTER 2: TEST QUESTIONS

### True/False

1. “Does this test measure what I want it to measure?” is a question that researchers ask when they want to assess the validity of the test.
2. A correlational study is research that attempts to determine whether there is a cause-effect relationship between two or more sets of measurements.
3. Longitudinal research studies subjects of different ages at the same time and does not involve the tracking of children.
4. All teachers should reflect on how their backgrounds and experiences bring particular biases to their teaching practice.
5. In recent years, the school reform movement has focused heavily on holding teachers accountable for covering the content of the curriculum and for ensuring student achievement.
6. All 50 states in the U.S. have developed early learning guidelines that include social-emotional growth, physical growth, and approaches to learning.

### Multiple Choice

1. The concept that an assessment is truly assessing what is meant to be assessed is called:
  - a. fairness.
  - b. objectivity.
  - c. reliability.
  - d. validity.
2. Researchers randomly select and divide the population into experimental and control groups in which type of study?
  - a. Correlational
  - b. Cross-sectional
  - c. Experimental
  - d. Longitudinal
3. An attempt to establish norms or averages for a particular area of development is usually achieved through:
  - a. correlational studies.
  - b. descriptive studies.
  - c. hypothetical studies.
  - d. research studies.
4. Studies of children of different ages at the same time are best described as:
  - a. correlational.
  - b. cross-sectional.
  - c. developmental.

- d. longitudinal.
5. A randomly selected sample of a population for study is one in which:
    - a. each member of the population has an equal chance of being selected.
    - b. participants are randomly assigned to the experimental or the control group.
    - c. the members are put in a random order, and the researcher picks every third person.
    - d. there is no method for selecting children for a study.
  6. Protecting the human rights and feelings of individuals involved in research studies is the primary responsibility of the:
    - a. society for research in child development.
    - b. parents and family members of subjects.
    - c. research institution.
    - d. researcher.
  7. Which of the following tests determines the extent of specific anomalies?
    - a. Achievement
    - b. Diagnostic
    - c. Intelligence
    - d. Readiness
  8. Anecdotal records are especially useful in studies of young children because they:
    - a. are designed for parents to read.
    - b. determine cause and effect.
    - c. provide open-ended rich detail.
    - d. take little time to do.
  9. Which is NOT a type of informal assessment?
    - a. Anecdotal record
    - b. Checklist based on observation
    - c. Readiness test
    - d. Running record
  10. A collection of sequential written observations of children as the behaviors occur in their context is known as:
    - a. a running record.
    - b. an anecdotal record.
    - c. reflection-in-action.
    - d. time sampling.
  11. *Continuous, context bound, and qualitative* are characteristics of:
    - a. Authentic assessments.
    - b. correlational research.
    - c. ethnographic research.
    - d. Standardized tests.

12. Which type of assessment generally includes the use of standardized instruments to assess children?
  - a. Authentic assessment
  - b. Curriculum assessment
  - c. Developmental assessment
  - d. Formal assessment
  
13. An essential component in quality informal assessments is:
  - a. a variety of instruments.
  - b. skilled observation.
  - c. valid and reliable standardized tests.
  - d. well behaved children.
  
14. When interpreting the results of a correlational study, it's most important to remember that:
  - a. correlations indicate relationships, not causes.
  - b. proving that your hypothesis is true is the best outcome.
  - c. the study compared children of different ages, not the same children over time.
  - d. the study is descriptive, so the results can't be generalized to the entire population.
  
15. In an ethnographic study of young children, a researcher is most likely to:
  - a. conduct regular observations in a daycare center over a sustained period of time.
  - b. identify key statistical markers that provide detailed information about the children in a community.
  - c. study a large, diverse group of children who have different cultural backgrounds and socioeconomic status.
  - d. study the same group of children as they progress from pre-K to kindergarten to first grade.
  
16. Four criteria are used in evaluating the quality of a research study: objectivity, reliability, validity, and replicability. Reliability refers to:
  - a. the degree to which an instrument or a procedure measures what it is intended to measure.
  - b. the extent to which a test provides consistent, noncontradictory results over time or administration.
  - c. the likelihood that other researchers can, using the same research procedures, obtain the same results.
  - d. the researcher's ability to pursue and report the research in an unbiased way.
  
17. Informal assessment methods tend to be preferred over formal methods for general classroom use because they:
  - a. are more standardized and less biased in favor of Western culture.
  - b. are quick and easy to administer to every student at once.
  - c. provide comprehensive and immediate information about current performance.
  - d. provide correlational and descriptive data that can be analyzed.
  
18. A researcher who is using the technique of event sampling will:

- a. note the occurrences of particular behaviors or events whenever they appear.
  - b. observe on a predetermined schedule, identifying behaviors that occur within set intervals.
  - c. use a checklist to identify instances of a target behavior.
  - d. write a narrative describing examples of predetermined target behaviors as they occur.
19. The primary goal of reflecting-in-action is to:
- a. become more skilled at informal and formal assessment of children.
  - b. critically analyze one's own behavior, thoughts, attitudes, and expectations.
  - c. develop new hypotheses about development and educational practice.
  - d. look for problems related to educational practice and then develop solutions.
20. The type of assessment that best identifies whether children are ready to move to the next level of schooling is:
- a. a diagnostic test.
  - b. a readiness test.
  - c. a standardized test.
  - d. an intelligence test.
21. The purpose of a developmental screening test is to:
- a. assess the general intelligence of children who may have a developmental delay or disability.
  - b. identify specific intervention strategies for children who have a developmental delay or disability.
  - c. measure the current level of academic achievement for children who have a developmental delay or disability.
  - d. provide an initial assessment of children who may have a developmental delay or disability.

## **CHAPTER 2: ANSWER KEY**

### **True/False**

- 1. True
- 2. False
- 3. False
- 4. True
- 5. True
- 6. False

### **Multiple Choice**

- |      |       |       |
|------|-------|-------|
| 1. d | 7. b  | 13. b |
| 2. c | 8. c  | 14. a |
| 3. b | 9. c  | 15. a |
| 4. b | 10. a | 16. b |
| 5. a | 11. a | 17. c |
| 6. d | 12. d | 18. a |

19. b  
20. b  
21. d

