As stated in California State University, Chico’s Student Learning Objective 2 regarding assessment, I, Melissa June Norton, am able to understand, perform and appreciate multiple forms of child assessment. I am able to use qualitative and quantitative methods and information given to help identify a child’s strengths as well as develop, implement and evaluate plans of intervention to bolster areas of need.

Since I began my higher education experience, I have learned much about child assessment and study. I have gained this knowledge from experiences had in my courses on child development and psychology, which I possess a minor in.

Specific experiences I have had which facilitated my growth in the area of assessment include learning about psychometric issues in assessment, such as the normal curve and test evaluation, how to increase motivation for learning in students, about formal, alternative and informal assessments, and about learning standards. I also feel capable in correctly distinguishing between screening and readiness tests and in performing environmental assessments, such as the Infant/Toddler Environment Rating Scale and Early Childhood Environment Rating Scale. This knowledge was increased in child development course 440 Issues in Assessment for Children and Families taken at Chico State in Spring 2011. I got an A in the course, so I know that I am more than proficient in all of the abovementioned areas as this is one class most child development students tend to struggle with. In child development course 353 Methods of Inquiry in Child Development taken at Chico State in Spring 2010, I became proficient in using statistical measures of students’ achievement scores and in comparing and analyzing mean scores, z-scores and percentile ranks. I am especially proud of my performance in this course as math has never been my strongest subject. In child development course 354 The School-Age Child, I performed an observation of school-age children and wrote about overall growth and development using empirical research and completed an observation record form as a type of assessment. This paper demonstrated my knowledge of performing an observational assessment, identifying children’s strengths and writing professionally while using APA format proficiently. While I know that my passion is for working with children aged from birth to five, I learned valuable information in this course on the school-aged child which I will use to inform my parenting strategies and I am sure, my teaching of young children. In child development course 392 Child Development Practicum, I had the opportunity to complete two Desired Results Developmental Profile assessments on toddler-aged children, which were challenging, yet incredibly rewarding tasks. For psychology course 353 Learning in the Young Child, I wrote a research paper on language development.

The one thing I have learned the most about is how important keen observation skills are to being an educator. Of all the things I have learned in the area of child assessment and study, the most surprising was that there are superintendants, principals and other professionals who still have a difficult time in explaining this knowledge to children, parents and other professionals. Though I feel proficient in this area, I am hoping to be able to practice my skills through future internship experiences and paid employment opportunities in the field of early childhood education.

As a member of the child development profession, I can say that the experiences I took part in creating have helped me to truly understand what a huge responsibility that teaching is. In order to evaluate how effective your teaching is as well as students’ learning, educators must be knowledgeable about assessment. I know that as an early childhood educator, I will bring such skills to any job that I may obtain in the field. One day I may even apply for a job which strictly deals with researching assessment methods and evaluating assessment instruments that are presently used.