

Samuel J. Meisels on Standards, Curriculum, and Assessment

Sam Meisels spoke at the closing plenary session of NAEYC's 15th National Institute for Early Childhood Professional Development in San Antonio in June 2006. His talk is not available for publication, but we have included a list of his publications that provide insight into his views on assessment, standards, and curriculum.

Samuel J. Meisels, EdD, is president of Erikson Institute in Chicago, Illinois. He came to Erikson in January 2002 after 21 years at the University of Michigan, where he is now an emeritus professor. One of the nation's leading authorities on the assessment of young children, his research focuses on the development of alternative assessment strategies for young children, the impact of standardized tests on children, and developmental screening in early childhood. Recently, he completed work on the development of The Ounce Scale, an observational assessment for children from birth to three years and their families.

A former preschool, kindergarten, and first grade teacher, Meisels is a former president of the board of directors of ZERO TO THREE: The National Center for Infants, Toddlers, and Families and is an advisor to the national Head Start Bureau. He was a member of the National Academy of Science Committee on Early Childhood Pedagogy, and he has served as a senior investigator for the national Early Childhood Longitudinal Study–Kindergarten Cohort and for the Center for the Improvement of Early Reading Achievement.

To learn more about work related to his thinking on standards, curriculum, and assessment, refer to the following recent publications:

- Meisels, S.J. 1999. Assessing readiness. In *The transition to kindergarten*, eds. R.C. Pianta & M. Cox, 39–66. Baltimore: Brookes.
- Meisels, S.J. 2001. Fusing assessment and intervention: Changing parents' and providers' views of young children. *Zero to Three* 21 (4): 4–10.
- Meisels, S.J. In press. Accountability in early childhood: No easy answers. In *School readiness, early learning, and the transition to kindergarten*, eds. R.C. Pianta, M.J. Cox, & K. Snow. Baltimore: Brookes.
- Meisels, S.J., & S. Atkins-Burnett. 2005. *Developmental screening in early childhood: A guide*. 5th ed. Washington, DC: NAEYC.
- Meisels, S.J., & S. Atkins-Burnett. 2006. Evaluating early childhood assessments: A differential analysis. In *The Blackwell handbook of early childhood development*, eds. K. McCartney & D. Phillips, 533–49. Oxford: Blackwell.
- Meisels, S.J., S. Atkins-Burnett, Y. Xue, J. Nicholson, D.D. Bickel, & S. Son. 2003. Creating a system of accountability: The impact of instructional assessment on elementary children's achievement test scores. *Education Policy Analysis Archives* 11 (9). Online: <http://epaa.asu.edu/epaa/v11n9>.
- Meisels, S.J., D.D. Bickel, J. Nicholson, Y. Xue, & S. Atkins-Burnett. 2001. Trusting teachers' judgments: A validity study of a curriculum-embedded performance assessment in kindergarten–grade 3. *American Educational Research Journal* 38 (1): 73–95.

For more information and a detailed list of publications, visit the Erikson Institute Web site:

www.erikson.edu/research.asp?file=faculty_meisels