

CHLD 90.2 Course Outline as of Fall 2016**CATALOG INFORMATION**

Dept and Nbr: CHLD 90.2 Title: OBSERVATION/ASSESS CHILD

Full Title: Observation and Assessment of Young Children

Last Reviewed: 2/28/2022

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	8	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: CHLD 90.2

Catalog Description:

This course focuses on the appropriate use of observation and assessment methods to document and promote young children's growth and development. Recording strategies, rating systems, portfolios and multiple assessment tools are introduced and utilized to design developmentally appropriate curriculum to optimally support children and families.

Prerequisites/Corequisites:

Completion of CHLD 10 and CHLD 51; OR Completion of CHLD 110.1, 110.2 and CHLD 51

Recommended Preparation:

Eligibility for ENGL 1A or equivalent; Current or previous work with children in a group care setting

Limits on Enrollment:**Schedule of Classes Information:**

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Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:

IGETC:	Transfer Area	Effective:	Inactive:
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CSU Transfer:	Transferable	Effective:	Fall 2009	Inactive:
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UC Transfer:		Effective:		Inactive:
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CID:

CID Descriptor: ECE 200 Observation and Assessment

SRJC Equivalent Course(s): CHLD90.2

Certificate/Major Applicable:

Both Certificate and Major Applicable

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Apply skills for objective observation of young children in all domains of development.
2. Identify and evaluate logistical challenges, biases and preconceptions about assessing children.
3. Compare and contrast the characteristics, strengths and limitations of commonly used assessment tools, with consideration for young children's developmental, cultural and linguistic characteristics.
4. Use objective observation strategies to assess young children's interests and behaviors, inform teaching methodologies, and plan environments.
5. Use strategies to effectively collaborate with families and other professionals, using interpretations of observational data.

Objectives:

Upon completion of this course students will be able to:

1. Objectively describe the behavior of young children in all domains of development.
2. Examine a variety of sociopolitical factors that impact assessment practices in the early childhood setting.
3. Examine the influences of social context, primary language, development and environment on assessment processes.
4. Describe the essential characteristics of a variety of widely used assessment methods and tools.

5. Utilize observation tools and methods to authentically assess children's interests, behavior and development.
6. Utilize observation tools to identify quality characteristics and recommend changes in early childhood programs, including environment, curriculum and care routines.
7. Articulate the value of involving families and other professionals in the observation and assessment process.
8. Demonstrate knowledge of the legal and ethical responsibilities related to assessment in early childhood settings.

Topics and Scope:

- A. Authentic, observation-based assessment
 1. The research and rationale supporting the use of authentic observation-based assessment
 2. Basic assumptions about the role of assessment in learning and teaching
- B. Sociopolitical influences on assessment practices
 1. National and state educational goals for early childhood programs
 2. School readiness
 3. Standards-based curricula and assessment
 4. Cultural influences
 5. Assessment to inform teaching practices and teacher accountability
 6. Recommendations from professional organizations
- C. Developmental considerations
 1. Ages and stages of development
 2. Atypical development
 3. Early brain development
 4. Learning styles and modalities
 5. Dual language learners
- D. Guidelines for observing children
 1. Legal and ethical responsibilities
 2. Objectivity and personal bias
 3. Appropriate procedures for child observation
 4. Naturalistic setting
 5. Methods of recording and documenting
 - a. anecdotal notes
 - b. running records
 - c. work samples
 - d. time sampling
 - e. event sampling
 - f. checklists and rating scales
 - g. photography, audio and video recording
- E. Types of assessment tools used in early childhood programs
 1. Checklists and summaries: California Desired Results Developmental Profile (DRDP)
 2. Environmental Rating Scales
 3. Standardized testing
- F. Portfolios
 1. Collecting and organizing observations and work samples
 2. Analyzing portfolio assessments
 3. Documentation
- G. Interpreting observation data
 1. Using a developmental continuum to interpret observational data
 2. Summarizing and documenting assessment findings for individual children and groups

- H. Applying observation data to support children and programs
 - 1. Curriculum development and planning
 - 2. Emergent curriculum based on observations
 - 3. Adult-child interactions
 - 4. Environmental changes and enhancements
 - 5. Early and ongoing intervention
- I. Communicating and collaborating with parents and other professionals
 - 1. Obtaining information from families about their children
 - 2. The collaborative conference
 - 3. Communicating children's needs to staff and other professionals

Assignment:

Assignments may include the following:

- 1. Reading and discussion of assigned text and articles. Approximately 25 pages per week.
- 2. Observation, documentation and written analysis of children's development, interests, skills and behaviors. Approximately 5-8 observations of 3-5 pages each.
- 3. Written reflective responses. Approximately 3-5 essays of 3-5 pages.
- 4. Case study of one child resulting in a developmental summary with a family communication plan and recommendations for curriculum, environment and professional responses as appropriate to findings. Approximately 5-10 pages.
- 5. Final Essay Exam.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written reflective responses, Written analysis of observational data, Case study

Writing
50 - 65%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Observation and documentation of children using various tools and methods

Skill Demonstrations
20 - 35%

Exams: All forms of formal testing, other than skill performance exams.

Final Exam

Exams
10 - 15%

Other: Includes any assessment tools that do not logically fit into the above categories.

Participation

Other Category
5 - 10%

Representative Textbooks and Materials:

Instructor prepared materials