

**CHLD 90.2 Course Outline as of Spring 2010****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: CHILD 90.2

**Catalog Description:**

This course focuses on the appropriate use of observation and assessment methods to document and promote children's growth and development. Recording strategies, rating systems, portfolios and multiple assessment tools are explored and utilized to design appropriate individualized and program curriculum to optimally support children and families. The course will require the completion of a child study in a licensed early childhood program.

**Prerequisites/Corequisites:**

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

**Recommended Preparation:**

Current or previous work with children in a group care setting.

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

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

will require the completion of a child study in a licensed early childhood program. (Grade Only)  
Prerequisites/Corequisites: Completion of CHLD 10 and CHLD 51; OR Completion of CHLD 110.1, 110.2 and CHLD 51.

Recommended: Current or previous work with children in a group care setting.

Limits on Enrollment:

Transfer Credit: CSU;

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

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:

<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
---------------	----------------------	------------	-----------

<b>CSU Transfer:</b>	Transferable	Effective:	Fall 2009	Inactive:
----------------------	--------------	------------	-----------	-----------

<b>UC Transfer:</b>	Effective:	Inactive:
---------------------	------------	-----------

### **CID:**

CID Descriptor:	ECE 200	Observation and Assessment
SRJC Equivalent Course(s):	CHLD90.2	

### **Certificate/Major Applicable:**

Both Certificate and Major Applicable

## **COURSE CONTENT**

### **Outcomes and Objectives:**

Upon completion of this course students will be able to:

1. Examine a variety of sociopolitical influences on assessment practices in the early childhood setting.
2. Compare and analyze position statements of key groups including the National Association for the Education of Young Children (NAEYC), National Association of Bilingual Education (NABE), Program for Infant and Toddler Care (PITC), the Child Development Division (CDD), as well as federal mandates regarding assessment and documentation.
3. Articulate how and why authentic observation-based assessment has emerged in recent educational research and practice.
4. Examine the influences of social context, primary language, development and environment on assessment processes.
5. Describe the essential characteristics of a variety of widely used assessment methods and tools.
6. Utilize observation tools and methods to identify and assess children's interests, behavior and development.
7. Utilize observation tools (Harms-Clifford Environmental Rating Scales, Desired Results Developmental Profile) to identify quality characteristics and principles in early childhood programs, including environment, curriculum and care routines.
8. Interpret and apply information from observations and assessments to recommend curricular and environmental changes to support group and individual needs.
9. Articulate the value of involving families and other professionals in the observation and assessment process.

10. Demonstrate knowledge of the legal and ethical responsibilities, including confidentiality related to assessment in early childhood settings.

### **Topics and Scope:**

- A. Authentic, observation-based assessment
  - 1. The research and rationale behind the use of authentic observation-based assessment
  - 2. Basic assumptions about learning and teaching in the role of assessment
- B. Geopolitical and social influences on assessment practices
  - 1. National and state educational goals for early childhood education
  - 2. School readiness perspective
  - 3. Standards-based curricula and assessment
  - 4. The family's role in the assessment process
  - 5. Assessment to inform teaching practices and teacher accountability
- C. Developmental considerations
  - 1. Infants and toddlers
  - 2. Preschoolers
  - 3. School age
- D. Influences of relevant research in child development and learning
  - 1. Early brain development
  - 2. Learning styles and modalities
  - 3. Dual language learners
  - 4. Social development and attachment patterns
- E. Guidelines for observing children
  - 1. Legal and ethical responsibilities
  - 2. Objectivity and personal bias
  - 3. Appropriate procedures of child observation
  - 4. Methods of recording and documenting
    - a. anecdotal notes
    - b. running records
    - c. specimen records
    - d. time sampling
    - e. event sampling
    - f. checklists and rating scales
    - g. audio tapes, video tapes, digital camera
    - h. naturalistic
- F. Common assessment tools used in California for children and programs
  - 1. Desired Results, Desired Results Developmental Profile Revised (DRDPr)
  - 2. Creative Curriculum
  - 3. Harms-Clifford Early Childhood Environmental Rating Scales
  - 4. Standardized testing
- G. Organization and setting up portfolios
  - 1. Collecting and organizing anecdotal and work samples
  - 2. Analyzing portfolio assessments
  - 3. Strategies to report child progress
- H. Interpreting observation data
  - 1. Applying a developmental continuum for infants, toddlers, preschoolers and school age children
  - 2. Summarizing and documenting assessment findings for individual children and groups
  - 3. Considerations for children with special needs; early intervention
- I. Application of observation finding to support children and programs
  - 1. Curriculum development and planning

2. Emergent curriculum based on observations
  3. Behavioral considerations and adult responses
  4. Environmental changes and enhancements
- J. Communicating and collaborating with parents and other professionals
1. Obtaining initial information from families about their children
  2. The collaborative conference
  3. Communicating children's needs at staff meetings

### Assignment:

#### Required assignment:

Case study of one child developed in a portfolio format resulting in a developmental summary with a family communication plan and recommendations for curriculum, environment and professional responses as appropriate to findings.

#### Additional assignments may include the following:

1. Reading and discussion of assigned text and handouts. Approximately 25 pages per week.
2. Observation, documentation and written analysis of children's interests, skills and behaviors using appropriate observational technique, and developmental terminology and a variety of observational tools. Approximately 7-10 observations of 2-5 pages.
3. Written reflective responses. Approximately 3-5 essays of 1-2 pages.

### 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 homework, Essays, Written analysis of observational data

Writing  
35 - 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, Development of a child portfolio.

Skill Demonstrations  
35 - 65%

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

None

Exams  
0 - 0%

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

None
------

Other Category 0 - 0%
--------------------------

**Representative Textbooks and Materials:**

Week By Week-Documenting The Development Of Young Children by Barbara Ann Nilsen, 3rd Edition. Thomson/Delmar Learning, Clifton Park, N.Y.,2004

Observing Development Of The Young Child by Janice Beaty, 6th Edition. Pearson/Merrill Prentice Hall, Columbus Ohio. 2006

Authentic Assessment Of Young Children-Celebrating Development and Learning by Margaret Puckett and Janet Black. 2nd Edition. Merill/Prentice Hall, Columbus Ohio. 2000 (classic)