

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:**  
In this course, students will focus on the appropriate use of observation and assessment methods to document and promote young children's growth and development. Students will be introduced to and utilize a number of recording strategies (e.g., rating systems, portfolios, and multiple assessment tools, etc.) in designing culturally and 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 ESL 10

**Limits on Enrollment:**

**Schedule of Classes Information:**  
Description: In this course, students will focus on the appropriate use of observation and assessment methods to document and promote young children's growth and development. Students will be introduced to and utilize a number of recording strategies (e.g., rating systems, portfolios, and multiple assessment tools, etc.) in designing culturally and developmentally

appropriate curriculum to optimally support children and families. (Grade Only)  
 Prerequisites/Corequisites: Completion of CHLD 10 and CHLD 51; OR Completion of CHLD 110.1, 110.2 and CHLD 51  
 Recommended: Eligibility for ENGL 1A or ESL 10  
 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:
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<b>CSU Transfer:</b>	Transferable	Effective:	Fall 2009	Inactive:
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<b>UC Transfer:</b>	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 culturally and developmentally appropriate observations and assessments of young children in all domains of development.
2. Compare and contrast the characteristics, strengths, and limitations of commonly used observational and assessment tools for a variety of planning and assessment purposes.
3. Understand the professional, legal, and ethical uses of observation data when effectively collaborating with families and other professionals.

### **Objectives:**

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

1. Describe the behavior of young children in all domains of development with sensitivity to developmental, cultural, and linguistic appropriateness.
2. Examine a variety of individual, social, cultural, and political factors that impact assessment practices in early childhood settings.
3. Describe the essential characteristics of a variety of widely used observation and assessment methods and tools.
4. Identify and evaluate logistical challenges, biases, and preconceptions related to the process of observing and assessing children.
5. Utilize observation and assessment tools and methods to assess children's interests, behaviors, and development.
6. Utilize observation and assessment tools and methods to identify quality characteristics and recommend changes in early childhood programs, including environment, curriculum, and care

routines in a variety of early childhood settings.

7. Use objective observation and assessment strategies to effectively collaborate with families and other professionals.

8. Demonstrate knowledge of the legal and ethical responsibilities related to carrying out observations and assessments in early childhood settings.

## **Topics and Scope:**

### **I. Authentic, Observation-based Assessment**

- A. The research and rationale supporting the use of authentic observation-based assessment
- B. Basic assumptions about the role of assessment in learning and teaching

### **II. Sociopolitical Influences on Assessment Practices**

- A. National and state educational goals for early childhood programs
- B. School readiness
- C. Standards-based curricula and assessment
- D. Cultural influences
- E. Assessment to inform teaching practices and teacher accountability
- F. Recommendations from professional organizations

### **III. Developmental Considerations**

- A. Ages and stages of development
- B. Atypical development
- C. Early brain development
- D. Learning styles and modalities
- E. Dual language learners

### **IV. Guidelines for Observing Children**

- A. Legal and ethical responsibilities
- B. Objectivity and personal bias
- C. Appropriate procedures for child observation
- D. Key elements of observation
- E. Naturalistic setting
- F. Methods of recording and documenting
  - 1. Anecdotal notes
  - 2. Running records
  - 3. Work samples
  - 4. Time sampling
  - 5. Event sampling
  - 6. Checklists and rating scales
  - 7. Photography, audio, and video recording

### **V. Types of Assessment Tools Used in Early Childhood Programs**

- A. Checklists and summaries: California Desired Results Developmental Profile (DRDP)
- B. Environmental Rating Scales
- C. Other assessment methods

### **VI. Portfolios**

- A. Collecting and organizing observations and work samples
- B. Analyzing portfolio assessments
- C. Documentation

### **VII. Interpreting Observation Data**

- A. Using a developmental continuum to interpret observational data
- B. Summarizing and documenting assessment findings for individual children and groups

### **VIII. Applying Observation Data to Support Children and Programs**

- A. Curriculum development and planning
- B. Emergent curriculum based on observations

- C. Adult-child interactions
  - D. Environmental changes and enhancements
  - E. Early and ongoing intervention
- IX. Communicating and Collaborating with Parents and Other Professionals
- A. Obtaining information from families about their children
  - B. The collaborative conference
  - C. Communicating children's needs to staff and other professionals

### Assignment:

1. Reading and discussion of assigned text and/or articles. Approximately 25 pages per week.
2. Observation, documentation, and written analysis of children's development, interests, skills, and behaviors. Approximately 5-8 written observation of 750-1250 words each.
3. Written reflective responses. Approximately 3-5 essays of 750-1250 words.
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 1000-1500 words.
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 and in-class discussions

Other Category  
5 - 10%

**Representative Textbooks and Materials:**

The Art of Awareness: How Observation Can Transform Your Teaching, 2nd edition. Curtis, Deb and Carter, Margie. Redleaf Press: 2012 (classic)

Week by Week: Plans for Documenting Children's Development, 7th edition. Nilsen, Barbara Ann. Cengage Learning: 2015 (classic)

Instructor prepared materials