I. **OVERVIEW**
   
   The following information will appear in the 2010 - 2011 catalog

   **CLDDV 167 Observation and Assessment**
   
   **Prerequisite:** Satisfactory completion of CLDDV 103 or CLDDV 104 and CLDDV 105.
   
   **Recommended for Success:** Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 50.

   Focus on appropriate use of assessment and observation strategies to document development, growth, play, and learning to join with families and professionals in promoting children's success. Recording strategies, rating systems, portfolios, and multiple assessment tools are explored.

   Field trips might be required. (A-F or P/NP - Student choice) Lecture
   
   **Transfer:** (CSU)

II. **LEARNING CONTEXT**

   Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   a. The role of observation
      
      i. Observation as on-going process
      
      ii. Observation and assessment as a tool to create appropriate environments
      
      iii. Importance of identifying personal biases
      
   b. Methods for recording observations of children’s behavior: Historic and current tools
      
      i. Diary/Journal/Log
      
      ii. Developmental checklists
      
      iii. Parent interviews
      
      iv. Self-portraits
      
      v. Scribbling, writing, and drawing samples
      
      vi. Audio or video tapes
      
      vii. Anecdotal records
      
      viii. Time sampling
      
      ix. Event sampling
      
      x. Rating scales
c. Utilizing measurements of performance
   i. Stage 1: assess/review
      a. Application of basic elements of child development theory to observation and assessment
      b. Identify differences in typical and atypical development and skills among children. (EICC)
      c. Cooperative relationships with professionals and families and teachers in support of children with special needs. (EICC)
   ii. Stage 2: action plan
      a. Writing goals and objectives which support children at their developmental levels. (EICC)
   iii. Stage 3: implement
   iv. Putting it all together
      a. Assessment
      b. Portfolio
   v. Overview of assessment
      a. Child study movement
         a. Cooperative relationships with professionals and families and teachers in support of children with special needs. (EICC)
      b. Standardized tests
      c. Legislation for children with disabilities
   d. How infants, young children, and school age children should be assessed
      i. Principles for assessment
      ii. Principles for early childhood assessments
      iii. Legal and ethical responsibilities including confidentiality
      iv. Developing a comprehensive system of assessment
      v. National and State standards for learning and assessment
      vi. Utilize observation and assessment strategies that support appropriate teaching strategies for dual-language learners
      vii. How social context, health, well-being, and the environment effect assessment
      viii. Using assessment results
   e. Assessment of young children: the process
i. Standardized tests: how they are used, designed, and selected

ii. Standardized tests: Using and reporting standardized test results
   a. Uses of norm-referenced and criterion-referenced tests
   b. Reporting standardized test results
   c. Reporting test results to parents
      a. Cultural implications
      b. Advantages and disadvantages of standardized tests
      c. Limitations in using standardized test results with young children

iii. Intake (EICC)
   a. Role of assessment in early intervention. (EICC)

iv. Value of collaboration with families and other professionals including professionals in the field of early intervention. (EICC)

v. Informal assessments: observation
   a. Observing development
      a. Appropriate procedures of child observation
   b. Homevisiting (EICC)
      a. Writing objective developmental descriptions based upon observation, incorporating family input. (EICC)
   c. Physical development
   d. Social development
   e. Cognitive development
   f. Emotional development
   g. Language development
   h. Sensory regulation (Early Intervention Core Competency EICC)
   i. Neurological organization (EICC)

vi. Informal assessments: checklists, rating scales, rubrics
   a. Designs
   b. Advantages and disadvantages

vii. Assessment systems: Various methods of documentation and recordkeeping
   a. Portfolio assessment
a. Setting up portfolios
   a. Portfolio collection (e.g. photos, art, writing), which makes visible children's typical and atypical development and learning (EICC)

b. Advantages and disadvantages of using portfolios

b. Case study (EICC)

viii. Assessment systems: Communicating with parents

a. Developing parent-school partnerships
   a. Culturally sensitive
   b. Involving all parents, including parents with children with disabilities
   c. Strategies to present portfolio and/or assessment results
   d. Observing:
      a. Difference
      b. Delay
      c. Disorder (EICC)

B. ENROLLMENT RESTRICTIONS

1. Prerequisites
   Satisfactory completion of CLDDV 103 or CLDDV 104 and CLDDV 105.

2. Advisories
   Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 50.

3. Requisite Skills
   Before entering the course, the student will be able to:
   a. Word use: 1. spell words correctly and capitalize according to conventions of standard, edited English prose; 2. use words, expressions, idioms according to their conventionally understood meaning; 3. use diction which is precise, specific, and economical; 4. avoid the use of trite or hackneyed language; 5. use diction appropriate to the purpose of the writing (e.g., technical, formal, informal, slang, etc.).
   b. Sentence composition: 1. use a variety of sentence structures (simple, compound, and complex) as needed to provide for readability and to indicate relationship between thoughts; 2. maintain logic of central predication and the relationship of parts within the sentence, (e.g., avoiding faulty parallelism, mixed constructions, misplaced or ambiguous modifying phrases or clauses); 3. adhere to conventions of correctness in standard, edited English prose, (e.g., avoiding illogical sentence fragments or run-on sentences, disagreements of number, faulty shifts of tense or incorrect tense use, pronoun shifts and unclear pronoun reference, illogical or unconventional
use of punctuation marks);

c. Writing process: 1. write clear introductory and concluding paragraphs which contribute to the over-all purpose of the composition; 2. (for exposition and argument) express the thesis of the composition in a clear sentence; 3. use detail and example to develop and elaborate upon subtopics selectively, mindful of the relative importance of the point being developed; 4. compose fully-developed paragraphs which are unified in thought and purpose and which show their relationship to the main thought of the composition; 5. provide for coherence within and between paragraphs through appropriate use of transitional words, phrases, and sentences;

d. Comment and analyze reading selections in directed class discussion.

e. Demonstrate objective techniques and skills when observing, interviewing, describing, and evaluating behavior in children of all ages, cultures, and backgrounds and their caregivers (CAP).

f. Investigate and explain sources of developmental change and reasons for disturbances in the developmental process (CAP).

g. Analyze the relationships between the factors in typical and atypical physical, cognitive, creative, social and emotional development from the whole child perspective including cultural factors from infancy through adolescence. (EICC)

h. Define development and describe the typical child development milestones of children birth to five years of age and identify the strengths and special needs of the child in the context of his/her family (Early Intervention Core Competency.)

C. HOURS AND UNITS

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3 Units

D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Class discussions including small and large group discussions, which promote critical thinking.

2. Field Trips (maybe)

3. Group Activities

4. Guest Speakers

5. Lecture

6. Audio-visual media

7. Assigned Readings

8. Assigned Readings

9. Multiple choice and/or essay quizzes and examinations

10. Written in-class and out-of-class homework assignments that require synthesis of content including observations and assessment using specific tools, design appropriate assessment processes culminating into a portfolio presentation of a case study.
E. ASSIGMENTS (TYPICAL)

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   Time spent on coursework in addition to hours of instruction (lecture hours)
   - Quizzes (5)
   - Observations (2)
   - Checklist (1)
   - Screening tools (2)
   - Assessment tools (2)
   - Portfolio (1)

2. **EVIDENCE OF CRITICAL THINKING**
   Assignments require the appropriate level of critical thinking
   a. Quizzes covering reading and lecture: The E-LAP is designed as an assessment tool for children of what ages? An example of formal assessment is ____. An example of informal assessment is ____. The typical range for acquisition of the motor milestone of balancing on one foot for 5 seconds is ____.  
   b. Observation/screening/assessment tools: Student will perform assigned observations and present the results in written form.  
   c. Portfolio: Using the corrected observations/screening/assessments, student will compile a portfolio of one child including a 3-page summary of overall development, strengths, and goals for development and strategies to achieve the goals. This portfolio will be presented to the parent(s).

F. **TEXTS AND OTHER READINGS (TYPICAL)**

3. **Other**: Other readings: handouts provided by the instructor

III. **DESIRED LEARNING**

A. **COURSE GOAL**
   As a result of satisfactory completion of this course, the student should be prepared to:
   critically compare the purpose, value, and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings. The student should also be prepared to assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.

B. **STUDENT LEARNING GOALS**
   Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. **Required Learning Goals**
   Upon satisfactory completion of this course, the student will be able to:
   a. Demonstrate knowledge of the legal and ethical responsibilities, including confidentiality related to assessment in early childhood settings including legislation regarding IFSP, IEP, development. (Curriculum Alignment Project, CAP)(Early Intervention Core Competency, EICC)
b. Identify and evaluate logistical challenges, biases, and preconceptions about assessing children's typical and atypical development. (CAP) (EICC)

c. Compare and analyze position statements of key groups including NABE and NAEYC regarding assessment and documentation. (CAP)

d. Explain the effect of social context, child's state of health and well-being, primary language, ability and environment on assessment processes. (CAP)

e. Identify and apply basic quantitative and qualitative observation and recording techniques to better understand typical and atypical development. (CAP)(EICC)

f. Compare and analyze historic and currently recognized state and widely-used assessment tools and processes. (CAP)

g. Articulate the value of involving families and other professionals in the observation and assessment process for all children. (CAP)

h. Use observation tools to identify patterns, trends, and anomalies in individuals and groups of children (e.g. DRDP-R, Ages and Stages Questionnaire.) (CAP)

i. Use observation tools to identify quality in play-based environment, curriculum, and care routines (e.g. ECERS-R, ELLCO.) (CAP)

j. Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs. (CAP)

k. Demonstrate and apply knowledge of developmental domains to interpretations of observations. (CAP)

l. Demonstrate and apply knowledge of developmental domains when dealing with differences, delays, and disorders. (CAP)

m. Demonstrate knowledge of the role that observation and assessment play in intervention. (CAP)

n. Demonstrate an understanding of family development, functioning, and family systems and the family need for education and support. (EICC)

o. Use effective verbal and written communication skills to actively collaborate with families in an ongoing and positive manner to support each child's development. (EICC)

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Class discussions including small and large group experiences, quizzes, guests, lecture, demonstration, text, videos, and individual screening and assessment tools.

2. Written in-class and outside-of-class homework assignments including observations, screening and assessment.

B. SUMMATIVE ASSESSMENT

1. Multiple choice and/or essay for mid-term and/or final examination

2. Portfolio