

# CDEV 106 – Observation and Assessment

**Instructor:** Fonda Miller

**Class Code:** 10479 M: 6:30-9:40

**Academic Term:** Fall, 2012

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**Office:** 2201

**Office Hours:** M-R:12-1

**Text:** *Week by Week- Documenting the Development of Young Children*, 4<sup>th</sup> edition by Barbara Nilson

*Seeing Young Children*, 5<sup>th</sup> edition by Warren Bentzen

## **Course Description:**

This course focuses on the appropriate use of assessment and observation strategies to document development, growth, play and learning in order to join with families and professionals in promoting children's success and maintaining quality programs. Recording strategies, rating systems, portfolios, and multiple assessment methods are explored.

## **Student Learning Outcomes:**

Student will:

- 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.
- Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics.
- Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development.
- Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.
- Embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children.

## **Course Objectives and Minimum Standards for a Grade of "C":**

- Demonstrate knowledge of the legal and ethical responsibilities, including confidentiality related to assessment in early childhood settings.
- Identify and evaluate logistical challenges, biases and preconceptions about assessing children.
- Compare and analyze position statements of key groups including NABE and NAEYC regarding assessment and documentation.
- Consider the effect of social context, child's state of health and well-being, primary language, ability and environment on assessment processes.

- Identify and apply basic quantitative and qualitative observation and recording techniques.
- Compare and analyze historic and currently recognized current state and widely used assessment tools and processes.
- Articulate the value of involving families and other professionals in the observation and assessment process for all children.
- Use observation tools to identify patterns, trends and anomalies in individuals and groups of children (e.g. DRDP-R, Ages and Stages)
- Use of observation tools to identify quality in play-based environment, curriculum, and care routines (e.g ECERS-R, ELLCO)
- Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs.
- Demonstrate and apply knowledge of developmental domains to interpret observations.
- Demonstrate and apply knowledge of developmental domains when dealing with difference, delays and disorders.
- Demonstrate knowledge of the role that the observation and assessment play in intervention.

### **Disabled Student Programs and Services (DSP&S)**

Any student with a documented disability who may need educational accommodations should notify the instructor and the Disabled Student Programs (DSP&S) office as soon as possible.

DSP&S (760) 355-6312

Room 2117

Health Sciences Building

### **Methods of Evaluation:**

Grades will be based upon class participation, attendance and the completion of assignments, pop quizzes, quizzes and tests throughout the semester. All material presented in the text, study guide, videos and handouts will be part of the evaluation process.

All assignments should be typed or written legibly in blue or black ink.

No assignments or projects will be accepted late. They are due on the date assigned. Every student has the same chance to prepare for quizzes and tests. If you miss a quiz and have extra time to study, it is unfair to those students who took the quiz on time. In order to make up a test, quiz, or assignment you must show proof for the absence (doctors's note, hospitalization paperwork) and it must be approved by the instructor. Regardless of the reason for a missed quiz, all missed quizzes and tests must be made up within a week of when your class took the test or quiz. Make-ups are at my office during office hours. Please make sure you are here when tests are scheduled. If you are not here for a scheduled test, you will receive no points for the test. A missed assignment or test is considered an "F" and no points will be given. Plan a schedule to allow for ample

study time so you will be prepared. There is no penalty for taking a quiz or test *before* the scheduled time.

### Grading Policy

“When grades are given for any course of instruction taught in a community college district, the grade given to each student determined by the faculty member of the course, and the determination of the student’s grade by the instructor, in the absence of a mistake, fraud, bad faith or incompetency, shall be final.” *California Education Code, Section 76224(a)*

Everyone in each class can earn an “A” grade. There is no set number or percentage that limits how many A’s can be earned in each class.

All assignments have a rubric by which the student can view what is required to receive the highest grade on that assignment.

### Attendance and Class Policies

Regular attendance in all classes is expected of all students enrolled. Instructors are expected to take a student’s attendance record into account in computing grades. A student may be excluded from further attendance in a class during a semester when absences after the close of registration have exceeded the number of class hours which the class meets per week.

An instructor will drop any student judged to be a disturbing element in class or lab.

The instructor has the right to ask any student to leave class or lab who is disrupting the education of others.

Each time a student is tardy, they will automatically have attendance points deducted from the total possible points for attendance.

Each absence will mean an automatic deduction of points from the total possible points.

It is the student’s responsibility to complete a drop request if they are withdrawing from the class.

It is also the student’s responsibility to make an appointment with the instructor if they have concerns about their progress in the class.

Cheating and plagiarism (using someone else’s ideas or writing without acknowledgement or permission, or passing off someone else’s work as your own) can result in any one of a variety of sanctions and will receive a zero on the assignment or test.

The use of cellular phones, smart phones, beepers, alarm watches, etc. is not permitted in class. Please be sure to turn off such devices upon arriving to class. Please contact the

instructor about any special circumstances that might make it difficult for you to comply with this rule.

No food or drink is allowed in any classroom.

**Class Schedule, Assignments, and Grade Breakdown:** see attached

## **CDEV 106 Observation and Assessment**

Course Schedule – M: 6:30-9:40 CRN: 10479

Schedule is subject to change at the instructor's discretion. Student is responsible for changes.

Last Day to drop a class with a "W" grade is November 10<sup>th</sup>, 2012

1. 8/20 Introduction
2. 8/27 Chapter 1 - Using the Class List Log to Look at Separation
- 9/3 Holiday – No Class
3. 9/10 Chapter 2 – Using Anecdotal Recordings
4. 9/17 Chapter 3 – Using Checklists
5. 9/24 Chapter 4 – Using Running Records
6. 10/1 Chapter 5 –Using Frequency Counts
7. 10/8 Chapter 6 – Using Conversations to Listen to Language
8. 10/15 Chapter 7 – Time Samples
9. 10/22 Chapter 8 –Standardized Measurements
10. 10/29 Chapter 9 – Using Rating Scales
11. 11/5 Chapter 10 – Using Work Samples
- 11/12 Holiday – No Class
12. 11/19 Chapter 11-Using Technology for Documentation  
Chapter 12 – Using Documentation for Child Abuse  
Suspicion
13. 11/26 Chapter 13 – Using Program Assessments  
Chapter 14 – Using the Portfolio to Conference with Families
14. 12/3 Final Exam and Observation

### **Course Assignments:**

|                               |                    |
|-------------------------------|--------------------|
| Observations in various forms | 150 points         |
| ECERS                         | 100                |
| DRDP-R2 * (portfolio)         | 100                |
| 3 tests @ 50 points each      | 150                |
| In class activities           | 50                 |
| Final                         | 100                |
|                               | 650 points to earn |

### **Grade Breakdown:**

|               |     |                    |
|---------------|-----|--------------------|
| 90 – 100%     | = A | = 650 – 585 points |
| 80 - 90%      | = B | = 584 - 520        |
| 70 - 80%      | = C | = 519 - 455        |
| 60 - 70%      | = D | = 454 - 390        |
| 59% and under | = F | 389                |