

## Basic Course Information

Semester:	Fall 2025	Instructor Name:	Marixol Garcia
Course Title & #:	CDEV 106 Observation and Assessment	Email:	marixol.garcia@imperial.edu
CRN #:	10342	Webpage:	
Classroom:	206	Office #:	203 C
Class Dates:	August 11th to December 6th	Office Hours:	Tu & Th 11:10 am to 1:10 pm
Class Days:	Monday & Wednesday	Office Phone #:	(760) 355-6460
Class Times:	1:00 pm-1:25pm	Emergency Contact:	Alexiss (760) 355-6232
Units:	3.0	Class Modality:	In Person

## Course Description

This course focuses on the 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 and maintaining quality programs. Recording strategies, rating systems, portfolios, and multiple assessment methods are explored, along with strategies for collaboration with families and professionals. (C-ID ECE 200) (CSU)

## Course Prerequisite(s) and/or Corequisite(s)

Prerequisite: CDEV 104 with a grade of "C" or better.

## Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Describe and evaluate the characteristics, strengths, limitations and applications of contemporary observation and assessment tools. (ILO1 and ILO2)
2. Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data. (ILO1 and ILO2)
3. Complete systematic observations and assessments using a variety of methods of data collection to inform environment design, interactions, and curriculum. (ILO2)

## Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Compare historic and currently used observation and assessment tools.
2. Identify logistical challenges, biases, and preconceptions about observing and assessing children.
3. Identify the purpose, value and use of formal and informal observation and assessment strategies.
4. Describe the major characteristics, strengths and limitations of selected assessment tools.
5. Apply knowledge of development to interpret observations and assessments.

6. Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions and curriculum on children's development and behavior.
7. Demonstrate the ability to use observation and assessment in decision making for instruction, referral, and intervention.
8. Describe legal and ethical responsibilities in relationship to observation, documentation, and record keeping.

### Textbooks & Other Resources or Links

1. Curtis, Deb 2017. *Really Seeing Children* Exchange Press ISBN: 9780942702644.
2. Jablon, Judy R., Dombro, Amy Laura; Dichtemiller, Margo L. 2007/2nd Ed *The Power of Observation for Birth Through Eight.* Teaching Strategies. NAEYC. ISBN: 978-1-933021-52-2.

Free resources:

California State Infant/Toddler Learning & Development Program Guidelines, Available at:  
<http://www.cde.ca.gov/sp/cd/re/documents/itguidelines.pdf>

California State Preschool Learning Foundations, Available at:  
<http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

### Course Requirements and Instructional Methods

**Lectures and Participation:** There will be in-class discussions in groups that involve the students using the knowledge, ideas and skills presented in class. This participation/assignment is completed during the class meeting. (If a student did not attend class, this assignment cannot be made up.)

**Informational Assignments:** There are several Informational Assignments that are to help you be successful in the course.

**Read and Reflect Assignments:** Teachers are thinkers. The Read and Reflect assignments provide students with the opportunity to reflect on the ideas provided in reading assignments and communicate how the information will enhance their teaching skills.

**Observation Assignments:** An important role of the teacher is that of listener and observer. To support the development of observation and listening skills as well as the ability to gain insight from interpreting children's conversations, children's behavior, the teacher's role in the classroom, and the role of the environment in supporting learning, students will be required to complete a variety of observation assignments. The student will use written guidelines provided by the instructor. During this semester, some of the observations will be done online using video provided by the instructor and other observation assignments will be done at the Imperial Valley Child Development Center.

**In order to observe at the IVC Child Development Center, students are required to have up-to-date immunizations as required by the state of California. Students are required to make an appointment at the IVC School Health Center.** Detailed information will be provided by the instructor.

**Child Portfolio/Documentation Assignment:** Documentation is an important strategy to communicate children's learning. Students will work in class and at home to complete a single page documentation which will include pictures, observations, dialogue from the children (if available), and interpretation. Additional guidelines will be provided by the instructor.

**Environment Assignment:** The Environment is the "Third Teacher" in the classroom. Students are provided the opportunity to learn strategies to evaluate the quality of the classroom learning environment. Students will be provided with written guidelines by the instructor.

**CLASS Assignment:** CLASS (Classroom Assessment Scoring System) is a tool used in the field of Early Childhood Education. CLASS is a tool for observing and assessing the effectiveness of interactions among teachers and children in classrooms. It measures the emotional, organizational, and instructional support provided by teachers that have contributed to children's social, developmental, and academic achievement.

**Final Exam:** The Final Exam will be taken in person at our regular class time and location. The test questions will be short-answer essay questions. Students will demonstrate their understanding of the information learned from the textbook, from articles provided in class/online, and from lectures.

**Reminder:** The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

## Course Grading Based on Course Objectives

Late assignments will receive 5% points off automatically each day it is late, no matter the circumstance.

Keeping Track of Your Points:

Required Assignments & Tests	Possible Score	Your Score
Read & Reflect Discussion Posts and Response to Peers (10@20pts)	200	
Assignment 1: Implicit Bias Test/ Why Preschool Teachers Observe and Record Behavior	20	
Assignment 2: Identifying Objective Observations of Young Children's Behavior	20	
Assignment 3: Learning to Write Objective Observations of Children's Behavior	20	
Assignment 4: Labeling Children's Behaviors by Domain and Developmental Skill	20	
Assignment 5: Identifying Objective Observations and Interpretations of Learning Statements	20	

Assignment 6: Writing Interpretations – Writing Objective Observations	20	
Assignment 7: Observation & Interpretation: Infants/Toddlers/Twos	40	
Assignment 8: Observation & Interpretation: Preschoolers	40	
Assignment 9: Child Portfolio/Documentation Assignment	20	
Assignment 10: CLASS Assignment	20	
FINAL	50	
Total points	<b>490</b>	

Final Grade: 490				
A 490 - 441	B 440 - 392	C 391 - 343	D 342 - 294	F 293 - lower

*You can view your total points in CANVAS*

### Academic Honesty (Artificial Intelligence -AI)

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

### Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your instructor or the area dean for assistance. If you have specific accommodations through **DSPS**, contact them for additional assistance.

We are here to support you and ensure that you have equal access to all course materials.

### Course Policies

#### Attendance:

A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the

student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.

- Students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped. Students demonstrate their attendance by viewing and completing lecture assignments and other weekly assignments.
- 2 points for being in class will be given each day towards participation points, as we will engage in group work and class discussions that enrich the learning experience.
- 10 minutes late, or leaving 10 minutes early from class will reduce your participation points by 1, no matter the circumstance.
- Everyone gets 4 free points. Use them wisely.

### **Academic honesty:**

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the importance of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

### **Netiquette**

Be Prepared: purchase your textbook -- your textbook provides you with the in-depth information required to learn and pass the course.

Log into CANVAS frequently -weekly at a minimum: CANVAS contains all of the lectures, assignments, and projects required in the course.



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**Complete Reading:** each week there will be readings assigned in the textbook. Some assignments will include additional articles that the instructor will provide.

**Complete assignments:** Each assignment has been carefully selected as a means of reinforcing the knowledge gleaned throughout the course. If the instructor determines that work turned in is not your own, or that you did not participate fully in group efforts, you may be given a zero with no opportunity for make-up.

**Be organized:** keep your assignments in a labeled folder for this course on your computer. Label assignments to make it easy to find and upload into CANVAS, for example: "CDEV 106-Read and Reflect -your name"

**Be respectful.** Students are expected to show respect for the instructor and classmates when participating and responding in discussions.

### Classroom

- **Electronic Devices:** Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- **Food and Drink** are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- **Disruptive Students:** Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- **Children in the classroom:** Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

### Online

Online netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.

Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

**Flexibility:** The Fall semester flow of topics and assignments is described on the calendar. However, the instructor may adjust the class to reflect the requirements of the time. Therefore, listed topics of discussion or due dates of assignments may change. Please check for "Announcements" and emails and information on CANVAS for any changes.

### Other Course Information

- **Be Prepared:** purchase your textbook -- your textbook provides you with the in-depth information required to learn and pass the course.
- **Log into CANVAS frequently weekly at a minimum:** CANVAS contains all of the lectures, assignments, and projects required in the course.
- **Complete Reading:** each week there will be readings assigned in the textbook. Many assignments will include additional articles that the instructor will provide.
- **Lecture & Participate:** There will be in-class discussions in breakout groups that involve the students in using the knowledge, ideas and skills presented in class.
- **Complete assignments:** Each assignment has been carefully selected as a means of reinforcing the knowledge gleaned throughout the course. If the instructor determines that work turned in is not your own,

or that you did not participate fully in group efforts, you may be given a zero with no opportunity for make-up.

- **Be organized:** keep your assignments in a labeled folder for this course in your computer. Label assignments to make it easy to find and upload into CANVAS, for example: "CDEV 105-Journal 1-your name"
- **Be respectful.** Students are expected to show respect for the instructor and classmates when participating.
- **Flexibility:** the FALL Semester flow of topics and assignments is described on the calendar. However, the instructor may adjust the class to reflect the requirements of the time. Therefore, listed topics of discussion or due dates of assignments may change. Please check for "Announcements" and emails and information on CANVAS for any changes.

## Financial Aid

Your Grades Matter! In order to continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Making SAP means that you are maintaining a 2.0 GPA, you have successfully completed 67% of your coursework, and you will graduate on time. If you do not maintain SAP, you may lose your financial aid. If you have questions, please contact financial aid at [finaid@imperial.edu](mailto:finaid@imperial.edu).

## IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

## Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 Aug 11 to Aug 17	Syllabus, Introduction & Welcome! <ul style="list-style-type: none"> <li>• Image of the Child</li> <li>• Your View of the Child</li> <li>• Teacher as Observer</li> <li>• Seeing Children's Strengths</li> </ul>	<u>Really Seeing Children;</u> Introduction and p. 6-20  <u>Really Seeing Children:</u> p. 21-42  <b>Read &amp; Reflect 1- Reflection on Textbook Reading due Sunday, August 24th by 11:59 pm.</b>
Week 2 Aug 18 to 24	<ul style="list-style-type: none"> <li>• Why observe? The Benefits of Observing Young Children</li> <li>• Children: Think &amp; Learn Like Scientists Seeing Children's Ideas</li> <li>• Using Observations to Build Relationships</li> <li>• Review Health Packet &amp; On Campus Observation</li> </ul>	<u>The Power of Observation:</u> Chapter 1  <b>Read &amp; Reflect 1- Reflection on Textbook Reading due Sunday, August 24th by 11:59 pm.</b>
Week 3 Aug 25 to Aug 31	<ul style="list-style-type: none"> <li>• You ,the Teacher, as Observer</li> <li>• Learning to Listen &amp; Look</li> </ul>	<u>The Power of Observation:</u> Chapter 2

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
		<b>Why Preschool Teachers Observe and Record Behavior</b>
Week 4 Sep 2 to Sep 7 No School Sep 1	<ul style="list-style-type: none"> <li>Writing Objective Observations</li> </ul>	<u>The Power of Observation:</u> Chapter 3  <b>Identifying Objective Observations of Young Children's Behavior</b>  <b>Learning to Write Objective Observations of Children's Behavior</b>
Week 5 Sep 8 to Sep 14	<ul style="list-style-type: none"> <li>Types of Evidence</li> <li>What is Typical Development in All Domains?</li> </ul>	<u>The Power of Observation:</u> Chapter 4  <b>Labeling Children's Behaviors by Domain and Development Skill</b>
Week 6 Sep 15 to Sep 21	<ul style="list-style-type: none"> <li>How to Observe and Record During Interactions with Children</li> <li>Developing the Skill of Interpretation of Children's Observed Behavior</li> </ul>	<b>Identifying Objective Observations and Interpretations of Learning Statements</b>  <b>Read &amp; Reflect 5</b> - Reflection on Textbook Reading
Week 7 Sep 22 to Sep 28	<ul style="list-style-type: none"> <li>Developing the Skill of Interpretation of Children's Observed Behavior</li> <li>Guidelines for Effective Observation: What is Evidence?</li> </ul>	<u>Really Seeing Children:</u> p. 44-64
Week 8 Sep 29 to Oct 5	<ul style="list-style-type: none"> <li>Techniques/Strategies for Observing Young Children</li> <li>How to Collect Evidence of Children's Learning and Development</li> </ul>	<b>The Power of Observation Chapter 5</b>  <b>Writing Interpretations of Objective Observations</b>



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 9 Oct 6 to Oct 12	<ul style="list-style-type: none"> <li>Observing Infants/Toddlers/Twos</li> </ul>	<u>Really Seeing Children</u> , p. 64-86  <b>Observation &amp; Interpretation</b> – Infants/Toddlers/ Twos Observation
Week 10 Oct 13 to Oct 19	<ul style="list-style-type: none"> <li>Observing Preschoolers</li> </ul>	<b>Read &amp; Reflect 8</b> - Reflection on Textbook Reading
Week 11 Oct 20 to Oct 26	<ul style="list-style-type: none"> <li>Authentic Assessment Tools</li> <li>DRDP</li> </ul>	<u>Really Seeing Children</u> , p. 104-136
Week 12 Oct 27 to Nov 2	<ul style="list-style-type: none"> <li>Documentation: Making Learning Visible</li> <li>Using Observation/Assessment as a Basis for Planning</li> <li>What are Some Ways Preschool Teachers USE Classroom -Based Assessment to</li> </ul>	<u>Power of Observation</u> , Chapter  <b>Read &amp; Reflect 9:</b> Reflection on Articles 6 & 7
Week 13 Nov 3 to Nov 9	<ul style="list-style-type: none"> <li>What are Some Ways Preschool Teachers USE Classroom -Based Assessment to enhance partnerships with families</li> <li>Documentation: Creating a Child Portfolio</li> <li>Sharing Information with Families: Child Portfolio</li> </ul>	<u>Really Seeing Children</u> , p. 138-150  <b>Creating a Child Portfolio/Documentation Page</b>
Week 14 Nov 11 to Nov 16 No School Monday Nov 10	<ul style="list-style-type: none"> <li>Observation: Professional Development</li> <li>CLASS – an Observation Tool to Support Teacher Professional Development</li> </ul>	<b>CLASS Observation Assignment</b>
Week 15 Nov 17 to Nov 23  Campus Closed Nov 24 to Nov 30	<ul style="list-style-type: none"> <li>Environment -Observation and Assessment</li> <li>ECERS</li> <li>CLASS Environment</li> </ul>	Read and Reflect 10: Articles Provided
Week 16 June 1-6	<ul style="list-style-type: none"> <li>Review for Final Exam</li> </ul>	Final Exam

\*\*\*Subject to change without prior notice\*\*\*