

# Course Syllabus: Observation & Assessment of Young Children

**Course Prefix and Number:** CHLD 109

**Course Title:** Observation and Assessment of Young Children

**Credit Hours:** 3

**Lecture Hours:** 3

**Laboratory Hours:** 0

## Catalog Description:

This course is designed to demonstrate to the student how to do authentic, alternative, classroom-based assessment on young children and how to appropriately use standardized test information. The course will further provide the student with the knowledge and skills to interpret and use the information gained to plan curriculum that is responsive to and supportive of children's learning and development. Students will have the opportunity to engage in assessment processes through means of classroom observations, providing each student with a stronger understanding of child development skills. Students learn about and explore a variety of age, individually, linguistically and culturally appropriate formal and informal assessments to gather and share information on each child's skills, abilities, interests and needs, birth through age 8. Includes field experiences.

## Course/Lab Outline:

Professionalism in Assessment

1. Assessment in Early Childhood: A Work In Progress
2. Legal, Ethical, and Professional Responsibilities in Assessment

Assessing and Teaching

3. Why, What, And When to Assess
4. Documenting: Collecting Information
5. Documenting: Recording Information
6. Compiling and Summarizing Information.
7. Interpreting Assessment Information
8. Using Assessment Information
9. Organizing for Assessment

The Classroom and Beyond

10. Standardized Testing: What Early Childhood Teachers Should Know
11. Communicating and Collaborating Using Assessment

## Relationship to Academic Development Programs and Transfer:

CHLD 109 was designed to meet the specific needs of an Associate of Applied Science degree. Please see an academic advisor for an explanation concerning transfer options.

This course is a part of the Illinois Gateways Infant and Toddler and ECE Credential.

**Required Textbook(s):**

McAfee, O. & Leong, D. (2009). *Assessing and guiding young children's development and learning* (5<sup>th</sup> ed.). Boston, MA: Allyn and Bacon

**Suggested Resources:**

Bowman, B.T., Donovan, S. and Burns, M.S. (Eds.). (2000). *Eager to Learn: Educating Our Preschoolers* (pages 235-240). Washington DC: The National Academies. Available from <http://www.nap.edu/openbook.php?isbn=0309068363>

CONNECT: The Center to Mobilize Early Childhood Knowledge. (n.d.). CONNECT modules. *Module 3: Communication for collaboration*. Available from <http://community.fpg.unc.edu/connect-modules/learners/module-3>

Division for Early Childhood. (2007). *Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation*. Retrieved from [http://www.dec-sped.org/uploads/docs/about\\_dec/position\\_concept\\_papers/Prmtg\\_Pos\\_Outcomes\\_Companion\\_Paper.pdf](http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Prmtg_Pos_Outcomes_Companion_Paper.pdf)

Heartland Equity and Inclusion Project (HEIP). (2012). *Family Conference Video*. Available from [http://youtu.be/s517uXGO\\_Ts](http://youtu.be/s517uXGO_Ts)

Heartland Equity and Inclusion Project (HEIP). (2012). *Focused Portfolio Conference Video*. Available from <http://youtu.be/8JDJEd3Tng>

Heartland Equity and Inclusion Project (HEIP). (2012). *Interview with Parent Support Specialist Video*. Available from <http://www.youtube.com/watch?v=lbh9KyF16-c>

Heartland Equity and Inclusion Project (HEIP). (2012). *Teacher/Parent Interview ASQ Video*. Available from <http://youtu.be/lSnpQuwnLHA>

Illinois Early Learning Project. (n.d.). *Ask Dr. Katz: Archive Question 5*. Available from <http://illinoisearlylearning.org/ask-dr-katz/question005.htm>

Illinois State Board of Education. (2013). *Illinois Report Card*. Available from <http://www.illinoisreportcard.com/>

Illinois State Board of Education: Division of Early Childhood Education. (2013). Illinois Early Learning Project. *Illinois early learning standards*. Available from <http://illinoisearlylearning.org/standards/index.htm>

- IRIS Center. (n.d.). Star Legacy Modules. *Effective school practices: Promoting collaboration and monitoring students' academic achievement*. Retrieved from <http://iris.peabody.vanderbilt.edu/esp/chalecycle.htm>
- Kindergarten Readiness Assessment Stakeholder Committee. (April 2011). *A New Beginning: The Illinois Kindergarten Individual Development Survey (KIDS)*. Available from: [http://www.isbe.state.il.us/earlychi/pdf/kindergarten\\_survey.pdf](http://www.isbe.state.il.us/earlychi/pdf/kindergarten_survey.pdf)
- McWilliam, R.A., & Casey, A.M. (2007). *Engagement of every child in the preschool classroom*. Baltimore, MD: Paul H. Brookes. Available from <http://products.brookespublishing.com/Engagement-of-Every-Child-in-the-Preschool-Classroom-P205.aspx>
- Milbourne, S.A. & Campbell, P.H. (n.d.) *CARA's Kit: Creating Adaptations for Routines and Activities*. Available from <http://www.naeyc.org/store/node/666>
- National Association for the Education of Young Children. (2003). *Early childhood curriculum, assessment, and program evaluation: Building an effective, accountable system in programs for children birth through age 8*. Retrieved from <http://www.naeyc.org/files/naeyc/file/positions/CAPEexpand.pdf>
- National Association for the Education of Young Children. (2005). *Screening and assessment of young English-language learners: Supplement to the NAEYC and NAECS/SDE joint position statement on early childhood curriculum, assessment, and program evaluation*. Washington, DC: Author. Retrieved from [http://www.naeyc.org/files/naeyc/file/positions/ELL\\_Supplement\\_Shorter\\_Version.pdf](http://www.naeyc.org/files/naeyc/file/positions/ELL_Supplement_Shorter_Version.pdf)
- National Association for the Education of Young Children. (2009). *Where we stand on assessing young English language learners*. Washington, DC: Author. Available from <http://www.naeyc.org/files/naeyc/file/positions/WWSEnglishLanguageLearnersWeb.pdf>
- National Association for the Education of Young Children. (2009). *Where we stand on school readiness*. Washington, DC: Author. Available from <http://www.naeyc.org/files/naeyc/file/positions/Readiness.pdf>
- National Association for the Education of Young Children (NAEYC), National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). (2009). *Where We Stand on Curriculum, Assessment, and Program Evaluation*. Available from <http://www.naeyc.org/files/naeyc/file/positions/StandCurrAss.pdf>
- National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). (2000). *STILL Unacceptable Trends in Kindergarten Entry and Placement*. Available from <http://www.naeyc.org/files/naeyc/file/positions/Psunacc.pdf>

Purcell, T. (2007). *Differentiating instruction in the preschool classroom: Bridging emergent literacy instruction and developmentally appropriate practice*. Available from <http://www.stcloudstate.edu/tpi/teachersupport/documents/DifferentiatingInstruction-EarlyChildhood.pdf>

University of Illinois College of Education. (2006). *Illinois Early Childhood Asset Map (IECAM)*. Available from: <http://iecam.crc.uiuc.edu/>

### **Expected Learning Outcomes:**

Upon completion of this course, the student will be able to:

1. Understand the importance and relevance of multiple, interrelated developmental domains, contexts, and terminology for observation and assessment of young children's development and learning.
2. Describe, select, and demonstrate use of purposeful, appropriate formal and informal observation tools, instruments, and strategies for use in program and child evaluation.
3. Identify and select appropriate screening tools and/or assessment procedures to meet specific purposes and audiences inclusive of IEP and IFSP planning and instruction
4. Demonstrate familiarity of documentation and organization procedures designed to meet program needs at the local, state, and national levels.
5. Describe implications of cultural, linguistic, environmental, and family influences on observation, assessment, and goal-setting methods and approaches for every child.
6. Identify ways to foster collaboration and involvement with multidisciplinary teams and families to enhance and reflect upon ongoing evaluations to support the quality of early care and education settings.
7. Become informed, inform others, and demonstrate recognition of the importance of legal and ethical responsibilities when gathering and sharing information about children.
8. Demonstrate understanding of the need to collaborate with families in all aspects of the assessment process, as well as strategies to accomplish this goal.
9. Demonstrate an understanding of the appropriate analysis and interpretation of assessment data relative to varied purposes, including meeting Illinois Early Learning Standards and adaption or modification of instruction.

### **Method of Evaluation (Tests/Exams, Grading System):**

Each instructor will use a combination of evaluation methods to determine the grade of each student. They may use a variety of forms of assessment methods including exams, application activities, and discussion / class participation.

Exams	20% - 60%
Activities	20% - 60%
Discussion / Participation	5% - 25%

Grading Scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F