1. **COURSE TITLE\*:** Observation/Assessment of Children
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:** EDUC 1145
3. **PREREQUISITE(S)\*:** None **COREQUISITE(S)\*:** None
4. **COURSE TIME/LOCATION: (*Course Syllabus – Individual Instructor Specific*)**
5. **CREDIT HOURS\*:** 3 **LECTURE HOURS\*:** 3

 **LABORATORY HOURS\*: (contact hours)** 0 **OBSERVATION HOURS\*:** 20

1. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

This course is a study of various methods of observation and assessment techniques that are utilized in an early childhood classroom setting. Students will observe a minimum of twenty hours in and approved early childhood classroom setting. Candidates will be subject to pass a mandatory background check.

1. **LEARNING OUTCOMES\*:**

After completing the course, the student should be able to:

1. Use observational tools and recording techniques in settings with children of differing ages.
2. Describe and use a variety of observational tools.
3. Determine the importance of setting criteria in observational settings for recording information.
4. Utilize sharp observational skills in viewing behavior from an objective perspective and categorizing these behavioral observations into inferences about behavior which are based on solid, objective evidence.
5. Describe ethical issues and confidentiality considerations in observing and recording behavior.
6. Describe the nature of and use of a variety of recording techniques, including but not limited to narrative descriptions, time samplings, event samplings, anecdotals, checklists, diary descriptions, and frequency/duration counts in the appropriate manner to observe and record behavior.
7. Collect a series of observations on children and analyze behaviors of children based on typical child development principles.

8. Prepare a summary analysis of a child’s case study of recorded observations for a

 conference discussion with a parent and prepare recommendations.

9. Interpret recorded observations with parents and other professionals in an early care

 and education program.

1. **ADOPTED TEXT(S)\*:**

*Assessment in Early Childhood Education*

8th edition, 2015, Pearson

Sue C. Wortham

ISBN: 978-0-13-520652-2

**OR**

Inclusive Access (IA) (Follett)

ISBN: 978-0-13-520854-0

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

None

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\***

At the discretion of the instructor. Note: Any textbook changes or additions must be approved by SSCC Curriculum Committee.

1. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

 B: 80 – 89

 C: 70 – 79

 D: 60 – 69

 F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

|  |  |  |
| --- | --- | --- |
| *Category* | ***EXAMPLE ONLY****Total Points* | *% of Grade* |
| Test(3 x 40) | 120 | 40% |
| Reflections(11 x 5) | 55 | 18% |
| Discussions(11 x 5) | 55 | 18% |
| Portfolio | 50 | 17% |
| Observation | 20 | 7% |
| Total | 300 | 100% |

**Assignments:**

* Observation Hours (20): 20 points for observing 20 hours in a preschool setting. You will be using these hours to observe a preschool child that you will be working with in order to develop a portfolio. Students must complete the Observation Time Sheet and it must be signed by the teacher you are visiting. This Observation Time Sheet must be turned in to me in order to get a grade for the class.
* Child Portfolio (50 points)
	+ You will choose a child in your placement and with the permission of the child’s teacher and parent(s) you will develop a portfolio for and with this child. The portfolio will contain documentation of any assessments, checklists, and samples of the child’s work.
		- Grading rubric for Child Portfolio:
			* 20 points for the format of portfolio
			* 20 points for the number of items collected
			* 20 points for evidence of the child’s learning
* Discussion Forum on Video(s) (55 points – 5 points for each 11 chapters)
	+ You will watch the video(s) assigned for each chapter and post your responses for each video on Canvas in the designated forum for the chapter. Your response should consist of what knowledge you gained from the material presented in the video.
* Chapter Reflections (55 points – 5 points for each 11 chapters)
	+ You will write 200 word reflection of your reading of the assigned chapter. What did the chapter say to you and how will you use the information as an educator of young children?
	+ You must write a 100 word response to another student in the class.
* Tests (120 points – 40 points for each test (3 tests); Tests are essay and will be emailed to you.
1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

 This course is being offered online through Canvas. Students in this class will meet the course objectives by participating in various learning activities specifically designed for an online environment. These activities include but are not limited to the following: discussion boards, videos, video lectures, chapter writing assignments, work projects, research papers, and group exercises. Online quizzes and exams may be used as appropriate to the course objectives and online supplemental instruction. Course content will be laid out in Canvas using Weekly Modules. Students will have access to faculty through email and phone calls. A minimum of 4 Zoom meetings will be held.

1. **COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

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**Week 1**

**Chapter 1: An Overview of Assessment in Early Childhood**

Chapter Overview

Chapter 1 serves as an introduction to the text. The purposes of assessment of young children are discussed followed by a history of test development in early childhood. Finally, current trends in assessing young children are discussed. The topics to be discussed in later chapters are introduced with explanations and definitions of key words.

Chapter Objectives

As a result of reading this chapter, you will be able to

1. Explain the purposes of assessment in early childhood.
2. Describe the history of tests and measurements in early childhood.
3. Discuss issues and trends in assessing all young children

Canvas Assignments:

* + Review PowerPoint
	+ Review Terminology
	+ Chapter Reflection
	+ Complete Discussion Forum on videos

<https://www.youtube.com/watch?v=KrUNBfyjlBk>

<https://www.youtube.com/watch?v=TQanyOvGumg>

**Week 2**

**Chapter 2: How Infants and Young Children Should Be Assessed**

Chapter Overview

In this chapter the understanding of assessment is broadened to now explain how assessment is used with young children, both infants and toddlers, and preschool children. The content of chapter 2 builds on chapter 1 and now applies the principles of assessment and the differences in the assessment of infants and toddlers and preschool children. When discussing school-age children, the assessment process includes a system that is organized around the school year. The relationship between curriculum and instruction and a comprehensive assessment system is important when children’s success in learning is evaluated. There are many assessment strategies introduced in the chapter. Each will be discussed in detail in later chapters.

 Chapter Objectives

As a result of reading this chapter you will be able to

1. Define the principles of assessment that should be used with all children.
2. Explain how infants and young children are assessed.
3. Describe elements of a comprehensive assessment system for children of all ages.
4. Explain how assessment results are used for instruction and to evaluate the instructional program.
5. Discuss how the assessment process should be implemented during the school year with school-age children.
6. Explain challenges in addressing and assessing for standards.
7. Discuss guidelines for working with young children in an assessment setting.
* Canvas Assignments:
	+ Review PowerPoint
	+ Review Terminology
	+ Chapter Reflection
	+ Complete Discussion Forum on videos

<https://www.youtube.com/watch?v=t1Xtr3RKjGc>

<https://www.youtube.com/watch?v=dxAXJEK--qk>

**Week 3**

**Chapter 3: Communicating With Families**

Chapter Overview

This chapter is devoted to how professionals can engage in meaningful partnerships with adults who serve in parenting roles for children, particularly during the assessment process. Strategies for communicating with families about student progress will be discussed including planning how to conduct effective family conferences. Parents have always actively participated in early childhood settings. Today, the idea of a partnership with parents and families goes beyond helping with school programs toward empowering and engaging families in mutually respectful interactions that benefit children. Today’s children can experience a variety of family relationships; therefore, the term *families* should acknowledge the variety of parenting roles.

Chapter Objectives

As a result of reading this chapter, you will be able to

1. Discuss characteristics of family-professional partnerships that promote children’s

development and learning.

1. Explain strategies for establishing and maintaining family-professional partnerships that benefit children.

3. Discuss the roles of families in screening and assessment.

4. Describe strategies for conducting effective parent conferences.

* Canvas Assignments:
	+ Review PowerPoint
	+ Review Terminology
	+ Chapter Reflection
	+ Complete Discussion Forum on videos

<https://www.youtube.com/watch?v=vqTp3ZfjIWg>

<https://www.youtube.com/watch?v=7_rGFfZMJ6Q>

**Week 4**

**Chapter 4: How Standardized Tests Are Used, Designed, and Selected**

 Chapter Overview

Chapter 4 is a comprehensive look at all aspects of using standardized tests for young children of all ages. Discussions begin on how tests are used with the different age groups in early childhood and how testing changes as children mature. A large number of tests are described in the chapter providing students with a specific understanding of the many tests available in early childhood and how their purposes differ. The steps in designing tests are explained and the measures to determine validity and reliability are important to understand. It is also important that students have hands-on experience with actual tests and learn how to interpret how they are designed and used.

As a result of reading this chapter you will be able to

1. Explain the uses of norm-referenced and criterion-referenced tests.
2. Explain how standardized test scores are interpreted.
3. Explain how test scores are reported.
4. Describe how test scores should be reported to parents.
5. Discuss the advantages and disadvantages of using standardized tests with young children.
* Canvas Assignments:
	+ Review PowerPoint
	+ Review Terminology
	+ Chapter Reflection
	+ Complete Discussion Forum on video

<https://www.youtube.com/watch?v=2G_vWcS1NTA>

**Week 5**

**Chapter 5: Using and Reporting Standardized Test Results**

Chapter Overview

In chapter 5 informal assessments or classroom assessment strategies are discussed and how they are used. How teachers document children’s development and learning are also be addressed. Documentation provides a record of what has been accomplished and contributes to instructional planning. Types of classroom assessment strategies are discussed as well as their advantages and disadvantages.

Chapter Objectives

As a result of reading this chapter you will be able to

1. Describe the purposes of classroom assessments.
2. Explain the advantages of using classroom assessments.
3. Explain the disadvantages of using classroom assessments.
4. Discuss the role of documentation for planning effective instruction.
5. Discuss different types of documentation.
* Canvas Assignments:
	+ Review PowerPoint
	+ Review Terminology
	+ Chapter Reflection
	+ Complete Discussion Forum on videos

<https://www.youtube.com/watch?v=RdOqkukZikE>

**Week 6**

Test: Chapters 1-5

**Week 7**

**Chapter 6: Data-Driven Decision Making, Assessment, and Documentation**

Chapter Overview

Chapter 5 included information on how observation is used with informal classroom assessments and documentation. In this chapter observation is discussed in more depth. Observation is the most direct method of becoming familiar with the learning and development of very young children. Observation allows the teacher to become with the behaviors of individual children, rather than as a member of a group. Teachers of young children need to understand the nature of child development in order to understand appropriate behaviors when observing young children. Teachers also need to develop skills for observing and interpreting children’s behaviors. The skills include different types of observation and how and why they are used.

Chapter Objectives

As a result of reading this chapter you will be able to

1. Explain the purposes of observation.
2. Describe different types of observation.
3. Conduct observations of physical, social, cognitive, and language development by using appropriate observation strategies.
4. Discuss advantages and disadvantages of using observation for assessment.
5. Summarize guidelines for conducting observations.
* Canvas Assignments:
	+ Review PowerPoint
	+ Review Terminology
	+ Chapter Reflection
	+ Complete Discussion Forum on videos

<https://www.youtube.com/watch?v=BwzSn1VHvCQ>

<https://www.youtube.com/watch?v=CE9peNS8qHo>

**Week 8**

**Chapter 7: Observation**

Chapter Overview

In chapter 7 we discuss another type of evaluation strategy that involves the use of teacher-designed instruments: checklists, rating, scales, and rubrics. The emphasis is on how teachers design and use these strategies. Because checklists are used more extensively than rating scales and rubrics by infant-toddler, preschool, and primary grade teachers, we discuss them first. A description of rating scales follows so that the reader can understand how they are designed and used and how they are different from checklists. Rubrics are used most commonly with performance assessments. They will be discussed in that context.

Chapter Objectives

As a result of reading this chapter, you will be able to

1. Discuss how checklists are designed and used with young children.
2. Explain how teachers evaluate and assess with checklists.
3. Discuss types of rating scales and how they are used with young children.
4. Describe types of rubrics and how they are designed and used.
5. Explain how to ensure the quality of checklists, rating scales, and rubrics.
* Canvas Assignments
	+ Review PowerPoint
	+ Review Terminology
	+ Chapter Reflection
	+ Complete Discussion Forum on videos

<https://www.youtube.com/watch?v=E9YSart2Pes>

<https://www.youtube.com/watch?v=543zJ6dazJM>

**Week 9**

**Chapter 8: Checklists, Rating Scales, and Rubrics**

Chapter Overview

Assessments that teachers design are part of a balanced approach to assessment. The child needs to be able to demonstrate learning in more than one way. Standardized test, checklists, rating scales, and rubrics contribute to the possible ways to measure child learning. Teacher-designed assessments add to the opportunities for children to demonstrate what they understand and can use for leaning objects. The teacher wants to use a holistic approach to understanding the child and to measure growth and accomplishments. Teacher-designed assessments can provide input that other types of assessment lack.

Chapter Objectives

As a result of reading this chapter, you will be able to

1. Discuss the purposes of teacher-designed assessments and tests.
2. Describe the types of assessments used with preschool and primary-grade children.
3. Describe how to develop quality teacher-designed assessments.
4. Explain how tests are designed and used.
5. Discuss the advantages and disadvantages of using teacher-designed assessments.
* Canvas Assignments:
	+ Review PowerPoint
	+ Review Terminology
	+ Chapter Reflection
	+ Complete Discussion Forum on videos

<https://www.youtube.com/watch?v=Qfp3x_qx5IM>

<https://www.youtube.com/watch?v=-wePut0cfzA>

<https://www.youtube.com/watch?v=GfWsIinJxp4>

**Week 10**

**Chapter 9: Teacher-Designed Assessment Strategies**

Chapter Overview

Performance assessments are different from other strategies because they measure what the child can do or apply rather than what the child knows. Performance assessment includes completion of a task in a realistic context and requires the student to perform some action or activity that demonstrates understanding and application. Performance assessment is considered particularly useful with young children because it measures progress as well as achievement.

Chapter Objectives

 As a result of reading this chapter you will be able to

1. Describe performance-based strategies and their purposes.
2. Explain types of performance-based assessments and how they are used.
3. Discuss how to classify and organize performance assessments.
4. Explain how standards affect performance assessments.
5. Discuss the advantages and disadvantages of using performance-based assessments.
* Canvas Assignments:
	+ Review PowerPoint
	+ Review Terminology
	+ Chapter Reflection
	+ Complete Discussion Forum on videos

<https://www.youtube.com/watch?v=hfHERCVabwE>

<https://www.youtube.com/watch?v=rSV7heM910Q>

**Week 11**

Test: Chapters 6-9

**Week 12**

**Chapter 10: Performance-Based Assessment Strategies**

Chapter Overview

In this chapter we address how to take data collected by using informal or performance assessments to construct a holistic picture of a child’s progress that can be reported to parents and school district administrators periodically throughout the school year. These alternative types of reporting are suggested as more suitable for communicating the development and learning of children in the early childhood years.

Chapter Objectives

As a result of reading this chapter, you will be able to

1. Discuss the importance of developing alternative reporting systems.
2. Describe the types and uses of portfolios for assessing and reporting student progress.
3. Explain how to set up and use a quality portfolio assessment system.
4. Describe advantages and disadvantages of using portfolio assessments.
5. Discuss how narrative reports are used for reporting progress.
6. Describe model portfolio assessment and reporting systems.
* Canvas Assignments:
	+ Review PowerPoint
	+ Review Terminology
	+ Chapter Reflection
	+ Complete Discussion Forum on videos

<https://www.youtube.com/watch?v=sacuuqjHPXo>

<https://www.youtube.com/watch?v=R8hJ-DqYHsA>

<https://www.youtube.com/watch?v=JDDHaMnT4n4>

<https://www.youtube.com/watch?v=2i_HnIivEPo>

**Week 13**

**Chapter 11: Portfolio Assessment**

Chapter Overview

This chapter is devoted to how professionals can engage in meaningful partnerships with adults who serve in parenting roles for children, particularly during the assessment process. Strategies for communicating with families about student progress will be discussed, including planning how to conduct effective family conferences. Parents have always actively participated in early childhood settings. Today, the idea of a partnership with parents and families goes beyond helping with school programs toward empowering and engaging families in mutually respectful interactions that benefit children.

Chapter Objectives

As a result of reading this chapter you will be able to

1. Discuss characteristics of family-professional partnerships that promote children’s development and learning.
2. Explain strategies for establishing and maintaining family-professional partnerships that benefit children.
3. Describe strategies for conducting effective parent conferences.
4. Discuss the roles of families in screening and assessment.
* Canvas Assignments:
	+ Review PowerPoint
	+ Review Terminology
	+ Chapter Reflection
	+ Complete Discussion Forum on videos

<https://www.youtube.com/watch?v=7--8asB4J8w>

<https://www.youtube.com/watch?v=6-UYaw2sJZc>

<https://www.youtube.com/watch?v=S3zQcA_s3jM>

<https://www.youtube.com/watch?v=nOhZ6U5yaXA>

**Week 14**

* Complete child portfolio

**Week 15**

* Email portfolio to instructor
* Prepare for final test

**Week 16 Finals Week**

* Final Test: Chapters 10-11
* Turn in Observation Time Sheet
1. **SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

**Observation Hours (20): 20 hours in a preschool setting. You will be using these hours to observe a preschool child that you will be working with in order to develop a portfolio. Students must complete the Observation Time Sheet and it must be signed by the teacher you are visiting. This Observation Time Sheet must be turned in to me in order to get a grade for the class.**

**Technology:**

Students will use various forms of technology to support learning, such as using Canvas, Microsoft Word, photography, and PowerPoint presentations, etc.

1. **FERPA:\***

Students need to understand that their work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know there is a strong possibility that their work may be submitted to other entities for the purpose of plagiarism checks.

1. **ACCOMMODATIONS: \***

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431, X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431 X 2604.

1. **OTHER INFORMATION\*\*\*:**

**Code of Conduct:** SSCC expects that all students will act as responsible adults, however, action may be taken against a student when his or her conduct interferes with the mission of the institution and its additional responsibility to provide a safe environment for others. The Student Code of Conduct contains regulations for dealing with the alleged student violations of the code of conduct in a manner consistent with the requirements of due process. (Student Code of Conduct information may be found in the SSCC catalog.)

**Academic Honesty:** For this course, academic honesty includes cheating, plagiarism, forgery, and furnishing false information. Plagiarism includes, but is not limited to, submitting work that is not a product of your own, copying word for word someone else's work, as well as unacknowledged paraphrasing of the structure and language of another person's work. All references used in papers must be correctly cited. If a student engages in course-related academic dishonesty, his or her grade on the work in question or in the course may be lowered by the instructor of this course.

**Classroom Privacy:** Recording of classroom activities or lecture by any electronic means by students requires permission of the instructor of this course.

**Communication Devices:** Cell phones, beepers, beeping watches, and personal communication devices are not allowed to be used during class time. In addition, all hand-held PDA’s and game devices are not allowed. Small talk and “side-bar” conversations that do not relate to class discussions and course should be left for after class.

**Specific Management Requirement:** Southern State Community college is committed to providing educational opportunities that promote academic, professional, and personal growth in students. To these ends all members of the college are expected to uphold the highest academic and ethical standards. Academic misconduct cannot be tolerated.

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.