

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	<u>Child Development</u>
COURSE RUBRIC AND NUMBER	<u>CDEC 1323</u>
COURSE TITLE	<u>Observation and Assessment</u>
COURSE CREDIT HOURS	<u>3</u> <u>2</u> : <u>2</u> Credits Lec Lab

I. Catalog Description

Studies observation skills, assessment techniques, and documentation of children’s development. Emphasizes the instruments and research pertaining to infants and toddlers. **(2:2). Lab fee.**

II. Course Objectives

A. Unit I. You as the Observer

1. Define observation and the role of the observer.
2. Describe how values and beliefs impact observations.
3. Identify strategies that can help an observer be objective and effective.

B. Unit II. Guidelines for Effective Observing

1. Describe the guidelines for effective observation.
2. Define and describe the importance and technique of observing over time.
3. Define and describe the importance of observing children in varied situations.
4. Identify effective ways to keep track of observations.

C. Unit III. Becoming a Skilled Observer

1. Identify skills necessary to become a skilled observer.
2. Describe different methods of keeping observation data.
3. Describe how to use observation data to drive lessons and intervention.

D. Unit IV. Assessing

1. Define assessment and how it applies to an early childhood setting.
2. Discuss what is important to assess.
3. Discuss when assessment is most important and effective.

E. Unit V. Effective Documentation

1. Identify sources of information that can be assessed.
2. Describe a variety of methods that can be utilized to elicit responses and information.
3. Describe scales and rubrics.

F. Unit VI. Compiling and Summarizing Information

1. Define and describe portfolios and their purpose.
2. Discuss different approaches to building a portfolio.
3. Gather and organize student data into a portfolio.

G. Unit VII. Using Assessment Information

1. Discuss how assessment information can be utilized to monitor progress and drive instruction.
2. Describe how assessment information can be utilized to identify and meet student needs.
3. Discuss how assessment information can benefit parents.
4. Identify different methods of communicating assessment information to parents and other professionals.

III. THECB Learning Outcomes (WECM)

1. Describe the components of assessment.
2. Compare assessment tools.
3. Demonstrate "authentic assessment".
4. Develop individual plans based on "authentic assessment".

IV. Evaluation

- A. The instructor will maintain a continuous record of each student's progress on an institutionally approved grade sheet or computerized substitute. All instructors must keep records in such a way that information would be clear to a second party having to check grade computations in special cases. An explanatory legend should be provided on the grade sheet.
- B. The evaluation of the assignments should be based on the student's mastery of the assigned objectives. In addition to assignments, the instructor may require quizzes and exercises on course content. The instructor may also require a journal or free writing assignments.
- C. The course projects will be devised at the instructor's discretion.

D. Grading Scale:

A = 90 – 100
B = 80 – 89
C = 70 – 79*
D = 60 – 69*
F = below 60*

E. Remediation

At the instructor's discretion, students may be allowed to rewrite papers or retest for higher grades. Students seeking additional help may obtain tutoring assistance from the Writing Center at any campus.

V. Disability Statement (Americans with Disabilities Act) (ADA)

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112

(831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.