



Course Description

EEC2601 | Observation and Assessment in Early Childhood | 3.00 credits

The student will learn how to implement a system of ongoing child observation and assessment for children from all young children from birth to age five. The student will understand the importance of and strategies for planning and preparing for an effective system of ongoing child assessment to inform their teaching, improve children's learning, and provide information and opportunities for individualizing ongoing assessment strategies for children who are dual language learners and children with special needs. The student will learn how to use a variety of assessment tools related to language, literacy and school readiness. Service Learning in a B-4 NAEYC accredited setting).

Course Competencies

Competency 1: The students will observe children carefully and objectively, and document observations in effective ways by:

1. Identifying multiple ways to document observations
2. Practicing using different techniques while observing young children
3. Interpreting and analyzing observation notes

Competency 2: The student will describe the various purposes of observation and assessment by:

1. Discussing why we observe and assess young children
2. Evaluating how observation and assessment could be used to plan for learning
3. Compiling a list of assessments for young children and their intended purposes

Competency 3: The student will demonstrate the appropriate selection and use of ongoing child observation and assessment strategies by:

1. Listing observation and assessment strategies for each of the developmental domains (emotional, social, motor, cognitive, and language)
2. Analyzing how data from different observations and assessments can help teachers plan for learning and development for young children in each of the developmental domains (emotional, social, motor, cognitive, and language)
3. Developing a plan for observation and assessment for each of the developmental domains (emotional, social, motor, cognitive, and language)
4. Modifying and using observation and assessment strategies to support children with special needs.
5. Selecting observation and assessment strategies that are developmentally, linguistically, and culturally appropriate

Competency 4: The student will use evidence- based knowledge about systematic observation and the goals, benefits in order to support each child's language and literacy development and school readiness by:

1. Discussing the goals, benefits, and uses of language, literacy, and school readiness assessments
2. Analyzing common assessment tools for language, literacy, and school readiness
3. Practicing observation, documentation, and assessment to make decisions about environments, curriculum, and interactions to support each child's language and literacy development and school readiness

Competency 5: The student will demonstrate reciprocal work with families and colleagues as they gather observation and assessment information, and explain the purpose, process, and results of assessments to families by:

1. Discussing the ways to build reciprocal partnerships between home and school
2. Reflecting on how teachers and families can work together to collect observation assessment information about the young child
3. Analyzing best practices in working with colleagues when collecting observation and assessment data.
4. Practicing the sharing of observation and assessment information with families

Learning Outcomes:

- Communicate effectively using listening, speaking, reading, and writing skills
- Use quantitative analytical skills to evaluate and process numerical data
- Formulate strategies to locate, evaluate, and apply information