



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, and Social Sciences

COURSE: ECE 2207 Observation and Assessment

Date: Fall 2022

Credit Hours: 3

Complete all that apply or mark "None" where appropriate:

Prerequisite(s): ECE 1000

Enrollment by assessment or other measure? Yes No

If yes, please describe:

Corequisite(s): None

Pre- or Corequisite(s): None

Consent of Instructor: Yes No

Delivery Method:

<input checked="" type="checkbox"/> Lecture	3 Contact Hours (1 contact = 1 credit hour)
<input type="checkbox"/> Seminar	0 Contact Hours (1 contact = 1 credit hour)
<input type="checkbox"/> Lab	0 Contact Hours (2-3 contact = 1 credit hour)
<input type="checkbox"/> Clinical	0 Contact Hours (3 contact = 1 credit hour)
<input checked="" type="checkbox"/> Online	
<input checked="" type="checkbox"/> Blended	
<input checked="" type="checkbox"/> Virtual Class Meeting (VCM)	

Offered: Fall Spring Summer

CATALOG DESCRIPTION and IAI NUMBER (if applicable):

This course is designed to demonstrate to the student how to do authentic, alternative, classroom-based assessment on young children. It 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. 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 will take responsibility for using a variety of age, developmentally, 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.

ACCREDITATION STATEMENTS AND COURSE NOTES:

Content and assessments aligned to Gateways ECE Competencies.

COURSE TOPICS AND CONTENT REQUIREMENTS:

Assessment in Early Childhood and Developmentally Appropriate Practices
Legal, Ethical, and Professional Responsibilities in Assessment
Why, What and When to Assess
Documenting: Collecting Information
Documenting: Recording Information
Compiling and Summarizing Information
Interpreting Assessment Information
Using Assessment Information
Organizing for Assessment
Standardized Tests: What Early Childhood Teachers Should Know
Communicating and Collaborating Using Assessment Process and Results
Environmental Rating Scales

INSTRUCTIONAL METHODS:

Lecture
Discussion on weekly assignments
Discussion Board assignments and reflective peer reviews
Video/video clip reviews and discussion
Guest presenters

EVALUATION OF STUDENT ACHIEVEMENT:

Weekly assignments
Discussion of weekly assignments
Assessment of a Child
Observations/Reflections
Video reviews

INSTRUCTIONAL MATERIALS:

Textbooks

Harms, T., Clifford, R. M., & Cryer, D. (2014). *Early Childhood Environment Rating Scale*, third edition (ECERS-3). New York, NY: Teachers College Press.
McAfee, O., & Leong, D. (2015). *Assessing and guiding young children's development and learning* (6th ed). Boston, Mass: Pearson A & B

Resources

Gateways ECE Competencies and Suggested Roles
Illinois Professional Teaching Standards (2013)
Council for Exceptional Child (CEC)/Division of Early Childhood (DEC) Standards
NAEYC Professional Standards and Competencies for Early Childhood Educators
Abused and Neglected Child Reporting Act (online training)

LEARNING OUTCOMES AND GOALS:

Institutional Learning Outcomes

- 1) Communication – to communicate effectively;
- 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion;
- 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally;
- 4) Responsibility – to recognize how personal choices affect self and society.

Course Outcomes and Competencies

1. Describe a variety of valid assessment procedures, screening tools, and observation methods and their role in supporting children’s development and learning and in informing the instructional process.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
6H, 7A, 7C, 7E, 7F, 7H, 7K, 7O, 7Q	OA1	CC8K1, CC8K4	3a, 3b, 3c, 3d

2. Describe culturally and linguistically responsive assessment procedures, screening tools, and observation methods and appropriate strategies for engaging families in the assessment process.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
7M, 7O, 7P, 7Q, 7R, 8D	OA2		2c, 3b, 3c, 3d

3. Select and use legal and ethical assessment procedures, screening tools, and observation methods, and organizational strategies to gain knowledge of children and their familial and social contexts.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE

4. Identify the impact and influence of external factors on assessment.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
1D, 3A, 7A, 7N, 8F, 8I, 8J, 8K, 8L, 8O, 8N, 9B, 9R	OA4		1a, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 6b, 6c, 6e

5. Evaluate and select appropriate strategies for collecting, recording, measuring, disseminating, and utilizing observation, screening, and assessment data which are responsive to the strengths and challenges of individual children and reflective of family goals and priorities.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
5H, 7A, 7C, 7D, 7E, 7F, 7H, 7I, 7J, 7K, 7M, 7N, 7O, 7R, 8C, 9J, 9Q	OA5	CC10K3, EC8K1	1b, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 6b

6. Implement and adapt effective observation, screening, assessment strategies that engage families and inform group and individual planning and instruction.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
3D, 3E, 3F, 3I, 3O, 3P, 4E, 4L, 4P, 5N, 5P, 7A, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 7J, 7K, 7P, 7Q, 7R, 8D, 9H, 8P, 8Q, 9L, 9M, 9N, 9R	OA6	CC10K1, CC10K2, EC8K1	1a, 1b, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c