



South Central College

CDEV 2210 Observation and Assessment 2

Course Outcome Summary

Course Information

Description	This course focuses on the appropriate use of assessment and observation strategies to document development, growth, play and learning to join with families and professionals in promoting children's success. Recording strategies, rating systems, multiple assessment tools and portfolios are explored. There will be a focus on increasing objectivity in observing and interpreting children's behavior, observing developmental characteristics and increasing the awareness of normal patterns of behavior. (Prerequisite: CDEV 1260 - Observation and Assessment 1)
Total Credits	2
Total Hours	32

Types of Instruction

Instruction Type	Credits/Hours
Lecture	2/32

Pre/Corequisites

CDEV 1260 - Observation and Assessment 1

Institutional Core Competencies

Communication - Students will be able to demonstrate appropriate and effective interactions with others to achieve their personal, academic, and professional objectives.

Course Competencies

1. Demonstrate understanding of the purpose and differences between assessment and evaluation.

Learning Objectives

Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development.

Describe/evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics.

Demonstrate understanding of the use and limitations of both formal and informal screening and assessment of young children.

2. Use observational techniques to learn about individual infants, toddlers, young children, and their families' needs, interests, preferences, and particular ways of responding to people and

events.

Learning Objectives

Collect and organize information about each child, such as collecting samples of the child's work and recording anecdotal notes.

Identify appropriate observation tools to use to identify child's needs, interests, preferences and particular ways of responding to people and events.

Assist with collection of information about each child's development.

Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs.

3. Comply with program policies and licensing requirements.

Learning Objectives

Maintain confidentiality between the program and families regarding each child's observation and assessment.

Demonstrate the ability to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501.

Contribute the assessments and aids in informal evaluation. (MCC Content Area III: Assessment and Planning for Individual Needs, Level 2b.)

4. Organize, plan, and keep records effectively.

Learning Objectives

Complete questionnaires, checklists, running records, diary records, rating scales, time samples, event samples, anecdotal records and work samples to create a child portfolio which makes visible children's development and learning.

Assist in the reporting of assessment results to families.

5. Examine how the social context, health, well-being, environment and personal bias affects assessment.

Learning Objectives

Apply basic elements of child development theory.

Identify various ways to get to know each child as an individual, including strengths, needs, interests, families, and life situation.

Demonstrate and apply knowledge of developmental domains to interpretations of observations within the cultural and social contexts in early childhood settings.

Identify ways that teachers, families, and other team members are involved in the assessment process.

6. Identify possible concerns about the child's development, based on knowledge of child growth and development.

Learning Objectives

Identify appropriate resources and program procedures for conveying possible concerns in a child's development, behavior and/or health.

Demonstrate the ability to engage in positive dialogue about assessment processes, results, and implications with families.

Embed activities related to assessment with play-based environments, curriculum and care routines for typically and atypically developing children.

SCC Accessibility Statement

South Central College strives to make all learning experiences as accessible as possible. If you have a disability and need accommodations for access to this class, contact the Academic Support Center to request and discuss accommodations. North Mankato: Room B-132, (507) 389-7222; Faribault: Room A-116, (507) 332-7222.

Additional information and forms can be found at: www.southcentral.edu/disability

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