

**CUYAMACA COLLEGE**  
**COURSE OUTLINE OF RECORD**

**CHILD DEVELOPMENT 213 – OBSERVATION AND ASSESSMENT**

3 hours lecture, 3 units

**Catalog Description**

This course focuses on the appropriate use of a variety of assessment and observation strategies to document child development and behavior. Child observations will be conducted and analyzed. The use of observation and assessment of children in planning, implementing, and evaluating early childhood curriculum and environments will be included.

**Prerequisite**

None

**Course Content**

- 1) Differentiation between subjective and objective data collection and recording
- 2) Legal and ethical responsibilities including confidentiality
- 3) National and State standards for learning and assessment
- 4) Selected tools of observation and assessment
- 5) Appropriate methods of child observation, documentation, portfolio collection, and record keeping
- 6) Utilization of observation and assessment data to create appropriate curricula environments
- 7) The linkage between child development theory and research to observation and assessment
- 8) Utilize observation and assessment strategies for dual-language learners, children at risk for failure, and children with special needs
- 9) Collaboration with families and professionals to ensure accurate observations and meaningful assessment
- 10) Identification of personal biases and expectations

**Course Objectives**

At the conclusion of this course, students should be able to:

- 1) Identify the purpose, value, and use of formal and informal observation and assessment strategies.
- 2) Describe the major characteristics, strengths, and limitations of selected assessment tools.
- 3) Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior.

**Method of Evaluation**

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in the subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Child portfolios which demonstrate students' ability to effectively collect data on groups of children and apply theories of development.
- 2) Exams which demonstrate students' ability to interpret various ideas and theories presented in the course.
- 3) Written assignments that demonstrate students' ability to interpret observation and assessment data.

**Special Materials Required of Student**

None

**Minimum Instructional Facilities**

Access to Child Development Center (lab) and Smart classroom

**Method of Instruction**

- 1) Lecture
- 2) Observations in the CDC
- 3) Discussion and group activities
- 4) Directed readings and applications
- 5) Student presentations and demonstrations of course content-based material

**Out-of-Class Assignments**

- 1) Collection, organization, and analysis of observational data
- 2) Written assignments based on the application of course content
- 3) Reading assignments from text and other pertinent sources
- 4) Individual and group projects and presentations

**Texts and References**

- 1) Required (representative examples):
  - a. Nilsen, Barbara Ann. *Week By Week: Plans for Documenting Children's Development*, 7th ed., Cengage Learning, 2016.
  - b. Bentzen, Warren. *Seeing Young Children: A Guide to Observing and Recording Behavior*. 6th edition. Cengage, 2009.
  - c. Wortham and Hardin. *Assessment in Early Childhood Education*. Pearson Publishing. 2020.
- 2) Supplemental: None

**Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

- 1) Identify the purpose, value, and use of formal and informal observation and assessment strategies.
- 2) Describe the major characteristics, strengths, and limitations of selected assessment tools.
- 3) Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior.