

DELAWARE TECHNICAL & COMMUNITY COLLEGE
COLLEGE WIDE COURSE SYLLABUS

CAMPUS: Collegewide
DEPARTMENT: Early Childhood
COURSE: ECE 226 Assessment of Young Children
INSTRUCTOR NAME: Telephone: Email:
PREREQUISITES: ENG 121; PSY 125; RDG 120
CO-REQUISITES: None
COURSE HOURS and CREDITS:3:0:3

COURSE DESCRIPTION:

Introduction to formal, informal, formative and terminal child assessment techniques with an examination of screening and assessment instruments and methods.

TEXT: (To be selected by each Campus)
MATERIALS: (To be selected by each Campus)
METHOD of INSTRUCTION: Campus Classroom
MANUALS: (To be selected by each Campus)
DISCLAIMER:

COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES:

The student will be able to:

1. Describe historical perspectives pertaining to early childhood assessment. (CCC 1, 5)
2. Identify purposes of assessment at various developmental levels. (PGC 1, 4 and CCC 2, 5)
3. Define and justify the readiness concept in relation to pre-school and kindergarten programs. (PGC 1, and CCC 1 & 8)
4. Examine and identify various screening instruments. (PGC 9, and CCC 5)
5. Examine and identify various assessment instruments. (PGC 9 and CCC 5)
6. Practice observation techniques and assessment techniques used at various developmental levels. (PGC 9, and CCC 5)
7. Compile and use a child's portfolio for assessment. (PGC 9, and CCC 3, 4)
8. Examine and use reading and writing inventories as methods of assessment. (PGC 9, and CCC 1, 2, 5, 6)
9. Evaluate assessment procedures based on developmentally appropriate practice to include children with and without exceptionalities. (PGC 9, and CCC 5)
10. Organize and present assessment findings to other professionals and to parents. (CCC 1, 4, and 8)

MEASURABLE OBJECTIVES:

1. Describe historical perspectives pertaining to early childhood assessment.
 - 1.1 Explain the evolution of measurement and testing.
 - 1.2 Describe significant trends in assessment and their impact on teachers.
2. Identify purposes of assessment at various developmental levels.

- 2.1 State the most prevalent reasons for evaluating young children --both detrimental and beneficial.
3. Define and justify the readiness concept in relation to pre-school and kindergarten programs.
 - 3.1 Describe various viewpoints of the readiness concept in Early Childhood Education (E.C.E.).
4. Examine and identify various screening instruments.
 - 4.1 Compare a variety of screening instruments.
 - 4.2 Identify specific screening instruments for each age level.
5. Examine and identify various assessment instruments.
 - 5.1 Compare formal and informal assessment strategies.
6. Practice observation techniques and assessment techniques used at various developmental levels.
 - 6.1 Use observation as a technique for assessment.
 - 6.2 Describe how formal measures (tests) are standardized.
 - 6.3 Define validity; reliability; norm referencing.
7. Compile and use a child's portfolio for assessment.
 - 7.1 Examine portfolios as examples of authentic assessment.
8. Examine and use reading and writing inventories as methods of assessment.
 - 8.1 Collect work samples of children's writing and reading.
9. Evaluate assessment procedures based on developmentally appropriate practice to include children with and without exceptionalities.
 - 9.1 Compare a variety of assessment procedures for developmental appropriateness.
 - 9.2 Define the process used to create, implement, and re-evaluate IEP's/IFSP's.

10. Organize and present assessment findings to other professionals and to parents.
 - 10.1 Develop a system for organizing and reporting evaluation information and data.
 - 10.2 Demonstrate how portfolios may be shared with parents, fellow professionals and other audiences.

EVALUATION CRITERIA:

Students will demonstrate proficiency on all measurable performance objectives at least to the 75% level. The final grade will be derived from:

Exams	40%
Projects and Class Assignments	40%
Class Presentations	<u>20%</u>
	100%

College Grading System:

92 - 100	= A
83 - 91	= B
75 - 82	= C
0 - 74	= R

Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.