

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

**DEVELOPMENTAL ASSESSMENT
ECED 2070**

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

**Date Revised: Fall
2001**

Catalog Course Description:

A study of the basic instruments and checklists leading to competency in screening children for developmental problems. The course will also consider appropriate community support programs and referral procedures. Laboratory observation and interaction.

Entry Level Standards:

Must be able to read and write at the collegel level.

Prerequisites:

None

Corequisites:

ECEd 2060

Textbook(s) and Other Reference Materials Basic to the Course:

McAfee, O., & D. Leong. (1997). *Assessing and Guiding Young Development and Learning* (2nd ed). Boston: Allyn & Bacon.
McDonald, S. (1998). *The Portfolio and its Use -- A Road Map for Assessment*. Gryphon House: New York.
Screening and assessment materials as chosen by the instructor

I. Week/Unit/Topic Basis:

Week	Topic
1	Course Overview
2	Historical Review of Assessment Contributors
3	Social and Educational Review of Assessment Contributors
4	Review of Development Stages of Children: Birth to Age Three
5	Review of Development Stages of Children: Age Four to Eight
6	Types of Screening and Assessment Tools

7	Observations Guides
8	Portfolio Assessment Systems
9	Tests that Evaluate Specific Skills
10	Legal and Ethical Responsibilities in Assessment
11	Development of Portfolio Contents for Assessment and Screening Process
12	Linking Assessment to Curriculum
13	Linking Assessment to Families and the Children
14	Community Resources
15	Referral Procedures
16	Final Exam Period

II. Course Objectives*:

- A. Discuss the developmental stages of children birth to age eight. I, III, IV
- B. Discuss types of screening and assessment tools. I, III, IV
- C. Discuss how to link assessment to the curriculum. I, III, IV
- D. Discuss referral procedures and community resources. I, III, IV

*Roman numerals after course objectives reference goals of the Early Childhood Education program.

III. Instructional Processes*:

Students will:

1. Observe classroom dynamics in various educational settings. *Cultural Diversity and Social Adaptation Outcome, Active Learning Strategy, Transitional Strategy*
2. Utilize reflective inquiry thinking processes to integrate text and classroom observation. *Communication Outcome, Problem Solving and Decision Making Outcome*
3. Use journaling as a technique to facilitate classroom observations and discussions. *Communication Outcome, Information Literacy Outcome, Transitional Strategy*
4. Internalize work ethic by demonstrating regular attendance, punctuality, dependability, cooperation with teachers and peers, and professionalism. *Personal Development Outcome*
5. Use Internet for communication with instructor and other class members. *Communication Outcome, Technological Literacy Outcome*

*Strategies and outcomes listed after instructional processes reference Mississippi State's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Exhibit knowledge of the contributors to the study of developmental assessment. A-D
2. Discuss the difference in screening and assessment instruments. A-D
3. Identify and interpret specific terms and characteristics of different screening and assessment tools. A-D
4. Develop an understanding of collecting, recording, compiling, interpreting, and summarizing assessment information. A-D
5. Gain an understanding of suggested ways of reporting screening and assessment results to parents/guardians. A-D
6. Understand the legal and ethical responsibilities in assessments. A-D
7. Exhibit awareness of the community support programs and the proper referral procedures. A-D

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:

Students will complete a pre and post inventory on their knowledge of developmental assessment environments through an entry exam and a comprehensive final exam.

B. Laboratory Expectations:

Students will keep a journal, reflecting on each class topic. They will share in writing the knowledge they have learned and how they will use this knowledge in the classroom.

C. Field Work:

Students will observe and assess different early childhood education programs at various sites.

VI. Policies:

A. Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course.

B. Academic Dishonesty:

Plagiarism, cheating and other forms of academic dishonesty are prohibited. A student guilty of academic misconduct, either directly or indirectly through participation or assistance, is immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions that may be imposed through the regular Pellissippi State procedures as a result of academic misconduct, the instructor has the authority to assign an F for the exercise or examination or to assign an F in the course.

