PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS

DEVELOPMENTAL ASSESSMENT
ECED 2370

Class Hours: 3.0     Credit Hours: 3.0
Laboratory Hours: 0.0 Revised: Fall 2014

NOTE: This course is not designed for transfer credit.

Catalog Course Description:

An overview of assessment for children from birth through age 8. Both formal and informal
instruments will be discussed, emphasizing tools that can be effectively used by teachers of young
children. Considerations in choosing, administering and reporting results of assessments also are
addressed. Field experience is required.

Entry Level Standards:

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

Prerequisites:

ECEd 2320

Textbook(s) and Other Course Materials:

Required:
McAfee, O., & D. Leong. (2011). Assessing and Guiding Young Children’s Development and

Supplemental Materials:
New York.
Screening and assessment materials as chosen by the instructor

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Historical Review of Assessment Contributors</td>
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<tr>
<td>2</td>
<td>Social and Educational Review of Assessment Contributors</td>
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<tr>
<td>3</td>
<td>Review of Development Stages of Children: Birth to Age Three</td>
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<td>4</td>
<td>Review of Development Stages of Children: Age Four to Eight</td>
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<td>5</td>
<td>Types of Screening and Assessment Tools</td>
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<tr>
<td>6</td>
<td>Observations Guides</td>
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<tr>
<td>7</td>
<td>Portfolio Assessment Systems</td>
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II. Course Goals*:

A. Recognition of the legal and ethical responsibilities of assessment. (3a)

B. Recognition of the methods of collecting, recording, compiling, interpreting, and summarizing assessment information. (3b)

C. Identification and interpretation of specific terms and characteristics of different screening and assessment tools. (3b)

D. Selection and recognition of different ways of reporting screening and assessment results to parents/guardians. (2c)

E. Recognition of community support programs and proper referral procedures. (2c)

F. Recognition and ability to use observation, documentation, and other appropriate assessment tools and approaches to evaluate young children. (3b)

**Numerals after course goals reference goals of the ECED program which are based on NAEYC Associate Degree Standards

NAEYC Associate Degree Standards:
The following standards are addressed in this course:

Standard 2: Building Family and Community Relationships
2c. Involve families and communities in their children’s development and learning

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
3b. Know about and use observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection
3c. Understand and practice responsible assessment, including the use of assistive technology for children with disabilities

III. Expectations for Student Performance*:

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

1. Recognize the legal and ethical responsibilities of assessment. (3a)

2. Recognize methods of collecting, recording, compiling, interpreting, and summarizing assessment information. (3b)
3. Identify and interpret specific terms and characteristics of different screening and assessment tools. (3b)

4. Select and recognize different ways of reporting screening and assessment results to parents/guardians. (2c)

5. Recognize community support programs and proper referral procedures. (2c)

6. Recognize and use observation, documentation, and other appropriate assessment tools and approaches to evaluate young children. (3b)

*Numerals after Student Learning Outcomes reference NAEYC Associate Degree Standards

IV. Evaluation:

A. Testing Procedures:

Students will complete regular assessments (projects, exams, papers, journals, research, presentations) to test their knowledge of early childhood practices and theories.

B. Field Work:

Students will conduct parent and teacher interviews and child and classroom observations.

C. Other Evaluation Methods:

As determined by the instructor.

V. Policies:

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of Academic Affairs, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of Academic Affairs.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one’s own work.
• Taking an exam for another student.
• Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
• Any of the above occurring within the Web or distance learning environment.

Please see the Pellissippi State Policies and Procedures Manual, Policy 04:02:00 Academic/Classroom Conduct and Disciplinary Sanctions for the complete policy.

C. Accommodations for disabilities:

Students that need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Disability Services (DS) in order to receive accommodations in this course. Disability Services may be contacted by sending email to disabilityservices@pstcc.edu, or by visiting Alexander 130. More information is available at http://www.pstcc.edu/sswd/.