



CDF 40 - Observation and Assessment

Catalog Description

Transfer Status: CSU

Unit(s): 3.00

Lecture: 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

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Course Description: This course introduces the appropriate use of assessment and observation tools and strategies to document young children's development and learning. The use of findings to inform and plan learning environments and experiences is emphasized. Recording strategies, rating systems, portfolios, and multiple assessment tools will be discussed, along with strategies for collaboration with families and professionals. (C-ID ECE 200).

Objectives

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

1. Differentiate between various observation and assessment tools according to their purpose and validity.
2. Demonstrate basic formative and summative assessment techniques.
3. Apply knowledge of development and other influencing factors to interpret observations and assessments.
4. Use standardized observation and assessment tools to evaluate quality in environments, interactions, and curriculum.
5. Discuss logistical challenges, biases, and preconceptions about observing and assessing children.
6. Demonstrate how observation and assessment are used to plan for and adjust learning experiences.
7. Describe legal and ethical responsibilities in relation to observation, assessment, documentation, and recordkeeping.
8. Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.

Course Content

Topic Titles / Suggested Time Topic	
<u>Lecture</u>	
<u>Topics</u>	<u>Lec Hrs</u>
Tools of Observation and Assessment	5.00
• Purpose and use • Current and historic • National tools such as the Early Childhood Environmental Rating Scale (ECERS), Classroom Assessment Scoring System (CLASS), and Quality Rating Improvement System (QRIS) • State tools such as the Desired Results Developmental Profile (DRDP), and the resources of the California early care and learning systems.	
Observation and Assessment Based on Theories of Child Development and Learning	5.00
• California Infant-Toddler Learning and Development Foundations • California Preschool Learning Foundations	
Impact of Situational Factors in the Process of Observation and Assessment	5.00
• Factors outside of the school setting • Demographics, cultural background, and perspectives • Observers' cultural perspectives, expectations, and personal bias	
Use of Observation and Assessment to:	5.00
• Monitor children's health, well-being, development, and learning • Determine, plan, and adjust teaching strategies and curriculum to meet: ◦ Various content and curriculum purposes ◦ Child's interests, skills, and abilities ◦ First and dual-language learners ◦ Environmental design needs ◦ Guidance and behavior needs • Inform referral and intervention	
Collaboration with Families and Professionals	5.00
• Use of assessment data • Promoting family involvement	

Topics

Lec Hrs

- Referral processes
- National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct
- Recordkeeping
- Rights of children and families

Observation and Reporting

21.00

- Formal and informal
- Legal and ethical responsibilities
- Confidentiality
- Data collection methods such as direct observation, time and event samples, interviews, questionnaires, and rating scales
- Reporting methods such as anecdotal records, running records, checklists
- Subjective and objective reporting
- Qualitative and quantitative
- Documentation
 - Types
 - Purposes

The On-Going Cycle of Curriculum Development

5.00

- Observation
- Planning
- Implementation
- Assessment
- Reflection

Total Hours: 51.00

Methods of Instruction

- A. Class Activities
- B. Collaborative Group Work
- C. Demonstrations
- D. Discussion
- E. Guest Speakers
- F. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- G. Lecture

Methods of Evaluation

- A. Quizzes
- B. Portfolios
- C. Oral Presentation
- D. Journal
- E. Industry-standard observation and evaluation instruments

Examples of Assignments

Reading Assignments

1. Read about various observation-based assessment tools, and prepare to discuss their purpose, validity, benefits, and challenges.
2. Read about and practice using basic formative and summative assessment techniques.

Writing Assignments

1. Write a 2-3 page double-spaced paper analyzing the logistical challenges, biases, and preconceptions about observing and assessing children, which includes references to Developmentally Appropriate Practice and Anti-Bias Education.
2. Use standardized observation and assessment tools to evaluate quality in environments, interactions, and curriculum, and document them in a 2-3 page paper using language that is specific, observable, and measurable.

Out-of-Class Assignments

1. Create portfolios or other methods of documentation that demonstrate the ability to effectively collect data on groups of children and apply theories of child development and submit to the instructor.
2. Interview an early childhood provider on the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data. Share your results with the class.

Recommended Materials of Instruction

Wortham, S. (2019). *Assessment in Early Childhood Education*. Pearson/Merrill, 8th. 978-0135206522.
Nilsen, B. (2023). *Week-by-Week*. Cengage, 8th. 9780357625620.

Deb Curtis. (2017). Really Seeing Children. *Red Leaf Press*, 1st. 9780942702644.

Other Learning Materials

Resources for Infant Educators

California Preschool Learning Foundations

California Infant/Toddler Learning and Development Foundations

California Preschool Curriculum Framework

Minimum Qualifications

Child Dev/Early Childhood Ed

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