

Course Code: ECE 125**Course Title:** Observation and Assessment**Department:** Arts, Media, and Social Sciences**Effective Date:** Summer 2026**PCS Code:** 1.1 - Baccalaureate/Transfer**CIP Code:** 19.0708**Repeatability:** 0

Credit Hours

Catalog Notation: 2-2-3**Credit Hour Distribution:**

Lecture: 2

Lab: 2

Clinical: 0

Total: 3

General Course Information

Catalog Description

In-depth study of young children through the use of developmentally appropriate, culturally responsive observation screening and assessment techniques. Practice applying these techniques to plan appropriate curriculum and experiences and monitor children's development.

General Course Objectives

This course is designed to heighten the student's understanding of the development and behavior of young children through learning observation and assessment methods/strategies and applying these methods to planning curriculum, monitoring child progress, and reflecting on own roles and practices.

Minimum Placement Levels

English	Reading	Math
None	Placement out of CCS 098	None

Prerequisites

None

Methods of Evaluation

Midterm and final exams (essay and objective content), weekly observation assignments (1-3 pages), and final compiled developmental portfolio (capstone, ongoing throughout semester, 15-20 pages).

Instructional Materials and Additional Supplies

Week by Week: Plans for Documenting Children's Development, Nilsen, 8th Edition. 9780357625620

Course Content

General Learning Outcomes (GLOs)

- Communication: Students will demonstrate the ability to read, write, listen, and speak effectively.
- Critical Thinking and Information Literacy: Students will demonstrate the ability to evaluate perspectives, evidence, and implications, and to locate, assess, and use information effectively.
- Reasoning and Inquiry: Students will demonstrate the ability to solve problems using deductive reasoning and logic, quantitative reasoning, or the scientific method.

Course Segments and Student Learning Outcomes

Course Segment	Learning Outcomes	Lecture Hours	Lab Hours	Clinical Hours
Using child development knowledge, observation, and formal and informal assessment tools to plan instruction	1. Describe the importance of using developmentally appropriate assessment procedures. 2. Describe a variety of valid assessment procedures, screening tools, and observation methods and their role in supporting children's development and learning and in informing the instructional process. (Gateways Competency OA1) 3. Identify formats according to appropriate uses and benefits. 4. State ways information can be used to inform planning, instruction, and development of IEPs and IFSPs. 5. Name specific documentation procedures currently in use at local, state, and national levels. 6. Identify various technology-based formats used to share assessment information and state the benefits and limitations of each.	13	13	0
Evaluating and selecting developmentally appropriate observation and assessment approaches and instruments	1. Describe culturally and linguistically responsive assessment procedures, screening tools, and observation methods and appropriate strategies for engaging families in the assessment process. (Gateways Competency OA2) 2. Identify the impact and influence of external factors on assessment practices. (Gateways Competency OA4) 3. Describe differences in the purposes of different assessment and observation methods and approaches. 4. Recognize the implications of multiple, interrelated developmental domains and contexts of observation and assessment. 5. Evaluate and select appropriate strategies for collecting, recording, measuring, disseminating, and utilizing observation, screening, and assessment data which are responsive to the strengths and challenges of individual children and reflective of family goals and priorities. (Gateways Competency OA5)	13	13	0
Establishing partnerships with families as a basis for understanding individual children and developing appropriate assessments and instruction	1. Explain possible considerations for and/or barriers to involving families in the assessment process. 2. Describe ways to overcome barriers to family involvement in the assessment process. 3. Identify the roles of different multi-disciplinary team members and family members who contribute to goal-setting and assessment processes. 4. Establish methods for gathering information about children and families, including their home lives and priorities. 5. Identify ways to work collaboratively with multi-disciplinary teams and family members. 6. Describe ways to foster family involvement in the assessment and goal-setting process. 7. Implement and adapt effective observation, screening, and assessment strategies that engage families and inform group and individual planning and instruction. (Gateways Competency OA6)	2	2	0

Course Segment	Learning Outcomes	Lecture Hours	Lab Hours	Clinical Hours
Maintaining legal and ethical standards and requirements for confidentiality and privacy of assessment information	1. Articulate reasons for safeguarding confidentiality and privacy when keeping records related to children. 2. Inform others about importance of and procedures for following legal and ethical requirements related to gathering and sharing information about children. 3. Show examples of ways to maintain accuracy, current information, and integrity of children's records. 4. Describe conditions under which children may need further assessment, based on knowledge of child development and learning. 5. Select and use legal and ethical assessment procedures, screening tools, observation methods, and organizational strategies to gain knowledge of children and their familial and social contexts. (Gateways Competency OA3)	2	2	0

Total Contact Hours

Lecture Hours	Lab Hours	Clinical Hours
30	30	0