

Course Number and Title: ECE 226 Assessment of Young Children

Campus Location:

Georgetown, Dover, Wilmington

Effective Date:

2022-51

Prerequisite:

ENG 102, (EDC 125 or PSY 126), ECE 120, ECE 121

Co-Requisites:

none

Course Credits and Hours:

3.00 credits

3.00 lecture hours/week

0.00 lab hours/week

Course Description:

This course provides an overview of child assessment techniques with an emphasis on screening and assessment instruments and methods. Ten hours of observation is a course requirement.

Required Text(s):

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

Additional Materials:

None

Schedule Type:

Classroom Course

Hybrid Course

Disclaimer:

This course requires 10 hours of observation at a school designated by the department. Students must provide their own transportation to and from placement sites.

Core Course Performance Objectives (CCPOs):

1. Describe historical perspectives pertaining to early childhood assessment. (CCC 1, 5; PGC BTS 1, 2; ECD 1, 2)
2. Explain the purposes of assessment at various developmental levels. (CCC 2, 5; PGC BTS 2, 5; ECD 2, 5)
3. Justify the readiness concept in relation to early childhood education (ECE) programs. (CCC 1, 4; PGC BTS 1, 5; ECD 1, 5)
4. 2; PGC BTS 1, 5; ECD 1, 5)
5. Identify and explain various screening instruments. (CCC 5; PGC BTS 2, 5, 6; ECD 2, 5, 6)
6. Identify and explain assessment instruments. (CCC 5; PGC BTS 2, 5, 6; ECD 2, 5, 6)
7. Practice assessment techniques by observing children at various developmental levels. (CCC 5; PGC BTS 1, 2; ECD 1, 2)
8. Evaluate assessment procedures based on developmentally appropriate practice. (CCC 2, 5; PGC BTS 1, 3; ECD 1, 3)
9. Explain the results and implications of assessment findings to stakeholders. (CCC 1, 4; PGC BTS 1, 2; ECD 1, 2)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

Measurable Performance Objectives (MPOs):

Upon completion of this course, the student will:

1. Describe historical perspectives pertaining to early childhood assessment.
 1. Explain the evolution of measurement and testing.
 2. Describe significant trends in assessment and their impact on teachers.
2. Explain the purposes of assessment at various developmental levels.
 1. Describe appropriate assessments suitable for various developmental levels.
 2. Compare and contrast prevalent reasons for evaluating young children.
3. Justify the readiness concept in relation to early childhood education (ECE) programs.
 1. Describe various viewpoints of the readiness concept in early childhood education.
 2. Debate the readiness concept.
4. Distinguish among various screening instruments.
 1. Identify and explain developmentally appropriate specific screening instruments.
 2. Compare and contrast a variety of screening instruments.
5. Distinguish among assessment instruments.
 1. List and explain the various assessment instruments.
 2. Compare and contrast assessment instruments.
6. Practice assessment techniques by observing children at various developmental levels.
 1. Describe portfolios as examples of authentic assessment.
 2. Collect work samples of children's writing and reading.
 3. Compile child's portfolio for assessment.
 4. Use observation as a technique for assessment.
7. Evaluate assessment procedures based on developmentally appropriate practice.
 1. Compare a variety of assessment procedures for developmental appropriateness.
 2. Select appropriate assessment tools.
8. Explain the results and implications of assessment findings to stakeholders.
 1. Develop a system for organizing and reporting evaluation information and data.
 2. Explain how assessment results impact stakeholders.

Evaluation Criteria/Policies:

The grade will be determined using the Delaware Tech grading system:

90	-	100	=	A
80	-	89	=	B
70	-	79	=	C
0	-	69	=	F

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

Final Course Grade:

Calculated using the following weighted average

Evaluation Measure	Percentage of final grade
Summative: Exams (2-4) (Equally weighted)	20%
Summative Assessments:	
-E-Portfolio (45%)	65%
-Assessment Presentation (10%)	
-Mock Family/Teacher Conference (10%)	
Formative Assessments	15%
TOTAL	100%

Core Curriculum Competencies (CCCs are the competencies every graduate will develop):

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):

ECEAATBTS

1. Implement developmentally appropriate practices based on theories, norms and milestones associated with development in early childhood.
2. Communicate information about student learning and behaviors in a collaborative manner with school, family and community members.
3. Plan developmentally appropriate curriculum for quality infant/toddler, preschool and kindergarten through second grade programs in multicultural settings.
4. Maintain a healthy, safe environment for children by following licensing requirements and legal issues affecting Early Childhood programs.
5. Apply knowledge of the physical, social, emotional, cognitive and language development of birth to second grade children in a classroom setting.
6. Access and implement educational technology.

ECEAASECD

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4. Maintain a healthy, safe environment for children by following licensing requirements and legal issues affecting Early Childhood programs.
5. Apply knowledge of the physical, social, emotional, cognitive and language development of birth to pre-school aged children in a classroom setting.
6. Access and implement educational technology.
7. Develop an effective business plan for the operation of an Early Childhood Program.

Disabilities Support Statement:

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.