

**Roane State Community College**  
**Division of Social Science, Business, and Education**  
**ECED 2370**  
**Developmental Assessment**

**INSTRUCTOR INFORMATION**

**Name:**

**Office:**

**Office Hours:**

**Phone:**

**Email:**

**COURSE INFORMATION**

**Course Type:**

**Day and Time:**

**Credit Hours: 3**

**Course Description:** Developmental Assessment covers assessment for children from birth through eight. Both formal and informal instruments will be discussed with the emphasis on tools that can be effectively used by teachers of young children. Considerations in choosing, administering, and reporting results of assessments are also addressed. Field experience is required.

**Learning Outcomes:**

- Outcome 1: Identify the goals, benefits, and uses of assessment, including its use in development of appropriate goals, curriculum, and teaching strategies for young children. (3a)
- Outcome 2: Know about and use observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection. (3b)
- Outcome 3: Understand and practice responsible assessment to promote outcomes for each child, including the use of assistive technology for children with disabilities. (3c)
- Outcome 4: Know about assessment partnerships with families and with professional colleagues to build effective learning environments. (3d)

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

**Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families**

3a. Understanding the goals, benefits, and uses of assessment - including its use in development of appropriate goals, curriculum, and teaching strategies for young children

3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

3c. Understanding and practicing responsible assessment to promote outcomes for each child, including the use of assistive technology for children with disabilities

3d. Knowing about assessment partnerships with families and other professional colleagues to build effective learning environments

**Prerequisites for the course:** none

**Course Topics:**

- Historical, social and educational review of assessment contributors
- Review of developmental stages birth through age eight
- Types of screening and assessment tools: observation guides, portfolio assessment systems and tests that evaluate specific skills
- Legal and ethical responsibilities in assessment
- Linking assessment to curriculum, families, and the children
- Community resources and referral procedures
- Professionalism: NAEYC Code of Ethical Conduct (Ethical Responsibilities to families and children)

**Specific Course Requirements:** Field experience is required for this course. Students will be engaged in a minimum of 15-20 hours field experience in this course. Students may be required to keep a time card for documentation of hours completed

**TEXTBOOKS AND SUPPLEMENTARY MATERIALS**

**Textbook:** *Assessing and Guiding Young Children's Development and Learning*, 2011, 5<sup>th</sup> e McAfee and Deborah Leong), Merrill, ISBN: 0-13-704127-6.

**Supplementary Materials:**

**\*\*Textbooks can currently be LOANED from the TECTA office to qualifying students.**

**Ask your instructor for details.\*\***

**GRADING AND EVALUATION**

**Grading procedure:** Each assignment has a point value assigned to it. The instructor will determine total points awarded for each assignment.

**Grading scale:**

**Assignments and Evaluations:** (may include, but not limited to)

**PLAGIARISM AND ACADEMIC INTEGRITY**

Academic Misconduct includes, but is not limited to, **Plagiarism, Cheating, Fabrication and Facilitation**. Academic misconduct is prohibited. Upon identification of misconduct,

an instructor has the authority to assign an “F” or a zero for the exercise, the examination, or the entire course. Students guilty of academic misconduct that would typically result in the grade of “F” for the course will not be permitted to drop the class in which the academic misconduct occurred. The instructor will contact the appropriate Division Dean who will then contact Records and request that an administrative hold be placed on the course in question. The instructor will notify the student of the appropriate due process/appeal procedure. The administrative hold will remain in place until the academic misconduct matter is concluded.

### **STUDENTS WITH DISABILITIES**

Qualified students with disabilities will be provided reasonable and necessary academic accommodations if determined eligible by the appropriate disability services office staff. Prior to granting disability accommodations in the course, the instructor must receive written verification of a student's eligibility for specific accommodations from the disability services office staff. It is the student's responsibility to initiate contact with the disability services staff and to follow the established procedures for having the accommodation notice sent to the instructor. Students requiring modifications due to documented disability must notify faculty within the first two weeks of classes.

### **TECHNICAL SUPPORT AND ADDITIONAL STUDENT RESOURCES**

**CTAT/HELP DESK:** If you are having problems logging into your course on Momentum, timing out of your course, using your course web site tools please call **CTAT** at 865-882-4556, M-F, 9-5 EST. For all other technical problems call **Help Desk** at: 865-3543000 Ext 4357.

### **SYLLABUS CHANGES**

The instructor reserves the right to make changes to the syllabus as long as the students are notified.

### **OPTIONAL ITEMS**

**Honors Program:** This course may be taken for Honors credit. If you are interested in the Honors Program, or in receiving Honors Credit for this class, please talk to the instructor. See the following Honors Program webpage for more information:

<http://www.roanestate.edu/?5873-Honors-Program>.

**Library Services:** Roane State Libraries are here to help all Roane State students in every discipline. The librarians can help find the books, articles, videos, databases and websites needed for academic success. They can also help the student in learning how to effectively research.

Roane State has libraries at the Harriman, Oak Ridge, and Scott campuses. Support staff can send books from these three locations to any other Roane State teaching location. The libraries also offer eBooks, eJournals, online videos and other online resources to support students wherever they need to learn. Using the library can make life a lot easier:

- Visit the library website: <http://www.roanestate.edu/library/>
- Ask the library for help: <http://www.roanestate.edu/library/ask.htm>
- Explore your library with research guides: <http://libguides.roanestate.edu/>
- Discover new books at your libraries: <http://libguides.roanestate.edu/newbooks>

**Learning Center:** Roane State's Learning Centers are a resource for extra help understanding assignments and course content. The Learning Centers offer tutoring in many subjects. For more information, visit the learning center website:  
<http://www.roanestate.edu/?6143-Learning-Center>

## Early Childhood Course Policies

**Email Communication Policy:** It is the student's responsibility to check RaiderNet for RSCC email regularly (weekly). This is the official communication channel between the college and the student. Students are responsible for information communicated through those channels. Courses offered online and hybrid also have a Momentum email associated with the course. This is course specific communication and should also be checked regularly if enrolled in a course.

**Experiences with Children:** Each ECED course requires some level of fieldwork. It is essential to your learning that you interact and engage with young children throughout the coursework in the early childhood program. While you are not required to be employed, you are required to have access to an early childhood program that is approved by your instructor. Many assignments (including all Practica assignments) require that you are interacting in an early childhood setting (family childcare, HeadStart, childcare center, or Pre-K). Some assignments can be completed in a more informal setting such as family or relatives homes, or church nurseries. However, it is always preferable that your fieldwork be completed in an approved early childhood program. If you need help completing fieldwork, or have any questions about the qualifications, please ask your instructor.

**Photos and Videos:** Some assignments require you to photo or video your work. If you photo or video a child, you will need written permission from parent/guardian for each child in the photo/video. You are NOT required to photo/video children. Documentation needs to be of the work you are doing, not of the children themselves.

### Grading Criteria:

1. Attendance/Participation in class: Class participation includes talking, listening, reading, and any variety of activities which are assigned by the instructor. If the course is an online or hybrid course, participation is achieved through logging in regularly (at least weekly) and completing all assignments as required by the instructor. Late arrival, leaving early, or absence from class must be arranged with the instructor. Failure to do so may affect the student's grade. It is not acceptable to walk in and out of class, unless there is an emergency.
2. Readings: Students are expected to read each assigned reading (journal, textbook, or other assigned material) and be prepared to discuss in class.
3. Assignments: Assignments are outlined at the beginning of the semester. The instructor may change assignments, but will notify students of any changes.
  - a. Students are expected to follow all instructions carefully on assignments. Become familiar with grading criteria and/or rubrics associated with assignments.
  - b. Ask questions if you are unsure or do not understand an assignment's directions or grading criteria.
  - c. All assignments are to be typed (unless instructor gives specific directions otherwise). Students should use a 10, 11, or 12 point font in a typical text style (Times New Roman, Arial).

- d. Spelling, punctuation, and grammar are taken into consideration in all assignments -- this includes discussion posts.
4. Exams: The instructor will inform students of any exams for the course. Many early childhood courses rely heavily on projects rather than exams; however, some courses do require exams. If an exam is given in class, it is the student's responsibility to be in attendance for the exam. The instructor reserves the right not to allow make-up exams.
5. Submitting assignments: Instructors will notify students if assignments are to be turned in via Momentum or handed in in person.