

**CDEC 1323
Observation and Assessment**

Western Texas College

- I. Basic Course Information
 - A. Course Description: A student of observation skills, assessment techniques, and documentation of children’s development
 - B. Required Prerequisite: None
- II. Student Learning Outcomes
 - A. Describe the components of assessment
 - B. Compare assessment tools
 - C. Demonstrate “authentic assessment”
 - D. Develop individual plans based on “authentic assessment”
- III. Testing Requirements
 - A. The midterm and final exam must be proctored by an approved testing organization. (ask your instructor for more details)
 - B. Students will be allowed to use their book and notes for the midterm exam
 - C. Students will NOT be allowed to use their book and notes for the final exam
- IV. Major Course Requirements
 - A. Assignments 45%
 - B. Attendance 20%
 - C. Midterm 15%
 - D. Final 20%
- V. Information on Books
 - A. Required Book: Week by Week Plans for Documenting Children’s Development 6th Edition, Cengage Learning
- VI. Other Policies, Procedures and important dates. Please refer to the [WTC Catalog](#) for the following:
 - A. Campus Calendar
 - B. Final Exam Schedule
 - C. How to drop a class
 - D. Withdrawal Information
 - E. Student Conduct/Academic Integrity
 - F. Class Attendance
 - G. Student with disabilities
- VII. Course Content

Chapter 1	Using the Class Log to Look at Separation and School Adjustment	Class Log List Reflective Journal Separation and School Adjustment Observing Separation and Adjustment of Infants and Toddlers
-----------	---	---

		Helping all Children Separation and School Adjustment Helping Professionals for Separation and School Adjustment Concerns
Chapter 2	Using Anecdotal Recordings to Look at Self-Care	Anecdotal Recordings Self-Care Skills Observing and Recording Infants and Toddlers in Routines Helping all Children with Self-Care Skills Helping Professionals for Self-Care Skills
Chapter 3	Using Checklist to Look at Physical Development	Checklist Physical Growth and Development Observing the Growth Development of Infants and Toddlers Helping all Children with Physical Development Helping Professionals for Physical Development Concerns
Chapter 4	Using Running Records to Look at Social Development	Running Records Social Development Observing Infants and Toddlers in Social Play Helping all Children with Social Development Helping Professional for Social Development Concerns
Chapter 5	Using Frequency Counts to Look at Emotional Development	Frequency Counts Emotional Development Observing Emotional Development in Infants and Toddlers Helping all Children Emotional Development Helping Professionals for Emotional Concerns
Chapter 6	Using Conversations to Listen to Language and Speech	Listening as an Observation Method

		<p>Speech and Language Observing the Developing Language of Infants and Toddlers Helping all Children with Language Development Helping Professionals for Speech and Language Concerns</p>
Chapter 7	Using Time Samples to Look at Attention Span	<p>Time Samples Approaches to Learning Piaget's Stages of Cognitive Development Observing Attention Span in Infants and Toddlers Helping all Children with Attention Span Helping Professionals for Attention Concerns</p>
Chapter 8	Using Standardized Measurements to Look at Cognitive Development	<p>Tests Play and Cognitive Development Assessing Other Development Area while Observing Math and Science Activities Helping Professionals for Cognitive Concerns</p>
Chapter 9	Using Rating Scales to Look at Literacy	<p>Rating Scale Literacy Learning to Read and Write Helping all Children with Literacy Helping Professional for Literacy Concerns</p>
Chapter 10	Using Work Samples to Look at Creativity	<p>Work Samples to Observe a Child's Development Children's Creative Development Observing Creativity in Infants and Toddlers Helping all Children with Creativity Helping Professionals for Creative Art</p>

Chapter 11	Using Technology for Documentation of Dramatic Play	Technology for Documentation Dramatic Play Helping all Children with Dramatic Play Helping Professionals for Play Concerns
Chapter 12	Using Documentation for Child Abuse Suspicions and Looking at Self-Concept	Documentation for Child Abuse Suspicions Diversity and Child Abuse Self-Concept and Self-Esteem Helping all Children with Self- Esteem Helping Professionals for Child Abuse and Self-Esteem Concerns
Chapter 13	Using Program Assessments to Look at Children in Groups	Assessing Early Childhood Programs Adjustment of the Child to the Program Observing how Infants and Toddlers Adjust to Group Settings Helping Professionals for Program Evaluation and Support

Last Modified: January 19, 2016