



**Course Prefix/Number/Title:**

EC 211 – Observation, Assessment, and Interpretation Techniques

**Number of Credits:**

3 credits

**Course Description:**

This course emphasizes the importance of skills observation while planning appropriate activities and experiences for children. In addition, the course explores the use of informal and formal assessment strategies to plan and individualize activities and lessons and the use of assessments for determining the ability level of children.

**Pre-/Co-requisites:**

EC 210 – Introduction to Early Childhood Education

**Course Objectives:**

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

- Explain the purposes of assessment in early childhood.
- Explain how standardized tests are used with infants and young children
- Describe the purposes of assessment in data-driven decision making
- Conduct observations of physical, social, cognitive, and language development by using appropriate observation strategies
- Describe how to develop quality teacher-designed assessments
- Explain how to set and use a quality portfolio assessment system

**Instructor:**

Jacalyn Migler, MS

**Office:**

Library, Room 101 A, Thatcher Hall, DCB campus

**Office Hours:**

Monday, Wednesday, Friday – 8:30 – 4:00

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**Lecture/Lab Schedule:**

Online

**Textbook(s):**

Wortham, S. and Hardin, B. *Assessment in Early Childhood Education (2020) 8<sup>th</sup> edition*, Boston: Pearson. ISBN: 978-0135206522

**Course Requirements:**

Grading is based on a standard college curve, where students earn a grade based upon the percent of total points possible. Drop quizzes may not be made up. There will be a one-week grace period to make up any missed exams or assignments. Any missed exam/work not made up within that allotted time will be given a zero. It is the responsibility of the student to schedule make-up work during a date and time mutually convenient for the student and the instructor. Final letter grades are based on the following criteria:

- A - 89.5 - 100% of the total points
- B - 79.5 - <89.5% of the total points
- C - 69.5 - < 79.5% of the total points
- D - 59.5 - <69.5% of the total points
- F - <59.5% of the total points

**Tentative Course Outline: (subject to change)**

<b>Chapter</b>	<b>Topic and activities</b>	<b>Assignments/readings</b>
<b>Chapter 1</b>	<b>Welcome and Overview of Assessment</b>	<b>Discussion: Introduction Discussion: Response to Intervention in Early Childhood</b>
<b>Chapter 2</b>	<b>How Infants and Young Children Should Be Assessed</b>	<b>Discussion: Fair assessment for children with disabilities</b>
<b>Chapter 3</b>	<b>Communicating with Families</b>	<b>Discussion: Families</b>
<b>Exam #1</b>		
<b>Chapter 4</b>	<b>How Standardized Tests are Used, Designed, and Selected</b>	<b>Discussion: Standardized Testing</b>
<b>Chapter 5</b>	<b>Using and Reporting Standardized Test Results</b>	<b>Discussion: Curriculum Based Measures (CBM)</b>
<b>Exam #2</b>		

<b>Chapter 6</b>	<b>Data-driven Decision Making, Assessment, and Documentation</b>	<b>Discussion: Video reflection on Using Data to Support Teacher and Student Growth</b>
<b>Chapter 7</b>	<b>Observation</b>	<b>Discussion: Video reflection on Play-Based Assessment</b>
<b>Chapter 8</b>	<b>Checklists, Rubrics Scales and Rubrics</b>	<b>Discussion: Checklists</b>
<b>Exam #3</b>		
<b>Chapter 9</b>	<b>Teacher-Designed Assessment</b>	<b>Discussion: Teacher-Designed Assessment</b>
<b>Chapter 10</b>	<b>Performance-Based Assessment</b>	<b>Discussion: Video reflection on Authentic Child Assessment</b>
<b>Chapter 11</b>	<b>Porfolio Assessment</b>	<b>Discussion: Video reflection on Kindergarten Student-Led Conferences</b>
<b>Exam #4</b>		

**General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):**

Employs industry-specific skills in preparation for workplace readiness/Demonstrate effective oral and written communication.

**Relationship to Campus Focus:**

The purpose of the Education and Human Development Discipline is to educate students for careers as paraeducators, teachers, early childhood professionals, and adult caregivers. The discipline provides coursework which transitions to higher education degrees and work-related skills. Programs must prepare professionals based on industry standards and provide an educational continuum for degree advancement. Dakota College at Bottineau is committed to a hands-on learning environment and uses field experience in educational settings as common instruction techniques.

**Classroom Policies:**

**Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Academic Integrity:**

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

**Disabilities or Special Needs:**

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

**Title IX:**

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.