



EDUCATION

PATHWAY: Early Childhood Education
COURSE: Human Growth and Development
UNIT: Observation and Assessment



INTRODUCTION

Annotation:

An important component of students' understanding of child development is observation. Observation provides vital information about each child's needs, interests, abilities, and learning styles. Assessment keeps the teachers and the curriculum responsive to the needs of the children.

Grade(s):

x	9 th
x	10 th
x	11 th
x	12 th

Time: 15 HRS

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Special Education Review: Lindsey Welborn

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Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

EDU-HGD-7 –

Students will acquire techniques for observing and assessing behavior and development of children.

- a. Establish developmentally appropriate guidelines for behavior.
- b. Demonstrate interpersonal skills that promote positive and productive relationships with children.
- c. Identify reasons for observing young children (e.g. child interactions, children's strengths and weaknesses, curriculum planning, child behaviors within a class).
- d. Explain different methods of observation and assessment methods to interpret a child's growth and development.
- e. Describe age-appropriate behavioral and developmental expectations.
- f. List the factors to consider in choosing a method of assessment.
- g. Identify the advantages and disadvantages of the different methods of observation.
- h. Discuss and demonstrate properly recorded observations.
- i. Describe the process involved in interpreting the data.
- j. Discuss the importance of keeping observed and recorded information on children confidential.

GPS Academic Standards:

- ELA9-12W4
- ELA9-12RL5
- ELA9-12LSV1
- MC3P1
- MC3P4
- MC3D1
- SSPFR2



UNDERSTANDINGS & GOALS

Enduring Understandings: Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

- Observation allows caregivers to better understand individual children and their particular needs.
- Most assessment methods involve observing children.
- Assessment is primarily used in planning developmentally appropriate curriculum.
- There are several types of assessment tools, and all of these methods have advantages and disadvantages.
- Once data is recorded, it may be interpreted.
- Information that is collected on children must be kept confidential.

Essential Questions: Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: Why is life-long learning important in the modern workplace?

- What are developmentally appropriate guidelines for behavior?
- What are some reasons for observing young children?
- What are the different methods of observation and assessment methods to interpret a child's growth and development?
- What are the factors to consider when choosing a method of assessment?
- What are the advantages and disadvantages of the different methods of observation?
- How should observations be recorded?
- How do you interpret the data obtained through observations?
- Why is it important to keep observed and recorded information on children confidential?

Knowledge from this Unit:

- Vocabulary Terms
- Types of assessments
- Methods of observations

Skills from this Unit:

- List purposes of assessment
- List the factors to consider in choosing a method of assessment
- Explain the advantages and disadvantages of various assessment tools
- Summarize guidelines for observing children
- Describe the process involved in interpreting the data
- Discuss the importance of keeping observed and recorded information on children confidential
- Describe age-appropriate behavioral and developmental expectations



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
 - Quizzes/Tests
 - Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - Self-check rubrics
 - Self-check during writing/planning process
 - Journal reflections on concepts, personal experiences and impact on one's life
 - Reflect on evaluations of work from teachers, business partners, and competition judges
 - Academic prompts
 - Practice quizzes/tests
- Subjective assessment/Informal observations
 - Essay tests
 - Observe students working with partners
 - Observe students role playing
- Peer-assessment
 - Peer editing & commentary of products/projects/presentations using rubrics
 - Peer editing and/or critiquing
- Dialogue and Discussion
 - Student/teacher conferences
 - Partner and small group discussions
 - Whole group discussions
 - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses
 - Chart good reading/writing/listening/speaking habits
 - Application of skills to real-life situations/scenarios
- Post-test

Assessment(s) Description/Directions:

Many textbooks come with a test generator for assessments; ExamView Pro is one example.



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
2. Review Essential Questions.
3. Identify and review the unit vocabulary.
 - Assessment
 - developmental milestones
 - anecdotal record
 - rating scale
 - subjective
 - objective
 - baseline
 - confidentiality
 - interpretation
4. Have the students give their definitions of the term “assessment.” Then ask them to explain how the term “assessment” differs from “evaluation.” (7d,f)
5. Have students brainstorm reasons for observing children and using assessment tools. (7c)
6. Show the PowerPoint “Assessing children’s learning and development” and discuss as a class. (7a-f)
7. Survey area preschools. What guidelines are used during observation? Compare findings in class. (7d)
8. Visit a local preschool or daycare and have students observe the children in a class setting. Have students take notes during their observation. (7a,e,h)
9. Have each student observe a child for 15 minutes and write an anecdotal record of the observation. Compare and discuss the results. Which records contained the most detail? Which records contained only objective statements? Did any of the records contain interpretive statements? (7a-j)
10. Videotape a group of children interacting. Show the tape to the classmates. Have each class member write a narrative of what he or she sees. Compare the contents of the narratives. (7e,f,g,h,i,j)
11. Show students a short video of some young children at play. Assign half the class to write a subjective observation of the video and the other half to write an objective observation. Then have students compare their descriptions. How are the objective observations different from the subjective observations? Ask students why they think this is so. (7h)
12. Have students watch a television program and observe a child actor. Have them write an objective report about the character. Then have students exchange reports with a partner and write an interpretation based

on the first student's report. Ask volunteers to read their interpretations to the class. Hold a class discussion to evaluate the reports. (7h,i)

13. Develop a rating scale to assess the motor skills of preschoolers. (7i,j)
14. Show the videos from "Identifying Developmental Delays." (7a-j)
15. Use the Internet to find information on the observation of young children. Also have students research assessment methods, and find various forms that are used for assessment. Have students write a report on the advantages and disadvantages of using each type of form and draw conclusions about their use. (7c,d)
16. Have teams brainstorm ideas for creating a developmental checklist aimed at their abilities as observers. Ask student what skills an observer should have. Once the teams have their checklists, compare their findings. Have the class agree on a list of qualities, and then create a final checklist for the class to use. (7e)
17. Panel discussion. Invite a panel of preschool teachers to describe how they use observation as a tool for assessment. Have them also reflect on how assessment is an integral part of teaching. (7c,d,e)

Attachments for Learning Experiences:

[Assessing children's learning and dev.ppt](#)

Notes & Reflections:

Each teacher will find the best activities that work for her/him. The activities listed under Sequence of Instruction are not suggestions for an order in which to present them to the class. These are a variety of suggestions and not all activities may be used. Text readings, study guides, and supplemental lectures are not listed. It is recommended that every teacher use techniques and learning activities in each class that support multiple learning styles.



UNIT RESOURCES

Materials & Equipment:

- “Observing Children” video
- “Identifying Developmental Delays” videos, Programs for Parents, Inc, 973-744-4050

Textbooks:

- Beginnings and Beyond 6, 7
- Introduction to Early Childhood Education 6, 15
- Child Care Professional 15, 16
- Working With Young Children 3
- Foundations of Early Childhood Education 12

Suggested Videos/Software for this Unit:

- “Is Baby Ok? Assessing Development” video
- “Early Childhood Observations” CD, McGraw Hill/Glencoe
- “Inside Your Child’s Social Life” video, Harpo, Inc., Showdate 2/18/2002
- “Media Effects on Children” video

Professional Readings/Resources for Instructor:

- The Power of Observing for Birth through Eight, Jablon, Dombro, Dichtelmiller, Teaching Strategies, NAEYC
- Basics of Assessment, McAfee, Leong, Bodrova, NAEYC
- Developmental Screening in Early Childhood, Meissels and Atkins-Burnett, NAEYC
- Basics of Developmentally Appropriate Practice, Copple and Bredekamp, NAEYC
- <http://www.uen.org/Lessonplan/LPview?core=20>

What 21st Century Technology was used in this unit?:

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input checked="" type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		