

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER:	EDP 4503
COURSE TITLE:	Assessment, Evaluation, and Diagnosis of the Young Child
PREREQUISITE(S):	None
COREQUISITE(S):	None
STUDENT ADVISING NOTES:	Junior Level Status
CREDIT HOURS:	3
CONTACT HOURS/WEEK:	3
CONTACT HOUR BREAKDOWN:	
Lecture/Discussion:	3
Laboratory:	
Other/Field:	
FACULTY WORKLOAD POINTS:	3
STANDARDIZED CLASS SIZE ALLOCATION:	35

CATALOG COURSE DESCRIPTION:

This course is an overview of the intellectual, emotional, and personality assessment of young children. Students apply methods and theories of psychology that relate to learning processes in instructional settings for young children. Field experience required (minimum of 6 contact hours).

Wortham, S.C. Assessment in Early Childhood (most recent edition). Pearson: Columbus, OH, 2005.

Ostrosky, M. & E. Horn (EDs.) (2002).
Assessment: Gathering Meaningful Information,
Young Exceptional Children Monograph Series No.
4. Sopris West, Longmont, CO, 2002

Bricker, D. Capt, B., Pretti-Frontezak, K., Johnson,
J., Slentz, K., Strake, E., & Waddell, M.
Assessment, Evaluation, and Programming System
for Infants and Young Children (most recent
edition). Brookes Publishing Co., 2002.

IMPLEMENTATION DATE:

Fall Term, 2009 (20101)

REVIEW OR MODIFICATION DATE:

COURSE TOPICS		CONTACT HOURS <u>PER TOPIC</u>
I.	History and Fundamentals of Early Childhood Assessment	3
A.	Developmental assessment of infants and young children (0-3)	
B.	Potential mismeasures of young children	
C.	Readiness assurance Tests (RAT) for young children	
II.	Screening of Young Children	6
A.	Developmental screening: Rationale, methods, and application	
B.	Biologic and ecologic factors to identifying vulnerable infants and toddlers	
III.	Standardized Testing Eligibility	
A.	Comprehensive interdisciplinary and trans-disciplinary evaluations used as intervention	
B.	Assessing young children for whom English is a second language	
IV.	School Readiness: Authentic Assessment and Readiness Rates	12
A.	Individual growth and development indicators	
B.	Informal assessments, performance-based strategies	
C.	Embedding assessments into routine inclusive settings	
D.	Ecological assessment in daily program planning	
E.	Direct observation	
F.	Time sampling, event recording	
G.	Selecting early childhood rating scales	
V.	Dynamic Assessments	6
A.	Creating individualized learning profiles	
B.	Reinforcer identification as a tool in increasing student participation	
C.	Functional behavior assessment	
VI.	Family Partnerships in Assessment	6
A.	Assessing family concerns, priorities, and resources	
B.	Strategies for achieving family-driven assessment and intervention	

COURSE TOPICS (Continued)

CONTACT HOURS
PER TOPIC

VII.	Monitoring Children's Progress, Interventions, and Implementations	12
A.	Portfolio assessments	
B.	Data collection in integrated early childhood classrooms	
C.	Improving outcomes through monitoring progress	
D.	Evaluating child behavior change in natural settings	
E.	Enhancing the quality of individualized education plans (IEPs)	



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

<i>Section 1</i>	
COURSE PREFIX AND NUMBER: <u>EDP 4503</u>	SEMESTER CREDIT HOURS (CC): CONTACT HOURS (NCC): <u>3</u>
COURSE TITLE: <u>Assessment, Evaluation, and Diagnosis of the Young Child</u>	

<i>Section 2</i>		
TYPE OF COURSE: (Click on the box to check all that apply)		
<input type="checkbox"/> AA Elective	<input type="checkbox"/> AS Required Professional Course	<input type="checkbox"/> College Prep
<input type="checkbox"/> AS Professional Elective	<input type="checkbox"/> AAS Required Professional Course	<input type="checkbox"/> Technical Certificate
<input checked="" type="checkbox"/> Other <u>Upper level BS ECE</u>	<input type="checkbox"/>	<input type="checkbox"/>
	PSAV	Apprenticeship
<input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7)		

<i>Section 3 (If applicable)</i>		
INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:		
<input type="checkbox"/> Communications	<input type="checkbox"/> Social & Behavioral Sciences	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Humanities	

<i>Section 4</i>					
INTELLECTUAL COMPETENCIES:					
<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Critical Analysis	<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Scientific Method of Inquiry	
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Information Literacy	<input checked="" type="checkbox"/> Ethical Judgment	<input checked="" type="checkbox"/> Working Collaboratively	

<i>Section 5</i>	
LEARNING OUTCOMES	METHOD OF ASSESSMENT
Assess children's cognitive, social-emotional, communication, motor, adaptive, and aesthetic development.	Students will be assessed through lesson plans, group projects and presentations on curricular implementation
Select and use a variety of informal and formal assessment instruments and procedures, including observational methods to make decisions about children's learning and development.	Students will be assessed through rubrics defining the standards for comprehensive portfolios or resource files on curriculum implementation

Section 5 (Continued)		
LEARNING OUTCOMES		METHOD OF ASSESSMENT
	Select and administer assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards.	Students will be assessed through rubrics defining the standards for comprehensive portfolios or resource files on curriculum implementation
	Develop and use authentic, performance-based assessments of children are learning to assist in planning, communicating with children and parents, and engaging children in self-assessment.	Students will be assessed through lesson plans, group projects and presentations on curricular implementation
	Involve families as active participants in the assessment process. And participate and collaborate as a team member with other professionals in conducting family-centered assessments.	Students will be assessed through rubrics defining the implementation of assessment or curricular projects during field based learning
	Communicate assessment results and integrate assessment results from others as an active team participant in the development and implementation of the individualized education program (IEP) and individual family service plan.	Students will be assessed through use of rubrics defining the standards for oral presentations and short reflective papers
	Implement culturally unbiased assessment instruments and procedures.	Students will be assessed through rubrics defining the implementation of assessment or curricular projects during field based learning
	Develop and use formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.	Students will be assessed through lesson plans, group projects and presentations on curricular implementation

Section 6

Name of Person Completing This Form:

Date: February 20, 2009

Dr. Carole Byrd, Associate Dean of Education