

**Nashville State Community College  
Social and Behavioral Sciences  
Early Childhood Education**

**2023 Master Course Syllabus  
ECED 2370 Developmental Assessment**

The purpose of the syllabus is to inform you how this course is organized, what the expectations are, and how you will be graded. In addition, there is important information about how the college will operate during severe weather and how the college will communicate with you. The syllabus is not a contract. Instead, it is meant to help you succeed in this course. If any of the content changes during the course term, you will be notified.

**Course information:**

**Course Title:** ECED 2370 Developmental Assessment

**Credits:** 3

**Class Hours:** 3

**Course Description:**

Covers assessment for children from birth through eight years of age. Both formal and informal instruments will be discussed emphasizing tools that can be effectively used by teachers of young children. Considerations in choosing, administering, and reporting results of assessments will also be addressed. Field experiences required. **Prerequisite:** ECED 2320.

**Instructor Information:**

**Name:**

**Email:**

**Office Phone:**

**Office Location:**

**Office Hours:** By appointment

**Course Delivery Method**

**Virtual:** Course meets live via Zoom at a set date and time (**synchronous**).

**Class Session Zoom Link Information (if virtual):**

**Required Textbook(s) & Other Materials:**

*Assessing and Guiding Young Children's Development and Learning*, 2016, 6th Edition, (McAfee, Leong, and Bodrova), Pearson Publishers, ISBN-10: 0133802760 • ISBN-13: 9780133802764.

*Teaching Strategies GOLD: Objectives for Development and Learning*, 2016, (C. Heroman, D. Burts, K. Berke, T. Bickart), Teaching Strategies.

Once you have registered for your courses, you should make sure you have the correct textbook and materials for each course. Before courses begin, you can do this by looking up your courses on the [bookstore's website](https://www.bkstr.com/nscstore/shop/textbooks-and-course-materials) ( <https://www.bkstr.com/nscstore/shop/textbooks-and-course-materials> ) using your A# or by entering your course information. If you are registered with the Access Center and need an alternate format for the textbook and other course materials, please contact the Access Center at 615-353-3363 or [accesscenter@nsc.edu](mailto:accesscenter@nsc.edu).

**Honors Option:** Honors credit is available in some classes. If you are interested in participating in the Honors Program, please see your instructor within the first four weeks of class.

**Course Outcomes:** At the end of the term, this is what you should know and/or be able to do:

Upon successful completion of this course, students should be able to:

1. Identify the goals, benefits, and uses of assessment, including its use in development of appropriate goals, curriculum, and teaching strategies for young children. **(1a, 1b, 3a, 5c, 6d)**
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, 6c)**
3. Understand and practice responsible assessment to promote outcomes for each child, including the use of assistive technology for children with disabilities. **(3c, 6b)**
4. Know about assessment partnerships with families and with professional colleagues to build effective learning environments. **(2b, 3d)**

### **NAEYC Initial Standards**

The AAS Degree in ECED at Nashville State is accredited by the National Association for the Education of Young Children (NAEYC). The following NAEYC Initial Standards for Early Childhood Education Professional Preparation are addressed in this course:

#### Standard 1: Promoting Child Development and Learning

- 1a. Knowing and understanding young children's characteristics and needs, from birth through age eight.
- 1b. Knowing and understanding the multiple influences on early development and learning.

#### Standard 2: Building Family and Community Relationships

- 2b. Supporting and engaging families and communities through respectful, reciprocal relationships.

#### 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 professionals' colleagues to build effective learning environments

#### Standard 5: Using Content Knowledge to Build Meaningful Curriculum

5c. Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

#### Standard 6: Becoming a Professional

6b. Knowing about and upholding ethical standards and other professional guidelines

6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource

6d. Integrating knowledgeable, reflective, and critical perspectives on early education.

#### Course Competencies:

- **Objective 1:** Gaining factual knowledge (terminology, classifications, methods, trends)
- **Objective 2:** Learning fundamental principles, generalizations, or theories
- **Objective 3:** Learning to *apply* course material (to improve thinking, problem-solving, and decisions)
- **Objective 4:** Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

#### Topics to Be Covered:

- Historical, social, and educational review of assessment contributors
- Review of developmental stages of children birth-nine
- 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 & Children)

**Course Assessments:** We will use the following assessments to demonstrate your understanding, knowledge, and skills:

The following performance assessments will be used to demonstrate students' understanding, knowledge, and skills:

## Field Experiences: Required Field Experience in this Course (6 hours)

Students will be engaged in field experiences in this course. These hours will include:

1. Child observations - on-going observations of one child for development of child assessment portfolio.
2. Activity implementation – implement two activities with child chosen for the child assessment portfolio.

## Participation in Class

Class participation will include talking, listening, reading, and a variety of activities which may involve bringing in special items to share with the class. You are expected to actively participate in class.

## Readings

You are expected to read each reading assignment and be prepared to discuss in class.

## Child Assessment Portfolio

Complete a portfolio project including the ongoing observations and goals set for a child. Specific instructions and grading rubric will be provided in class. **This is a required project. Students demonstrate of course standards are presented in this project and must be submitted to receive a passing grade.**

## Exams

**There are 2 exams in this course: Midterm and Final Exam.**

## Grading Policy:

All Early Childhood Majors must make a C or better in this course.

## Grading Scale:

Grading Criteria		
Criteria	Total Points	Approximate %
Class Activities/Assignments	80	20%
Child Observation Assignments	100	25%
Child Assessment Portfolio	120	30%
Exams – Midterm and Final	100	25%
<b>Total</b>	<b>400 points</b>	<b>100%</b>

## **FA**

If you stop attending class or if you are in an online class and stop submitting assignments, but do not turn in a withdrawal form by the deadline, you are still enrolled in class. You will be given a grade of FA, which means you have failed due to not attending class and not completing your assignments. Please refer to the current academic calendar available on the Nashville State web site, looking for the date that indicates it is the “Last Day to Earn F for Attendance (FA).” If you stop attending your course after this date, you will receive an F.

## **FN**

An FN is awarded if you have never attended your course or done any of the work in an online course.

### **Late Work Policy & Make-up Procedures for Missed Assignments and Work:**

Students are encouraged to turn in all assignments on time. In the event that you miss a due date, you may turn in the assignment late, up to one week beyond the due date, but no later. Ten percent (10%) of the points for an assignment will be deducted on late work. No assignments will be accepted more than one week late and no assignment will be accepted beyond the last class date. Late assignments are to be submitted to the Assignment Dropbox. You do not need to notify the instructor about late work; the Dropbox is pre-set to allow late submissions up to one week late. See example below about reduction of points.

**EXAMPLE:** An assignment worth 100 points is due Feb. 10th. The final date to submit is on Feb. 17th, a week later. If not turned in on Feb. 10th, then it is considered late and will have 10% (10 points) deducted from total score. You have up until Feb. 17th to turn in the assignment, but no later. As for grading, if you turned in late and earned 90, 10 points will be deducted, and your final score will be 80.

It is expected that students follow instructions carefully, study the grading criteria, and ask questions if they do not understand an assignment. For each assignment, you will be required to complete the grading rubric as a self-grading component of the assignment. The purpose of this self-grading is to focus your attention on the expectations for the assignment and enhance your own self-evaluation and critical thinking skills. Completing the rubrics will help you practice self-assessment and identify areas for improvement; these are very important skills for a professional in early education. Even though you may submit a self-scored rubric, the instructor will make the final determination on all grades and scores.

## **Attendance Policy**

### **General Policy**

- *Absences in a course may affect your final grade.*
- *Tardiness may also affect your final grade.*
- *You are responsible for all work/tests that occur during any missed course session(s) regardless of reason(s) for absence.*
- *If you are not well enough to attend a course session (class), you must notify the instructor as soon as possible before the scheduled course time.*

- *If you are unable to notify an instructor before the scheduled course time, you must contact the instructor as soon as reasonably possible.*
- *If you have an unavoidable conflict with a scheduled course session, you must notify the instructor before the course session.*
  - *If you are unable to notify an instructor before the scheduled course time, you must contact the instructor as soon as reasonably possible.*

## **Instructor's Policy**

The attendance policy for this course is:

To the extent that attendance is kept in this class it is not for the purpose of the College but is instead associated with the instructor's individual grading rubric. The attendance policy for this class is:

- Students are expected to participate in the course. Participation is defined as: reading assignments, checking email, , arriving on time, active class participation, and uploading assignments, etc.
- Students are expected to respond to the instructor's e-mails.
- Students are expected to contact the instructor with any problems.

This course is one of the required courses in Early Childhood Education programs, meant to prepare you for the professional work of being a teacher. Professional conduct and courtesy is expected at all times, as is giving the instructor or fellow students your full and polite attention. During class students should refrain from doing unrelated work that creates a distraction to the instructor and other students, such as:

**For financial aid** purposes, **attendance** is measured by participation in the course. Instructors can determine your level of participation in several ways. Some of those ways are:

- continued attendance
- participation in virtual class sessions
- participating in D2L as prompted
- responding to an instructor's email
- posting to a discussion board
- completing and submitting assignments

## **Technology Statement**

- All classes at the College are web enhanced. "Web enhanced" means that components of the course, such as assignments and online discussions, may be located online in the class D2L/NS Online course shell and used in the course, even if the course meets in a classroom on ground.
- You must have access to a computer and an internet connection to complete assignments, engage in online discussions, and access various course materials through D2L/NS Online course shells.
- You may also be required to use free video conferencing platforms (examples: Zoom, Teams, etc.) for course sessions and meetings.
- You will be responsible for appropriate dress while on video. This means that you are expected to dress as if you were in a classroom.

- You will be responsible for a distraction free environment while on video. This means that the professor and others in the course should not be able to hear noise in your home, such as cell phones, TVs, or barking dogs. The best way to do this is to keep yourself on “mute” until you need to speak.
- You will be responsible for making sure your background is neutral. Keep in mind that students and professors come from all around the world, and you are all a part of our community. Therefore, please avoid having images in your background that may be offensive to your classmates.
- Certain publisher materials, such as textbook figures, may not work on cellphones and may require a laptop or a tablet.
- If you have questions or concerns regarding access to a computer or internet resources, please contact your instructor. Additional information is available on the [access to internet and technology website](#).

### **Computer Labs**

Computers are available for all Nashville State students to use at each campus during open hours. Open computer lab availability may vary from campus to campus.

You should check the NSCC website for current hours of operation.

### **D2L/NS Online and myNSCC**

It is your responsibility to check your email in **both** D2L/NS Online course shells and your @my.nsc.edu (student email) on a regular basis. These are the official communication channels between the college and you. You are responsible for the information communicated through these email channels. D2L/NS Online emails contain specific course information and @my.nsc.edu emails contain important information from college offices, such as Financial Aid.

### **ADA Compliance Statement**

If you need accommodations due to a disability, please do not hesitate to reach out to our Access Center. Disabilities for which you can receive accommodations include documented physical, emotional, and/or learning conditions. Nashville State is committed to supporting your success, and we encourage you to get assistance if needed. If you require accommodations for any courses in which you are enrolled, contact the Access Center at 615-353-3363, or e-mail [accesscenter@nsc.edu](mailto:accesscenter@nsc.edu).

### **Classroom Misconduct**

Disruptive conduct is not allowed in the classroom. Disruptive conduct is any behavior that prevents students from learning and interferes with the ability of the instructor to teach. This may change from course to course; therefore, your individual instructors will give you guidance on what qualifies as “disruptive conduct” in their courses. Please review the [Nashville State Student Code of Conduct policy](#). Please be aware that children are not allowed in class or to be left unattended on campus.

### **Academic Misconduct**

You have started this academic journey to prepare for a future career. Because of this, it is important that you learn the materials being presented in your courses. For this reason, cheating, in any form, robs

you of your opportunity to learn and master the material that will enable you to succeed in that future career. Nashville State has a clear [Academic Misconduct Policy](#) that you are expected to follow. In addition, your instructors will clarify what Academic Misconduct looks like and the consequences for violations in each course that you take. The instructor has the authority to assign an “F” or a “zero” for such violations or for the term grade.

### **Academic Early Alert System**

If you are not doing well in your course, your instructor may send you an Early Alert through your @my.nsc.edu email. This email will go to your academic advisor and Student Success advisor, as well. If you get an Early Alert, contact your instructor immediately. Instructors send these when they want to help you figure out how to get extra support to pass the course. An Early Alert does not mean that you have already failed the course. Rather, it means you are in danger of failing the course if you do not change your learning strategy. Please use an Early Alert to your advantage and as an opportunity to improve your grade.

### **RAVE Emergency Alert System**

You can log in to this free alert system to receive text messages about emergencies related to NSCC campuses through the [RAVE app \(https://www.getrave.com/login/nsc\)](https://www.getrave.com/login/nsc). The instructions for this are listed below.

- Your RAVE Username is your NSCC email address.
- If you've never received an email from RAVE with your password, or if you need to reset your password, select “Forgot your password?” and a new password will be emailed to you.
- Should the RAVE system indicate “user not found”, select Register and create your own RAVE account.

### **Student Wellness**

Your well-being is important to us. With this in mind, the college has several resources available to provide support when needed:

- [Free tutoring](#) can assist you beyond the classroom to help you make the most of your college education.
- [These resources](#) include NSCC email, scheduling, online courses, textbooks, tech check out and support, computer labs on campuses, academic advising, financial advising, COVID-19 information and procedures on campuses.
- [Services](#) that help with bus passes, food, childcare, textbooks, housing, financial counseling, personal counseling, suicide prevention, health insurance.

### **Equity Statement**

Nashville State Community College strives to ensure that each student receives what that student needs to be successful, with goals of success beyond the classroom. We understand and practice ideals of equity and inclusion for our students by embracing a full spectrum of experiences, viewpoints, and intellectual approaches in order to overcome barriers to success.



### **Inclement Weather & Campus Closings**

You get notices about campus closings in these places: text messages from RAVE and [the Nashville State website](#).

Even when campuses are closed, you are still responsible for completing all assigned work. Check D2L/NS Online for a message from your instructor so you do not miss important assignments and due dates, which may change due to the campus closure.

### **Class Cancellation Policy**

Our instructors post messages about cancelling classes in the [D2L/NS Online](#) course shells and/or on the classroom door on campus. These messages can be found in the News and Content section or the Email tab in the online shell. Please check these to be sure that you take advantage of opportunities for learning and points toward your grade.

### **Syllabus Sign-Off**

My signature below indicates that I have read the entire syllabus and understand its contents. I agree to abide by the class policies set forth for the course and will be held accountable to such policies. In particular, I am aware of the Attendance/Participation and Late Assignment policies. I also give permission to use my work for use by my instructor or by other instructors in the Early Childhood department for the purpose of instructing others in appropriate early childhood practices.

Student \_\_\_\_\_ Date \_\_\_\_\_

***This syllabus is a master syllabus. Specific course requirements are subject to revision at the discretion of the ECED department faculty. A course syllabus will be provided the first day of class.***