

Vanguard University  
*Early Childhood Education*

**Observation & Assessment**

**ECED 137**

Student Syllabus

# Vanguard University's Educational Targets & Goals

## **Intellectual Engagement**

Students will . . .

- learn to think critically and evaluate evidence rationally.
- acquire and continue to use skills for learning.
- utilize research methods for the expansion of knowledge and problem solving.
- integrate learning with Christian faith and living, and develop the ability to communicate the fruits of learning and research clearly and effectively.

## **Spiritual Formation**

Students will . . .

- understand Christian existence as a journey that integrates human experience with personal faith.
- gain an appreciation for the value of participation in communities of believers.
- develop and maintain a biblically based and theologically sound Christian lifestyle of personal and social responsibility.

## **Professional Excellence**

Students will . . .

- understand current theories and practices in their respective academic disciplines in the context of the liberal arts and sciences.
- develop lifelong skills for communicating and performing professionally.
- achieve technological competence in acquiring and processing information.
- acquire interpersonal ability to work harmoniously with others, and internalize a strong sense of professional ethics.

## **Aesthetic Expression**

Students will . . .

- understand various sources of aesthetic sensitivity and expression as inherent human endowments and part of God's creation.
- gain an awareness, understanding, appreciation, and expression of the fine arts.
- develop interpretive frameworks of aesthetic truths and values for personal wholeness and community enrichment.

## **Responsible Stewardship**

Students will . . .

- adopt a lifestyle of personal health and well-being,
- appreciate the value of family and other meaningful relationships,
- exhibit the responsibilities of citizenship in society,
- gain a global outlook in caring for the environment, in promoting social justice and economic empowerment, and
- promote the church's mission through community service.

## **Sociocultural Responsiveness**

Students will . . .

- demonstrate a capacity to challenge personal prejudices, appreciate cultural diversity, and learn from other cultures.
  - develop a commitment to pursue peace, justice, and reconciliation in a pluralistic society
  - celebrate the differences of race, ethnicity, gender, and age within the biblical vision of inclusiveness and the equal value of all people.
- other professionals to promote children's positive development and to support their families.

## **Early Childhood Education Student Learning Outcomes**

### **Student Learning Outcomes – BA Degree, Early Childhood Education**

#### ***Standard 1. Promoting Child Development and Learning***

Students prepared in the Bachelor of Arts degree program will build a research-based understanding of child development in the context of a Biblical worldview of early education. They will apply their understanding and knowledge of the young learner's characteristics, abilities, and interacting influences on children's development. Students strategically promote environments for young children that reflect diverse teaching focused on maximized learning, healthy development, and loving relationships in a Christ-centered learning environment.

*“And Jesus grew in wisdom and stature and in favor with God and man.” Luke 2:52*

1a: Demonstrate a research-based knowledge and understanding of young children's abilities and characteristics in all domains of development from the perspective of a Biblical worldview.

1b: Understand the interacting influences on children's development and strategically apply research-based, Biblically-grounded knowledge of child development to create environments that maximize learning, caring, and healthy development to meet the needs of each child.

#### ***Standard 2. Building Family and Community Relationships***

Students prepared in the Bachelor of Arts degree program understand and support the parents' God-given role as their children's primary educator. They develop reciprocal, respectful, and responsive relationships with parents and families, partnering together to meet the spiritual and educational needs of the children being served. They use God's Word and research-based knowledge of family dynamics and diversity to build relationships and to provide support, helping to meet the unique needs of each child and family. Students demonstrate an understanding and respect for the God-given role of the family and the cultural context that impact the child's development and learning at home and at school. They introduce families to the Church community and other community resources to provide support and spiritual guidance.

*“These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.” Deuteronomy 6:6-7*

2a: Understand and know how to support parents' God-given roles as the primary educators of their children and to partner with parents and families in meeting their children's spiritual and educational needs.

2b: Know, understand, and apply skills to access Church and community resources, and to serve as an advocate for the children and their families.

2c: Exhibit a research-based knowledge of family dynamics and diversity through implementing

practices that are respectful and responsive, and integrating a Biblical vision of inclusiveness and God's love for all people.

***Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families***

Students prepared in the Bachelor of Arts degree program demonstrate understanding and application of systematic observation, documentation, and assessment as central to their practice and to positively influence the development of every child uniquely created by God. They use developmentally effective observation, documentation, and assessment to inform and adjust instructional strategies to promote positive student-based outcomes. Data gathered through ongoing observations, documentation, and assessments are effectively communicated to parents and other professionals to support the family and child.

*“And we pray this in order that you may live a life worthy of the Lord and may please him in every way: bearing fruit in every good work, growing in the knowledge of God.”*

*Colossians 1:10*

3a: Demonstrate the knowledge and skills necessary to implement a variety of observation, documentation, and assessment strategies to measure a child's progress in relation to stated goals and outcomes with understanding and appreciation for each child being uniquely created by God.

3b: Understand and use systematic assessment to adjust instructional strategies to promote positive student-based outcomes.

3c: Utilize observation, documentation, and assessment to partner with parents and other professionals to promote children's positive development and to support their families.

***Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families***

Students prepared in the Bachelor of Arts degree program understand the unique characteristics and needs of young children and are able to create developmentally effective environments that engage children in challenging learning experiences and promote healthy development in all domains. They understand and apply their understanding to implement a developmentally effective, relationship-based approach with children and families to promote children's learning and development from a Biblical worldview, giving evidence of Christ's love for each child and family.

*“But it is the spirit in a man, the breath of the Almighty that gives him understanding.” Job 32:8*

Developmentally effective approaches to teaching/learning in early childhood settings include:

- Supporting reading and linguistic skills
- Developing goals and planning developmentally effective strategies for promoting positive outcomes for each domain of development, initiating teachable moments
- Engaging children's interests through scaffolding that is outcome-directed
- Exposing children to culturally diverse materials and activities
- Fostering play experiences that engage children in social interaction
- Encouraging behavior that honors God and children, and gives appropriate guidance
- Using technology to support learning
- Individualizing instruction to accommodate diverse needs

4a: Demonstrate knowledge, skills, and dispositions in developing positive relationships and

supportive interactions with young children and their families through a relationship-based approach that gives evidence of Christ's love.

4b: Understand, evaluate, and use the knowledge of theories, developmental stages, and teaching strategies through a Biblical worldview to implement developmentally effective, research-based approaches to positively impact children's learning and development.

4c: Know and implement developmentally effective adaptations for individual children with diverse needs to promote learning and healthy development.

### ***Standard 5. Using Content Knowledge to Build Meaningful Curriculum***

Students prepared in the Bachelor of Arts degree program utilize their knowledge and understanding to build and implement meaningful curriculum to promote positive outcomes related to all domains of development in each content area. Students integrate academic disciplines and content areas with inquiry tools and resources to create developmentally effective meaningful curriculum to promote positive development and growth in each domain.

Students utilize assessment to evaluate curricula to meet the needs of all children and to honor each child's God-given uniqueness.

*"I give you sound learning, so do not forsake my teaching." Proverbs 4:2*

The early childhood curriculum includes learning outcomes, activities, and assessment addressing all domains of development in the following academic disciplines and content areas:

- Bible
- Language and literacy
- Creative learning: art, music, creative movement, dramatic play and visual arts
- Mathematics
- Science and discovery
- Health and safety
- Social studies
- Technology

5a: Know and understand how to build and implement meaningful curricula for young children addressing all domains of development and academic disciplines to promote positive learning and development of the whole child.

5b: Integrate the academic disciplines and content areas with inquiry tools and resources to create a Christ-centered, developmentally effective, hands-on learning environment for all young children.

5c: Utilize assessment and feedback from stakeholders to evaluate and implement the most effective curricula that will meet the needs of all children, honoring each child's God-given uniqueness.

### ***Standard 6. Becoming a Professional***

Students prepared in the Bachelor of Arts degree program identify themselves as early childhood specialists and conduct themselves with professional integrity that seeks to make decisions that are in the best interest of children in accordance with Biblical principles. They demonstrate Christ-like behavior, honoring young children and the institution of the family. As life-long learners, they seek out professional growth and continuing educational opportunities. They use

their knowledge to contribute to the field of early childhood education through advocacy, research, training, and mentoring for the benefit of the children for the glory of God.

*Throw yourself into your tasks so that everyone will see your progress. Keep a close watch on how you live and on your teaching. Stay true to what is right. 1 Timothy 4:15-16*

6a: identify themselves as early education specialists and conduct themselves with integrity in accordance with Biblical principles and in the best interest of the children.

6b: Understand and demonstrate Christ-like behavior that honors young children and the institution of the family.

6c: Seek out life-long learning and professional growth opportunities.

6d: Use their knowledge to contribute to the field of early childhood education through advocacy, research, training, and mentoring to benefit children and to glorify God.

## **Supporting Skills – BA Degree, Early Childhood Education**

### ***Vanguard University Core Student Learning Outcomes***

1. Understand and develop a Biblical worldview informed by a Pentecostal perspective, integrating faith with learning.
2. Understand how to be an effective local, national, and global citizen, expanding knowledge of and respect for diverse cultures.
3. Develop effective, college-level, appropriate communication skills, focusing on writing in response to texts and on oral presentations.
4. Develop qualitative and quantitative critical thinking skills.
5. Establish a holistic view of health and living.
5. Develop foundational technology skills that allow one to locate information and to evaluate its integrity; understand the ethical uses of information.

## **Online Participation Policies & Procedures**

### **Online Participation:**

Due to the fact that this class is five weeks in duration, it is imperative that students participate each week through posting discussions. Each week students must respond to two questions with three full paragraphs including a minimum of four sentences each while integrating materials from the assigned readings, a Biblical worldview, and personal reflections. Students must then read a variety of student responses and respond to at least two other students per question for each week with a minimum of four complete sentences per response. See the discussion forum rubric also included in this syllabus. In addition to the discussion forum, there may be weekly quizzes, various assignments, required readings, projects, etc. Students must be responsible for adhering to the due dates of each assignment listed in this syllabus and on the course homepage. Students who are late in their assignments may receive a 10-point deduction for each hour they are late. Deadlines are 11:59 PM Pacific Time. It is important that students recognize that they must plan in advance to meet the scheduled deadline.

**Grading Policy:**

Student grades are determined using the formula in this syllabus. Late assignments will receive a 10- point deduction per hour for every hour that they are late; and late discussion posts will not receive any points. It is very important that students understand that all graded activities (assignments, discussion forums, etc.) must be submitted. If any graded activity is not submitted, the student's grade will be lowered by one grade level regardless of total points earned. For example, if a student has earned 845 points by the start of the 5th week of class, but does not submit an assignment due in the last week of class, the student will receive a "C" grade instead of a "B" grade which would have been the grade for 845 points.

**Expectations for Online Students:**

In this class, students are expected to use proper web course Netiquette (a word that is a combination of *Internet* and *etiquette*). This means that the students in this class will be courteous and use common sense while posting or emailing assignments or projects. If a student violates the netiquette code, he/she may be removed from the class!

The following rules apply to web etiquette for this class:

- The student is responsible for posting, attaching, and/or submitting his/her own work. Plagiarism will not be tolerated and will result in a failing grade.
- Avoid typing in all caps. In this class, typing in caps means that you're screaming or shouting.
- Avoid inserting pictures or colors to your postings or attachments unless the professor requires it. This increases the size of the file, and it is too difficult for some students to open large files.
- Treat the Discussion Forum as a serious communication tool. Post data that is relevant to the item up for discussion.
- Post directly to the Discussion Forum. Attachments are used for submitting assignments to the professor.
- The student is responsible for reading the Student Syllabus, all assigned readings, all emails, Discussion Forum postings, and announcements.
- The student is responsible for completing all assignments by the due dates.
- The student is responsible for completing all assignments regardless of computer problems. Consistent communication with the instructor is important
- Questions, comments, or concerns about this class should be directed to the professor via email.

**Expectations for Assignments:**

- All assignments must have a title page that includes the student's name, name of project, school name, course title, date, and the professor's name.
- All essays and research papers will be typed using Times New Roman 12-point font and double-spaced.
- All assignments will be submitted no later than the due date according to the course calendar. Online students must email their assignments on time regardless of computer problems.
- Late assignments will receive a 10- point deduction for each hour that they are late.

- Professors may extend due dates in some instances. The student must contact the professor to request an alternate due date. This will be granted on a case by case basis and only with valid proof of extreme circumstances affecting the student.
- Student work must be original. When using ideas or material from another author, interviewee, or co-worker please cite references giving proper credit to the person for his or her original idea.
- Students are encouraged to integrate and synthesize ideas from the text readings, Bible, and supplemental materials when appropriate for full points.
- All papers will be written in APA format with appropriate internal citations and a list of references at the end. (Please refer to the course homepage for examples).
- All assignments must also be submitted to Turn-It-In (See Turn-It-In section)

## **COURSE DESCRIPTION**

This course will offer opportunities for students to develop in-depth knowledge and skills as early childhood professionals with a focus on research, policy, and best practices in early childhood assessment and to link assessment to curriculum planning and program evaluation. Focus will be on students acquiring knowledge about informal and formal developmental screening assessment instruments for young children, how to select and how to use the appropriate instrument to determine initial information that will facilitate individual learning environments and strategies. Though not required, completion of ECED 101: Child Growth and Development and ECED 106: Introduction to Curriculum for the Young Child is recommended.

## **LEARNING OUTCOMES**

Students will:

- recognize/explain why assessment of young children is important
- identify why children should be assessed individually by adults they know in familiar surroundings
- examine developmentally appropriate assessment strategies and tools for use with young children
- recognize the importance of early intervention for children with significant variations in developing and learning that require referrals for further assessment
- use and select appropriate assessment tools and strategies to collect data that will identify the strengths and needs of individual children
- identify and explain how environmental factors and personal biases can influence the assessment process and results
- recognize the systematic use of appropriate, responsible developmental assessment to drive meaningful, challenging, integrated learning experiences within and across disciplines for all children
- define the various types of formal and informal assessment

- involve families and other professionals in the assessment process
- define the principles of observing and assessing young children from a biblical perspective

## **TEXTS AND MATERIALS**

### **Texts**

#### **Required Texts:**

Bentzen, W.R. (2009). *Seeing Young Children: A Guide to Observing and Recording Behavior* (Sixth edition). Delmar, Cengage Learning.

Keeler, D. (2007). *Open Hearts Open Doors*, La Habra, CA: ACSI. (PDF)

### **Resources**

#### **Recommended Early Education Websites:**

[www.zerotothree.org](http://www.zerotothree.org)

<http://www.naeyc.org>

<http://www.acsi.org>

#### **Recommended Websites for Bible resources:**

- Bible Gateway – a searchable online Bible resource <http://www.biblegateway.com>
- Crosswalk.com – a resource of devotional materials and another searchable online Bible <http://www.crosswalk.com>
- Blue Letter Bible – a searchable Bible by key word or verse in several translations <http://www.blueletterbible.org>

## STUDENT EVALUATION

Students in this course will be evaluated by the University's 4.0 grading system. You should refer to the Student Handbook for further details on the grading system.

The following criteria will be used in determining online students' grades:

Assignment/Grading	Points	Date Due
Quizzes	120 points	Weeks 1-4
Discussions	300 points	Weeks 1-5
Teacher interview and observation	130 Points	Week 2
Practicum assignment	150 points	Week 3
Construction of checklist	100 Points	Week 4
Final Project	200 points	Week 5

**TOTAL POINTS:** 100% = 1000 points

## VANGUARD UNIVERSITY'S GRADING SYSTEM

<u>Percentages</u>	<u>Points</u>	<u>Grade</u>	<u>Significance</u>	<u>GPA</u>
93-100%	930-1000	A	Exceptional	4.00
90-92.9%	900-929	A-		3.67
87-89.9%	870-899	B+		3.33
83-86.9%	830-869	B	Above Average	3.00
80-82.9%	800-829	B-		2.67
77-79.9%	770-799	C+		2.33
73-76.9%	730-769	C	Average	2.00
70-72.9%	700-729	C-		1.67
67-69.9%	670-699	D+		1.33

63-66.9%	630-669	D	Below Average	1.00
60-62.9%	600-629	D-		0.67
00-59.9%	000-599	F	Failure	0.00

**Discussion Forum Grading Rubric**  
**Initial Discussion Responses**

The points apply per discussion question. It includes points for initial posting only. Maximum 12 points can be given

	<b>Superior</b>	<b>Good</b>	<b>Does Not Meet Expectations</b>	<b>Total Points</b>
<b>Formation According to Guidelines</b>	Exceeds requirement of three full paragraphs including a minimum of four sentences each.	Meets minimum requirement of three full paragraphs including a minimum of four sentences each.	Does not meet minimum requirement of three full paragraphs including a minimum of four sentences each.	0-3 Points
<b>Integration of Material</b>	Exceeds requirement for integrating material from the assigned readings.	Meets minimum requirement for integrating material from the assigned readings.	Does not meet minimum requirement for integrating material from the assigned readings.	0-3 Points
<b>Integration of Biblical Worldview</b>	Exceeds requirement for integration of Biblical worldview that utilizes scripture.	Meets minimum requirement for integration of Biblical worldview that utilizes scripture.	Does not meet requirement for integration of Biblical worldview that utilizes scripture.	0-3 Points
<b>Personalized Application and Reflection</b>	Exceeds requirement for personal application and reflections.	Meets minimum requirement for personal application and reflections.	Does not meet requirement for personal application and reflections.	0-3 Points
				Total Points:

**Student to Student Response**

The points apply to student to student response. Maximum 6 points can be given.

	<b>Superior</b>	<b>Good</b>	<b>Does Not Meet Expectations</b>	<b>Total Points</b>
<b>Formation According to Guidelines</b>	Exceeds requirement of one full paragraph including a minimum of four sentences each.	Meets minimum requirement of one full paragraph including a minimum of four sentences each. Provides	Does not meet minimum requirement of one full paragraph including a minimum of four sentences each.	0-2 Points 0-4 Points
<b>Integration of Personal Reflection with Instructor's Thoughts</b>	Exceeds requirement for integrating personal reflections with the instructor's final thoughts.	Meets minimum requirement for integrating personal reflections with the instructor's final thoughts.	Does not meet minimum requirement for integrating personal reflections with the instructor's final thoughts.	0-4 Points
<b>Reflection of Biblical Worldview Posts of Others</b>	Exceeds providing insightful integration of reflections on posts of others that utilizes scripture.	Meets minimum requirement for providing insightful integration of reflections on posts of others that utilizes scripture.	Does not meet requirement for providing insightful integration of reflections on posts of others that utilizes scripture.	0-4 Points
				<b>Total Points:</b>
<b>Integrates Biblical Worldview With Scripture</b>	a Biblical worldview that utilizes scripture.	scripture.	scripture.	
				<b>Total Points:</b>

**Wrap Up Response**

The points apply for weekly wrap ups. Maximum 12 points can be earned.

## **Student Assignments**

### **WEEK ONE**

Text reading: Chapters 1 & 2

Week One Quiz

“How To Submit...” Assignment

Confirmation of Reading the  
Syllabus Discussion Forum

#### **Discussion 1- based on *Open Hearts, Open Doors***

In our Christian faith, we believe God observes our every move and guides our steps. As early educators, how can we apply this same concept to observing and guiding young children?

#### **Discussion 2 – based on Chapter 1**

Please read Guideposts for Exploring a Child's World, and in your own words briefly explain their implications for observation.

### **WEEK TWO**

Text reading: Chapters 3, 4, & 5

Week Two Quiz

Week 2 Assignment – based on Chapter 5: Teacher interview and Observation  
Weekly Discussions

#### **Discussion1 – based on Chapter 3**

What are some of the observation tools you use to study children? In what type of settings are you observing students? What does our text/research say about observation tools and settings?

#### **Discussion 2 – based on Chapter 4**

What are some effective observation methods you use in your daily routine?  
What skills and knowledge do you use to make your methods successful?

### **WEEK THREE**

Text reading: Chapters 6, 7, 8, 9, & 10

Week Three Quiz

Week 3 Assignment – based on Chapters 8-10: Practicum Assignment

Weekly Discussions

Discussion 1- based on Chapter 8

Discuss some of the circumstances that would lead you to using event sampling in comparison to another method. Please give 3 examples.

Discussion 2- based on Chapter 10

Research indicates anecdotal records are effective tools for assessing children. Discuss how you can use anecdotal records to observe children and explain their advantages in assessing children's development.

### **WEEK FOUR**

Text reading: Chapters 11, 12, & 13

Week Four Quiz

Week 4 Assignment – based on Chapter 12: Construction of a checklist

Weekly Discussions:

Discussion 1- based on Chapter 11

Explore the advantages and disadvantages of frequency counts and duration records in a child care setting?

Discussion 2 – based on Chapter 13

What is "bias" in interpreting a child's behavior? Discuss how bias can be avoided in the process of interpreting a multicultural setting.

### **WEEK FIVE**

Text reading: Chapters 14, 15, 16, 17, & 18

Week Five Quiz

Week 5 Assignment – based on Chapters 15-18:

Final Project on Observation of an Infant, Preschool or School -age child

Weekly Discussions:

Discussion 1 – based on Chapter 16

Please explain a situation or frustration that makes a preschool child angry? What behaviors by other people anger the child? How might she / he express the anger?

Discussion 2 – based on Chapter 16

Does a preschool child show animism or artificialism in his thinking? Narrating a situation, give examples of behaviors that evidence this kind of thinking?

## **Teacher Interview & Observation Assignment Rubric – Week 2 (130 Points) (3c)**

### **Instructions for the assignment:**

The purpose of this assignment is to help get a snap shot of a teacher “in action.” Observe for 1 hour a teacher implementing an observation on a student. Before or after the observation, ask the teacher what observation method he/she used and how effective is it in his/her classroom. Is it a standard observation used by the school or one that the teacher chose to do on his/her own? Is the staff trained to implement observations? What does the teacher do with the data collected? How are the results utilized in lesson planning, daily routines, or behavior management? You will need to utilize research to support your work. You may use class textbooks, educational websites, or any other credible resources. Please write the paper using APA-style citations within the body of your paper. You are also required to add Biblical world views into your paper.

Please include the following in your paper: Title

Page

Introduction about the teacher, child, and environment you are observing. Include address, name of school and teacher, date and time of observation and interview. Write a 2-3 page summary of what you observe including the following:

- o the observation method the teacher you observed used
- o a description of the setting and purpose for this child observation
- o answers to each of the interview questions listed above
- o Include references to research that support what you observed (APA style).

Include a bibliography of references at the end of the paper (APA style). Overall page count for this assignment is 3-5 pages.

### **Grading Rubric -130 points**

Criteria	Weight
Quality of content and coverage addressing the listed items	75%
Insight into Early Education and biblical worldview (scriptural support is needed)	15%
Quality of writing – style, flow, correct formatting, and conventions (spelling, grammar)	10%

## Practicum Assignment Rubric – Week 3 (150Points) (3b)

### **Instructions for the assignment:**

The purpose of this assignment is to give you a chance to work hands on with one of the observation methods discussed in the text book. Some of you are used to working with one type of observation tool. This will give you a broader scope of other ways to effectively observe a child. If you have not done an observation before, this should give you a snap shot of how an observation works and its benefits. For this assignment you will pick one of the observation methods discussed in chapters 7-10. E-mail the instructor 1 week prior to this assignment being due specifying which observation method you have chosen. You will need to arrange a one hour time slot with one child to conduct the observation. Please specify what you are observing (e.g. behavior, physical and motor development, etc.).

Title Page

Introduction: including the school, child, setting, date and time of observation, and a description of the environment in which you are doing the observation.

Explain the rationale for why you chose a particular observation method. Provide research to support your work using APA citing and include Biblical integration.

2-3 pages of text describing the observation of the child, how you administered the observation, what were your findings, etc. You want to be detailed.

Conclusion: What worked? What you would do differently? How you might use the results for classroom planning? Would you recommend this type of observation to other teachers? Why? Or, why not?

Include a reference page using APA format.

### **Practicum Grading Rubric 150 points**

Criteria	Weight
Quality of content and coverage addressing the listed items	75%
Insight into Early Education and biblical worldview (scriptural support is needed)	15%
Quality of writing – style, flow, correct formatting, and conventions (spelling, grammar)	10%

## Construction of a Checklist Assignment Rubric – Week 4 (100 Points) (3b)

### Based on Chapter 12

Construct a simple checklist (using the checklist given on page 204 as a guide) with 24 criteria to observe and assess the socio-emotional behavior of a preschool child.

Submit the assignment in the following order: Title

page

School Name

Class Title

Name

Name of The project

Introduction – What are checklists and why are they important to observe and assess children’s developmental progress?

Provide your checklist form.

Discussion and conclusion – Discuss the purpose of developing the checklist and different aspects taken into consideration to develop the checklist – skills achieved by the student [minimum 20 statements].

### Grading Rubric -100 points

Criteria	Weight
Introduction	10%
Checklist	70%
Conclusion	20%

## **Final Project Assignment Rubric – Week 5 (200 Points) (3b)**

You can pick **one** of the following age groups/topics for the final project.

Based on Chapters 14 – 18

### **Option #1 - Observation of the Social Behavior of an Infant /Toddler**

Method – Observe an infant or toddler at a home or at a day care setting [for 3 hours] using the information given on pages 309-311 [Tables 15-6 and 15-7] on Temperamental Qualities of Infants and Toddlers. Write an observation report in the following order: (Be sure to cover all the questions given in “Questions, Part 1” (pages 311-312):

Title Page: School

Name Class Title

Name

Name of The project

Introduction – The importance of temperamental qualities of infants/toddlers in Social Behavior

Observation Report - Temperamental qualities of an infant/toddler observed covering all the 8 questions given in your text book (p. 311-312) in 8 paragraphs.

Conclusion – What did you understand about the importance of temperamental qualities of infants/toddlers and explain your role as a caregiver in developing positive temperamental qualities in the children in your care? [Minimum 20 statements]

**OR**

### **Option #2 - Observation of the Language Development of a Preschooler**

Method – Observe 2-3 children (ages 2-5) playing together or are involved with one another in some way at a home or at a day care/preschool setting. Before observing the children, read carefully the information in your text on language development (pages 354-351). For 1 hour, observe the children following the Procedure described on page 361. (Be sure to use the Observation Exercise Form 16-4 found on page 384 of the text.) Please write your observation report based on your text reading and observations in the following order:

Title Page: School

Name Class Title

Name

Name of The project

Introduction – Write 2-3 paragraphs discussing the objectives of your observation (p. 361); describe the language production abilities of preschool children and discuss how

these children use language as a means of social interaction (based upon Piaget's and Vygotsky's views).

Observation Report – Complete the Observation Exercise Forms 16-4 (page 384) for each child and write a summary of your observation. Include your responses to the 4 questions on pages 359-361 for each child you observed.

Conclusion – What did you understand about Piaget's and Vygotsky's in relation to what you observed? Explain your role as a caregiver/teachers in supporting preschool children's language development. [Minimum 20 statements]

**OR**

**Option #3 - Observation of 6 -8 year old children's cognitive and intellectual development and behavior**

Method – Observe 2 children in the age group of 6-8 years following the procedure given on pages 416-417 [Part 1 only] to determine whether the children being observed display any of the characteristics of Piaget's concrete operational thought.

Based on your observation, write a report following the procedure given for Part 1 objective.

Project Write up includes the following

order: Title Page

School Name

Class Title

Name

Name of The project

Introduction – What are the characteristics of Piaget's concrete operational thought?

Observation Report – Based on your observation, write a detailed report on the display of Piaget's concrete operational thought characteristics in the children observed by you, covering all the aspects of Part 1 procedure given on pages 416-417.

Conclusion – What did you understand about Piaget's concrete operational thought and explain your role as a caregiver in promoting concrete operational thought characteristics in school-age children? [minimum 20 statements]

**Grading Rubric – 200 points**

<b>Criteria</b>	<b>Weight</b>
Introduction	10%
Detailed observation report with Insight into Early Education and biblical worldview (scriptural support is needed)	70%
Conclusion	20%

All weekly assignments will be graded using the following rubric:

	<b>Superior</b>	<b>Good</b>	<b>Does Not Meet Expectations</b>	<b>Total Points</b>
<b>Formation According to Guidelines</b>	Exceeds requirement of length, and APA format.	Meets minimum requirement of length, and APA format.	Does not meet minimum requirement of length, and APA format.	_ Points
<b>Integration of Material</b>	Exceeds requirement for content and required elements.	Meets minimum requirement for content and required elements.	Does not meet requirement for content and required elements.	_ Points
<b>Integration of Biblical Worldview</b>	Exceeds requirement for integration of Biblical worldview that utilizes scripture.	Meets minimum requirement for integration of Biblical worldview that utilizes scripture.	Does not meet minimum requirement for integration of Biblical worldview that utilizes scripture.	_ Points
<b>Personalized Application and Reflection</b>	Exceeds requirement for personal application and reflections.	Meets minimum requirement for personal application and reflections.	Does not meet requirement for personal application and reflections.	_ Points
				Total Points:

