

Syllabus

Course Information

General Info

Name: Observation and Assessment in ECE

Course Number: ECE-9

CRN: V2944

Meeting days and time: Online

Semester and year: Summer 2026

Course Description

Introduces the appropriate use of assessment and observation tools and strategies to document young children's development and learning. The use of findings to inform and plan learning environments and experiences are emphasized. Recording strategies, rating systems, portfolios, and multiple assessment tools will be discussed, along with strategies for collaboration with families and professionals.

Instructor

Name: Alicia Chivington

Email: alicia-chivington@redwoods.edu

Office Location: Zoom: <https://redwoods-edu.zoom.us/j/2586987805?pwd=ULBIR6VWx3joR0mRQXJCezVUDDEV1F.1>  <https://redwoods-edu.zoom.us/j/2586987805?pwd=ULBIR6VWx3joR0mRQXJCezVUDDEV1F.1>

Office Phone: 707-382-5250

Office Hours: By appointment

Other Contacts

[2025-26 Mentor Teacher List .pdf](https://redwoods.instructure.com/courses/22438/files/3554040?download_frd=1) ([https://redwoods.instructure.com/courses/22438/files/3554040?](https://redwoods.instructure.com/courses/22438/files/3554040?download_frd=1)

 [download_frd=1](https://redwoods.instructure.com/courses/22438/files/3554040/download?download_frd=1)

Child Development Center (CDC): 707-476-4100



Requirements

Prerequisites

No prerequisites


Fees

No additional fees

Materials

All materials are free and online.

Link to the textbook:

[Observation and Assessment in Early Childhood Education \(Peterson and Elam\) - Social Sci LibreTexts](https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Observation_and_Assessment_in_Early_Childhood_Education_(Peterson_and_Elam)) 
([https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Observation_and_Assessment_in_Early_Childhood_Education_\(Peterson_and_Elam\)](https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Observation_and_Assessment_in_Early_Childhood_Education_(Peterson_and_Elam)))

Learning Objectives


Course Learning Objectives (CLO)

1. Complete systematic observations and assessments of children's development and learning using a variety of data

Program Learning Objectives (PLO)

Demonstrate knowledge of a variety of types of programs for young children and the history of early care and

Institutional Learning Objectives (ILO)

Academic and Career Technical Objectives:
Students will successfully acquire program outcomes 

collection methods to inform classroom teaching, environment design, interactions, and curriculum.

2. Describe the ethical and professional responsibilities for educators in observing and assessing young children's development and learning.

3. Evaluate the characteristics, strengths, limitations, and applications of contemporary observation and assessment tools.

education in the United States.

Articulate an understanding of typical and atypical development of young children from birth through age eight.

Develop strategies that promote partnerships between programs, teachers, families and their communities.

Identify the components of environments and curriculums which support positive development and learning through play for all children.

Demonstrate ethical standards and professional behaviors that deepen understanding, knowledge, and commitment to the Early Childhood Education profession.

and complete degrees and/or certificates. This institutional outcome indicates if the objectives stated for degrees and/or certificates are being met. Students earning degrees will acquire the College's general education outcomes: Effective Communication, Critical Thinking, and Global/Cultural Context.

Community and Global Responsibility: Students will develop the awareness and skills needed to contribute to local and global communities. This outcome indicates if students recognize ways to contribute to their community and the value of effectively engaging in cross-cultural environments.

Personal and Professional Development: Students will reach their career, transfer, or personal goals. This outcome indicates if a student's individual goals are being met. This includes the goals of students earning degrees, or of students taking only a few courses for training and/or personal enrichment.



Course Grading Policy

Grading Scale

Grade	Range
A	94-100%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	50% or below

*Please remember that Community Care Licensing and the Commission on Teacher Credentialing only accept grades of "C" or better. Although a "D" grade is considered passing, it will not meet the requirements to be a fully qualified Title 22 program director or to earn a child development permit. Students may be dropped from the course at the faculty's discretion if you have failed to log into the course and submit assignments or post into the discussion forums for over two weeks or if the points attained indicate that you are definitely failing the class. Please reach out to me if you have a situation where you are not able to participate on a regular basis due to a documented reasonable reason and I will work with you to find a solution.

Late Work Policy

Assignments are due by 11:59 P.M. on the due date given.

All assignments stay open throughout the semester. Late assignments are accepted for up to two weeks after the due date (except assignments due within two weeks of the end of the semester).

Discussion responses that are posted after the Week of the Discussion will lose .5 points for being late.



Major Assignments

Projects

[Professional and Ethical Responsibilities Presentation](https://redwoods.instructure.com/courses/22438/assignments/550084)

[_](https://redwoods.instructure.com/courses/22438/assignments/550084)

Due Jul 10 at 11:59pm

10 Points

[Assessment Comparison and Analysis Essay](https://redwoods.instructure.com/courses/22438/assignments/550076)

[_](https://redwoods.instructure.com/courses/22438/assignments/550076)

Due Jul 19 at 11:59pm

10 Points

[Curriculum Development Assignment](https://redwoods.instructure.com/courses/22438/assignments/550077)

[_](https://redwoods.instructure.com/courses/22438/assignments/550077)

Due Jul 22 at 11:59

8 Points

Observations

6 Observation Assignments (5 points each)

[Observation 1: Running Record](https://redwoods.instructure.com/courses/22438/assignments/550079)

[_](https://redwoods.instructure.com/courses/22438/assignments/550079)

Due Jun 13 at 11:59pm

[Observation 2: Anecdotes](https://redwoods.instructure.com/courses/22438/assignments/550080) [_](https://redwoods.instructure.com/courses/22438/assignments/550080)

Due Jun 20 at 11:59pm

[Observation 3: Checklist](https://redwoods.instructure.com/courses/22438/assignments/550081) [_](https://redwoods.instructure.com/courses/22438/assignments/550081)

Due Jun 27 at 11:59pm

[Observation 4: Event Sample](https://redwoods.instructure.com/courses/22438/assignments/550082) [_](https://redwoods.instructure.com/courses/22438/assignments/550082)

Due Jun 27 at 11:59pm

[Observation 5: Tally or Time Sample](https://redwoods.instructure.com/courses/22438/assignments/550083)

[_](https://redwoods.instructure.com/courses/22438/assignments/550083)



Due Jul 11 at 11:59pm Jul 11 at 11:59pm

[DRDP Assignment and Overview](https://redwoods.instructure.com/courses/22438/assignments/550078)

<https://redwoods.instructure.com/courses/22438/assignments/550078>

Due Jul 18 at 11:59

Discussions

14 Discussions (3 points each)

[Week 1 Discussion A- Introduce Yourself](https://redwoods.instructure.com/courses/22438/assignments/550073)

<https://redwoods.instructure.com/courses/22438/assignments/550073>

[Week 1 Discussion B- Photograph to Observe](https://redwoods.instructure.com/courses/22438/assignments/550074)

<https://redwoods.instructure.com/courses/22438/assignments/550074>

[Week 2 Discussion A- Observation Challenges and Successes](https://redwoods.instructure.com/courses/22438/assignments/550075)

<https://redwoods.instructure.com/courses/22438/assignments/550075>

[Week 2 Discussion B: Practice Running Record](https://redwoods.instructure.com/courses/22438/assignments/550064)

<https://redwoods.instructure.com/courses/22438/assignments/550064>

[Week 3 Discussion: Anecdotal and Running Records](https://redwoods.instructure.com/courses/22438/assignments/550063)

<https://redwoods.instructure.com/courses/22438/assignments/550063>

[Week 4 Discussion A: Program Quality](https://redwoods.instructure.com/courses/22438/assignments/550069)

<https://redwoods.instructure.com/courses/22438/assignments/550069>

[Week 4 Discussion B: Assessment](https://redwoods.instructure.com/courses/22438/assignments/550072)

<https://redwoods.instructure.com/courses/22438/assignments/550072>

[Week 5 Discussion A: Resources and Supports](https://redwoods.instructure.com/courses/22438/assignments/550071)

<https://redwoods.instructure.com/courses/22438/assignments/550071>

[Week 5 Discussion B: ABC Method](https://redwoods.instructure.com/courses/22438/assignments/550062)

<https://redwoods.instructure.com/courses/22438/assignments/550062>

[Week 6 Discussion: Using Observations with Families](https://redwoods.instructure.com/courses/22438/assignments/550070)

<https://redwoods.instructure.com/courses/22438/assignments/550070>

[Week 7 Discussion A: Professional and Ethical Responsibilities Powerpoint Discussion](https://redwoods.instructure.com/courses/22438/assignments/550060)

<https://redwoods.instructure.com/courses/22438/assignments/550060>

[Week 8 Discussion B: DRDP](https://redwoods.instructure.com/courses/22438/assignments/550067) 

[Week 9 Discussion B: Final Discussion](https://redwoods.instructure.com/courses/22438/assignments/550066)

<https://redwoods.instructure.com/courses/22438/assignments/550066>



Institutional Information

Course Expectations

Discussions Expectations

Weekly postings are a minimum of 250 to 350 words in length and must reflect an understanding of the written (text, lecture, and articles) materials, critical thinking on the topics and citations from the materials you read that support your views (text, articles, lectures). You must cite from the readings (not just the lecture) in your initial weekly post. You will provide page numbers and author's name in your citations.) You must also relate the readings to your personal life and work experiences. Your initial post should be complete by Wednesday each week.

Reply to at least 2 other students

Responses are a minimum of 100 words and must thoughtfully discuss the ideas presented in the post to which you are responding. Responses should be complete by Saturday at midnight.

Computer and Digital Literacy Skills Expectations

Students are expected to have the following computer skills:

- basic typing proficiency and keyboard functions
- using email, web browsers, and basic Canvas functions

Students are also expected to have the following digital literacy skills:

- effectively searching for information on the Internet
- practice principles of Internet safety, privacy, and security

Instructor Response Expectations

 or will respond within 24 hours, unless on a weekend. Response then will be by Monday.



Online Course Requirements



Technology Requirements

Students should have a computer to work on assignments, initial discussion replies, and papers. Having the CANVAS app on a phone or tablet is helpful for receiving announcements, monitoring & replying to discussions, and maintaining the to-do list. The textbook can be read on any type of screen, purchased in hard copy, or printed.

Microsoft Software, including Word and Powerpoint are included with your CR account, found in the applications of your CR portal. These work well with Canvas and APA formatting and should be used for assignments and essays.

Learner Support



Additional resources are available in the [Summer 2026 Student Services and Support Handbook \(https://redwoods.instructure.com/courses/22438/pages/summer-2026-student-services-and-support-handbook\)](https://redwoods.instructure.com/courses/22438/pages/summer-2026-student-services-and-support-handbook)

CR Academic Calendar

IMPORTANT! Some summer courses have irregular start/end dates, so please make sure these course start and end dates exactly match the dates for your course.

If your course dates do not match these exact start and end dates, check with [Counseling and Advising](https://www.redwoods.edu/services/counseling/index.php) <https://www.redwoods.edu/services/counseling/index.php> to find out deadlines and dates for your summer session.

CR Academic Calendar

To Remember	Full 8-Week Course	1st 4-Week Course	2nd 4-Week Course
1st day to register for classes (day the first class meeting)	5/31/2026	5/31/2026	6/28/2026



To Remember	Full 8-Week Course	1st 4-Week Course	2nd 4-Week Course
Classes begin	6/1/2026	6/1/2026	6/29/26
Last Day to Add a Class w/Instructor Signature	6/10/2026	6/4/2026	7/2/2026
Last Day to Drop w/out a "W"	6/10/2026	6/4/2026	7/2/2026
Census Date	6/11/2026	6/5/2026	7/3/2026
Last Day to Drop with a "W"	7/3/2026	6/16/2026	7/14/2026
Session Ends	7/23/2026	6/25/2026	7/23/2026

Policies and Statements

Course Policies

Academic Integrity

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic integrity, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases where the instructor determines that a student has demonstrated a lack of academic integrity, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP



5500) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the 2024-2025 College Catalog and CR Board and Administrative Policies.





AI Use Class Policy

Recent advancements in generative artificial intelligence (AI) have made large language models such as ChatGPT and Google's Bard widely available. However, overuse of these tools in this class can undermine your learning and curtail the development of your critical and creative thinking skills. In addition, AI outputs are often unreliable and frequently subject to bias. For these reasons, the policy of this class is that AI cannot be used at any point in the completion of class assignments, including discussion posts. Any or all of your assignment submissions and discussion posts may be screened by AI detection software, but the real penalty for AI misuse is that you will miss out on an opportunity to learn.



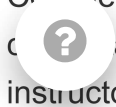
Disruptive Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [2024-2025 College Catalog](https://redwoods.elumenapp.com/catalog/2024-2025/home)  (<https://redwoods.elumenapp.com/catalog/2024-2025/home>) and [CR Board and Administrative Policies](https://go.boarddocs.com/ca/redwoods/Board.nsf/Public?open&id=policies)  (<https://go.boarddocs.com/ca/redwoods/Board.nsf/Public?open&id=policies>).



Inclusive Language in the Classroom



College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.



Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, or bipolar disorder
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- Neurodevelopmental disorders such as a learning disability, intellectual disability, autism, acquired brain injury, or ADHD
- Vision, hearing, or mobility conditions

Available services include extended test time, quiet testing environments, academic assistance and tutoring through the [LIGHT Center](https://www.redwoods.edu/services/sass/light.php) , counseling and advising, alternate formats of course materials (e.g. audio books or E-texts), assistive technology, learning disability assessments, approval for personal attendants, interpreters, priority registration, on-campus transportation, adaptive physical education and living skills courses, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Student Accessibility Support Services \(SASS\)](https://www.redwoods.edu/services/sass/index.php) .

If you are unsure whether you qualify, please contact SASS for a consultation:

SASS@redwoods.edu (<mailto:SASS@redwoods.edu>).

SASS office locations and phone numbers

Eureka campus

- Phone: 707-476-4280,
- Locations: Student Services building, first floor SS113


Del Norte campus

- Phone: 707-465-2353
- Location: Main building, near the Library

North-Trinity campus

- 707-476-4280

Eureka Emergency Map


College of the Redwoods has implemented an emergency alert system called Regroup. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into [WebAdvisor](#) 

(<https://webadvisor.redwoods.edu/>) and selecting:

1. 'Students'
2. 'Academic Profile'
3. 'Current Information Update'

Contact

Please contact Public Safety if you have any questions:

- **Public Safety Webpage**  (<https://www.redwoods.edu/about/security/index.php>)
- **Phone:** 707-476-4112
- **Email:** campus-safety@redwoods.edu (<mailto:campus-safety@redwoods.edu>)

Please review the [Eureka Emergency Map](#) 

(https://www.redwoods.edu/locations/EurekaEmergencyMap_S25.pdf) for campus evacuation sites, including the closet site to this classroom (posted by the exit of each room).

