



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Course Prefix: EDEC

Course Title: Early Childhood Assessment

Year: 2025

Course and Section #: 2720-001

Credits: 2

Course Description

Addresses assessment of children in an early childhood classroom during the practicum experience. Focuses on authentic assessment of young children, using anecdotal observations, child work samples, photos, checklists, event samplings, and logs. Emphasizes using child assessment to inform curriculum planning. Prepares participants to create child portfolio assessments for use in parent conferences. Includes creating a personal Professional Portfolio.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Anita Spainhower

Student Learning Outcomes

1. Collect authentic assessment data of young children's learning, using anecdotal observations, child work samples, photos, checklists, event samplings, and logs.
2. Gather data in all domains of physical, social, language, literacy, and cognitive development.
3. Create checklists to match objectives in learning plans to simplify data collection.
4. Implement event sampling and center logs for collaborative data collection.
5. Prepare digital child portfolio assessments that connect to core standards and include anecdotal observations, child work samples, checklists, event samplings and log information, and photos.

Course Materials and Texts

Basics of Developmentally Appropriate Practice: An introduction for Teachers of Children 3-6. Carol Cople and Sue Bredekamp. Washington, D.C.: NAEYC. 2006 (for review only)

Basics of Assessment: a Primer for Early Childhood Educators. (2004) McAfee, O. Leong, D., & Bodrova, E. National Association for the Education of Young Children

Course Requirements

Course Assignments, Assessments, and Grading Policy

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Required or Recommended Reading Assignments

All required readings use chapters from the textbooks that align with the lectures below.

General Description of the Subject Matter of Each Lecture or Discussion

Topic	Reading
Orientation; explanation of practicum/assessment experience, syllabus, and overall assignments (emphasis on Overviews Std. 1-6 and weekly due dates.) Go over preschool schedule. Lead Teach and Center Plan sign-ups. Discussion: journal entries. Professional Portfolio Binder. Teaching Philosophy assignment. Set goals. Be prepared to have your photograph taken (or bring your own.)	
Clarify lead teacher/support teacher roles. Define support teacher behaviors. Finalize teaching schedule. Discussion on anecdotal notes and purpose for assessment- <i>what to do with your notes!</i> Reflection Paper Requirements (discussion and examples) Child Portfolio Assignments Tour outdoor supply shed.	
NO CLASS (Martin Luther King Day)	
Writing Literacy Plan; implementation/experience – what to do with the information – Literacy Assessment Introduce/discuss Literacy Assessment; “Where do my literacy goals come from?”	Definition and Process of Assessment (pages 3-5)
Coding anecdotal notes with objectives/goal View Child Portfolio. Discuss “no negatives” – stay positive! How to enter information onto child portfolios. Review grading rubric.	Why Assess: Sound Assessment (pages 6-17)
Connecting Curriculum to Assessment: Lesson plan goals and objectives should correlate with unmet goals for individual portfolio children. Mid-term Formative (self) Evaluations – review goals	Assessment in Classroom (pages 21-28)
NO CLASS (President’s Day)	
Challenges with assessments; discuss individual child portfolios and specific needs/concerns.	When to Assess: Gathering information (pages 29-50)

Clarify Reflection papers/centered around 1 key element of std Set up group goals to assist in portfolio completion. (Possible increase of anecdotal notes.)	
Revisit support teaching/lead teaching roles. What have you discovered? (Skills, practices, interactions, engagement, flowing comfortably from lead to support....) Confidentiality – sharing information with professionals and parents Center Participation Log: how to collect and record information	Looking At Gathered Information (pages 51-66)
Parent Teacher Conferences; expectations, elements of a good PTC, and PTC outlines. Reporting Child Abuse/Laws and guidelines	Using Assessment Information (pages 67-76)
Reflection on assessment experiences and ability to connect assessment to lesson plan goals and objectives – your overall view of the connection between assessment and curriculum.	Making Assessment Part of Your Classroom (pages 77-79)
“How prepared do I feel? Where do I go from here?” Professional outlook. How to use my portfolio Child Assessments - wrapping up! PTC Outlines/ Conference Prep	

Required Course Syllabus Statements

Generative AI

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must practice over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Finding information on various course topics.
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Field work reflections and notes, anecdotal notes or any portfolio pages.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as

participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.