OBSERVATIONAL ASSESMENT

Name

Student affiliation

Course

Instructor

Date

Observations are part of every day to day life of an early childhood educator. Many child care providers understand the role of observation but they do not really get why it is essential. ECE isn’t just about teaching kids, it’s about learning, exploration and observing play. According to Reutzel (2013) observational assessment is most of the time perceived as one of the most simple and yet effective ways of assessing young kids as they develop. For an early childhood teacher, observing a leaner begins by noting how the leaner behaves, reacts, learns, interacts with others and reacts to situations. The teacher then takes this date and creates activities to promote growth on kills, document the success of those skills, and then reflect and assess (Reutzel, 2013).

Observational assessment may be made with little or no intrusion into leaner’s activities. Teachers can observe various facets of a child’s development. Among these facets, as an observer hoping to collect valid and reliable data, I would assess the following three facets; leaner’s cognitive/intellectual development, language and literacy development and social development. Cognitive development refers to how kids learn information, obtain skills, knowledge and connect the world around them. Moshman (2014) posits that as kids get older, their ability to retain information, focus and think critically increased. Cognitive skills enable leaners to see connections between ideas, understand cause and effect, and develop analytical thinking. Because young kids develop cognitive skills by taking part in day-day activities it is essential that they be assed via the observation of those activities (Moshman, 2104).

Language and literacy development are fundamental domains of early childhood development. They involve development of skills used to communicate with others via languages (language development) as well as the ability to write and read (literacy development). During child assessment, this component is essential as they help educators understand basic behaviors and be aware of common communication disorders in children (Byrnes & Wasik, 2019). On the other hand, Emotional and social development means how kids begin to understand who they are, what they’re feeling and what to expect when interacting with others. It is an important facet of child assessment as it is the development of being able to sustain and form positive relationships, express, manage as well as experience emotions.

References

Reutzel, D. R. (Ed.). (2013). *Handbook of research-based practice in early education* (Vol. 1253). Guilford Press.

Moshman, D. (2014). Cognitive development beyond childhood.

Byrnes, J. P., & Wasik, B. A. (2019). *Language and literacy development: What educators need to know*. Guilford Publications.