

ASSIGNMENT GUIDELINES

ECE 110-Lecture provides a foundation in child development for children birth to age eight. The assignments and assessment procedures for ECE 110-Lecture are listed below:

ASSIGNMENT	POINTS	DUE BY AT 11:59 PM	PAGE
Participation	1 point	Throughout course & 7/10	11-12
Capstone Project – 5 parts			12-29
1. Observation Summary: Physical Development	1 point		12-17
2. Observation Summary: Social-Emotional & Language Development	1 point		17-22
3. Observation Summary: Cognitive Development	1 point		22-25
4. Commentary Paper	1 point		25-27
5. Domain Presentation	1 point		27-30
APA Citation Guidelines			30-32

CLASS PARTICIPATION

Purpose: The purpose of learning community participation is to:

- Increase the opportunities to co-create knowledge with peers/colleagues
- Provide opportunities for reflection on performance
- Instill accountability for learning and community among all participants

Task: Throughout the course, monitor your participation in our learning community using the self-assessment below. At the end of the semester you will formally assess your participation in our learning community.

Steps: Follow these steps to assess your participation in our learning community:

1. Review the self-assessment checklist
2. Identify your strengths as a participant in our learning community and opportunities for growth
3. During each learning community session, strive to meet the tasks on the checklist
4. At the end of the course, you will complete the Learning Community Participation Self-Assessment
5. Answer the questions on the bottom of the Self-Assessment, explaining why you placed yourself in each column for each task.
6. Submit the completed handout on Blackboard

Participating in ECE 110-Lecture fosters community, promotes co-creating knowledge with others, and deepens your engagement with the course material. ECE 110-Lecture class participation includes contributing to in-class activities and completing out-of-class assignments.

Completing work independently is involved when participating in a hybrid course with an asynchronous component. For ECE 110-L, this includes completing handouts for each module, assigned The purpose of the Module Handouts is to provide you with multiple perspectives on topics related to early childhood development; enhance your college-level reading and writing skills, and ensure you are prepared to engage in class activities on course topics. Completing the Module Handouts involves reading articles and/or watching the videos in the module, answering the questions on the handout, then submitting the completed handout on Blackboard.

The Self-Assessment Checklist below describes how your class participation will be assessed at the end of ECE 110-Lecture.

Self-Assessment Checklist, if you can answer 'yes' to all questions below, you will earn 1 point:

TASK	DID YOU:	Y/N
SYNCHRONOUS		
ENGAGEMENT	Actively & engages in class activities & discussions?	participates

MEMBER OF CLASS	Collaborates with all colleagues & supports the success of all members?	
PREPAREDNESS	Prepare for learning community sessions -- read & have copy of assigned reading(s), materials for class, etc.?	
ASSIGNMENTS	Complete assignments thoroughly & timely?	
ASYNCHRONOUS		
COMPLETENESS	Answer all of the questions on the module handout?	
THOROUGHNESS	Provide a full, robust response to each question?	
CLARITY	Have clear, organized, coherent answers, written in your own words, that showed evidence of proofreading?	

CAPSTONE PROJECT: ANALYSIS OF CHILD DEVELOPMENT

To deepen your understanding of child development, you will conduct observations of three different children that are different ages, from two months old to eight years old. One observation will be of an infant toddler (ages 2 months to 36 months), one observation will be of a preschool age child (ages 3- to 5-year-old) and one observation will be of a young school age child (kindergarten to 2nd grade). You will analyze each observation to identify the skills, processes, and developmental milestones you observed the children demonstrating, explain what you know about the children, then compare the children's development. Finally, you will research and create a presentation about one specific developmental domain.

Your Analysis of Child Development Project will include the following four parts:

1. Observation Summaries:
 - a. Observation Summary Paper: Physical Development
 - b. Observation Summary Paper: Language and Social-Emotional Development
 - c. Observation Summary Paper: Cognitive Development
2. Reflecting on your Observations: Commentary Paper Draft and Final
3. Domain Presentation

Part 1 -- Observing 3 Children & Observation Summary Papers

Purpose: The purpose of the observation summary papers:

- Enhance your skills and ability observing young children
- Develop the -
- Identify skills and processes young children demonstrate
- Apply the NY Early Learning Guidelines to the children you observe
- Analyze the development of young children of different ages

Task: Watch videos of young children (provided by the instructor) of young children, identify behavior related to the targeted domain of development, apply the NY Early Learning Guidelines.

Steps: Follow these steps to complete your Observation Summary Paper:

1. Watch the 3 videos of young children provided by the instructor – 1 video of an infant-toddler, 1 video of a preschool age child, and 1 video of a young school age child; identify 1 child from each video to write about
2. Take notes on the physical appearance of each child – facial features, skin tone, hair color, hair style, body type, clothing, etc.
3. Take notes about the environment that each video occurs – what is in the environment, how are the materials is arranged
4. Review the skills and processes for the domain of development the Observation Summary Paper is focused
5. Watch the 3 videos again, pausing as needed, to identify examples of the child demonstrating the skills and processes.

6. Take notes as you watch, describing the skill/ process and the behaviors the child demonstrated that indicate the skill/ process
7. Review the NY Early Learning Guidelines for the focus domain
8. Identify which indicators that an educator may observe which you saw each child demonstrate during the observation for the appropriate age range of the child
9. Convert your notes into paragraphs
10. Answer the conclusion questions in a paragraph

Conducting Observations:

You will conduct observations of three different children who are different ages. One observation will be of an infant/toddler (ages 2 months to 36 months), one observation will be of a preschool age child (ages 3- to 5-year-old), and one observation will be of a young school age child (kindergarten to 2nd grade). You will observe the children on video provided by your instructor. You will use the same videos throughout the semester.

Observation Summary Paper: Physical Development

~2 pages, type written, double spaced, standard 1" margins

In this paper, you will analyze the physical development of young children then write a paper with the following sections:

- Section 1: Infant/Toddler
- Section 2: Preschool Age Child
- Section 3: Young School Age Child
- Section 4: Conclusion

1) Infant/Toddler

a) Introduce the child setting by providing the following details:

i) Describe the child.

(1) How old is the child?

(2) Describe the child's physical appearance -- hair, skin, facial features, body type, and clothing.

ii) Describe the setting of the observation.

(1) Where did the observation take place?

(2) What furniture, materials, equipment were in the space?

(3) How was the furniture, materials and equipment positioned?

(4) Who was present?

b) Identify 2 to 3 gross motor skills and processes and 2 to 3 fine motor skills and processes that you observed the child exhibit in the video. Clearly and objectively describe the behavior you observed and the skills and processes it demonstrates. (e.g. Jose caught then kicked a moving ball. This demonstrates his balance, ball play skills, and kicking abilities).

c) Identify 2 to 3 Physical Well-Being, Healthy and Motor Development indicators of what an educator might notice from the NY Early Learning Guidelines based on the behavior the child demonstrated. Indicate the subdomain(s) that each indicator falls. NY Early Learning Guidelines: <https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf>

2) Preschool Age Child

a) Introduce the child setting by providing the following details:

i) Describe the child.

(1) How old is the child?

(2) Describe the child's physical appearance -- hair, skin, facial features, body type, and clothing.

ii) Describe the setting of the observation.

- (1) Where did the observation take place?
 - (2) What furniture, materials, equipment were in the space?
 - (3) How was the furniture, materials and equipment positioned?
 - (4) Who was present?
- b) Identify 2 to 3 gross motor skills and processes and 2 to 3 fine motor skills and processes that you observed the child exhibit in the video. Clearly and objectively describe the behavior you observed and the skills and processes it demonstrates. (e.g. Jose caught then kicked a moving ball. This demonstrates his balance, ball play skills, and kicking abilities).
- c) Identify 2 to 3 Physical Well-Being, Healthy and Motor Development indicators of what an educator might notice from the NY Early Learning Guidelines based on the behavior the child demonstrated. Indicate the subdomain(s) that each indicator falls. NY Early Learning Guidelines: <https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf>
- 3) Young School Age Child
- a) Introduce the child setting by providing the following details:
- i) Describe the child.
 - (1) How old is the child?
 - (2) Describe the child's physical appearance -- hair, skin, facial features, body type, and clothing.
 - ii) Describe the setting of the observation.
 - (1) Where did the observation take place?
 - (2) What furniture, materials, equipment were in the space?
 - (3) How was the furniture, materials and equipment positioned?
 - (4) Who was present?
- b) Identify 2 to 3 gross motor skills and processes and 2 to 3 fine motor skills and processes that you observed the child exhibit in the video. Clearly and objectively describe the behavior you observed and the skills and processes it demonstrates. (e.g. Jose caught then kicked a moving ball. This demonstrates his balance, ball play skills, and kicking abilities).
- c) Identify 2 to 3 Physical Well-Being, Healthy and Motor Development indicators of what an educator might notice from the NY Early Learning Guidelines based on the behavior the child demonstrated. Indicate the subdomain(s) that each indicator falls. NY Early Learning Guidelines: <https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf>
- 4) Conclusion
- a) Answer the following questions in the final paragraph
- i) What new insights do you have about young children and/or physical development from the process of observing young children and analyzing their physical development?
 - ii) What was the most interesting aspect of this assignment for you? Why?

Physical Skills & Processes

- Gross Motor (large muscle movement)
 - Reflexive movements
 - Lift head
 - Lift chest
 - Turn & roll over
 - Sit
 - Crawl
 - Pull to stand
 - Transitions (sit to crawl, sit to stand)
 - Balance
 - Walking
 - Stand alone
 - Cruise (walk holding furniture)

- Take a few steps
- Walk
- Run
- Climb
- Steps
 - Creep on steps
 - Both feet same step
 - Alternating feet
 - Hold railing
- Riding bike
 - Push bike (feet propel)
 - Tricycle
 - Bike with training wheels
- Ball play
 - Throwing
 - Throw (goes anywhere)
 - Throw with aim/ to target
- Catching
 - Trap against chest
 - Trap with arms
 - Catch with hands
- Kicking
 - Stopped ball
 - Moving ball
 - With aim/ to a target
- Fine Motor (small muscle movement)
 - Reaching & grasping
 - Reach for/ swat object
 - Grasp objects
 - Let go of objects
 - Bang objects together
 - Pass objects hand to hand
 - Use hands independent of other
 - Picking up small objects
 - Grab small objects with whole hand
 - Pinch small objects with thumb & index finger to pick-up
 - Finger movements
 - Poke with finger
 - Use fingers independent of each other
 - Turning pages of a book
 - Writing
 - Hold writing instrument
 - With fist grasp
 - End/ top of crayon with whole hand
 - Hold at bottom of crayon with 3 fingers (tripod grasp)
 - Drawing
 - Scribble off paper
 - Scribble on paper
 - Draw intentional picture, unrecognizable
 - Draw picture with recognizable features
 - Drawing with some letters accidentally

- Copy/ trace letters
- Form letters
- Inventive spelling
- Write sentences
- Hand-eye coordination (eyes perceive & hand carry out actions)
- Chewing
 - Swallow food
 - Chew up & down
 - Move food inside of mouth with tongue

The Self-Assessment Checklist below describes how your Observation Summary Paper: Physical Development will be assessed.

Self-Assessment Checklist, if you can answer 'yes' to all questions below, you will earn 1 point:

TASK	DOES YOUR PAPER:	Y/N
CHILD DESCRIPTIONS	Include a thorough, clear, graphic description of the 3 settings & children in each age group so that the reader can picture the child & environment?	
SKILLS & PROCESSES	Include 2+ physical skills & process for each child, with clear, detailed, objective descriptions of the behavior that indicated the skill/process?	
NY ELG INDICATORS	Include 2+ Physical Well-Being, Healthy & Motor Development NY ELG indicators of what an educator might see that align with observation, & child's age?	
CONCLUSION	Thoughtfully & thoroughly answer the questions?	
CLARITY	Present as clear, organized, coherent, full of details/examples, with evidence of proofreading?	

Observation Summary Paper: Social-Emotional and Language Development

~3 pages, type written, double spaced, standard 1" margins

In this paper, you will analyze the social-emotional and language development of young children then write a paper with the following sections:

- Section 1: Infant/Toddler
- Section 2: Preschool Age Child
- Section 3: Young School Age Child
- Section 4: Conclusion

1) Infant/Toddler

a) Introduce the child setting by providing the following details:

- i) Describe the child.
 - (1) How old is the child?
 - (2) Describe the child's physical appearance -- hair, skin, facial features, body type, and clothing.
- ii) Describe the setting of the observation.
 - (1) Where did the observation take place?
 - (2) What furniture, materials, equipment were in the space?
 - (3) How was the furniture, materials and equipment positioned?
 - (4) Who was present?

b) Language Development

- i) Identify 2 to 3 language skills and processes that you observed the child exhibit in the video. Clearly and objectively describe the behavior you observed and the skills and processes it demonstrates. (e.g. Jose caught then kicked a moving ball. This demonstrates his balance, ball play skills, and kicking abilities).
- ii) Identify 2 to 3 Physical Well-Being, Healthy and Motor Development indicators of what an educator might notice from the NY Early Learning Guidelines based on the behavior the child demonstrated. Indicate the subdomain(s) that each indicator falls. NY Early Learning Guidelines: <https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf>
- iii) Identify 2 to 3 Communication, Language and Literacy indicators of what an educator might notice from the NY Early Learning Guidelines based on the behavior the child demonstrated. Indicate the subdomain(s) that each indicator falls. NY Early Learning Guidelines: <https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf>

c) Social-Emotional Development

- i) Identify 2 to 3 social-emotional skills and processes that you observed the child exhibit in the video. Clearly and objectively describe the behavior you observed and the skills and processes it demonstrates. (e.g. Jose caught then kicked a moving ball. This demonstrates his balance, ball play skills, and kicking abilities).
- ii) Identify 2 to 3 Social-Emotional Development indicators of what an educator might notice from the NY Early Learning Guidelines based on the behavior the child demonstrated. Indicate the subdomain(s) that each indicator falls. NY Early Learning Guidelines: <https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf>

2) Preschool Age Child

a) Introduce the child setting by providing the following details:

- i) Describe the child.
 - (1) How old is the child?
 - (2) Describe the child's physical appearance -- hair, skin, facial features, body type, and clothing.
- ii) Describe the setting of the observation.
 - (1) Where did the observation take place?
 - (2) What furniture, materials, equipment were in the space?
 - (3) How was the furniture, materials and equipment positioned?
 - (4) Who was present?

b) Language Development

- i) Identify 2 to 3 language skills and processes that you observed the child exhibit in the video. Clearly and objectively describe the behavior you observed and the skills and processes it demonstrates. (e.g. Jose caught then kicked a moving ball. This demonstrates his balance, ball play skills, and kicking abilities).
- ii) Identify 2 to 3 Communication, Language and Literacy indicators of what an educator might notice from the NY Early Learning Guidelines based on the behavior the child demonstrated. Indicate the subdomain(s) that each indicator falls. NY Early Learning Guidelines: <https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf>

c) Social-Emotional Development

- i) Identify 2 to 3 social-emotional skills and processes that you observed the child exhibit in the video. Clearly and objectively describe the behavior you observed and the skills and processes it demonstrates. (e.g. Jose caught then kicked a moving ball. This demonstrates his balance, ball play skills, and kicking abilities).
- ii) Identify 2 to 3 Social-Emotional Development indicators of what an educator might notice from the NY Early Learning Guidelines based on the behavior the child demonstrated. Indicate the subdomain(s) that each indicator falls. NY Early Learning Guidelines: <https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf>

3) Young School Age Child

a) Introduce the child setting by providing the following details:

- i) Describe the child.
 - (1) How old is the child?
 - (2) Describe the child's physical appearance -- hair, skin, facial features, body type, and clothing.
- ii) Describe the setting of the observation.
 - (1) Where did the observation take place?
 - (2) What furniture, materials, equipment were in the space?
 - (3) How was the furniture, materials and equipment positioned?
 - (4) Who was present?

b) Language Development

- i) Identify 2 to 3 language skills and processes that you observed the child exhibit in the video. Clearly and objectively describe the behavior you observed and the skills and processes it demonstrates. (e.g. Jose caught then kicked a moving ball. This demonstrates his balance, ball play skills, and kicking abilities).
- ii) Identify 2 to 3 Communication, Language and Literacy indicators of what an educator might notice from the NY Early Learning Guidelines based on the behavior the child demonstrated. Indicate the subdomain(s) that each indicator falls. NY Early Learning Guidelines: <https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf>

c) Social-Emotional Development

- i) Identify 2 to 3 social-emotional skills and processes that you observed the child exhibit in the video. Clearly and objectively describe the behavior you observed and the skills and processes it demonstrates. (e.g. Jose caught then kicked a moving ball. This demonstrates his balance, ball play skills, and kicking abilities).
- ii) Identify 2 to 3 Social-Emotional Development indicators of what an educator might notice from the NY Early Learning Guidelines based on the behavior the child demonstrated. Indicate the subdomain(s) that each indicator falls. NY Early Learning Guidelines: <https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf>

4) Conclusion

a) Answer the following questions in the final paragraph:

- i) What new insights do you have about young children and/or social-emotional and/or language development from the process of observing young children and analyzing their social-emotional and/or language development?
- ii) What was the most interesting element of this assignment to you? Why?

Emotional Skills & Processes

- Sense of self
 - Body awareness (0-6 months)
 - Identity
- Self-Concept
 - Opinion of own abilities, weaknesses & status
 - Self-esteem
- Emotions
 - Experience feelings
 - Identify feelings
 - Self-regulation
 - Self-soothe
 - Control:
 - Body
 - Emotions

- Behavior
- Initiative
 - Assertive behavior
 - Social & creative risks
 - Demonstrate independence
- Temperament
 - Style
 - Feisty/ Active/ Fussy
 - Flexible/ Easygoing
 - Slow-to-warm-up/ Cautious/ Fearful
 - Goodness of fit

Social Skills & Processes

- Relationships
 - Prosocial behaviors
 - Affection
 - Cooperating
 - Empathy
 - Following rules
 - Form friendships
 - Helping
 - Relatedness
 - Member of group/ Group identity
 - Interact with others
 - Establish relationships
 - Form friendships
 - Attachment
- Gender Identity
 - Understanding of gender roles
 - Express gender roles
 - Culturally influences
- Social Participation
 - Unoccupied behavior
 - Onlooker behavior
 - Parallel play
 - Associative play
 - Cooperative Play
 - Games with rules
- Social Rules
 - Expected behavior
 - Appropriate behavior
 - Turn taking
 - Sharing
 - Manners
- Separation
 - Object permanence
 - Separation anxiety
 - Stranger reaction
 - Say goodbye to family & friends

Language Skills & Processes

- Communication Skills & Processes
 - Communication Skills
 - Eye contact
 - Get attention appropriately
 - Take turns when communicating
 - Initiate conversation
 - Maintain conversation
 - Verbal Communication
 - Vocalizations
 - Sounds
 - Words
 - Crying
 - Laughing
 - Non-verbal Communication
 - Gestures
 - Sign Language
 - Facial Expressions
 - Body language & movements
- Language Skills & Processes
 - Expressive Language
 - Cooing
 - Babbling
 - Jargon
 - Words without meaning
 - Words/ sounds with meaning
 - Words
 - Sentences & questions
 - Receptive Language
 - Responds to sounds
 - Understand what language is
 - Respond to name
 - Follow commands
 - Answer questions
 - Understand conversations
 - Comprehend books & stories
 - Pre-literacy & Literacy skills
 - Songs & fingerplays
 - Symbolic awareness
 - Pictures
 - Letters
 - Words
 - Abstract images (flag, mascot, etc.)
 - Reading
 - Interest in books
 - Reads with others
 - Interest in print/ letters
 - Identify letters
 - Associate sounds with letters
 - Read words
 - Comprehend sentences

- Writing
 - Scribble
 - Draw
 - Pretend writing
 - Create letters
 - Form words
 - Inventive spelling
 - Create simple sentences

The Self-Assessment Checklist below describes how your Observation Summary Paper: Social-Emotional and Language Development will be assessed.

Self-Assessment Checklist, if you can answer 'yes' to all questions below, you will earn 1 point:

TASK	DOES YOUR PAPER:	Y/N
CHILD DESCRIPTIONS	Include a thorough, clear, graphic description of the 3 settings & children in each age group so that the reader can picture the child & environment?	
LANGUAGE SKILLS & PROCESSES	Include 2+ language skills & process for each child, with clear, detailed, objective descriptions of the behavior that indicated the skill/process?	
LANGUAGE NY ELG INDICATORS	Include 2+ Language, Communication & Literacy NY ELG indicators of what an educator might see that align with observation, & child's age?	
SOCIAL-EMOTIONAL SKILLS & PROCESSES	Include 2+ social-emotional skills & process for each child, with clear, detailed, objective descriptions of the behavior that indicated the skill/process?	
SOCIAL-EMOTIONAL NY ELG INDICATORS	Include 2+ Social-Emotional Development NY ELG indicators of what an educator might see that align with observation, & child's age?	
CONCLUSION	Thoughtfully & thoroughly answer the questions?	
CLARITY	Present as clear, organized, coherent, full of details/examples, with evidence of proofreading?	

Observation Summary Paper: Cognitive Development

~2 pages, type written, double spaced, standard 1" margins

In this paper, you will analyze the cognitive development of young children then write a paper with the following sections:

- Section 1: Infant/Toddler
- Section 2: Preschool Age Child
- Section 3: Young School Age Child
- Section 4: Conclusion

1) Infant/Toddler

- a) Introduce the child setting by providing the following details:
 - i) Describe the child.
 - (1) How old is the child?

- (2) Describe the child's physical appearance -- hair, skin, facial features, body type, and clothing.
 - ii) Describe the setting of the observation.
 - (1) Where did the observation take place?
 - (2) What furniture, materials, equipment were in the space?
 - (3) How was the furniture, materials and equipment positioned?
 - (4) Who was present?
 - b) Identify 2 to 3 cognitive skills and processes that you observed the child exhibit in the video. Clearly and objectively describe the behavior you observed and the skills and processes it demonstrates. (e.g. Jose caught then kicked a moving ball. This demonstrates his balance, ball play skills, and kicking abilities).
 - c) Identify 2 to 3 Cognitive Development indicators of what an educator might notice from the NY Early Learning Guidelines based on the behavior the child demonstrated. Indicate the subdomain(s) that each indicator falls. NY Early Learning Guidelines:
<https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf>
- 2) Preschool Age Child
- a) Introduce the child setting by providing the following details:
 - i) Describe the child.
 - (1) How old is the child?
 - (2) Describe the child's physical appearance -- hair, skin, facial features, body type, and clothing.
 - ii) Describe the setting of the observation.
 - (1) Where did the observation take place?
 - (2) What furniture, materials, equipment were in the space?
 - (3) How was the furniture, materials and equipment positioned?
 - (4) Who was present?
 - b) Identify 2 to 3 cognitive skills and processes that you observed the child exhibit in the video. Clearly and objectively describe the behavior you observed and the skills and processes it demonstrates (e.g. Jose caught then kicked a moving ball. This demonstrates his balance, ball play skills, and kicking abilities).
 - c) Identify 2 to 3 Cognitive Development indicators of what an educator might notice from the NY Early Learning Guidelines based on the behavior the child demonstrated. Indicate the subdomain(s) that each indicator falls. NY Early Learning Guidelines:
<https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf>
- 3) Young School Age Child
- a) Introduce the child setting by providing the following details:
 - i) Describe the child.
 - (1) How old is the child?
 - (2) Describe the child's physical appearance -- hair, skin, facial features, body type, and clothing.
 - ii) Describe the setting of the observation.
 - (1) Where did the observation take place?
 - (2) What furniture, materials, equipment were in the space?
 - (3) How was the furniture, materials and equipment positioned?
 - (4) Who was present?
 - b) Identify 2 to 3 cognitive skills and processes that you observed the child exhibit in the video. Clearly and objectively describe the behavior you observed and the skills and processes it demonstrates. (e.g. Jose caught then kicked a moving ball. This demonstrates his balance, ball play skills, and kicking abilities).
 - c) Identify 2 to 3 Cognitive Development indicators of what an educator might notice from the NY Early Learning Guidelines based on the behavior the child demonstrated. Indicate the

subdomain(s) that each indicator falls. NY Early Learning Guidelines:

<https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf>

4) Conclusion

a) Answer the following questions in the final paragraph

- i) What new insights do you have about young children and/or cognitive development from the process of observing young children and analyzing their cognitive development?
- ii) What was the most interesting aspect of this assignment for you? Why?

Cognitive Skills & Processes

- Learning Schemes
- Cause & Effect
- Use of tools
- Object Permanence
- Understanding Space/Spatial Relationships
- Imitation
- Symbolic play
- Classification
- Numeracy
 - Want more
 - Quantity (all gone, a lot)
 - Say numbers from memory
 - Count objects
 - Add objects
 - Subtract objects
 - Calculate mentally
- Literacy
 - Reading
 - Writing
- Understanding Routines
- Creativity
- Problem Solving
- Reflecting
- Memory
- Reasoning
- Perception
- Knowledge
 - Use of objects
 - Information
 - Skills

The Self-Assessment Checklist below describes how your Observation Summary Paper: Cognitive Development will be assessed.

Self-Assessment Checklist, if you can answer 'yes' to all questions below, you will earn 1 point:

TASK	DOES YOUR PAPER:	Y/N
CHILD DESCRIPTIONS	Include a thorough, clear, graphic description of the 3 settings & children in each age group so that the reader can picture the child & environment?	

SKILLS & PROCESSES	Include 2+ cognitive skills & process for each child, with clear, detailed, objective descriptions of the behavior that indicated the skill/process?	
NY ELG INDICATORS	Include 2+ Cognitive Development NY ELG indicators of what an educator might see that align with observation, & child's age?	
CONCLUSION	Thoughtfully & thoroughly answer the questions?	
CLARITY	Present as clear, organized, coherent, full of details/examples, with evidence of proofreading?	

Part 2 – Reflecting on Observations: Commentary Paper

After completing your observations, you will write a paper analyzing what you observed and comparing it with what you have learned in class.

Purpose: The purpose of the commentary paper:

- Demonstrate your understanding of child development, skills, and processes
- Apply what you have learned in ECE 110
- Analyze the impact of sociocultural factors in culture and development

Task: Write a paper using a child you have learned about (video provided by instructor) and apply what you have learned in ECE 110-Lecture

Steps: Follow these steps to complete your Commentary Paper:

1. Review the Observation Summary Papers you wrote
2. Identify one child from your Observation Summary Papers to be your “focus” child; you can select the child you know the most about, the child in the age group you want to work with, or the child you are most curious.
3. Using your Observation Summary Papers and the feedback from your instructor, identify two to three skills and processes for your focus child from the following developmental domains: cognitive, language, social-emotional, fine motor and gross motor.
4. Pick a 2nd child from your Observation Summary Papers. Reread your Observation Summary Papers to identify 2-3 ways how the development between your focus child and the 2nd child is similar. Identify 2-3 ways the development between the focus child and the other child is different.
5. Reread the setting sections of your Observation Summary Papers. Write a summary of each of the 3 settings. Explain how the settings were similar, how the settings were different, and how each of the settings could have impacted the child's behavior during your observation.
6. Using the Aspects of Culture Chart, identify 4 aspects of culture and explain how they impacted your focus child's development and/or education.
7. Using the Aspects of Culture Chart, identify 6 aspects of culture and explain how they impacted your development and/or education.
8. For conclusion paragraph, answer the following questions: your experience as an observer; what you learned or gained from this experience; what struck you from this experience, assignment and/or the children? How will this experience impact you as an early childhood professional/ your career path?

Commentary Paper

4-5 pages, type written, double spaced, standard 1" margins

Your Commentary Paper connects what you have learned in class to what you observed and learned about the child. Include the following information in your Commentary Paper:

a. Developmental Skills & Processes

Pick one child, the one that you have the most detailed observations for or the child in the age group you plan to work with. For each developmental domain, identify 2 to 3 skills and

processes you observed the child using. Clearly explain the behavior you observed and the skills and processes it demonstrates. (e.g. Jose kicked a moving ball. This demonstrates his balance, ball play skills, and kicking abilities). List the specific skills and processes you observed with examples for each developmental domain. Include 2 to 3 skills and processes for the following developmental domains:

- Cognition
- Language
 - Receptive
 - Expressive
 - Communication skills
- Social
- Emotional
- Physical
 - Gross
 - Fine

b. Comparison of Development

Compare the development of two of the children you observed.

- How is their cognitive, language and communication, social/ emotional, physical, sensory processing, and activities of daily living development similar? Explain two to three specific ways their development is similar.
- How is their cognitive, language, social/ emotional, motor, sensory processing, and activities of daily living development different? Explain two to three specific ways their development is different.

c. Setting Comparison

Compare the settings you observed all three of your children in.

- Briefly describe the settings.
- How were the settings similar?
- How were they different?
- How could the settings have impacted the child's behavior during your observation?
- How could the settings impact the child's development?

d. The Child's Aspects of Culture

Consider what factors may have an impact on development for the focus child for this paper. Identify and explain how 4 of the 13 aspects of culture impacted the child's development, and/or education.

e. Your Aspects of Culture

Consider what factors that may have impacted your development. Identify and explain how 6 of the 13 aspects of culture impacted your development and/or education.

f. Conclusion

Summarize your experience with this project as an observer and learner. Answer the following questions in your final paragraph:

- What was your experience as an observer?
- What did you learn or gain from this experience?
- What struck you from this experience, assignment and/or the children?
- How will this experience impact you as an early childhood professional/in your career path?

ASSESSMENT RUBRIC

TASK	DOES YOUR PAPER:	Y/N
DEVELOPMENTAL SKILLS & PROCESSES	Accurately identify 3+ skills & processes for each domain & included thorough, rich, detailed, descriptions of the behavior observed which demonstrated each skills & processes?	
COMPARISON OF DEVELOPMENT	Compare the development of 2 children by thoughtfully explaining 2-3 ways the development was similar & different using rich, detailed descriptions?	
SETTING COMPARISON	Compare the settings of the observations & the impact on the children, with thoughtful, rich, & detailed descriptions?	
CHILD'S ASPECTS OF CULTURE	Include 4+ aspects of the child's culture & offer a rich, detailed explanation of how the aspects culture impacted the child's development &/or education?	
YOUR ASPECTS OF CULTURE	Identify 6+ aspects of your culture & offer a rich, & detailed explanation of how the aspects of culture impacted your development/education?	
CONCLUSION	Clearly answer the questions with meaningful & reflective responses?	
CLARITY	Present as clear, organized, coherent, full of examples/ details, with evidence of proofreading?	

Part 3 – Domain Presentation

You will use information from your Observation Summary Papers, Commentary Paper, and group research to create a presentation about one developmental domain.

Purpose: The purpose of the domain presentation:

- Further your knowledge of child development
- Enhance your presentation skills
- Practice researching sources using the BMCC Library
- Engage in a group project

Task: In a group of 3-4, prepare an engaging 7-10 minute presentation on 1 domain of development

Steps: Follow these steps to complete your Commentary Paper:

1. Share contact information with your group members
2. Determine which domain of development you will focus on: Cognitive; language; social-emotional, fine & gross motor, or activities of daily living.
3. Review the handout and materials in the module for your selected developmental domain, including optional readings/videos.
4. Develop responses to the following questions: What is the domain? What happens in that domain? Why is it important in a child's development? Why did you select the domain?
5. Reread your Observation Summary Paper for the specific domain. Compare how the 3 children you observed functioned in the selected domain by: Describe the children's functioning in the chosen domain; identify the skills and processes each child demonstrated from the observation in the domain; explain how each child demonstrate the skills and processes in the domain; discuss the children's functioning in that domain was similar and different; and, list factors that may have impacted the children's development.
6. Explain 2-3 skills and processes, and how, an infant-toddler, preschool-age child, and young school age child would demonstrate in the domain. Describe what teachers: 1) should remember about the domain when working with each age group and 2) could do to support children's growth in this domain for in each age group?

7. After identifying what information the group is missing for the presentation, search for sources on the BMCC Library databases.
8. Create a group presentation
9. Rehearse the presentation so it is engaging

Domain Presentation

7 to 10-minute engaging presentation

After you synthesized the information about a child, it is time to research one domain in more depth and share the material with your colleagues. In groups of three to four, create an engaging 7- to 10-minute presentation about one developmental domain to share with your peers. Groups can choose the following domains:

- Cognitive development
- Language development
- Social-emotional development
- Fine & gross motor development
- Activities of daily living

Include data from two educational sources you obtained from the BMCC library education databases in your presentation. Sources from the internet will not be accepted. Cite the sources using APA format in your presentation and at the end of the presentation.

Include the following information in your presentation:

a. Explanation of Domain

Describe the chosen domain.

- What is the domain?
- What happens in that domain?
- Why is it important in a child's development?
- Why did you select the domain?

b. Comparison of Children

Compare the functioning of the children you observed from the 3 different age groups in the domain you selected.

- Describe the children's functioning in the chosen domain and the skills and processes each child demonstrated in the observation in that domain.
- How did each child demonstrate the skills and processes in the chosen domain?
- How was the functioning of each child in that domain similar?
- How was it different?
- What factors may have an impact on development for the children you observed?

c. Explanation of Skills & Processes

Explain two to three skills and processes children in each age range develop in your chosen domain.

- What should teachers think about regarding this developmental domain when working with each age group?
- What could teachers do to support the growth of children in each age group in this developmental domain?

ASSESSMENT RUBRIC (10 points)

TASK	DOES YOUR PRESENTATION:	Y/N
EXPLANATION OF DOMAIN	Include a thorough, rich, detailed explanation of the domain?	

COMPARISON OF CHILDREN	Include a rich, thoughtful, vivid, example-filled comparison of children?	
EXPLANATION OF SKILLS & PROCESSES	Included a rich, detailed explanation of 2-3 skills & processes in the domain, what teachers should remember, and how teachers can support learning in the domain?	
SOURCES	Integrate content from 2+ sources from the BMCC library that were cited using APA format?	
TEAMWORK	Demonstrate collaboration & cooperation among group members throughout the process?	
CLARITY	Clear, organized, coherent, engaging & demonstrate evidence of rehearsal?	

ECE 110 Analysis of Child Development Holistic/ Analytic Rubric

Your Analysis of Child Development Commentary Paper must meet the criteria of a "Learner" in ALL FOUR criteria areas in order to be uploaded into your e-Portfolio:

TASK	COMPETENT	LEARNER	NOVICE
UNDERSTANDING OF CHILD DEVELOPMENT	The paper demonstrated a deep, thorough understanding of child development and the skills and processes of each developmental domain.	The paper demonstrated some and/ or a fair understanding of child development and the skills and processes of each developmental domain.	The paper did not demonstrate an understanding of child development, and the skills and processes of each developmental domain. The paper is incomplete.
UNDERSTANDING OF THE FACTORS THAT IMPACT A CHILD'S DEVELOPMENT	The paper demonstrates a deep, thorough understanding of the factors that impact a child's development, including culture, environment/ setting, educational setting, historipolitical contexts, etc.	The paper demonstrated some and/or a fair understanding of the factors that impact a child's development, including culture, environment/ setting, educational setting, historipolitical contexts, etc.	The paper did not demonstrate an understanding of the factors that impact a child's development, including culture, environment/ setting, educational setting, historipolitical contexts, etc.
COMPARISON OF DEVELOPMENT	The paper demonstrated an understanding of the similarities and differences in the development of different children.	The paper demonstrated some &/ or a fair understanding of the similarities and differences in the development of different children.	The paper did not demonstrate an understanding of the similarities and differences in development of different children.
CLARITY	The paper was clear, coherent, well-organized, & full of rich, vivid details.	The paper was vague, had few details, &/ or hard to understand in places.	The paper was unclear, confusing, disorganized, & contained no details.