**Credential AREA:Early Childhood Credential (Level 4)****TOPIC: HGD Domain-Specific Assessment Example**

**Developmental Child Case Study Portfolio**

**I. Assessment Competency & Standards Alignment**

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| **Gateways Competencies Assessed** | **Competency Alignment** | | | |
| **NAEYC**  **Standards**  **(Draft 2020)** | **NAEYC**  **Competencies**  **(Draft 2020)** | **IPTS (2013)** | **InTASC (2019)** |
| **ECE HGD1:** Identifies and describes theories of typical and atypical growth in all developmental domains and the interaction between individual and contextual factors on development and learning | 1a, 1b, 1c | 1a-LVL1 1-4, 1a-LVL1-3-4, 1a-LVL2 1-2; 1b-LVL1-3; 1c-LVL2-2 | 1A, 1C, 1D, 1E, 2A | 2(h), 7(i) |
| **ECE HGD2**: Describes the interrelationship between developmental domains, holistic well-being, and adaptive/living skills | 1a | 1a-LVL2-1, 1a-LVL2-2, 1a-LVL2-4 | 1C, 2A, 2H | 1(f), 2(i), 3(l), 7(i) |
| **ECE HGD3**: Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children’s well-being and learning | 1a, 1c | 1a-LVL1-3, 1c-LVL1-1-3, 1c-LVL2-1 | 1C, 1D, 1E, 2E, 2H | 2(h, 2(i), 2(j), 2(m) |
| **HGD4**: Interprets children’s unique developmental patterns and identifies supportive resources for children who may require further assessment. Describes process of first and second language acquisition | 1a, 1b, 1d | 1a-LVL2-3, 1b-LVL1-1, 1b-LVL1-4, 1b-LVL2-1,  1b-LV2 & 3-2, 1d-LV1-1,  1d-LV2&3-1 | 1A, 1C, 1D, 1E, 1G, 1H, 1L, 2H, 7A, 7I | 1(b), 1(i), 2(h), 2(i), 2(o), 4(d), 6(k) |

**II. Assessment Task Description/ Directions**

To complete this assessment, you will utilize your knowledge of child development and learning, as well as appropriate observation, documentation, and assessment in partnership with a child’s family and/or teacher/ caregiver, to create a developmental portrait of the child, as well as learning experiences that are supportive and challenging.

**To complete this portfolio, you will:**

* Select a child (0-5 years old) who has special educational needs (e.g., a child who is a dual language learner, has been diagnosed with a disability, is considered at risk for developmental delays, has experienced trauma, or has significant medical issues)
* In selecting a child for this project, please keep in mind the following guidelines:
  + You may or may not already have a relationship with this child and/or child’s family. For example, you may identify a child previously unknown to you through a field experience classroom or service-learning setting; or you may be their nanny/ babysitter, neighbor, attend church together, or have the child in your classroom or school.
  + If you wish to select a child who is related to you, you must obtain special permission from your course instructor. The child must be someone that you can observe in a group care or classroom setting, and you must be able to gain written permission from this child’s parents/ guardians to observe and assess the child. Seek a permission form from your course instructor.

**Part One:  Context of the Child**

*What is the basic context for this child’s growth and learning?*

Provide a description of the basic context for this child, including important factors about the classroom/ care setting, as well as describing the child’s unique characteristics and needs. Discuss what you learned about the family and/or community regarding factors that might impact the child’s development and learning.  What did you learn directly from the family or from your mentor teacher/site supervisor? What did you learn from other resources (e.g. current research studies, statistical data, etc.)?

**Part Two: Portfolio: Developmental Portrait of the Child**

Create a portfolio-style developmental portrait of the child, using reliable tools. Include both informal (ex: running records, anecdotal records) and formal/standardized tools that identify developmental milestones. Present the following observation data, completed on the child:

**Technology Option:**

- Upload to a password protected website or a program, such as OneNote, for organization.

* + Summary of results, observations, etc. of your observations and assessments
  + A one-page description of how the observation tools you used supported (or did not support and why) your understanding of this child’s development.  Describe how you worked with the family to complete these assessments.
  + Child work sample (photo, artwork, writing sample, etc.) for each of the following domains, with a one paragraph description and interpretation of meaning, and the corresponding Early Learning Guidelines (0-3) or Illinois Early Learning and Development Standards (3-5). In this section, you can be creative! Research fun and interesting ideas for early childhood documentation.
    - Physical
    - Cognitive
    - Social and/ or Emotional
    - Language
  + Summary Analysis
    - Using all of the data presented in the bullets above, complete a summary analysis of the current development of the child.
    - The summary must be a domain-specific analysis of the child’s development in the four domains: social-emotional, physical, cognitive, language. There should be analysis and connection between what was observed in all of the above data AND knowledge of child development/ milestones/ theories, including theories of both typical and atypical growth in all domains, and the interaction between individual and contextual factors on development and learning.

**Part Three: Action Plan**

*What are two immediate developmental goals that make sense for this child?*

**Technology Option:**

- Provide websites/articles as resources.

- Make a video to demonstrate goals

- Make a Prezi to show the interrelationship of domains

Based on your study of the child and your relationship with the child’s family and/or teacher/ caregiver, identify and present a rationale for two of the child’s most immediate developmental needs that can be supported in an early childhood program setting. Include information regarding the interrelationship between domains and how your plans will support holistic well-being, and adaptive/ living skills. Also include any supportive resources you would offer this family, based on your interpretation of the child’s unique developmental patterns. Identify resources for further assessment.

**III. Assessment Rubric**

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| **ECE Human Growth & Development Master Rubric** | | | | | | | | | | | |
| **Competency** | **Competent** | | | | | | | | | | **Unable to Assess** |
| **Checklist Criteria** | | | | | | | | | |
| **HGD1**: Identifies and describes theories of typical and atypical growth in all developmental domains and the interaction between individual and contextual factors on development and learning  **Possible Codes**: N = names, D = describes  **NAEYC**: 1a, 1b, 1c (1a-LVL1-1-4, 1a-LVL2-1, 1b-LVL1-3, 1c-LVL2-2)  **IPTS**: 1A, 1C, 1D, 1E, 2A  **InTASC**: 2(h), 7(i) | **Physical** | **Cognitive** | **Social** | | **Emotional** | **Verbal** | **Aesthetic** | |  | | |
|  |  |  | |  |  |  | | developmental milestones | |  |
|  |  |  | |  |  |  | | developmental theories | |  |
|  |  |  | |  |  |  | | patterns of development | |  |
|  |  |  | |  |  |  | | characteristics of delays/ disabilities | |  |
|  |  |  | |  |  |  | | cultural impacts (including gender, family, race, ethnicity, language, ability, socioeconomics, religion, and society) | |  |
| **Competency** | **Distinguished** | | | **Competent** | | | | **Developing** | | **Unacceptable** | **Unable to Assess** |
| **HGD2**: Describes the interrelationship between developmental domains, holistic well-being, and adaptive/living skills  **NAEYC**: 1a (1a-LVL2-1, 1a-LVL2-2, 1a-LVL2-4)  **IPTS**: 1C, 2A, 2H  **InTASC**: 1(f), 2(i), 3(l), 7(i) | Describes interrelationship between developmental domains (physical/social/ emotional/cognitive/language/ aesthetic), holistic well-being (including health, nutrition, safety and environment), and adaptive/living skills  Current research and theory are integrated into description | | | Describes interrelationship between developmental domains (physical/social/ emotional/cognitive/language/ aesthetic), holistic well-being (including health, nutrition, safety and environment), and adaptive/living skills | | | | Describes developmental domains (physical/social/ emotional/cognitive/language/ aesthetic), holistic well-being (including health, nutrition, safety and environment), and adaptive/living skills | | Does not accurately describe developmental domains (physical/social/ emotional/cognitive/language/ aesthetic), holistic well-being (including health, nutrition, safety and environment), and adaptive/living skills |  |
| **Competency** | **Distinguished** | | | **Competent** | | | | **Developing** | | **Unacceptable** | **Unable to Assess** |
| **HGD3**: Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children’s well-being, and learning  **NAEYC**: 1a, 1c (1a-LVL1-3; 1c-LVL1-1-3; 1c-LVL2-1)  **IPTS**: 1C, 1D, 1E, 2E, 2H  **InTASC**: 2(h, 2(i), 2(j), 2(m) | Describes how cultural and familial contexts and biological and environmental influences impact children’s well-being and learning. Description includes connections to research  Identifies the consequences of stress, trauma, protective factors, and early experiences in understanding individual children’s development and the role of resilience in supporting positive development and learning outcomes. Description includes connections to research | | | Describes how cultural and familial contexts and biological and environmental influences impact children’s well-being and learning  Identifies the consequences of stress, trauma, protective factors, and early experiences in understanding individual children’s development and the role of resilience in supporting positive development and learning outcomes | | | | Describes how cultural and familial contexts and biological and environmental influences impact children’s well-being and learning. Description lacks holistic consideration of influence and impact  Identifies the consequences of stress, trauma, protective factors, and early experiences in understanding individual children’s development and the role of resilience in supporting positive development and learning outcomes. Description lacks holistic consideration of consequences of stress, trauma, and early experiences and the role of resilience | | Does not accurately describe how cultural and familial contexts and biological and environmental influences impact children’s well-being and learning  Does not accurately identify consequences of stress, trauma, protective factors, and early experiences in understanding individual children’s development and the role of resilience in supporting positive development and learning outcomes |  |
| **Competency** | **Distinguished** | | | **Competent** | | | | **Developing** | | **Unacceptable** | **Unable to Assess** |
| **HGD4**: Interprets children’s unique developmental patterns and identifies supportive resources for children who may require further assessment. Describes process of first and second language acquisition  **NAEYC**: 1a, 1b, 1d (1a-LVL2-3; 1b-LVL1-1; 1b-LVL1-4; 1b-LVL2-1 & 2; 1d-LV1-1; 1d-LV2-1)  **IPTS**: 1A, 1C, 1D, 1E, 1G, 1H, 1L, 2H, 7A, 7I  **InTASC**: 1(b), 1(i), 2(h), 2(i), 2(o), 4(d), 6(k) | Assesses development using knowledge of milestones, red flags, and current-research base  Identifies when children may benefit from further evaluation and assessment  Describes process of first and second language acquisition  Connects unique development patterns to appropriate resources | | | Assesses development using knowledge of milestones and red flags  Identifies when children may benefit from further evaluation and assessment  Describes process of first and second language acquisition  Connects unique development patterns to appropriate resources | | | | Assesses development using knowledge of milestones  Identifies when children may benefit from further evaluation and assessment  Describes process of first language acquisition  Connects unique development patterns to appropriate resources | | Assessment of development does not reflect knowledge of milestones  Incomplete identification of when children may benefit from further evaluation and assessment  Limited description of language acquisition process  Knowledge of community resources not demonstrated |  |

Yellow = Level 2 Orange = Level 4

**IV. Data Collection & Analysis Tool**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency & Standards Alignment** | | | | | **Cumulative Assessment Data** | | | | |
| **Competency** | **NAEYC**  **Stand.**  **(Draft 2020)** | **NAEYC**  **Comp.**  **(Draft 2020)** | **IPTS (2013)** | **InTASC (2019)** | **Distinguished** | **Proficient** | **Needs Improvement** | **Unsatisfactory** | **Unable to Assess** |
| **ECE HGD1:** Identifies and describes theories of typical and atypical growth in all developmental domains and the interaction between individual and contextual factors on development and learning | 1a, 1b, 1c | 1a-LVL1 1-4, 1a-LVL1-3-4, 1a-LVL2 1-2; 1b-LVL1-3; 1c-LVL2-2 | 1A, 1C, 1D, 1E, 2A | 2(h), 7(i) |  |  |  |  |  |
| **ECE HGD2**: Describes the interrelationship between developmental domains, holistic well-being, and adaptive/living skills | 1a | 1a-LVL2-1, 1a-LVL2-2, 1a-LVL2-4 | 1C, 2A, 2H | 1(f), 2(i), 3(l), 7(i) |  |  |  |  |  |
| **ECE HGD3**: Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children’s well-being and learning | 1a, 1c | 1a-LVL1-3, 1c-LVL1-1-3, 1c-LVL2-1 | 1C, 1D, 1E, 2E, 2H | 2(h, 2(i), 2(j), 2(m) |  |  |  |  |  |
| **HGD4**: Interprets children’s unique developmental patterns and identifies supportive resources for children who may require further assessment. Describes process of first and second language acquisition | 1a, 1b, 1d | 1a-LVL2-3, 1b-LVL1-1, 1b-LVL1-4, 1b-LVL2-1,  1b-LV2 & 3-2, 1d-LV1-1,  1d-LV2-1 | 1A, 1C, 1D, 1E, 1G, 1H, 1L, 2H, 7A, 7I | 1(b), 1(i), 2(h), 2(i), 2(o), 4(d), 6(k) |  |  |  |  |  |