Credential AREA: Early Childhood Credential (Level 2)
TOPIC: HGD Domain-Specific Assessment Example
Developmental Child Case Study Portfolio

I. Assessment Competency & Standards Alignment

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)

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:

- 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.

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

III. Assessment Rubric

<table>
<tr><th colspan="9">ECE Human Growth & Development Master Rubric</th></tr>
<tr><th rowspan="2">Competency</th><th colspan="7">Competent</th><th rowspan="2">Unable to Assess</th></tr>
<tr><th colspan="7">Checklist Criteria</th></tr>
<tr>
<td rowspan="6">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)</td>
<td>Physical</td><td>Cognitive</td><td>Social</td><td>Emotional</td><td>Verbal</td><td>Aesthetic</td><td></td><td></td>
</tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td>developmental milestones</td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td>developmental theories</td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td>patterns of development</td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td>characteristics of delays/ disabilities</td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td>cultural impacts (including gender, family, race, ethnicity, language, ability, socioeconomics, religion, and society)</td><td></td></tr>
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<table>
<tr><th>Competency</th><th>Distinguished</th><th>Competent</th><th>Developing</th><th>Unacceptable</th><th>Unable to Assess</th></tr>
<tr>
<td>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</td>
<td>Describes interrelationship between developmental domains (physical/social/ emotional/cognitive/language/ aesthetic), holistic well-being (including</td>
<td>Describes interrelationship between developmental domains (physical/social/ emotional/cognitive/language/ aesthetic), holistic well-being (including health, nutrition, safety</td>
<td>Describes developmental domains (physical/social/ emotional/cognitive/language/ aesthetic), holistic well-being (including health, nutrition, safety and environment), and adaptive/living skills</td>
<td>Does not accurately describe developmental domains (physical/social/ emotional/cognitive/language/ aesthetic), holistic well-being (including health,</td>
<td></td>
</tr>
</table>

| InTASC: 1(f), 2(i), 3(l), 7(i) | health, nutrition, safety and environment), and adaptive/living skills

Current research and theory are integrated into description | and environment), and adaptive/living skills | | 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	

Yellow = Level 2

IV. Data Collection & Analysis Tool

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)					