

Credential AREA: Early Childhood Credential (Level 4)
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)
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:

- 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.

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

- 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?

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.

Technology Option:
 - Provide websites/articles as resources.
 - Make a video to demonstrate goals
 - Make a Prezi to show the interrelationship of domains

III. Assessment Rubric

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 =	Physical	Cognitive	Social	Emotional	Verbal	Aesthetic			
								developmental milestones	
								developmental theories	
								patterns of development	
								characteristics of delays/ disabilities	

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)						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)	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	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	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,	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			

<p>IPTS: 1C, 1D, 1E, 2E, 2H InTASC: 2(h), 2(i), 2(j), 2(m)</p>	<p>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</p>	<p>children’s development and the role of resilience in supporting positive development and learning outcomes</p>	<p>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</p>	<p>experiences in understanding individual children’s development and the role of resilience in supporting positive development and learning outcomes</p>	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<p>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</p> <p>NAEYC: 1a, 1b, 1d (1a-LVL2-3; 1b-LVL1-1; 1b-LVL1-4; 1b-LVL2-1 & 2; 1d-LV1-1; 1d-LV2-1)</p> <p>IPTS: 1A, 1C, 1D, 1E, 1G, 1H, 1L, 2H, 7A, 7I</p> <p>InTASC: 1(b), 1(i), 2(h), 2(i), 2(o), 4(d), 6(k)</p>	<p>Assesses development using knowledge of milestones, red flags, and current-research base</p> <p>Identifies when children may benefit from further evaluation and assessment</p> <p>Describes process of first and second language acquisition</p> <p>Connects unique development patterns to appropriate resources</p>	<p>Assesses development using knowledge of milestones and red flags</p> <p>Identifies when children may benefit from further evaluation and assessment</p> <p>Describes process of first and second language acquisition</p> <p>Connects unique development patterns to appropriate resources</p>	<p>Assesses development using knowledge of milestones</p> <p>Identifies when children may benefit from further evaluation and assessment</p> <p>Describes process of first language acquisition</p> <p>Connects unique development patterns to appropriate resources</p>	<p>Assessment of development does not reflect knowledge of milestones</p> <p>Incomplete identification of when children may benefit from further evaluation and assessment</p> <p>Limited description of language acquisition process</p> <p>Knowledge of community resources not demonstrated</p>	

Yellow = Level 2

Orange = Level 4

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)					
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)					