Credential AREA: Early Childhood Credential (Level 5)
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)
HGD5: Integrates research, developmental theories, and observational data to make decisions about evidence-based practice supporting children's learning and development	1a, 1b, 1c, 1d, 4a	1a-LVL3-1, 1a-LVL3-2, 1b-LV3-1, 1c-LVL3-1, 1d-LVL2-1, 4a-LVL2-1	1B, 1H, 1L, 2A, 9A	1(b), 1(i), 2(k), 4(d), 7(i), 10(h)
HGD6: Justifies and promotes the use of evidence-based practices supportive of each child's unique patterns of development and learning	1a, 1d	1a-LVL3-3, 1d-LVL2-2	1H, 1J, 1L, 2I, 2N	1(b), 1(g), 1(i), 2(a), 4(d), 4(f), 5(b), 7(n)

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

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

- 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

1. *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

2. *What actions would you take to begin to promote positive development and challenge the child to gain new competencies in each of the two areas you have identified?*

Describe immediate and long-term actions you would take to help this child meet each of the two goals you have selected. In your response to this question, make sure that you explain what standards, best practices, and developmental research and principles you are using as a basis for your actions. Also, make sure that you describe an appropriate learning environment and curricular approach for this child, based on the child's home and community context. How will the environment you describe support the child's health, culture, and individuality, and challenge the child to gain new competencies?

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 = 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	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	

	description				
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	Assesses development using knowledge of milestones, red flags, and current-research base Identifies when children	Assesses development using knowledge of milestones and red flags Identifies when children may benefit from further	Assesses development using knowledge of milestones Identifies when children may benefit from further	Assessment of development does not reflect knowledge of milestones Incomplete identification	

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) | may benefit from further evaluation and assessment

Describes process of first and second language acquisition

Connects unique development patterns to appropriate resources | evaluation and assessment

Describes process of first and second language acquisition

Connects unique development patterns to appropriate resources | evaluation and assessment

Describes process of first language acquisition

Connects unique development patterns to appropriate resources | of when children may benefit from further evaluation and assessment

Limited description of language acquisition process

Knowledge of community resources not demonstrated | |

Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
HGD5: Integrates research, developmental theories, and observational data to make decisions about evidence-based practice supporting children's learning and development

NAEYC: 1a, 1b, 1c, 1d, 4a (1a-LVL3-1, 1a-LVL3-2, 1b-LV3-1, 1c-LVL3-1, 1d-LVL2-1, 4a-LVL2-1)
IPTS: 1B, 1H, 1L, 2A, 9A
InTASC: 1(b), 1(i), 2(k), 4(d), 7(i), 10(h) | Makes decisions about evidence-based practices supporting children's learning and development

Decisions incorporate research, developmental theories, and observational data

Decisions made within the context of collaborative community | Identifies relevant developmental research and child development data to inform evidence-based practice

Makes decisions about evidence-based practices supporting children's learning and development

Decisions incorporate research, developmental theories, and observational data | Makes decisions about evidence-based practices supporting children's learning and development

Decisions incorporate observational data | Makes decisions about evidence-based practice supporting children's development and learning not connected to research, developmental theories, and observational data | |

Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
HGD6: Justifies and promotes the use of evidence-based practices supportive of each child's unique patterns of	Identifies and advocates for, using research and stage theory, practices that support holistic knowledge of children's	Identifies and explains, using research and stage theory, practices that support holistic knowledge of children's	Identifies practices that support holistic knowledge of children's unique patterns of development across each	Identify inappropriate practices and/or do not appropriately apply theory and research in support of children's	

| development and learning

NAEYC: 1a, 1d (1a-LVL3-3; 1d-LVL2-2)
IPTS: 1H, 1J, 1L, 2I, 2N
InTASC: 1(b), 1(g), 1(i), 2(a), 4(d), 4(f), 5(b), 7(n) | unique patterns of development across each domain (physical/ social/ emotional/ cognitive/ language/ aesthetic) | unique patterns of development across each domain (physical/ social/ emotional/ cognitive/ language/ aesthetic) | domain (physical/ social/ emotional/ cognitive/ language/ aesthetic) | unique patterns of development across each domain | |

Yellow = Level 2   Orange = Level 4   Blue = Level 5

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	1a, 1b, 1d	1a-LVL2-3, 1b-LVL1-1, 1b-LVL1-4, 1b-LVL2-1, 1b-LV2 & 3-2, 1d-LV1-1,	1A, 1C, 1D, 1E, 1G, 1H, 1L, 2H, 7A, 7I	1(b), 1(i), 2(h), 2(i), 2(o), 4(d), 6(k)					

acquisition		1d-LV2-1							
HGD5: Integrates research, developmental theories, and observational data to make decisions about evidence-based practice supporting children's learning and development	1a, 1b, 1c, 1d, 4a	1a-LVL3-1, 1a-LVL3-2, 1b-LV3-1, 1c-LVL3-1, 1d-LVL2-1, 4a-LVL2-1	1B, 1H, 1L, 2A, 9A	1(b), 1(i), 2(k), 4(d), 7(i), 10(h)					
HGD6: Justifies and promotes the use of evidence-based practices supportive of each child's unique patterns of development and learning	1a, 1d	1a-LVL3-3, 1d-LVL2-2	1H, 1J, 1L, 2I, 2N	1(b), 1(g), 1(i), 2(a), 4(d), 4(f), 5(b), 7(n)					