

Credential AREA: Early Childhood Credential (Level 4)
TOPIC: HGD Domain-Specific Assessment Example
Observing Early Childhood Development and Learning

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

This assessment requires that you observe the physical, cognitive, language, social and emotional areas of development of a preschool-age child. The goal of your assessment is to demonstrate competencies related to connecting theory to children's unique growth patterns, understanding how external and individual characteristics influence growth and development, identifying the interrelationship between domains, and your ability to understand unique patterns of development and supportive practices.

Your assessment requires that you conduct an observation in a preschool classroom at a licensed early childhood program. Work with your course/clinical instructor for options on observation sites and observation duration.

Part 1: Observation Pre-Reflection

To provide you context prior to your visit, reflect on the following:

- Is the facility profit, non-profit, or school-based?
- Is the facility a national or regional center chain? Is it affiliated with a religious institution or other umbrella institution such as a hospital, business or higher ed campus?
- What do you know about the community in which the center is located (e.g., demographics, population, socioeconomics, etc.)?
- What basics about the facility can you learn from their promotional materials (i.e., website, brochures, etc.)?

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

Part 2: Description of Setting

When you arrive in the preschool room for your field experience give the teacher a copy of this assignment sheet. Prepare to take careful notes on the following:

- A description of the setting, including:
 - Facility name and the classroom in which you are observing
 - Number of children present
 - Number of staff present
 - Activities occurring during this field experience time period
 - Other relevant information (e.g., whether families were in the room, how children responded to strangers, etc.)

Technology Option:
- Video/ audio/ or pictorial description

Part 3: Completing a Narrative Behavioral Observation

Choose a child to focus on during the remainder of your field experience observation. Then:

- Use a narrative behavioral observation strategy, such as a child development-focused running record, to take *accurate, concise, and objective* notes about that child's appearance, interactions and behaviors. Try to be unobtrusive and not interfere in the class or child's normal activities. For at least a portion of the time you are in the classroom, maneuver close enough to your target child so that you can see and hear him/ her clearly.
- While completing your narrative behavioral observation, be sure to capture descriptions of the child's physical, cognitive, language, social and emotional areas of development

Part 4: Reflection

For this portion of this assessment, you will be analyzing the data you collected in your narrative behavioral observation tool through the lens of what you have learned about social, emotional, physical and cognitive development for this child’s developmental age. Your reflection needs to include each of the following:

- A summary of what you observed in terms of the child’s development and learning, using examples—as applicable. Objectivity is no longer required at this point in your assignment, as you are now making subjective observations. Your summary should include each of the following:
 - An overview of what you observed in each developmental area. In your descriptions, be sure to integrate theory as an infrastructure for your discussion of developmental areas.
 - Specific examples of how your observational data complemented or deviated from developmental milestones
 - Three specific examples, based on your observation, of how each area of development interrelates
- An overview of what you observed in each developmental area. In your description, be sure to integrate theory as an infrastructure for your discussion of developmental areas.
 - Specific examples of how your observational data complemented or deviated from developmental milestones
 - Three specific examples, based on your observation, of how each area of development interrelates
- A description of how contextual factors (such as race, ethnicity, language, ability, socioeconomics, religion, and society) influence healthy development and learning. Based on the child you assessed, specifically, what impact might cultural, familial, biological, and environmental influences have on his or her physical and mental health, well-being, and nutrition?
- A description of how protective factors within the environment could serve to alleviate stress and foster resiliency
- Recommendations for further assessment or screening (if needed) and a list of at least three additional resources for families and teachers in these identified areas. Include specific information, as applicable, related to multi-language acquisition.

Technology Option:
- Video or audio thought process of analyzing

Remember that to truly be valid, conclusions like these would need to be based on numerous field experiences and in various settings. This assessment is purely an exercise in learning about development through observation.

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 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	Describes how cultural	Describes how cultural	Describes how cultural	Does not accurately	

<p>cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children’s well-being, and learning</p> <p>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)</p>	<p>and familial contexts and biological and environmental influences impact children’s well-being and learning. Description includes connections to research</p> <p>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</p>	<p>and familial contexts and biological and environmental influences impact children’s well-being and learning</p> <p>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</p>	<p>and familial contexts and biological and environmental influences impact children’s well-being and learning. Description lacks holistic consideration of influence and impact</p> <p>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</p>	<p>describe how cultural and familial contexts and biological and environmental influences impact children’s well-being and learning</p> <p>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</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-</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>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>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>Assessment of development does not reflect knowledge of milestones</p> <p>Incomplete identification of when children may benefit from further evaluation and assessment</p>	

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)	Describes process of first and second language acquisition Connects unique development patterns to appropriate resources	Connects unique development patterns to appropriate resources	Connects unique development patterns to appropriate resources	Limited description of language acquisition process Knowledge of community resources not demonstrated	
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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	1a, 1b, 1d	1a-LVL2-3, 1b-LVL1-1, 1b-LVL1-4, 1b-LVL2-1,	1A, 1C, 1D, 1E, 1G, 1H, 1L, 2H, 7A, 7I	1(b), 1(i), 2(h), 2(i), 2(o),					

first and second language acquisition		1b-LV2 & 3-2, 1d-LV1-1, 1d-LV2-1		4(d), 6(k)					
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