

**Credential AREA: Family Specialist Credential (Level 3)**  
**TOPIC: HGD-FCR Custom Assessment Example**  
**Understanding Development in Context Presentation**

**I. Assessment Competency & Standards Alignment**

Gateways Competencies Assessed
<b>FSC HGD1:</b> Identifies and describes theories of typical and atypical growth in all developmental domains
<b>FSC HGD2:</b> Identifies and describes human development in the context of families and communities
<b>FSC FCR1:</b> Identifies the influence of culture, language, social, and economic environments, via family and ecological systems theory, on family development
<b>FSC FCR2:</b> Identifies the role of cultural responsiveness in recognizing family strengths, assets, and preferences, including those reflective of and grounded in language and culture

**II. Assessment Task Description/ Directions**

For this assessment, you are to either take the role of an early childhood and family professional or demonstrate your skills as one. As one, you are interested in developing a presentation for other professionals who work with children and families emphasizing (1) theories that help us understand how children develop within the context of families and communities, and (2) the influence of culture, language, social and economic environments on family development.

**Part 1: Presentation Content**

The presentation should cover the following topics:

- How human beings grow and develop, typically and atypically, within the context of their environments and across the developmental domains, including:
  - Pick three of the following six domains to focus on for your presentation:
    - Physical
    - Cognitive
    - Social
    - Emotional
    - Verbal
    - Aesthetic
  - Once you have selected the three domains for your presentation, then select a theory of development for each of the domains that helps your audience to understand how development unfolds in that domain between birth and eight years of age, focusing

on patterns of development within the domain, typical developmental milestones, and characteristics of delays and disabilities that fall within atypical developmental patterns

- In your presentation, provide an overview of each developmental domain as well as an overview of each theory
- Use your presentation to also explain what each theory suggests about the associated domain of development
- How culture, language, social and economic environments influence overall family development, including:
  - What factors and contexts (i.e., family and community) influence development and well-being in each domain and how they can impact developmental outcomes
  - Lastly, detail the ways that culture, language, socio-economic status (SES) can influence family development and how those factors may alter outcomes within a family system, using the framework of family and ecological systems theory

### **Presentation Format**

For this presentation, you will choose the technology of your choice, including slides, blog, podcast, video, and/or social media tools, etc.

### **Additional Requirements**

Throughout the presentation:

- Be sure to include discussion about development across the full birth to eight continuum
- Integrate course materials with citations
- Provide examples and supportive evidence
- Use technology in ways that captures viewers' attention
- Elicit participation from viewers

### **Part 2: Reflective Journal**

After your presentation, you will write a reflective journal entry that looks at the role of cultural responsiveness when working with families. Please write a short journal entry (e.g. double-spaced 2-pages) which discusses the role that cultural responsiveness plays when recognizing a family's strengths, assets, and preferences. In addition, please consider and discuss how a family's language and culture impacts the ways that we "see" a family's strengths, assets, and preferences. Please feel free to use examples from your work in the field and your presentation, if relevant.

Technology Option:  
- Video/audio record option

### III. Assessment Rubric

FS Level 3 Understanding Development in Context Presentation Custom Rubric								
Competency	Competent							Unable to Assess
	Checklist Criteria							
<b>HGD1:</b> Identifies and describes theories of typical and atypical growth in all developmental domains  <b>Possible Codes:</b> I = identifies, D = describes	<b>Physical</b>	<b>Cognitive</b>	<b>Social</b>	<b>Emotional</b>	<b>Verbal</b>	<b>Aesthetic</b>		
							developmental milestones	
							patterns of development	
							characteristics of delays/ disabilities	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess			
<b>HGD2:</b> Identifies and describes human development in the context of families and communities	Illustrates influences of environmental and individual characteristics and processes on typical and atypical human development  Uses research and developmental theory as rationale supporting descriptions	Illustrates influences of environmental and individual characteristics and processes on typical and atypical human development	Identifies environmental and individual characteristics and processes that influence typical and atypical human development	Gives inaccurate environmental and individual characteristics and processes that influence typical and atypical human development				
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess			
<b>FCR1:</b> Identifies the influence of culture, language, social, and socioeconomic	Identifies the influence of culture, language, social, and socioeconomic	Identifies the influence of culture, language, social, and socioeconomic	Identifies the influence of culture, language, social, and socioeconomic	Incorrectly identifies the influence of culture, language, social, and socioeconomic				

environments, via family and ecological systems theory, on family development	environments on family development  Uses ecological system theory to support rationale for influence  Provides concrete examples reflective of knowledge of family and ecological systems theory	environments on family development  Uses ecological and family system theories to support rationale for influence	environments on family development	environments on family development	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<b>FCR2: Identifies the role of cultural responsiveness in recognizing family strengths, assets, and preferences, including those reflective of and grounded in language and culture</b>	Identifies the role of cultural responsiveness in supporting positive relationships between families and providers  Identifies the influence of diversity on beliefs regarding interactions and relationships, physical mental health, safety and well-being  Uses research to support rationale for factors identified	Identifies the role of cultural responsiveness in supporting positive relationships between families and providers  Identifies the influence of diversity on beliefs regarding interactions and relationships, physical mental health, safety and well-being	Identifies the role of cultural responsiveness in supporting positive relationships between families and providers	Partially or incorrectly identifies the role of cultural responsiveness in supporting positive relationships between families and providers	

Yellow = Level 2

Green = Level 3

#### IV. Data Collection & Analysis Tool

Competencies	Cumulative Assessment Data				
	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<b>FSC HGD1: Identifies and describes theories of typical and atypical</b>					

growth in all developmental domains					
<b>FSC HGD2:</b> Identifies and describes human development in the context of families and communities					
<b>FSC FCR1:</b> Identifies the influence of culture, language, social, and economic environments, via family and ecological systems theory, on family development					
<b>FSC FCR2:</b> Identifies the role of cultural responsiveness in recognizing family strengths, assets, and preferences, including those reflective of and grounded in language and culture					