

**SAYD Human Growth & Development Assessment (Level 2)**  
**Child Study Project**

<b>SAYD Competencies</b>	SAYD HGD1: Identifies and defines concepts, principles, and theories of development and learning for school-age and youth. SAYD HGD2: Identifies unique patterns of development and learning and the holistic consequences of risk and resilience factors in influencing SAY development, learning, and well-being.
<b>Original Gateways SAYD Benchmarks</b>	2-4A1, 2-4A2, 2-4B3, 2-4B11, 5A1, 5A2, 5B43, 5F6 2-4A3-5, 2-4A19, 2-4A20, 2-4A22, 5A29
<b>IPTS</b>	1A, 1L, 2A, 2B, 2C, 2F, 3A, 3C, 3N, 9L, 11K
<b>NAA</b>	1, 2, 5, 14, 18, 24, 30
<b>COA</b>	3.02, 4.02, 4.05, 5.03, 8.02, 10.01, 10.02, 10.03, 11.02, 13.07
<b>ACT Now</b>	1.1, 1.3, 2.1, 24.1-24.10, 1.3, 5.4, 20.1, 20.2, 21.1, 24.1-24.10, 27.1-27.4, 29.1-29.3

**Assessment Guidelines**

Understanding the development, learning, and well-being of school-age youth is an essential component of being able to provide appropriate supports that enhance development and learning. In this semester-long project, you will develop knowledge, through applied observations, of patterns of development for children between the ages of 5 and 16. The goal of your assessment is to demonstrate a holistic understanding of the developmental trajectory of school-age and youth, including diverse developmental patterns, contextual influences, and factors that foster positive developmental outcomes.

This project will require pre-planning and scheduling for you to complete a checklist of development and learning on a child between the ages of 5 and 16.

**Part 1: Pre-Assessment Planning**

Work with your instructor to choose a child on which your child study project will focus. The child you study is required to be between the ages of 5 and 16. Arrange to meet and explain the project to the child’s parents or teacher, securing needed consent.

**Part 2: Completion of the Child Study Assessment**

Arrange two to three 45-minute blocks of time throughout the semester where you will observe your targeted child and complete the developmental checklist provided by your instructor. Compile your observation data through use of a running or anecdotal record. Following compilation of data gained, complete the checklist.

**Part 3: Child Study Post Reflection:**

For this portion of your assignment you will be writing a reflection based on your running or anecdotal record and completion of the developmental checklist. You are required to communicate what you have learned about the social, emotional, physical and cognitive development for the child you observed. To effectively analyze the data gathered, please be sure to review anticipated developmental milestones.

Prior to completing your analysis, write a 1-2-page reflection demonstrating your knowledge of school-age and youth development. Required components of your reflection include:

Based on the data you collected in your child study project respond to the following:

- Provide a summary of what you observed in terms of the child’s developmental characteristics, using examples—as applicable. Objectivity is no longer required at this point in your assignment, as you are now making subjective observations. Support your summary with specific examples that compares and contrasts your observation with developmental milestones.
- Summarize information gained in the observation that contributed to your knowledge of the child’s unique learning styles and developmental strengths and challenges.
- Provide a description of how challenging environmental influences, including stress, trauma, and bias, might impact the child’s development and learning.
- Provide a description of how protective factors within the environment could serve to alleviate stress and foster resiliency.

**Part 4: Implications for Practice:**

Understanding children’s development and learning has significant implications for professional practice. Knowledge of young children is only effective if we put what we know into practice. Reflect on what you have learned about the child you observed, and children in general, and respond to the following:

- What symptoms and behaviors would be cause of concern for a child in the age range you observed? Were any of these apparent within your observation?

**SAYD Human Growth & Development Master Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><b><u>SAYD HGD1:</u></b> Identifies and defines concepts, principles, and theories of development and learning for school-age and youth.</p>	<p>Identifies developmental characteristics of school-age and youth.</p> <p>Defines the relationship between stages of development and prevailing practice. Provides research to support response.</p>	<p>Identifies developmental characteristics of school-age and youth.</p> <p>Recognizes the relationship between stages of development and evidence-based practice.</p>	<p>Provides a partial identification of developmental characteristics of school-age and youth.</p> <p>Provides a partial description of the relationship between stages of development and prevailing practice.</p>	<p>Provides an inaccurate or incomplete identification of developmental characteristics of school-age and youth.</p> <p>Description of the relationship between stages of development and prevailing practice inaccurate or incomplete.</p>	
<p><b><u>SAYD HGD2:</u></b> Identifies unique patterns of development and learning and the holistic consequences of risk and resilience factors in influencing SAY development, learning, and well-being.</p>	<p>Identifies and respects unique patterns of SAY development and learning.</p> <p>Recognizes the developmental consequences of stress and trauma, the role of protective factors and resilience in school-age and youth’s development and learning, and the critical role of asset development in nurturing the healthy development of SAY.</p> <p>Describes areas of exceptionality in learning as defined in the Individuals with Disabilities Education Act (IDEA).</p> <p>Uses research as a rationale undergirding the critical need for a holistic understanding of SAY development, learning, and well-being.</p>	<p>Identifies and respects unique patterns of SAY development and learning.</p> <p>Recognizes the developmental consequences of stress and trauma, the role of protective factors and resilience in school-age and youth’s development and learning, and the critical role of asset development in nurturing the healthy development of SAY.</p> <p>Describes areas of exceptionality in learning as defined in the Individuals with Disabilities Education Act (IDEA).</p>	<p>Describes unique patterns of SAY development and learning.</p> <p>Identifies the developmental consequences of stress and trauma, the role of protective factors and resilience in school-age and youth’s development and learning, and the critical role of asset development in nurturing the healthy development of SAY.</p> <p>Describes areas of exceptionality in learning as defined in the Individuals with Disabilities Education Act (IDEA).</p>	<p>Provides an inaccurate or incomplete description of unique patterns of SAY development and learning.</p> <p>Inaccurately describes the developmental consequences of stress and trauma, the role of protective factors and resilience in school-age and youth’s development and learning, and the critical role of asset development in nurturing the healthy development of SAY.</p> <p>Provides an inaccurate description of areas of exceptionality in learning as defined in the Individuals with Disabilities Education Act (IDEA).</p>	

Level 2—Yellow