Credential AREA: Infant-Toddler Credential (Level 2)
TOPIC: HGD Domain-Specific Assessment Example
Child Observation/ Interview

I. Assessment Competency & Standards Alignment

Gateways Competencies Assessed	Competency Alignment by citation
	Zero to Three (2016)
ITC HGD1: Explains the developmental trajectory of children birth to three and outlines realistic expectations for infant/toddler knowledge, capabilities and behaviors	-------
ITC HGD2: Describes ways that attachment, development, and learning, prenatal-age 3, are influenced by early environments and experiences (e.g., adult/child interaction, opportunities for exploration)	-------
ITC HGD3: Describes individual differences in infants and toddlers' interactions with and responses to the physical and social world	-------

II. Assessment Task Description/ Directions

This assessment requires that you observe the physical, cognitive, language, social and emotional development of a young child between birth and 36 months of age. The goal of this assessment is to assess your competency in (1) understanding the infant/toddler developmental trajectory, and how this relates to realistic expectations for knowledge, capabilities and behaviors; (2) describing ways attachment, trust, development, mental health, and well-being and learning are influenced by early environments, relationships (e.g., attachment and trust) and experiences; and (3) describing how infants and toddlers respond to and interact with the world in unique ways.

Your assessment requires that you conduct an observation of a child between the ages of birth and 36 months in the context of an early childhood program/ setting, as well as an interview of a caregiver of the child you observed. This caregiver needs to have knowledge of the child and his or her context of development, such as a family member or a caregiver within an early childhood setting. Consult with your course faculty if you need assistance in identifying a child to observe.

Part 1: Observation Pre-Reflection
Prior to your observation, you will conduct a pre-reflection. In your pre-reflection, please address:
- An overview of developmental milestones associated with the age of the child you are observing
- An overview of behavioral indicators for the progression of play for children between the ages of birth and 36 months
- An overview of attachment theory and the progression of its stages for children between the ages of birth and 36 months

Part 2: Completing a Running Record
Plan to observe the child you have selected for approximately one hour. Use an anecdotal observational strategy (e.g., a literacy-based Running Record or time sampling) to take *accurate, concise, and objective* notes about that child's interactions and behaviors. Try to be unobtrusive and not directly interact with the child. Be sure that you are positioned where you can see and hear the child clearly. While completing your running record, be sure to capture descriptions of the child's physical, cognitive, language, social and emotional areas of development.

Technology Option:
- Video/audio record options

Part 3: Interview
Arrange to interview a caregiver of the child you observed. The caregiver can be a family member or infant and toddler professional. Use the example questions provided at the end of this document and record caregiver responses.

Technology Option:
- Video/audio record options

Part 4: Reflection
For this portion of your assessment you will be analyzing the data you collected in your Running Record and synthesizing with your knowledge of child growth and development. Your reflection needs to include each of the following:

- Observation Summary: Provide an overview of what you observed in terms of the child's development in each domain, using examples—as applicable. Your overview should include each of the following:
    - A description of what you observed in each developmental area. In your description, be sure to include connections to specific developmental milestones and research/ theory that supports your understanding of the child's unique development
    - Specific examples of how your observational data complemented or deviated from developmental milestones
    - Unique ways the infant/ toddler observed interacted with and responded to the physical and social world
    - Examples of communication used by the infant/ toddler during your observation

- Interview Summary: Provide an overview of information gained during your interview. Your overview should include a description of child strategies for communication, interacting with the physical and social world, and the family profile.

- Analysis:
    - Identify 5-7 expectations in the areas of knowledge, capabilities, and behavior that you would have for the young child you observed, based on your observation, interview, and knowledge of the developmental trajectory
    - Provide a description of unique temperaments and preferred modalities of learning that would be essential to consider when designing responsive, supportive, evidence-based practices for the observed child

Technology Option:
- Video/audio record options

III. Assessment Rubric

ITC HGD Level 2 Child Observation/ Interview Custom Rubric			

Competency	Competent		Unable to Assess
	Checklist Criteria		
HGD1: Explains the developmental trajectory of children birth to three and outlines realistic expectations for infant/toddler knowledge, capabilities and behaviors **Possible Codes:** N = names, D = describes Zero to Three: N/A		developmental milestones, behavioral indicators for the progression of play, and patterns of development for young children, ages birth to three	
		realistic expectations for infant toddler knowledge, capabilities, and behaviors based on young children's developmental trajectories	
		possible meanings that infants/toddlers communicate through their behavior about their preferences, needs, or agendas	
		major findings of important current research in early development, prenatal-age 3	

Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
HGD2: Describes ways that attachment, development, and learning, prenatal-age 3, are influenced by early environments and experiences (e.g., adult/child interaction, opportunities for exploration) Zero to Three: N/A	Describes ways that early environments and experiences (e.g., adult/child interaction, opportunities for exploration) influence early brain development, prenatal-age 3 Defines, describes, and give examples of the term attachment using attachment theories.	Describes ways that early environments and experiences (e.g., adult/child interaction, opportunities for exploration) influence early brain development, prenatal-age 3 Defines, describes, and give examples of the term attachment using attachment theories	Defines the term attachment. Definition is not reflective of attachment theories Identifies ways that attachment, development, and learning, prenatal-age 3, are influenced by early environments and experiences (e.g., adult/child interaction,	Does not describe ways that attachment, development, and learning, prenatal-age 3, are influenced by early environments and experiences (e.g., adult/child interaction, opportunities for exploration), nor provide evidence from current research	

Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
	Current research and theory are integrated into description		opportunities for exploration), but does not provide evidence from current research		
HGD3: Describes individual differences in infants' and toddlers' interactions with and responses to the physical and social world **Zero to Three**: N/A	Describes individual differences in infants' and toddlers' interactions with the physical and social world. Description includes connections to research	Describes individual differences in infants' and toddlers' interactions with the physical and social world	Describes individual differences in infants' and toddlers' interactions with the physical or social world	Does not accurately describe individual differences in infants' and toddlers' interactions with the physical and social world	

Yellow = Level 2

IV. Data Collection & Analysis Tool

Competency & Standards Alignment		Cumulative Assessment Data				
Competency	Zero to Three (2016)	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
ITC HGD1: Explains the developmental trajectory of children birth to three and outlines realistic expectations for infant/toddler knowledge, capabilities and behaviors	-------					
ITC HGD2: Describes ways that attachment, development, and learning, prenatal-age 3, are influenced by early environments and experiences (e.g., adult/child interaction, opportunities for exploration)	-------					
ITC HGD3: Describes individual differences in infants and toddlers' interactions with and responses to the physical and social world	-------					

Caregiver Interview Tool

Date:

Individual interviewed:

Relation to the child:

Age of the child:

Suggested interview questions:

1. How does the infant/toddler communicate his/her needs and wants to you? What strategies does the child use most effectively?

2. What is your preferred way of engaging with the child? What interactions does the child seem to respond to most?

3. How would you describe the child's temperament?

    a. Does the child have a set routine?

    b. What is the child's overall mood?

    c. Do you feel that s/he adapts easily to new situations?

    d. Is the child active in exploring the environment, or more observant?

    e. Is the child open to new relationships, or cautious?

    f. Does the child have a bond or attachment to you? Another caregiver in the room?