Human Growth & Development Assessment (Levels 2-5)
Child Study Project

Gateways ECE Competencies	**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. **HGD2**: Describes the interrelationship between developmental domains, holistic well-being, and adaptive/living skills. **HGD3**: Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children's well-being and learning. **HGC4:** Interprets children's unique developmental patterns and identifies supportive resources for children who may require further assessment. Demonstrates knowledge of processes of first and second language acquisition. **HGD5**: Integrates research, developmental theories, and observational data to make decisions about evidence-based practice supporting children's learning and development. **HGD6**: Justifies and promotes the use of evidence-based practices supportive of each child's unique patterns of development and learning.
NAEYC Standards	1a, 1b, 1c, 2a, 2b, 3a
IPTS	1A, 1B, 1C, 1D, 1E, 1F, 1G, 1H, 1J, 1L, 2A, 2C, 2E, 2H, 2I, 2N, 3C, 3J, 3K, 3M, 4L, 7A, 7I, 9A

In this semester long project, you will learn about each domain of child development through a child study project. The goal of your Assessment is to determine competencies in connecting theory to children's unique growth patterns, understanding of how external and individual characteristics influence growth and development, the identification of the inter-relationship between domains, and your ability to understand unique patterns of development and supportive practices,

This project will require pre-planning and scheduling in tandem with your clinical experience to work with one child and complete an in-depth assessment (i.e. ASQ, LAP, etc.) in each of the developmental domains.

Part 1: Pre-Assessment Planning & Parent Completion of the ASQ

Work with your course/clinical instructor to choose a child on which your child study project will focus. Also arrange to meet and explain the project to the child's parents or teacher, secure needed consent, and complete with them the age appropriate Ages and Stages Questionnaire for the child in your child study project.

Part 2: Completion of the Child Study Assessment

Arrange multiple (a minimum of seven times) during your clinical hours when you will work through one of the selected assessment tools outlined below with the goal of collecting assessment data in each development domain.

- Assessment instrument choices include the following:
    - **BRIGANCE Inventory of Early Development (3-5 year olds)**
      http://www.curriculumassociates.com/products/detail.aspx?title=BrigEC-IED3-sum
    - **Early Learning Scale**
      http://www.lakeshorelearning.com/general_content/general_info/ELSstatic.jsp?utm=offline

- **Hawaii Early Learning Profile (HELP): 3-6 years (2nd Ed.) Extends HELP 0-3**
  http://www.vort.com/
- **High/Scope Child Observation Record**
  http://www.highscope.org/Content.asp?ContentId=2
- **Learning Accomplishment Profile-3 (LAP-3)**
  http://chtop.org/Products/LAP-System/The-LAP-3.html

- Use the following steps to guide your assessment:
  - Calculate, using the child's birthdate, the baseline for beginning your screening.

    (Today's Date: 5/5/16) - (Child's Birthdate: 1/6/12) = Child is 4 years/4 months old

    Convert to months (52 months) - 6 months = 46 Months (baseline). Use this baseline age as your beginning point for screening the child in each domain. If the child is not 100% successful in any domain as you begin, subtract another 6 months to establish a corrected baseline.

  - Look ahead at the assessment tasks before each assessment visit to make sure you have the materials (if any) needed for the child to attempt the tasks.
  - Make the assessment times fun…get to know the child, be friendly and well-prepared. Make sure they are not taken out of activities they would rather be doing for the screening. Read the child's cues for stop times. If they are disengaging or seem restless, either move to a different domain or stop for the day. Assessment visits should never be more than 30 minutes long.
  - Record your results for each task. Once the child has reached a point in each domain where they are unsuccessful with 3 out of five sequential tasks, you can assume you have targeted their developmental age for that domain and stop.
  - Using your data collected, calculate the child's developmental age for each domain and their overall developmental age

Part 3: Child Study Post Reflection:

For this portion of your assignment you will be writing a Reflection based on your running record through the lens of what you have learned about social, emotional, physical and cognitive development for this child's developmental age.

Using the data you collected in your child study project and the completed ASQ from the child's parents, reflect on the following:

1. A summary of what you observed in terms of the child's development and learning, using examples—as applicable. Be sure to include specific information related to developmental milestones and stages and any applicable red flags. Objectivity is no longer required at this point in your assignment, as you are now making subjective observations.
2. 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.
3. Specific examples of how your observational data complemented or deviated from developmental milestones.
4. Three specific examples, based on your observation, of how each area of development interrelates.

5. A description of how contextual factors (such as race, ethnicity, language, ability, socio-economics, 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?
6. A description of how protective factors within the environment could serve to alleviate stress and foster resiliency.
7. Recommendations for further assessment or screening (if needed) and list at least three additional resources for families and teachers in these identified areas. Include specific information, as applicable, related to multi-language acquisition.
8. Based on research, developmental theory, and your observations, suggest evidence-based practices, with a rationale, that you feel would support this child's development and learning.
9. Identify strategies that would ensure the development and learning of each and every child, across each domain domain (physical/social/emotional/cognitive/language/aesthetic), is supported through evidence-based practice.

Human Growth & Development Master Rubric					
Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable to Asses**
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.	Labels and defines developmental milestones, patterns of development, and specific characteristics of delays and disabilities. Includes description of potential impact on development and learning.

Describes how individual characteristics (including physical and mental health, well-being, and nutrition) are impacted by the cultural context (including gender, family, race, ethnicity, language, ability, socio-economics, religion, and society). Includes description of factors that support resilience. | Labels and defines developmental milestones, patterns of development, and specific characteristics of delays and disabilities.

Describes how individual characteristics (including physical and mental health, well-being, and nutrition) are impacted by the cultural context (including gender, family, race, ethnicity, language, ability, socio-economics, religion, and society). | Labels and defines developmental milestones.

Describes how individual characteristics are impacted by contextual factors. | Labels and defines developmental milestones incorrectly.

Does not accurately describe how individual characteristics are impacted by contextual factors. | |
| HGD2: Describes the interrelationship between developmental domains, holistic well-being, and adaptive/living skills. | 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-base is 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. | |

Human Growth & Development Master Rubric					
Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable to Asses**
HGD3: Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children's well-being and learning.	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.	
HGD4: Interprets children's unique developmental patterns and identifies supportive resources for children who may require further assessment. Demonstrates knowledge of processes of first and second language acquisition.	Assesses development using knowledge of milestones, red flags, and current-research base. Identifies when children may benefit from further evaluation and assessment. Demonstrates knowledge of first and second language acquisition. Connects unique development patterns to appropriate	Assesses development using knowledge of milestones and red flags. Identifies when children may benefit from further evaluation and assessment. Demonstrates knowledge of first and second language acquisition. Connects unique development patterns to appropriate	Assesses development using knowledge of milestones. Identifies when children may benefit from further evaluation and assessment. demonstrates knowledge of first language acquisition. Connects unique development patterns to appropriate resources.	Assessment of development does not reflect knowledge of milestones. Incomplete identification of when children may benefit from further evaluation and assessment. Knowledge of language acquisition not demonstrated. Knowledge of community resources not demonstrated.	

Human Growth & Development Master Rubric					
Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable to Asses**
	resources.	resources.			
HGD5 Integrates research, developmental theories, and observational data to make decisions about evidence-based practice supporting children's learning and development.	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.	
HGD6: Justifies and promotes the use of evidence-based practices supportive of each child's unique patterns of development and learning.	Identifies and advocates for, using research and stage theory, practices that support holistic knowledge of children's unique patterns of development across each domain (physical/social/ emotional/cognitive/language/ aesthetic).	Identifies and explains, using research and stage theory, practices that support holistic knowledge of children's unique patterns of development across each domain (physical/social/ emotional/cognitive/language/ aesthetic).	Identifies practices that support holistic knowledge of children's unique patterns of development across each domain (physical/social/ emotional/cognitive/language/ aesthetic).	Identify inappropriate practices and/or do not appropriately apply theory and research in support of children's unique patterns of development across each domain.	

Yellow= Level II   Green=Level III   Orange=Level IV   Blue=Level V