Human Growth & Development Assessment (Levels 2-5)
Observing Early Childhood Development and Learning

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

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 determine competencies in connecting theory to children's unique growth patterns, understanding of how external and individual characteristics influence growth and development, identification of the interrelationship between domains, and your ability to understand unique patterns of development and supportive practices,

Your Assessment requires that you conduct an observation 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 education campus?
- What do you know about the community in which the center is located? Demographics, population, socio-economics
- What basics about the facility can you learn from their promotional materials? (i.e. website, brochures etc.)

Part 2: Description of Setting
When you arrive in the preschool room for your observation 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 you are observing in
- Number of children present
- Number of staff present

- Activities occurring during field experience time period
- Other relevant information (whether families were in the room, how children responded to strangers, etc.)

After you have described the setting, please proceed to Part 3.

Part 3: Completing a Running record

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

1. Use a Running Record strategy 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 them clearly.

2. While completing your running record, be sure to capture descriptions of the child's physical, cognitive, language, social and emotional areas of development.

After you have completed Parts 1 2, and 3 please proceed to Part 4.

Part 4: Reflection

For this portion of your assignment you will be analyzing the data you collected in your Running Record 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:

1. 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:

   a. 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.
   b. Specific examples of how your observational data complemented or deviated from developmental milestones.
   c. Three specific examples, based on your observation, of how each area of development interrelates.

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.

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

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