

## Family Specialist Custom Assessment (Level 3) Understanding Development in Context Presentation

<b>FS Competencies</b>	HGD1: Identifies and describes theories of typical and atypical growth in all developmental domains. HGD2 Identifies and describes human development in the context of families and communities. FCR1: Identifies the influence of culture, language, social, and economic environments, via family and ecological systems theory, on family development. 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>Original Gateways FS Benchmarks</b>	A4, B2, B3, B13, B15, F3, F4

### Assessment Guidelines

As a family specialist, you are interested in developing an engaging presentation that highlights the importance of children’s development in the context of families and communities, and how culture, language, social, and economic environments influence family development. The audience for your presentation is other professionals who work with families.

You’ve identified the following context as essential information to share:

- The importance of understanding typical and atypical patterns of development.
- The role of context in influencing development and well-being, including children’s development within families and communities.
- How culture, language, social, and economic environments influence family development.

Presentation format:

You may elect to develop your presentation in a variety of ways, including a PowerPoint, blog, short video, or social media tool.

Presentation guidelines:

You are required to cover each of the topics noted above in a meaningful and concise way. For each topic, include a general overview of each of the three bulleted points, which includes a rationale and examples. Each bullet point should include 5 items that provide supportive evidence.

Assignment requirements also include the following:

- Discussion of age span across the birth to three continuum
- Integration of course materials, with appropriate citations
- An engaging presentation

**Assessment Rubric (pulled from FS Master Rubrics)**

<b>Family Specialist Custom Assessment (Level 3): Understanding Development in Context Presentation Rubric</b>					
<b>Competency</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<p>HGD1: Identifies and describes theories of typical and atypical growth in all developmental domains.</p> <p>FS: A4, B13, B15</p>	<p>Describes theories and indicators of typical and atypical growth, development and learning, health, and well-being.</p> <p>Identifies indicators that represent optimal development and learning and those that may reflect delay, difference or disability.</p> <p>Illustrates influences of environmental and individual characteristics and processes on typical and atypical human development.</p>	<p>Describes theories and indicators of typical and atypical growth, development and learning, health, and well-being.</p> <p>Identifies indicators that represent optimal development and learning and those that may reflect delay, difference or disability.</p> <p>Illustrates influences of environmental and individual characteristics and processes on typical and atypical human development.</p>	<p>Labels and describes developmental milestones and indicators of typical and atypical growth, development and learning, health, and well-being.</p> <p>Identifies environmental and individual characteristics and processes that influence typical and atypical human development.</p>	<p>Labels and describes developmental milestones and indicators of typical and atypical growth, development and learning, health, and well-being incorrectly.</p> <p>Gives inaccurate environmental and individual characteristics and processes that influence typical and atypical human development.</p>	

**Family Specialist Custom Assessment (Level 3): Understanding Development in Context Presentation Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
	<p>Uses research and developmental theory as rationale supporting descriptions.</p>				
<p>HGD2 Identifies and describes human development in the context of families and communities.</p> <p><b>FS: A4</b></p>	<p>Illustrates influences of environmental and individual characteristics and processes on typical and atypical human development.</p> <p>Uses research and developmental theory as rationale supporting descriptions.</p>	<p>Illustrates influences of environmental and individual characteristics and processes on typical and atypical human development</p>	<p>Identifies environmental and individual characteristics and processes that influence typical and atypical human development.</p>	<p>Gives inaccurate environmental and individual characteristics and processes that influence typical and atypical human development.</p>	
<p>FCR1: Identifies the influence of culture, language, social, and economic environments, via family and ecological systems theory, on family development.</p> <p><b>FS: F4</b></p>	<p>Identifies the influence of culture, language, social, and economic environments on family development.</p> <p>Uses ecological system theory to support rationale for influence.</p> <p>Provides concrete examples reflective of knowledge of family and ecological systems theory.</p>	<p>Identifies the influence of culture, language, social, and economic environments on family development.</p> <p>Uses ecological and family system theories Him to support rationale for influence.</p>	<p>Identifies the influence of culture, language, social, and economic environments on family development.</p>	<p>Incorrectly identifies the influence of culture, language, social, and economic environments on family development.</p>	

**Family Specialist Custom Assessment (Level 3): Understanding Development in Context Presentation Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>FCR2: Identifies the role of cultural responsiveness in recognizing family strengths, assets, and preferences, including those reflective of and grounded in language and culture.</p> <p>FS: B2, B3, F3</p>	<p>Identifies the role of cultural responsiveness in supporting positive relationships between families and providers.</p> <p>Identifies the influence of diversity on beliefs regarding interactions and relationships, physical mental health, safety and well-being.</p> <p>Uses research to support rationale for factors identified.</p>	<p>Identifies the role of cultural responsiveness in supporting positive relationships between families and providers.</p> <p>Identifies the influence of diversity on beliefs regarding interactions and relationships, physical mental health, safety and well-being.</p>	<p>Identifies the role of cultural responsiveness in supporting positive relationships between families and providers.</p>	<p>Partially or incorrectly identifies the role of cultural responsiveness in supporting positive relationships between families and providers.</p>	

Level 2 – Yellow

Level 3 – Green