

This is an example of an assessment that could be selected for an NCATE Program Report. It is aligned with NAEYC Standards 1 (Child Development and Learning), 2 (Family and Community), and 3 (Assessment). Following the assessment (i.e., instructions to students) are examples of rubrics and data tables that align with this assessment and show students' performance in each standard area. *Please refer to Preparing Early Childhood Professionals: NAEYC's Standards for Programs (2003) (Marilou Hyson, Editor) for information on the NAEYC standards and their rubrics: <http://www.naeyc.org/faculty/standards.asp>.*

## **THE ASSESSMENT: DEVELOPMENTAL CHILD CASE STUDY**

In this assessment, you are asked to focus on using your knowledge of child development and learning, appropriate observation, documentation and assessment, in partnership with the child's family, in order to create a learning environment that is supportive and challenging.

You will:

- in consultation with your host teacher, select a child in the group who has special needs (for example, a child who is an English language learner, uses non-standard dialects, is gifted, learning disabled, has significant disabilities but is included in the classroom, or who has significant behavioral problems)
- with support from your host teacher as necessary, establish a relationship with the child's family and learn about the family (e.g. goals, language, culture, and individual characteristics). Your aim is to learn about the family goals for the child you have selected, and how they perceive that the early childhood program can help with those goals
- select at least two informal and two formal assessment strategies or tools supported by standards, best practices, and research-based knowledge, and then construct a developmental portrait of the child including physical, social, emotional, cognitive, and language developmental domains
- using the information gained from interaction with the child's family and your developmental portrait, describe three significant actions you will take in order to foster the child's positive development, challenges the child to gain new competencies, and respect the child's culture and individuality.

### **NAEYC Standards Assessed**

*Standard 1 - Beginning Early Childhood teachers are able to use their (1a) understanding of young children's characteristics and needs, (1b) and of multiple interacting influences on children's development and learning, (1c) to create environments that are healthy, respectful, supportive, and challenging for all children.*

*Standard 2 – (2a) Beginning Early Childhood teachers know about, understand, and value the importance and complex characteristics of children's families and communities. (2b) They*

*use this understanding to create respectful, reciprocal relationships that support and empower families, and(2c) to involve all families in their children’s development and learning.*

*Standard 3 – (3a) Early Childhood teachers know about and understand the goals, benefits, and uses of assessment. (3b, 3c) They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, (3d) in partnership with families and other professionals, to support children’s development and learning.*

Your final Developmental Child Case Study must respond directly to each of the following steps and questions:

**Step One: Provide a brief context for the child you are studying and your classroom setting (NAEYC Standard 1)**

1. *Why did you and your host teacher select this child for your case study?*

Be sure to provide a basic context for selecting this child and other important factors about your classroom setting, as well as describing the child’s unique characteristics and needs. What developmental theory(ies) provides a framework for working with this child? **(NAEYC Standard 1a, 1b)**

**Step Two: Involve the Child’s Family (NAEYC Standard 2)**

2. *How did you establish a relationship with the child’s family?*

What approaches did you take to better understand the child’s family, their community, values and culture? If your initial approaches were not successful, discuss how you modified your efforts to involve the family in meeting their child’s needs. **(NAEYC Standard 2a, 2b)**

3. *What did you learn about the child’s family and community and how did you learn it?*

Discuss what you learned about the family and community factors that might impact the child’s development and learning? What did you learn from the family? What did you learn from other sources? Were you informed by any family theory or research? **(NAEYC Standard 2a, 2b)**

4. *What insights into the child’s developmental and learning needs did you gain from your relationship with the child’s family; and, the immediate and long-term developmental goals the family has for the child?*

Were you able to provide information about community or school resources that might be helpful to the family or child? **(NAEYC Standard 2c)**

**Step Three: Identify the Child’s Developmental Needs (NAEYC Standard 3)**

5. *What informal and formal observation, documentation, and assessment strategies and tools did you use in order to better understand the child’s development and learning needs?*

In your response to this question, make sure that you explain why you selected each observation, documentation, and assessment approach that you used, and why you elected not to use other tools or approaches. (*NAEYC Standard 3a, 3b*)

6. *What did you learn about the child's developmental and learning needs?*

Based on your use of informal and formal observation, documentation, and assessment approaches, describe the child's development related to each of these five domains: physical, social, emotional, cognitive, and language development. (*NAEYC Standard 3b*)

**Step Four: Make a Plan for Action (*NAEYC Standards 1, 2, and 3*)**

7. *What are two immediate developmental goals that make sense for this child?*

Based on your study of the child and your relationship with the child's family, identify and present a rationale for two of the child's most immediate developmental needs that can be supported in the early childhood program setting. (*NAEYC Standard 1a, 2c, 3b, 3d*)

8. *What actions will you take to begin to promote positive development and challenge the child to gain new competencies in each of the two areas that you have identified?*

Describe immediate and long-term actions you will take to help the child meet each of the two goals you have selected. In your response to this question, make sure that you explain what standards, best-practices, and developmental research and principles you are using as a basis for your actions. What research supports the importance of creating assessment partnerships? (*NAEYC Standard 1b, 1c, 2c, 3d*)

THE RUBRIC

A well-written rubric defines the shared criteria for judging performance and differentiates levels of performance. There should be a one-to-one correspondence between the standards addressed in the assessment and the levels of the rubric. It is acceptable to have a rubric that distinguishes performance levels on either (a) the standards, as demonstrated in the first rubric below, or (b) the key elements, as demonstrated in the second rubric below. Rubrics that do not differentiate by standard do not allow reviewers to determine performance in each standard area.

RUBRICS EXAMPLE 1: Distinguishing Levels of Performance by *Standard*

	<b>Does Not Meet Expectations (0)</b>	<b>Meets Expectations (1)</b>	<b>Exceeds Expectations (2)</b>
<p><b>STANDARD 1</b></p> <p>Candidate is able use her/his understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.</p>	<p>Candidate’s knowledge seems weak or non-existent. Candidate fails to envision and describe appropriate actions resulting from the project</p>	<p>Candidate work reflects knowledge of the child’s specific needs and provides examples of interrelationships among developmental areas. They describe the nature of influences on the child; cite relevant intervention programs and research. They describe the essentials of research and developmental principles used to create an effective learning environment for the child; provide evidence that the environment to be created will support the child’s health, culture, and individuality, and challenge child to gain new competencies.</p>	<p>In addition, candidate work is grounded in developmental theory and provides rich examples to describe child’s characteristics and needs. There is evidence of thorough knowledge of possible interactions among these influences; and cites relevant theory and research.</p>

**Developmental Child Case Study: Example Assessment, Rubrics, and Data Tables for NAEYC**

	<b>Does Not Meet Expectations (0)</b>	<b>Meets Expectations (1)</b>	<b>Exceeds Expectations (2)</b>
<p><b>STANDARD 2</b></p> <p>Candidate knows about, understands, and values the importance and complex characteristics of children’s families and communities. Candidate uses this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in children’s development and learning.</p>	<p>Candidate’s descriptions are weak or non-existent. Evidence of a relationship seems weak or non-existent. There is little or no evidence of involvement with the family.</p>	<p>Candidate work describes the significant characteristics of the family and community and the nature of their influences on the child’s development. They use knowledge of family/community to build relationships; use varied communication strategies; and link family to at least one community resource. They articulate and work on the philosophy that the family is child’s primary teacher; and use family’s input to inform decisions.</p>	<p>Candidate response integrates family theory and research factors and reflects extensive knowledge of family’s goals, language/culture, and characteristics to deepen relationships; and links family with multiple resources for specific purposes. They demonstrate strong skills in interpreting and sharing results in light of family/community characteristics; and reflect knowledge of strengths and limitations of tool(s) given child’s unique background and needs.</p>
<p><b>STANDARD 3</b></p> <p>Candidate knows about and understands the goals, benefits, and uses of assessment. Candidate knows about and uses systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to support children’s development and learning.</p>	<p>Candidate’s understanding and use of assessment is weak, inappropriate, or non-existent. There is little or no evidence of knowledge of and ability to contribute to partnerships.</p>	<p>Candidates show knowledge of important goals of assessment, and explain benefits and potential harm of assessments considered and selected. They show basic competence in implementing tools and approaches selected; work reflects skill in interpreting and using results. They articulate a research base that supports partnerships; demonstrate core skills in communicating with families + host teacher.</p>	<p>In addition candidates shows how assessments selected align with goals, curriculum, and teaching strategies of the classroom. Evidence goes beyond to show in-depth knowledge and a high level of skill in using the approaches selected with the child, given unique special needs. Candidate discusses legal issues that might apply.</p>

RUBRICS EXAMPLE 2: Distinguishing Levels of Performance by *Key Element*

	<b>Does Not Meet Expectations (0)</b>	<b>Meets Expectations (1)</b>	<b>Exceeds Expectations (2)</b>
<p><b>(1a) Knowing and understanding the child’s characteristics and needs</b></p> <p><i>Questions 1 and 7</i></p>	<p>Candidate’s knowledge seems weak or non-existent</p>	<p>Candidate work reflects knowledge of the child’s specific needs and provides examples of interrelationships among developmental areas</p>	<p>...and is grounded in developmental theory and provides rich examples to describe child’s characteristics and needs</p>
<p><b>(1b) Knowing and understanding the multiple influences on development and learning</b></p> <p><i>Questions 1 and 8</i></p>	<p>Candidate’s knowledge and understanding is weak or non-existent</p>	<p>Candidate describes the nature of influences on the child; cites relevant intervention programs and research</p>	<p>...and has thorough knowledge of possible interactions among these influences; and cites relevant theory and research</p>
<p><b>(1c) Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments</b></p> <p><i>Question 8</i></p>	<p>Candidate fails to envision and describe appropriate actions resulting from the project</p>	<p>Candidate describes the essentials of research and developmental principles used to create an effective learning environment for the child; provides evidence that the environment to be created will support the child’s health, culture, and individuality, and challenge child to gain new competencies</p>	<p>...and does so in an in-depth way</p>

	<b>Does Not Meet Expectations (0)</b>	<b>Meets Expectations (1)</b>	<b>Exceeds Expectations (2)</b>
<p><b>(2a) Knowing and understanding family/community characteristics</b></p> <p><i>Questions 2 and 3</i></p>	<p>Candidate's descriptions are weak or non-existent</p>	<p>Candidate work describes the significant characteristics of the family and community and the nature of their influences on the child's development</p>	<p>...in an especially in-depth way, and integrates family theory and research factors</p>
<p><b>(2b) Supporting and empowering the family through a respectful, reciprocal relationship</b></p> <p><i>Questions 2 and 3</i></p>	<p>Evidence of a relationship seems weak or non-existent</p>	<p>Candidate uses knowledge of family/community to build relationships; uses varied communication strategies; links family to at least one community resource</p>	<p>...and reflects extensive knowledge of family's goals, language/culture, and characteristics to deepen relationships; and links family with multiple resources for specific purposes</p>
<p><b>(2c) Involving the family in child's development and learning</b></p> <p><i>Questions 4, 7, 8</i></p>	<p>Family involvement is weak or non-existent</p>	<p>Candidate articulates and works on the philosophy that the family is child's primary teacher; uses family's input to inform decisions</p>	<p>...and demonstrates strong skills in interpreting and sharing results in light of family/community characteristics; and reflects knowledge of strengths and limitations of tool(s) given child's unique background and needs</p>
<p><b>(3a) Understanding the goals, benefits, and uses of assessment</b></p> <p><i>Question 5</i></p>	<p>Candidate's understanding and use of assessment is weak, inappropriate, or non-existent</p>	<p>Candidates shows knowledge of important goals of assessment, and explains benefits and potential harm of assessments considered and selected</p>	<p>...and shows how assessments selected align with goals, curriculum, and teaching strategies of the classroom</p>

	<b>Does Not Meet Expectations (0)</b>	<b>Meets Expectations (1)</b>	<b>Exceeds Expectations (2)</b>
<p><b>(3b) Knowing about and using observation, documentation, and other appropriate assessment tools and approaches</b></p> <p><i>Questions 5, 6, 7</i></p>	<p>Candidate's knowledge and skills in this area are weak or non-existent</p>	<p>Candidate shows basic competence in implementing tools and approaches selected; work reflects skill in interpreting and using results</p>	<p>...and goes beyond to show in-depth knowledge and a high level of skill in using the approaches selected with the child, given unique special needs</p>
<p><b>(3d) Knowing about assessment partnerships</b></p> <p><i>Questions 7 and 8</i></p>	<p>Candidate's knowledge of and ability to contribute to partnerships is weak or non-existent</p>	<p>Candidate articulates research base that supports partnerships; demonstrates core skills in communicating with families and host teacher</p>	<p>...and goes beyond to discuss legal issues that might apply</p>

THE DATA TABLE

Data tables should flow directly from the levels of the rubric. If the rubric is standards centered, its data table should show performance on each standard addressed. If the rubric is key elements centered, its data table should show performance on each key element addressed. Include information on how often the course is provided in order to show that you meet the data requirements specified by NCATE. Example: For 2 years of data, you must provide 4 cohorts (2 semesters) of data per year if the course is offered each semester; or 2 cohorts (1 semester) of data per year if the course is offered once a year.

DATA TABLE EXAMPLE 1: Showing Evidence of Performance by *Standard*

	<b>Does Not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>Total Meeting/Exceeding</b>
	Fall 06 Spring 07	Fall 06 Spring 07	Fall 06 Spring 07	Fall 06 Spring 07
<i>Standard 1</i> Child Development	2 (7%) 1 (4%)	24 (82%) 24 (86%)	4 (13%) 3 (11%)	<b>28 (93%)</b> <b>27 (96%)</b>
<i>Standard 2</i> Families & Community	8 (27%) 5 (15%)	22 (73%) 23 (82%)	0 (0%) 0 (0%)	<b>22 (73%)</b> <b>23 (82%)</b>
<i>Standard 3</i> Assessment	9 (27%) 3 (11%)	21 (73%) 24 (86%)	0 (0%) 1 (4%)	<b>21 (70%)</b> <b>25 (83%)</b>

Note to Reviewers: The course requiring this assessment is provided once per year. The data reflect 2 cohorts of data, Fall 2006 (N=30) and Spring 2007 (N=28).

DATA TABLE EXAMPLE 2: Showing Evidence of Performance by *Key Element*

	Does not meet expectations	Meets Expectations	Exceeds Expectations	Total Meeting/Exceeding
	Fall 06 Sp 07	Fall 06 Sp 07	Fall 06 Sp 07	Fall 06 Sp 07
<i>Standard 1</i> Child Development				
a) Know and understand young children's characteristics/ needs	0 (0%) 0 (0%)	20 (67%) 17 (61%)	10 (33%) 11 (39%)	<b>30 (100%)</b> <b>28 (100%)</b>
b) Know and understand multiple influences	1 (3%) 0 (0%)	27 (90%) 17 (61%)	2 (7%) 11 (39%)	<b>29 (97%)</b> <b>28 (100%)</b>
c) Create learning environment	3 (10%) 1 (4%)	23 (77%) 23 (82%)	4 (13%) 4 (14%)	<b>27 (83%)</b> <b>27 (98%)</b>
<i>Standard 2</i> Families and Communities				
a) Know and understand family and community characteristics	8 (27%) 4 (14%)	20 (67%) 20 (71%)	2 (7%) 4 (14%)	<b>22 (73%)</b> <b>24 (86%)</b>
b) Support and empower through relationships	9 (27%) 7 (25%)	21 (73%) 21 (75%)	0 (0%) 0 (0%)	<b>21 (70%)</b> <b>21 (75%)</b>
c) Involve families and community in development and learning	9 (30%) 6 (21%)	21 (70%) 22 (79%)	0 (0%) 0 (0%)	<b>21 (70%)</b> <b>22 (79%)</b>
<i>Standard 3</i> Assessment				
a) Understand goals, benefits and uses	5 (17%) 0 (0%)	25 (83%) 26 (93%)	0 (0%) 2 (7%)	<b>25 (83%)</b> <b>28 (100%)</b>
b) Know and use appropriate tools	7 (23%) 4 (14%)	23 (77%) 23 (82%)	0 (0%) 1 (4%)	<b>23 (77%)</b> <b>24 (86%)</b>
d) Know about assessment partnerships	11 (37%) 7 (25%)	19 (63%) 20 (71%)	0 (0%) 1 (4%)	<b>19 (63%)</b> <b>22 (79%)</b>

Note to Reviewers: The course requiring this assessment is provided once per year. The data reflect 2 cohorts of data, Fall 2006 (N=30) and Spring 2007 (N=28).