

CHLD 109: Observation and Assessment of Young Children

Individual Assessment Plan

Learning Outcomes	2. Describe, select, and demonstrate use of purposeful, appropriate formal and informal observation tools, instruments, and strategies for use in program and child evaluation. 3. Identify and select appropriate screening tools and/or assessment procedures to meet specific purposes and audiences inclusive of IEP and IFSP planning and instruction
DEC Recommended Practices	A15. Professionals rely on materials that capture the child's authentic behaviors in routine circumstances. A20. Professionals assess the child's strengths and needs across all developmental and behavioral dimensions.
NAEYC Standards	3a. Understanding the goals, benefits and uses of assessment. 3b. Knowing about assessment partnerships with families and with professional colleagues

Promoting children's development and learning lies at the heart of your success as an early childhood professional. To successfully support the learning and development of each child, it is important that you learn about each child as a unique individual and understand the multiple influences on their development and learning. From this solid base of knowledge, you can create healthful, respectful, supportive and challenging environments that promote children's success.

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The field of early childhood education is shaped by varied theories of how children grow and develop, as well as research demonstrating the impact and effectiveness of various learning strategies, environmental design, and curriculum. Becoming a professional within the field requires familiarity with this broad base of knowledge, as well as the ability to successfully apply this information.

Developmental Profile - Mandy

For this activity you will be developing an Individual Assessment Plan for Mandy, a fictional child. You will need "**Mandy's Developmental Learning Profile**" handout for this assignment.

Part One: Developing an Assessment Plan

Part One of this assignment requires that you develop an assessment plan based on the information you have on Mandy, the fictional child. Part One is divided into the following steps:

1. Review Part Two (Chapters 3-9), *Assessing and Teaching of your course text *Assessing and Guiding Young Children's Development and Learning**.
2. Based on your course readings and what you have learned about your targeted child:

- Provide a brief rationale (one to two paragraphs) of how having an assessment plan would specifically support goals you have identified for this child’s development and learning.
- Provide a summary statement of each of the following:
 - What specific developmental domains will you target within assessment?
 - How, in terms of strategies, will you collect data on the targeted developmental domains?
 - When will you collect data on the targeted developmental domains?
 - What strategy will you use to record data and document the child’s growth over time?

Part Two: Family Involvement in Assessment Plan

One of the most critical components for the success of any assessment plan you develop is family involvement. Part Two of your Individual Assessment Plan requires that you develop a plan for involving families in all aspects of the assessment process. Part Two is divided into the following steps:

1. Review Chapter 11 of your course text *Assessing and Guiding Young Children’s Development and Learning*.
2. Based on your course readings and what you have learned about your targeted child:
 - What information do you feel you need to communicate with family members prior to assessment collection?
 - How can you involve families throughout the assessment process?
 - How do you feel you can most effectively communicate assessment data to families?

Part Three: Assessment Plan

For Part Three of your assignment, you are required to complete an “**Individual Assessment Plan Form.**” Based on the information presented in Parts One and Two of your assignment, complete the Assessment Plan Form.

For this assignment, you will turn in to your course faculty:

- Your responses to Parts One and Two
- Your completed Assessment Plan Form