

INFANT ASSIGNMENT AND ASSESSMENT CI 171ECE

(NCATE: Content Knowledge-Child and Family Assessment; NAEYC: 1, 2, 3; CCTC: 5b, c, e, f; TPE 3, 8, 12)

The early identification of social and emotional milestones is important to effective parenting and classroom intervention. Therefore, it is important that ECE Credential candidates understand a bit about both infant social-emotional development and assessment. The readings and the **Ages and Stages Questionnaire-Social-Emotional (ASQ SE)** will assist you in that process. Questions on each component of the ASQ-SE are grouped into the areas of: self-regulation, compliance, communication, adaptive behaviors, autonomy, affect, and interactions with people.

Assignment:

1. Read (or watch) the attached articles:
 - (a) *Early Caesareans Pose Risks to Newborns* (**New York Times**)
 - (b) *Breast-Feed or Else* (**New York Times**)
 - (c) *How babies learn one language over another* (**TED Lecture**)
 - (d) *Your Baby is Smarter Than You Think*, Alison Gopnik (**New York Times**)
 - (e) *Ages and Stages Questionnaire—Social-Emotional*
 - i. Social-Emotional Behavior Development in Young Children
 - From birth to 6 months
 - at 6 months (for ages 3-8 months)
 - at 12 months (for ages 9-14 months)
 - at 18 months (for ages 15-20 months)
 - at 24 months (for ages 21-26 months)
 - ii. Social-Emotional Activities for...
 - infants from birth to 6 months
 - infants, 6 months old
 - infants, 12 months old
 - infants, 18 months old
 - infants, 24 months old
2. Make an appointment at the Huggins Center (Teacher Biz Brewer is the Infant Teacher) and identify an infant to observe using the criteria above.
3. Observe your infant for a period of at least 30 minutes and interview the infant's teacher about his/her normal behavior. Ask your instructor for the appropriate ASQ-SE form.
4. Make an appointment to meet the infant's parent.
5. Ask the parent to fill out the appropriate ASQ-SE questionnaire and make an appointment to review the questionnaire with the parent and the child's teacher.
6. Write up your observations as follows:
 - a. write a short review of the readings a, b, c, d (1-2 pages each).
 - b. write a section (about 1 page) about infant emotional development in your target infant's age range using the criteria in the assignment packet.
 - c. describe your infant's behavior and compare it to normal behavior (about 1 page).
 - d. describe your meeting with the parent and the infant's teacher and refer to the ASQ-SE form (about 1 page).

- e. summary (about half to one page—what you’ve learned) and reaction (about half to one page--what you felt about what you learned).

INFANT SOCIAL-EMOTIONAL ASSESSMENT ASSIGNMENT RUBRIC
CI 171ECE RUBRIC
NAEYC STANDARDS 1, 2, 3

STANDARD	DOES NOT MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	SCORE
<i>Standard 1: Promoting Child Development and Learning</i>	Student did not review adequately the major ideas from each of the readings to demonstrate understandings of the developmental issues described. Target infant’s emotional development was not described in congruence with the ASQ: SE developmental chart. In addition, student did not did not review all readings, and/or the quality of the writing is not at the level expected of the post-baccalaureate student.	Student reviewed each of the required readings, highlighting major points described in each; target infant’s social-emotional development was described and aligned using the ASQ:SE chart provided; quality of writing is at level expected of the post-baccalaureate student.	Student reviewed each of the readings highlighting major points and providing some analysis of developmental milestones; target infant was observed for an extended period of time and compared within context to components of the ASQ:SE chart—for example, prior SE development, current SE development, expected next phases.	
<i>Standard 2: Building Family and Community Relations</i>	Student did not meet with parent or the infant’s teacher to complete the ASQ:SE	Student met with the target infant’s parent, explained the purpose of the ASQ:SE and asked the parent to fill out the ASQ:SE and then reviewed the ASQ:SE with the parent after its completion	In addition to criteria on the previous column, student described the meeting with the parent, referred to the ASQ:SE as part of that meeting, and scored the ASQ:SE and made related objective comments.	
<i>Standard 3: Observing, Documenting and Assessing to Support Young Children and Families</i>	Student identified a target infant and observed for a very short period (i.e., less than 30 minutes) resulting in inadequate description related to his/her social-emotional development as described in the ASQ:SE	Student observed target infant for at least 30 minutes, interviewed the teacher about his/her normal behavior, compared that behavior to the standards for norms on the appropriate ASQ:SE chart.	In addition to criteria on the previous column, the student described the parent interview and analyzed the entire experience with regard to issues related both to normal development and to issues facing young children and their families.	

ASSESSMENT REPORT:
INFANT SOCIAL-EMOTIONAL ASSESSMENT
CI 171ECE
(NAEYC Standards 1, 2, 3)

Note: *The university changed/updated its Blackboard program and in the process faculty are no longer able to access grade books from previous years. Therefore only two years of data is available for this report.*

2012-13 Aggregated Data; n= 20

	Did NOT Meet Expectations	Meets Expectations	Exceeds Expectations
NAEYC Standard 1	1 5%	0 0%	19 95%
NAEYC Standard 2	1 5%	0 0%	19 95%
NAEYC Standard 3	1 5%	0 0%	19 95%

2011-12 Aggregated Data; n= 28

	Not Yet Met Expectations	Meets Expectations at a Minimal Level	Exceeds Expectations
NAEYC Standard 1	1 4%	2 7%	25 89%
NAEYC Standard 2	1 4%	2 7%	25 89%
NAEYC Standard 3	1 4%	2 7%	25 89%