

Massasoit Community College's Early Childhood Education Department
Developmental Profile Assessment
(revised August 2024)

The Developmental Profile Assessment Assignment is a NAEYC Key Assessment that is required by all students in ECED 280 Practicum 1 in Early Childhood Education. Each instruction is followed by the NAEYC standard in parenthesis that is being addressed. The assignment has 4 components: The Child Observation, CDC Milestones App Checklist, The Family Survey, and the Summary of findings. Below are the instructions for each section as well as the Child Observation Tool and a letter to Primary Caregivers who may be asked to complete the survey. Be sure to find a willing family member to complete the family survey BEFORE beginning the assignment with the Child Observation.

Child Observation Instructions

1. Sit in an unobtrusive location. Observe a child between the ages of _____ for a 10-15 minute period using the department-approved child observation tool found on the Massasoit ECE Website.
2. Taking into consideration the multiple influences on development and learning complete the heading. Include the child's first name only for confidentiality, indicate sex, date, age, start and finish time, your name, activity the child is participating in, and types of interactions.
3. The physical description of the child should be objective and reflect responsible assessment. It should include eye color, hair color plus length or style, all clothing, height, and weight. Based on your understanding of young children's physical characteristics determine average, above average, or below average height and weight.
4. Running Record (factual and objective):
The summary of activities observed (left-hand column of the page) should include a running record of activities demonstrated by the child as they are occurring. This should be written in the present tense paying attention to details about the child's physical development and specific physical movements (hands and feet used, crawling, walking, running, etc.). To focus on language development the child should be quoted directly and phonetic spelling should be used to note the way the child says a word. Focus on this child's social development by including all interactions with other children and adults. Describe the child's reactions exactly as they occur to reflect the child's emotional development. There should be no gaps in activity during the observation. The child should not be "sitting on the floor" and then be "washing his hands," without noting how he moved from one place to another. The observer can only observe one child at a time and should avoid interacting with this child while observing him or her. *(Know a wide range of types of assessments, their purposes, and their associated methods and tools 3b)*
5. Theorist Application-

Apply your knowledge of developmental theorists (Piaget, Vygotsky, Erikson, Kolhberg, etc) by connecting what you observed to what you have learned in your course readings about early childhood theorists and/or identifying and describing the stage of development the child is experiencing for all developmental domains represented in the observation (Cognitive, Social, Language, Motor). They should be stated in clear and positive terminology (right-hand column of the page). *(Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development. 1a)*

6. Interpretation of Data (subjective/opinion):

Show your understanding of the benefits and uses of assessment by documenting (middle column of page) at least 7 inferences/opinions related directly to what was observed. These inferences/opinions should address each specific area of development including physical/motor development, social/emotional development, cognitive, language & literacy development. These should not be repeated statements of fact from your left column, but an interpretation of what has been observed. This is where you will give your opinion on whether the child is on target for his/her developmental milestones. Back up your statements by citing information in the course readings. *(Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child 3c)*

7. Using Data to Inform Instruction-

Use developmental knowledge observed to identify an area of development to support and determine

- one lesson/activity that will encourage the student's development in a developmental area that might need support (physical/motor development, social/emotional development, cognitive, language & literacy development) and is tied to one area of the Massachusetts Guidelines for Learning Experiences. Preschool-aged observations should use the Preschool and Kindergarten Learning Experiences (Social Emotional Learning, Language and Literature, Mathematics, Science Engineering and Technology, History and Social Sciences, The Arts, and Comprehensive Health). Infant/Toddler observations should use the Massachusetts Early Learning Guidelines for Infants and Toddlers. (Social/Emotional, Cognitive, Language, and Communication, Physical and Well Being, Approaches to Learning). On the Child Observation tool, identify the developmental area that is in need of support, what you observed that is evidence of the need for support in this area (take this directly from the factual running record portion of the observation), a lesson or activity that supports this area of development, and the Learning Guideline the activity addresses.
- Identify one accommodation/adjustment to the environment/teaching to support the child's development and learning. *(Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings. 3a)*

[Click here for a sample of a completed Child Observation for your reference](#)

Massasoit Community College
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 Child Observation Tool
 (copy and paste into a new document to complete)

Observer:	Date:
Sex of the child:	Age of Child (years, months):
Start time:	Finish time:

Activity Observed (child-child interaction, child-adult interaction, child-activity interaction):
Physical Description of the Child:

<p>Running Record (factual and objective): Describe exactly what you saw and heard without bias or opinion.</p>	<p>Interpretation of Data (subjective/opinion): Cite the developmental domain represented by what was observed (physical/motor development, social/emotional development, cognitive, language & literacy development) Do you feel that this child is meeting his/her developmental milestones?</p>	<p>Theorist Application: What theorist can you connect your observation to and why?</p>
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	<p>How do you know? You must have a minimum of 7 interpretations.</p>	
<p><i>Ex. S picks up the string with her left hand using the pincer grasp and reaches over her left arm with her right hand to pick up one noodle. S pushes the string through the noodle with her left hand and pulls the string through with her right hand. S then raises her right hand while holding the string and watches the noodle fall to the end of the string. S puts the string down using her right hand.</i></p>	<p><i>Ex. Age-appropriate fine motor skills using the pincer grasp. Using cognitive skills to problem solve how to string the noodles.</i></p>	<p><i>Ex. S. is constructing knowledge of how to do this activity by directly interacting with objects (Piaget pg 259-260)</i></p>

Using Data to Inform Instruction-
(Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings. 3a)

Area of Development to support:

Observational Evidence (from factual running record) which targets that area:

Lesson or Activity to encourage development/learning:

(Preschool Observations Only) Area of the Massachusetts Guidelines for Preschool and Kindergarten Learning Experiences represented by this lesson/activity: (Social Emotional Learning, Language and Literature, Mathematics, Science Engineering and Technology, History and Social Sciences, The Arts, Comprehensive Health)

(Infant/Toddler Observations Only) Area of the Massachusetts Early Learning Guidelines for Infants and Toddlers represented by this activity: (Social/Emotional, Cognitive, Language & Communication, Physical Health & Well Being, Approaches to Learning)

Accommodation/adjustment to the environment/teaching to support the child's development and learning:

Technology

8. Once you have observed the child and gotten to know him/her, download the Milestones CDC app on your phone and complete the age-appropriate milestone checklist as an Early Educator/Teacher. (please see your instructor for an alternative if you do not have the ability to use a smartphone) Once you have completed the checklist, click on "My Child's Summary", email it to yourself and add it to your developmental profile after the observation. If there are any questions that you are unable to answer, you should ask the child's primary caregiver to assist you in answering the question. You may do this during the family survey.

Family Survey Instructions

9. As a part of your student's developmental profile, you will be asked to involve a primary caregiver in gathering information that will assist you with this assignment. You will survey a primary caregiver using **their** preferred method of communication. This may be a face-to-face conversation at pick up or drop off, a Zoom call, or a paper or email exchange. You will ensure that you respect their choice of communication and their time by making sure that the time or a completion date of the survey is respectful of the person completing the survey. It is important to work with the family member to choose a method that allows the caregiver to communicate in their native language. You may need to use translation software or an interpreter to make sure that this occurs. *(2a Know about, understand, and value the diversity of families.)* You should make sure that you have a willing primary caregiver before beginning your Developmental Profile assignment. You may use the letter provided to assist you in finding an adult participant. The following questions must be asked, but you should feel free to ask additional questions that may assist you in your goals of:

- Understanding the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities. (2021 NAEYC Standard 1c)
- Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child. (2021 NAEYC Standard 1d)
- Know about, understand, and value the diversity of families. (2021 NAEYC Standard 2a)
- Build assessment partnerships with families and professional colleagues. (2021 NAEYC Standard 3d)

Survey answers must be documented and turned in as part of the Developmental

Profile assignment therefore if the survey is done in a face-to-face or Zoom interview style, the questions and answers must be transcribed to indicate all questions asked and answers given.

Required Survey Questions:

Who lives in the home with your child and what is their relationship to your child?

Who are the people that care for your child at home?

What language/s does your child speak?

What language/s are used in your home? Are any of these languages spoken to your child?

What special religious or cultural days do you celebrate and how do you celebrate them?

Was your child born prematurely? Does/has your child had any medical issues?

Has your child participated in childcare/early childhood programming outside of the home? Describe.

Do you have any concerns about the celebrations that may occur in your child's early childhood classroom?

Has your child ever participated in assessments or had any interactions with early childhood professionals such as Early Intervention, Speech Therapists, etc?

Has your child/family experienced household distress such as financial hardship, divorce, violence, serious illness or injury, etc?

Do you feel that your child is able to communicate his/her needs/wants?

Do you feel that unfamiliar adults or children can understand your child when he/she speaks?

Do you feel that your child performed motor skills such as rolling over, sitting up, walking, etc. at the same time as other children their age?

Do you have any concerns about how your child learns or remembers things?

Does your child play with other children? How do you feel about how he/she gets along with others?

How do you set limits and enforce rules in your home with your child

Do you have concerns about how your child will be cared for outside of your home?

Does your child have any special interests? What does he/she enjoy doing?

What are some things your child is good at? What are some things your child struggles with?

What do you hope your child will gain from experiencing his/her current or future early childhood program?

Is there anything else you would like me to know about your child or family?

Dear Parent or Guardian,

_____ Is a student in the Early Childhood Education program at Massasoit Community College. As part of their coursework, they are required to complete a developmental profile of a child in order to learn about the developmental period of early childhood from birth through age 8 across developmental domains. They are working toward understanding each child as an individual with unique developmental variations and that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society.

Successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They must know about, understand, and value the diversity in family characteristics and use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. It is vitally important to build assessment partnerships with families and professional colleagues. It is because of this that we are asking for your participation in completing this family survey. This can be done in person, via Zoom, or by email if preferred. Thank you for considering assisting a Massasoit student with this assignment.

Developmental Profile: Summary of Findings
Instructions

Using all of the data you have gathered from the observation and parent survey, you will write a summary of findings in essay format that includes the following:

10. What is your overall opinion of this child's development? What do you feel is the child's strongest and weakest area of development and why? Do you feel that this child is on track to meet his/her developmental milestones? Cite the data you collected to support your position. What are areas of development that would benefit from more support? What are some ways to accomplish this? *(1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.)*

11. What are some of the things that were learned in the family survey that may have impacted the development of this child both positively and negatively? Give specific examples. *(1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.)*

12. What are some of the things you learned about the child's culture and/or interests that should be incorporated into the classroom and give examples of how that might look. *(1d Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.)*

13. Show your ability to use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies by researching a recommended community organization/resource/activity that families could access to support their child's continued physical, social/emotional, language, cognitive development. Include a link to information about the recommended organization/resource/activity. *(2c: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.)*

14. Finally, how could you partner with this family and/or any other early childhood professionals that the child may be involved with to encourage and assess the development of this child? This should be specific and detailed. *(3d Build assessment partnerships with families and professional colleagues)*

Professionalism

15. The finished copy of the complete Developmental Profile (including observation, CDC Milestone Summary, transcription of the family survey, and Summary of Findings) must include all required information, be computer-generated, and without spelling, grammar, and typographic errors. *(Use*

professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues. 6c)