# PORTFOLIO ASSESSMENT GUIDE for

# ECDPT-112: Infant Toddler Development

**What is a Portfolio**:

A Portfolio is a formal means of requesting assessment of your prior work/life experience from which you have developed sufficient college-level learning to earn credit for a specific class.

**Purpose of this Guide**:

This document is intended for student self-assessment purposes only. Review it carefully to determine if you are ready to write and submit a Portfolio for the course indicated above. Your self-assessment is not a guarantee that you will be awarded credit for the course. Faculty with expertise in the subject matter will evaluate whether your Portfolio provides sufficient evidence that you have demonstrated appropriate college-level mastery of the course content through experiential learning.

# General Guidelines:

* All work must be word-processed, except for documentation provided.
* Written portions should demonstrate college-level writing skills, including appropriate citations for any quoted or paraphrased material from other sources.
* Use the provided template, located on **page 3** of the guide, to format the portfolio appropriately.
* Your Portfolio will not be returned. Make copies of the contents before you submit. You may include clear copies of documentation and keep the originals.
* Submit your completed Portfolio, along with the approved Course Portfolio Assessment Form, to the Adult Learning Coordinator.

# Determination of Portfolio Assessment Outcome:

You will need to do the following to be awarded credit through Portfolio Assessment for this course:

* Provide all required documentation as listed within the template to support the Learning Outcomes.
* Possibly participate in an interview with the Portfolio evaluator.
* When evaluated, students must demonstrate experience or proficiency in >=70% to earn credit in the course.

**Early Childhood Development Program**

## **ECDPT-112: Infant Toddler Development**

## **Portfolio Assessment**

Students should be able to address the listed learning outcomes in the scoring rubric below and provide appropriate evidence to support knowledge of infant toddler development as indicated in this scoring rubric.

**SCORING:**

You will need to do the following to be awarded credit through Portfolio Assessment for this course:

* Provide all required documentation as listed within the portfolio assessment template to support the following Learning Outcomes in the Scoring Rubric below.
* Possibly participate in an interview with the Portfolio evaluator.
* Students should provide support for their knowledge of infant and toddler development which would include any training and education that is directly linked to infant toddler development.
* Students should provide proof of experience working with infants and toddlers (how long you have worked in an infant and/or toddler classroom).
* Submit an essay with any indicated examples (evidence), to support each of the listed Learning Outcomes. Label each submission, **Learning Outcome 1, Learning Outcome 2,** etc. You must earn a 3 or higher for each of the four Learning Objectives below.
* If students have a CDA in Infant Toddler Care and Education, this will satisfy the requirements for credit in ECDPT-112 Infant Toddler Development.
* When evaluated, students must demonstrate experience or proficiency in >=70% to earn credit in the course.
* Exceeds Expectations (4): Documentation provided demonstrates exceptional knowledge and mastery of learning outcomes. Work is thorough and complete, and free of errors in conceptualization.
* Meets Expectations (3): Documentation provided demonstrates adequate knowledge and mastery of learning outcomes. Work is mostly thorough and complete, and has minimal errors in conceptualization.
* Needs Improvement (2): Documentation provided demonstrates inadequate knowledge and mastery of learning outcomes. Work is incomplete with weak evidence and errors are present in conceptualization.
* Does not Meet Expectations (1): Work provides very little evidence of knowledge or mastery of learning outcomes. Significant errors or inaccuracies are evident, as well as, major errors in conceptualization.

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| **ECDPT-112 Infant Toddler Development Scoring Rubric** |  |
| **Skill/Outcome** | **Score** |
| **Learning Objective 1: Demonstrates an understanding of how to establish and maintain a safe and healthy learning environment.** * Evidence: Describe how you create a safe environment for infants and toddlers that serves to prevent and reduce injury.
* Evidence: Describe how you support young children’s sleep routines. This would be different between infants and toddlers.
* Evidence: Describe appropriate feeding routines in an infant classroom.
* Evidence: Describe appropriate feeding routines in a toddler classroom.
* Evidence: Describe the 11 steps in the diapering process.
* Evidence: Describe appropriate toilet learning practices and how adults know when a child is developmentally ready for toilet learning.
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| **Learning Objective 2: Demonstrates understanding of typical patterns of physical and cognitive/language development between birth and 36 months of age, the role adults play in the process of language development, and how adults are able to scaffold children’s learning.** * Evidence: Describe the progression of physical development from birth to 36 months and ways that you promote the development of fine and gross motor skills.
* Evidence: Describe examples of activities and opportunities you provide that encourage children’s curiosity, exploration, and problem-solving skills that are appropriate to the developmental level of each individual child.
* Evidence: Describe how you actively communicate with children and describe opportunities and supports you provide to encourage children’s understanding of language and promote their verbal and nonverbal means of communicating their thoughts and feelings.
* Evidence: Describe how you support young children’s creativity related to their play with sound, rhythm, language, materials, space, and ideas in individual ways.

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| **Learning Objective 3: Demonstrates understanding of typical patterns of social and emotional development between birth and 36 months of age and impact of secure relationships between adults and infants and toddlers.** * Evidence: Describe how you develop a warm, positive, supportive relationship with each child and help each child learn about and take pride in his or her individual and cultural identity.
* Evidence: Describe how you help each child feel accepted in a group, help them learn how to communicate and get along with others, and encourage feelings of empathy and mutual respect among children and adults.
* Evidence: Provide examples of how you provide a supportive environment and use effective strategies to help children learn and practice appropriate and acceptable behavior as individuals and as a group.
* Evidence: Describe strategies you use to support infant toddler emotional regulation.
* Evidence: Describe how you set limits, provide appropriate choices, redirect actions, and help children learn to problem solve from infancy through the toddler years.
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| **Learning Objective 4: Demonstrates an understanding of how to establish positive and productive relationships with families.** * Evidence: Describe how you establish a positive, cooperative relationship with each child’s family.
* Evidence: Describe ways that you engage in two-way communication with families and encourage their involvement in the program.
* Evidence: Describe how you support the child’s relationship with his or her family.
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| **Learning Objective 5: Demonstrates an understanding of how to design curriculum for infants and toddlers and considerations for inclusive environments.** * Evidence: Describe how personal care routines during the first three years of life can be used to promote child development and learning.
* Evidence: Describe the importance of flexible schedules for infants and toddlers and provide an example of a typical daily schedule for infants and for toddlers.
* Evidence: Describe how you develop and implement planned daily experiences and how you gather data from these experiences to plan new experiences for the following day.
* Evidence: Provide an example of a weekly plan you would implement for older toddlers.
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| **Learning Objective 6: Demonstrate an understanding of the evaluation and assessment process, benefits of early intervention, and how to care for young children with disabilities.*** Evidence: Describe how you evaluate and assess infant and toddler development.
* Evidence: Provide a description of the significance of early intervention and how you support young children with disabilities in your classroom.
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| **Total Points** |  |
| **Total Credits** |  |



CREDIT FOR PRIOR LEARNING PORTFOLIO

EARLY CHILDHOOD DEVELOPMENT

(DATE)

BY

(YOUR NAME)

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Statement of Academic Honesty

The material contained in this Portfolio honestly and accurately reflects my life, learning, and work experience. I understand that the penalty for falsifying any information or documentation will result in an award of no credit for the Portfolio with no resubmission allowed and may result in other sanctions as described in the Student Code of Conduct.

Print Name LCSC ID Number

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Signature Date

Course Description

ECDPT-112: Infant Toddler Development

Examine the unique developmental needs of infants and toddlers. Study the role of the caregiver, relationships with families, developmentally appropriate practices, nurturing environments for infants and toddlers, and culturally relevant care.

Learning Outcomes

1. Describe different contemporary theories of child development and trends in development and early care and education.
2. Describe developmental milestones from birth to 36 months articulating the influences of individual development, temperament and cultural norms
3. Develop a plan to create reciprocal, culturally sensitive partnerships with families
4. Describe state infant/toddler child care regulations and procedures related to group size, health, nutrition, and safety
5. Describe guidance techniques that are appropriate and effective with infants and toddlers
6. Create and critique infant and toddler early learning environments that support children’s physical, cognitive/language, emotional, creative and social development.
7. Construct a plan for developmentally appropriate, culturally relevant curriculum that supports language, physical, cognitive, creative, social, and emotional development
8. Identify resources supporting infant/toddler programs and infant/toddler specialists

Educational Goals

**Goals, Motivation, and Time Frame**

What are your goals? What are the reasons (professional and personal) you are pursuing your goals? What is a realistic time frame for completing your education?

**Prior Learning to Goals**

How will the prior learning credit you are requesting fit into their future educational and career goals?

Chronological Resume

Include a chronological resume that will support your request for prior learning. List all jobs held, including volunteer, as they relate to the course that you are trying to receive credit. List duties, skills and expertise used in performing job tasks. When possible, use language similar to that used in the outcomes for the courses.

Examples of Experience:

* Employment, Work Experience
* Workshops, Webinars, Training, Seminars, Professional Development
* Volunteer Activities, Community Service, Committees, Groups
* Military Experience, Occupations, Training
* Licenses, Certificates, Industry Credentials
* Non-credit Courses
* Publications

Learning and Experience Autobiography

The autobiography will serve as an introduction to the evaluator and help them understand the context of your learning for the particular course you are requesting. It is a complete picture of you and your experiences as it relates to the course for which you are creating this portfolio. Relate the relevant experiences to the course in a general explanation (Specifics will be included in the Acquired Learning and Knowledge Narrative). Demonstrate why you have selected this particular course and detail your work and life experiences using your resume as a guide.

This should be two+ pages and summarize the significant learning experiences in your life and describe how your experiences will validate your knowledge of the course content and meet the course outcomes being petitioned for credit.

Acquired Learning and Knowledge Narrative

The narrative is a detailed explanation of how your activities and the resulting competencies were achieved. This is to complement your resume and autobiography. Be sure to link your accomplishments to the course learning outcomes. This will be similar to your autobiography, but will detail your chronological work and life experience history while focusing on the things you have already learned through training and experiences, as it relates to your target course.

Note that a key goal of this section is the learning process itself as you reflect on how your experience relates to key concepts within the learning outcomes in the target course. Clearly focus on the learning objectives (what you know and can do) rather than the experience.

For each experience indicated within the Portfolio, the student must:

* Label each heading, Learning Outcome 1, Learning Outcome 2, etc.
* Include the experience; time spent in activity; description of duties and activities.
* Describe the learning and how it relates to the Learning Outcomes for the course.
* Describe how the learning was acquired.
* Provide documentation as evidence of the experience in relation to the course learning outcomes, and as an indication of the level and appropriateness of content.
* Describe how this experience has influenced and impacted other areas of your life.

This will be 2+ pages in length. Make sure it is clear, concise, and free of errors in sentence structure, grammar, and spelling. It needs to demonstrate college-level writing and critical thinking.

Bibliography

**This is not required.** The bibliography will include any reading done on the course subject. If you have studied manuals or used other texts to gain your prior learning, include them here. References should be cited in American Psychological Association (APA) style, but your instructor may suggest another format.

Documentation

Each of your experiences and competencies will require verification (evidence). This evidence can take several forms:

* Completion of training programs, workshops, seminars, etc., may be verified through:
	+ Certificates
	+ Personnel records
* Performance reviews showing competencies
* Job descriptions
* Transcripts
* Samples of work
* A videotape of your speech, theatre work, or music recital
* Licenses
* Honors or award
* Samples of your painting, drawing, photography, or ceramics for a studio art course
* Certificates of attendance
* Letters of verification listing proven competencies from instructors or employers
* Products designed or created by you
* Military records

Each piece of documentation for a workshop or training program must be accompanied by a description page of content for each workshop, training program, or seminar and must show how the evidence relates to the course learning outcomes.