



Child Development (Proc 24)

PRE-TEST/POST-TEST TEKS BLUEPRINT

Pre-Test/Post-Test Development Overview

TEKS Addressed Selection Process

The Texas Essential Knowledge & Skills (TEKS) included in the course pre-test and post-test were selected for their direct relevance to the course content. This selection process was guided by the goal of assessing learners' understanding of specific topics and skills that are integral to the course. As a result, TEKS related to general employability skills or broader topics were often excluded. This focus ensures that the assessments accurately measure students' mastery of the subject matter, allowing educators to gain a clear insight into areas where students excel or may need additional support. By concentrating on content-specific TEKS, the tests provide a more precise evaluation of the students' knowledge and understanding of the core material.

Test Question Development Process

The questions created for the pre-test and post-test were designed using psychometric principles to ensure they are of high quality and fairness. This approach helps to accurately assess student understanding. These principles guide the development of questions to be reliable, valid, and free from bias, ensuring that they effectively measure the knowledge and skills the students are expected to acquire in the course.

Child Development (Proc 24) Pre-Test/Post-Test TEKS Blueprint

Knowledge & Skills Statement	Student Expectation	iCEV Lesson Title
(2) The student analyzes roles and responsibilities of caregivers or guardians. The student is expected to:	(A) compare parenting styles and the potential influence of each style on a child's development;	Parenting Basics
(2) The student analyzes roles and responsibilities of caregivers or guardians. The student is expected to:	(B) investigate the legal rights and responsibilities of parents;	Parenting Basics
(2) The student analyzes roles and responsibilities of caregivers or guardians. The student is expected to:	(C) analyze positive relationship characteristics and developmentally appropriate communication skills needed for parenting; and	Parenting Basics
(2) The student analyzes roles and responsibilities of caregivers or guardians. The student is expected to:	(D) analyze the parental responsibilities of educating children through the continuum of developmental stages.	Protecting the Development of Children
(3) The student examines the care, protection, and safety of children. The student is expected to:	(A) analyze the effects of childhood trauma at each developmental stage;	Protecting the Development of Children
(3) The student examines the care, protection, and safety of children. The student is expected to:	(B) describe the counseling and therapeutic services available to children such as pharmacotherapy and cognitive behavioral, family, trauma-focused, and play therapy;	Protecting the Development of Children
(3) The student examines the care, protection, and safety of children. The student is expected to:	(C) demonstrate first aid and cardiopulmonary resuscitation skills;	First Aid Basics and CPR: Children
(3) The student examines the care, protection, and safety of children. The student is expected to:	(D) analyze community resources relevant to the care and protection of children, including childcare services, health care services, and auxiliary service organizations;	Childhood Health and Wellness
(3) The student examines the care, protection, and safety of children. The student is expected to:	(E) examine suggested preventative health care recommendations for children such as American Academy of Pediatrics (AAP) and Centers for Disease Control and Prevention (CDC) guidelines and recommendations for immunizations, physical exams, and oral hygiene;	Childhood Health and Wellness
(3) The student examines the care, protection, and safety of children. The student is expected to:	(F) assess the safety of children's cribs, toys, clothing, food, and travel safety equipment; and	Baby Basics: Clothing Baby Basics: Traveling
(3) The student examines the care, protection, and safety of children. The student is expected to:	(G) identify current legislation and public policies affecting the care, protection, and safety of children.	Protecting the Development of Children
(4) The student investigates components of optimal prenatal care and development. The student is expected to:	(A) identify signs and stages of pregnancy;	Pregnancy: First Trimester Pregnancy: Second Trimester
(4) The student investigates components of optimal prenatal care and development. The student is expected to:	(B) analyze the effect of environmental and hereditary factors on conception and fetal development, including prenatal brain development;	Pregnancy: Third Trimester
(4) The student investigates components of optimal prenatal care and development. The student is expected to:	(C) identify characteristics of, contributing factors to, and treatment of various fetal birth defects, including defects of unknown ideology;	Pregnancy: Second Trimester
(4) The student investigates components of optimal prenatal care and development. The student is expected to:	(D) analyze nutritional needs prior to and during pregnancy;	Pregnancy: First Trimester
(4) The student investigates components of optimal prenatal care and development. The student is expected to:	(E) analyze appropriate medical care and good health practices prior to and during pregnancy;	Pregnancy: Second Trimester
(4) The student investigates components of optimal prenatal care and development. The student is expected to:	(F) explain how technological advances in prenatal care can impact child development;	Pregnancy: Second Trimester
(4) The student investigates components of optimal prenatal care and development. The student is expected to:	(H) analyze the process of labor and delivery methods	Labor and Delivery Methods
(5) The student investigates strategies for optimizing the development of children ages birth through 12 months, including those with special needs. The student is expected to:	(A) analyze the physical, emotional, social, intellectual, and moral developmental needs of children ages birth through twelve months;	Child Development: Birth to 12 Months
(5) The student investigates strategies for optimizing the development of children ages birth through 12 months, including those with special needs. The student is expected to:	(B) investigate the impact of children ages birth through twelve months on the family such as the impact on roles, finances, responsibilities, and relationships in the family;	The New Arrival

Child Development (Proc 24) Pre-Test/Post-Test TEKS Blueprint

Knowledge & Skills Statement	Student Expectation	iCEV Lesson Title
(5) The student investigates strategies for optimizing the development of children ages birth through 12 months, including those with special needs. The student is expected to:	(C) analyze the impact of technology such as personal usage or exposure and assistive technologies on the growth and development of children ages birth through 12 months;	The Impact of Technology on Child Development
(5) The student investigates strategies for optimizing the development of children ages birth through 12 months, including those with special needs. The student is expected to:	(E) identify appropriate nutrition and ways to meet nutritional needs, including breast feeding and formula feeding, and considerations related to food allergies for children ages birth through twelve months.	Baby Basics: Feeding
(6) The student investigates strategies for optimizing the development of children ages 13 months through 35 months, including those with special needs. The student is expected to:	(A) analyze the physical, emotional, social, intellectual, and moral developmental needs of children ages 13 months through 35 months;	Child Development: 13 to 35 Months
(6) The student investigates strategies for optimizing the development of children ages 13 months through 35 months, including those with special needs. The student is expected to:	(B) create play activities such as pre-literacy, social emotional learning, mathematics, science, physical movement, outdoor play, art, and music activities that enhance the growth and development of children ages 13 months through 35 months;	Child Development: 13 to 35 Months
(6) The student investigates strategies for optimizing the development of children ages 13 months through 35 months, including those with special needs. The student is expected to:	(C) analyze the impact of technology such as personal usage and assistive technologies on the growth and development of children ages 13 months through 35 months;	The Impact of Technology on Child Development
(6) The student investigates strategies for optimizing the development of children ages 13 months through 35 months, including those with special needs. The student is expected to:	(D) analyze appropriate nutritional guidelines that promote wellness in children ages 13 months through 35 months;	Healthy Meal Planning for All Ages
(6) The student investigates strategies for optimizing the development of children ages 13 months through 35 months, including those with special needs. The student is expected to:	(F) prepare or plan developmentally appropriate snacks or meals that meet appropriate nutritional guidelines for children ages 13 months through 35 months.	Healthy Meal Planning for All Ages
(7) The student analyzes the growth and development of children ages 3 through 5 years, including those with special needs. The student is expected to:	(A) analyze the physical, emotional, social, intellectual, and moral development needs of the children ages 3 through 5 years;	Developing Positive Sibling Relationships Child Development: Three to Five Years
(7) The student analyzes the growth and development of children ages 3 through 5 years, including those with special needs. The student is expected to:	(B) describe the role of play in the development of children ages 3 through 5 years;	Child Development: Three to Five Years
(7) The student analyzes the growth and development of children ages 3 through 5 years, including those with special needs. The student is expected to:	(C) develop activities such as physical exercise or group play activities that meet developmental needs of children ages 3 through 5 years;	Child Development: Three to Five Years
(7) The student analyzes the growth and development of children ages 3 through 5 years, including those with special needs. The student is expected to:	(D) prepare or plan developmentally appropriate snacks or meals that meet appropriate nutritional guidelines for children ages 3 through 5 years;	Healthy Meal Planning for All Ages
(7) The student analyzes the growth and development of children ages 3 through 5 years, including those with special needs. The student is expected to:	(E) identify minimum standards for licensing regulations of various preschools and childcare settings such as in-home, private, public, and religious organizations;	Requirements for Child Care Providers
(7) The student analyzes the growth and development of children ages 3 through 5 years, including those with special needs. The student is expected to:	(G) analyze the impact of technology on the growth and development of children ages 3 through 5 years such as personal usage, assistive technologies, and digital citizenship.	The Impact of Technology on Child Development
(8) The student analyzes the growth and development of children ages 6 through 11 years, including those with special needs. The student is expected to:	(A) analyze the physical, emotional, social, intellectual, and moral development needs of children ages 6 through 11 years;	Child Development: Six to 11 Years
(8) The student analyzes the growth and development of children ages 6 through 11 years, including those with special needs. The student is expected to:	(B) compare the roles of various school environments such as public, private, and home settings in the growth and development of children ages 6 through 11 years;	Child Development: Six to 11 Years
(8) The student analyzes the growth and development of children ages 6 through 11 years, including those with special needs. The student is expected to:	(C) evaluate the importance of and influences on individual and group identity such as self concept theories, learning styles, group dynamics, cultural influences, and societal norms in relation to the growth and development of children ages 6 through 11 years;	Child Development: Six to 11 Years

Child Development (Proc 24) Pre-Test/Post-Test TEKS Blueprint

Knowledge & Skills Statement	Student Expectation	iCEV Lesson Title
(8) The student analyzes the growth and development of children ages 6 through 11 years, including those with special needs. The student is expected to:	(D) develop appropriate activities for meeting developmental needs of children ages 6 through 11 years such as physical exercise, language development, communication, listening skills, independence, conflict resolution, and self-discipline;	Child Development: Six to 11 Years
(8) The student analyzes the growth and development of children ages 6 through 11 years, including those with special needs. The student is expected to:	(E) create balanced meal plans that are developmentally appropriate for children ages 6 through 11 years, including children with special dietary needs such as food allergies and type I diabetes;	Healthy Meal Planning for All Ages
(8) The student analyzes the growth and development of children ages 6 through 11 years, including those with special needs. The student is expected to:	(G) discuss legislation and public policies affecting children ages 6 through 11 years; and	Protecting the Development of Children
(8) The student analyzes the growth and development of children ages 6 through 11 years, including those with special needs. The student is expected to:	(H) analyze the impact of technology on the growth and development of children ages 6 through 11 years such as personal usage, assistive technologies, and digital citizenship.	The Impact of Technology on Child Development
(9) The student analyzes the growth and development of children ages 12 through 19 years, including those with special needs. The student is expected to:	(A) summarize the physical, emotional, social, intellectual, and moral needs of children ages 12 through 19 years;	Child Development: 12 to 19 Years
(9) The student analyzes the growth and development of children ages 12 through 19 years, including those with special needs. The student is expected to:	(B) assess the role of the various school environments such as public, private, and home environments on the growth and development of children ages 12 through 19 years;	Child Development: 12 to 19 Years
(9) The student analyzes the growth and development of children ages 12 through 19 years, including those with special needs. The student is expected to:	(C) evaluate the importance of and influences on individual and group identity such as self concept theories, group dynamics, cultural influences, and societal norms in relation to the growth and development of children ages 12 through 19 years;	Child Development: 12 to 19 Years
(9) The student analyzes the growth and development of children ages 12 through 19 years, including those with special needs. The student is expected to:	(D) develop appropriate activities for meeting developmental needs of children ages 12 through 19 years such as physical, academic, professional, and social skills;	Child Development: 12 to 19 Years
(9) The student analyzes the growth and development of children ages 12 through 19 years, including those with special needs. The student is expected to:	(E) create recipes for nutritious snacks or meals appropriate for preparation by children ages 12 through 19 years, including snacks or meals for individuals with special dietary needs such as food allergies or type I diabetes;	Healthy Meal Planning for All Ages
(9) The student analyzes the growth and development of children ages 12 through 19 years, including those with special needs. The student is expected to:	(G) discuss legislation, child labor laws, and public policies affecting children ages 12 through 19 years;	Protecting the Development of Children
(9) The student analyzes the growth and development of children ages 12 through 19 years, including those with special needs. The student is expected to:	(H) analyze the impact of technology such as personal usage, assistive technologies, digital citizenship, digital footprints, and social media on the growth and development of children ages 12 through 19 years; and	The Impact of Technology on Child Development