



Human Growth & 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.

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Knowledge & Skills Statement	Student Expectation	iCEV Lesson Title
(2) The student understands historical, theoretical, and research perspectives of human growth and development throughout the lifespan. The student is expected to:	(A) explain the role of theories in understanding human development,	Human Developmental Theories
(2) The student understands historical, theoretical, and research perspectives of human growth and development throughout the lifespan. The student is expected to:	(B) describe theoretical perspectives regarding influences on human development throughout the lifespan,	Human Developmental Theories
(2) The student understands historical, theoretical, and research perspectives of human growth and development throughout the lifespan. The student is expected to:	(C) summarize how historical theories influence modern theories of human development,	Human Developmental Theories
(2) The student understands historical, theoretical, and research perspectives of human growth and development throughout the lifespan. The student is expected to:	(E) compare pedagogy and andragogy.	Human Developmental Theories
(3) The student understands the importance of prenatal care in the development of a child. The student is expected to:	(A) describe nutritional needs prior to and during pregnancy,	Prenatal Care
(3) The student understands the importance of prenatal care in the development of a child. The student is expected to:	(B) explain reasons for medical care and good health practices prior to and during pregnancy,	Prenatal Care
(3) The student understands the importance of prenatal care in the development of a child. The student is expected to:	(D) discuss the role of genetics in prenatal development, and	Human Development: Fetal
(3) The student understands the importance of prenatal care in the development of a child. The student is expected to:	(E) identify environmental factors affecting development of the fetus.	Human Development: Fetal
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(A) analyze the physical, emotional, social, and cognitive development of infants and toddlers,	Human Development: Toddler
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(B) analyze various developmental theories relating to infants and toddlers,	Human Development: Infant
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(D) summarize strategies for optimizing the development of infants and toddlers, including those with special needs,	Human Development: Infant
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(E) determine techniques that promote the health and safety of infants and toddlers, and	Human Development: Toddler
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(F) determine developmentally appropriate guidance techniques for children in the first two years of life.	Human Development: Toddler
(5) The student understands the development of children ages 3 through 5 years. The student is expected to:	(A) analyze the physical, emotional, social, and cognitive development of preschoolers,	Human Development: Preschooler
(5) The student understands the development of children ages 3 through 5 years. The student is expected to:	(B) analyze various developmental theories relating to preschoolers,	Human Development: Preschooler
(5) The student understands the development of children ages 3 through 5 years. The student is expected to:	C) investigate the influences of the family and society on preschoolers,	Human Development: Preschooler
(5) The student understands the development of children ages 3 through 5 years. The student is expected to:	(D) summarize strategies for optimizing the development of preschoolers, including those with special needs,	Human Development: Preschooler
(5) The student understands the development of children ages 3 through 5 years. The student is expected to:	(E) determine techniques that promote the health and safety of preschoolers, and	Human Development: Preschooler
(5) The student understands the development of children ages 3 through 5 years. The student is expected to:	(F) compare and suggest developmentally appropriate guidance techniques for preschoolers.	Human Development: Preschooler
(6) The student understands the development of children ages 6 through 11 years. The student is expected to:	(A) analyze the physical, emotional, social, and cognitive development of children in the early to middle childhood stage of development,	Human Development: Early to Middle Childhood
(6) The student understands the development of children ages 6 through 11 years. The student is expected to:	(B) analyze various developmental theories relating to children in the early to middle childhood stage of development,	Human Development: Early to Middle Childhood
(6) The student understands the development of children ages 6 through 11 years. The student is expected to:	(C) investigate the influences of the family and society on children in the early to middle childhood stage of development,	Human Development: Early to Middle Childhood
(6) The student understands the development of children ages 6 through 11 years. The student is expected to:	(D) summarize strategies for optimizing the development of children in the early to middle childhood stage of development, including those with special needs,	Human Development: Early to Middle Childhood

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(6) The student understands the development of children ages 6 through 11 years. The student is expected to:	(E) determine techniques that promote the health and safety of children in the early to middle childhood stage of development, and	Human Development: Early to Middle Childhood
(6) The student understands the development of children ages 6 through 11 years. The student is expected to:	(F) compare and suggest developmentally appropriate guidance techniques for children in the early to middle childhood stage of development.	Human Development: Early to Middle Childhood
(7) The student understands the development of adolescents ages 12 through 19 years. The student is expected to:	(A) analyze the biological and cognitive development of adolescents,	Human Development: Adolescents
(7) The student understands the development of adolescents ages 12 through 19 years. The student is expected to:	(B) analyze the emotional and social development of adolescents,	Human Development: Adolescents
(7) The student understands the development of adolescents ages 12 through 19 years. The student is expected to:	(C) discuss various theoretical perspectives relevant to adolescent growth and development,	Human Development: Adolescents
(7) The student understands the development of adolescents ages 12 through 19 years. The student is expected to:	(D) investigate the influences of the family and society on adolescents,	Human Development: Adolescents
(7) The student understands the development of adolescents ages 12 through 19 years. The student is expected to:	(E) summarize strategies for optimizing the development of adolescents, including those with special needs,	Human Development: Adolescents
(7) The student understands the development of adolescents ages 12 through 19 years. The student is expected to:	(F) determine techniques that promote the health and safety of adolescents, and	Human Development: Adolescents
(7) The student understands the development of adolescents ages 12 through 19 years. The student is expected to:	(G) compare and suggest developmentally appropriate guidance techniques for adolescents.	Human Development: Adolescents
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(A) determine services provided by agencies that protect the rights of children and adolescents,	Care and Protection of Children
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(B) summarize various resources focusing on the care and protection of children and adolescents,	Care and Protection of Children
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(C) discuss the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents,	Care and Protection of Children
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(D) analyze forms, causes, effects, prevention, and treatment of child abuse,	Care and Protection of Children
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(E) explain the impact of appropriate health care and importance of safety for children and adolescents, and	Care and Protection of Children
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(F) discuss responsibilities of community members, legislation, and public policies related to care and protection of children and adolescents.	Care and Protection of Children
(9) The student understands the development of adults ages 20 through 39 years. The student is expected to:	(A) analyze various development theories relating to early adults, including biological and cognitive development,	Human Development: Early Adulthood
(9) The student understands the development of adults ages 20 through 39 years. The student is expected to:	(B) analyze various development theories relating to early adults, including emotional, moral, and psychosocial development,	Human Development: Early Adulthood
(9) The student understands the development of adults ages 20 through 39 years. The student is expected to:	(C) investigate the influences of society and culture on early adults, and	Human Development: Early Adulthood
(9) The student understands the development of adults ages 20 through 39 years. The student is expected to:	(D) discuss the importance of family, human relationships, and social interaction for early adults.	Human Development: Early Adulthood
(10) The student understands the development of adults ages 40 through 65 years. The student is expected to:	(A) analyze various development theories relating to middle adults, including biological and cognitive development,	Human Development: Middle Adulthood
(10) The student understands the development of adults ages 40 through 65 years. The student is expected to:	(B) analyze various development theories relating to middle adults, including emotional, moral, and psychosocial development,	Human Development: Middle Adulthood
(10) The student understands the development of adults ages 40 through 65 years. The student is expected to:	(C) investigate the influences of society and culture on middle adults, and	Human Development: Middle Adulthood
(10) The student understands the development of adults ages 40 through 65 years. The student is expected to:	(D) discuss the importance of family, human relationships, and social interaction for middle adults.	Human Development: Middle Adulthood
(11) The student understands the development of adults ages 66 years and older. The student is expected to:	(A) analyze various development theories relating to those within the stage of late adulthood, including biological and cognitive development,	Human Development: Late Adulthood

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Knowledge & Skills Statement	Student Expectation	iCEV Lesson Title
(11) The student understands the development of adults ages 66 years and older. The student is expected to:	(B) analyze various development theories relating to those within the stage of late adulthood, including emotional, moral, and psychosocial development,	Human Development: Late Adulthood
(11) The student understands the development of adults ages 66 years and older. The student is expected to:	(C) investigate the influences of society and culture on those within the stage of late adulthood, and	Human Development: Late Adulthood
(11) The student understands the development of adults ages 66 years and older. The student is expected to:	(D) discuss the importance of family, human relationships, and social interaction for those within the stage of late adulthood.	Human Development: Late Adulthood