

# **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.

## **Human Growth & Development (Proc 24) Pre-Test/Post-Test TEKS Blueprint**

Knowledge & Skills Statement	Student Expectation	iCEV Lesson Title
(2) The student understands historical, theoretical, and research	(A) explain the role of theories in understanding human development,	Human Developmental Theories
perspectives of human growth and development throughout the lifespan.		'
The student is expected to:		
(2) The student understands historical, theoretical, and research	(B) describe theoretical perspectives regarding influences on human	Human Developmental Theories
perspectives of human growth and development throughout the lifespan.	development throughout the lifespan,	'
The student is expected to:		
(2) The student understands historical, theoretical, and research	(C) summarize how historical theories influence modern	Human Developmental Theories
perspectives of human growth and development throughout the lifespan.	theories of human development,	·
The student is expected to:	·	
(2) The student understands historical, theoretical, and research	(E) compare pedagogy and andragogy.	Human Developmental Theories
perspectives of human growth and development throughout the lifespan.		·
The student is expected to:		
(3) The student understands the importance of prenatal care in the	(A) describe nutritional needs prior to and during pregnancy,	Prenatal Care
development of a child. The student is expected to:		
(3) The student understands the importance of prenatal care in the	(B) explain reasons for medical care and good health practices prior to	Prenatal Care
development of a child. The student is expected to:	and during pregnancy,	
(3) The student understands the importance of prenatal care in the	(D) discuss the role of genetics in prenatal development, and	Human Development: Fetal
development of a child. The student is expected to:		
(3) The student understands the importance of prenatal care in the	(E) identify environmental factors affecting development of the fetus.	Human Development: Fetal
development of a child. The student is expected to:		
(4) The student understands the development of children ages newborn	(A) analyze the physical, emotional, social, and cognitive development of	Human Development: Toddler
through two years. The student is expected to:	infants and toddlers,	
(4) The student understands the development of children ages newborn	(B) analyze various developmental theories relating to infants and toddlers,	Human Development: Infant
through two years. The student is expected to:		
(4) The student understands the development of children ages newborn	(D) summarize strategies for optimizing the development of infants and	Human Development: Infant
through two years. The student is expected to:	toddlers, including those with special needs,	
(4) The student understands the development of children ages newborn	(E) determine techniques that promote the health and safety of infants	Human Development: Toddler
through two years. The student is expected to:	and toddlers, and	
(4) The student understands the development of children ages newborn	(F) determine developmentally appropriate guidance techniques for	Human Development: Toddler
through two years. The student is expected to:	children in the first two years of life.	
(5) The student understands the development of children ages 3 through	(A) analyze the physical, emotional, social, and cognitive development of	Human Development: Preschooler
5 years. The student is expected to:	preschoolers,	
(5) The student understands the development of children ages 3 through	(B) analyze various developmental theories relating to preschoolers,	Human Development: Preschooler
5 years. The student is expected to:		
(5) The student understands the development of children ages 3 through	C) investigate the influences of the family and society on preschoolers,	Human Development: Preschooler
5 years. The student is expected to:	(D)	Lhurran Davidan marati Davada adan
(5) The student understands the development of children ages 3 through	(D) summarize strategies for optimizing the development of preschoolers,	Human Development: Preschooler
5 years. The student is expected to: (5) The student understands the development of children ages 3 through	including those with special needs,	Human Davalanment: 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 is expected to:	(F) compare and suggest developmentally appropriate guidance	Human Development: Preschooler
5 years. The student is expected to:	techniques for preschoolers.	Human Development. Freschooler
(6) The student understands the development of children ages 6 through	(A) analyze the physical, emotional, social, and cognitive development of	Human Development: Early to Middle Childhood
11 years. The student is expected to:	children in the early to middle childhood stage of development,	Traman Development. Larry to ivilidate Offilianiood
11 years. The student is expected to.	oninaren in are earry to miliarie erillarioù stage of development,	
(6) The student understands the development of children ages 6 through	(B) analyze various developmental theories relating to children in the early	Human Development: Early to Middle Childhood
11 years. The student is expected to:	to middle childhood stage of development,	Trainer Severopinent. Early to Miladio Offiliationa
(6) The student understands the development of children ages 6 through	(C) investigate the influences of the family and society on children in the	Human Development: Early to Middle Childhood
11 years. The student is expected to:	learly to middle childhood stage of development,	I Idinah Bevelopinani. Lany to iviladie Orillahood
(6) The student understands the development of children ages 6 through	(D) summarize strategies for optimizing the development of children in the	Human Development: Early to Middle Childhood
11 years. The student is expected to:	learly to middle childhood stage of development, including those with	
,	special needs,	
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(6) The student understands the development of children ages 6 through	(E) determine techniques that promote the health and safety of children in	
11 years. The student is expected to:	the early to middle childhood stage of development, and	Trainan Botolophioni. Early to Miladio Officialista
(6) The student understands the development of children ages 6 through	(F) compare and suggest developmentally appropriate guidance	Human Development: Early to Middle Childhood
11 years. The student is expected to:	Itechniques for children in the early to middle childhood stage of	Truman bevelopment. Larry to ivilidate offilianood
Try years. The student is expediculto.	development.	
(7) The student understands the development of adolescents ages 12	(A) analyze the biological and cognitive development of adolescents,	Human Development: Adolescents
through 19 years. The student is expected to:	(A) analyze the biological and cognitive development of adolescents,	numan Development: Adolescents
0 ,		
(7) The student understands the development of adolescents ages 12	(B) analyze the emotional and social development of adolescents,	Human Development: Adolescents
through 19 years. The student is expected to:		
(7) The student understands the development of adolescents ages 12	(C) discuss various theoretical perspectives relevant to adolescent growth	Human Development: Adolescents
through 19 years. The student is expected to:	and development,	
(7) The student understands the development of adolescents ages 12	(D) investigate the influences of the family and society on adolescents,	Human Development: Adolescents
through 19 years. The student is expected to:		
(7) The student understands the development of adolescents ages 12	(E) summarize strategies for optimizing the development of adolescents,	Human Development: Adolescents
through 19 years. The student is expected to:	including those with special needs,	
(7) The student understands the development of adolescents ages 12	(F) determine techniques that promote the health and safety of	Human Development: Adolescents
through 19 years. The student is expected to:	adolescents, and	
(7) The student understands the development of adolescents ages 12	(G) compare and suggest developmentally appropriate guidance	Human Development: Adolescents
through 19 years. The student is expected to:	techniques for adolescents.	
(8) The student understands the importance of care and protection of	(A) determine services provided by agencies that protect the rights of	Care and Protection of Children
children and adolescents. The student is expected to:	children and adolescents,	
(8) The student understands the importance of care and protection of	(B) summarize various resources focusing on the care and protection of	Care and Protection of Children
children and adolescents. The student is expected to:	children and adolescents,	
(8) The student understands the importance of care and protection of	,	Care and Protection of Children
children and adolescents. The student is expected to:	the health and welfare of children and adolescents,	Care and reseason of Chinason
(8) The student understands the importance of care and protection of	(D) analyze forms, causes, effects, prevention, and treatment of child	Care and Protection of Children
children and adolescents. The student is expected to:	labuse.	Care and Proceedings of Chinaren
(8) The student understands the importance of care and protection of	(E) explain the impact of appropriate health care and importance of safety	Care and Protection of Children
children and adolescents. The student is expected to:	Ifor children and adolescents, and	Care and 1 Toteotion of Officient
(8) The student understands the importance of care and protection of	(F) discuss responsibilities of community members, legislation, and public	Care and Protection of Children
children and adolescents. The student is expected to:	policies related to care and protection of children and adolescents.	Care and Protection of Children
children and adolescents. The student is expected to.	policies related to care and protection of children and adolescents.	
(O) The student understands the development of adults area 20 through	(A) analyza variana davalarmant the arian relating to early adults	Human Davalanmanti Fashi Adulthand
(9) The student understands the development of adults ages 20 through	(A) analyze various development theories relating to early adults,	Human Development: Early Adulthood
39 years. The student is expected to:	including biological and cognitive development,	
(9) The student understands the development of adults ages 20 through	(B) analyze various development theories relating to early adults,	Human Development: Early Adulthood
39 years. The student is expected to:	including emotional, moral, and psychosocial development,	
(9) The student understands the development of adults ages 20 through	(C) investigate the influences of society and culture on early adults, and	Human Development: Early Adulthood
39 years. The student is expected to:		
(9) The student understands the development of adults ages 20 through	(D) discuss the importance of family, human relationships, and social	Human Development: Early Adulthood
39 years. The student is expected to:	interaction for early adults.	
(10) The student understands the development of adults ages 40 through	(A) analyze various development theories relating to middle adults,	Human Development: Middle Adulthood
65 years. The student is expected to:	including biological and cognitive development,	
(10) The student understands the development of adults ages 40 through	(B) analyze various development theories relating to middle adults,	Human Development: Middle Adulthood
65 years. The student is expected to:	including emotional, moral, and psychosocial development,	
(10) The student understands the development of adults ages 40 through	(C) investigate the influences of society and culture on middle adults, and	Human Development: Middle Adulthood
65 years. The student is expected to:		
(10) The student understands the development of adults ages 40 through	(D) discuss the importance of family, human relationships, and social	Human Development: Middle Adulthood
65 years. The student is expected to:	interaction for middle adults.	
(11) The student understands the development of adults ages 66 years	(A) analyze various development theories relating to those within the	Human Development: Late Adulthood
and older. The student is expected to:	stage of late adulthood, including biological and cognitive development,	
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	(B) analyze various development theories relating to those within the stage of late adulthood, including emotional, moral, and psychosocial development,	Human Development: Late Adulthood
	(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