# PORTFOLIO ASSESSMENT GUIDE for

# ECDPT 100 Health, Safety, and Nutrition

**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 6** 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 Programs Office.

# 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.
* Submit an essay with indicated examples of 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.
* When evaluated, students must demonstrate experience or proficiency in >=70% to earn credit in the course.

|  |  |
| --- | --- |
| 1  Does not Meet  Expectations | Evidence demonstrates very low level of mastery of this outcome. The evidence is unconvincing, incomplete, very inadequate, contains many inaccuracies, and/or is marked by major conceptual problems. |
| 2  Needs Improvement | Evidence demonstrates inadequate mastery of this outcome. Although some aspects of the work may be acceptable, too much of the evidence is unconvincing, incomplete, inadequate, contains multiple inaccuracies, and/or demonstrates major conceptual problems. |
| 3  Adequately Meets  Expectations | Evidence demonstrates adequate mastery of this outcome. Although it is not perfect, the work is fairly complete, accurate, and free of major conceptual problems. |
| 4  Exceeds Expectations | Evidence demonstrates sophisticated mastery of this outcome. Work is complete, accurate, and free of conceptual problems. |

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# Portfolio Assessment Scoring Rubric:

For each of the learning outcomes listed below, provide an essay describing your knowledge and experience related to the outcome. In addition, please see the “Examples of Evidence” for ideas of the documents that may serve as the evidence to support your essay.

|  |  |
| --- | --- |
| ECDPT 100: Health, Safety, and Nutrition Scoring Rubric | |
| Learning Outcomes | Score |
| **Learning Outcome 1:**  Define wellness and explain how basic health, safety, and nutrition are inter-related in supporting children’s optimal growth, development, and well-being. |  |
| **Learning Outcome 2:** Describe the common illnesses and the symptoms that children may display when ill, which may guide precautionary practices in early childhood programs.   * Examples of Evidence: * Daily Health Check Policy/Procedure * Exclusion for Illness Policy * Notices to Families * Sanitization/Disinfection Procedures (e.g., bleach water ratios for each and when to use each one) |  |
| **Learning Outcome 3:** Explain and identify practices to maintain a safe environment: identifying hazards and risks, conducting health and safety assessments that align with regulations and quality standards, and determining corrective actions steps when needed.   * Examples of Evidence: * Facility Monitoring Checklists (Ensuring compliance with regulatory agencies/inspections such as licensing, Fire Marshall, Health Department, or federal performance standards (e.g., Head Start/Caring for Our Children) * Staffing Patterns (e.g., Active Supervision) * Outdoor Area Monitoring Checklist/Procedures (Playground Safety) |  |
| **Learning Outcome 4:** Identify and explain first aid and emergency response procedures, record-keeping, and communication processes which are critical to the appropriate and safe handling of emergency situations.   * Examples of Evidence:   + Pediatric First Aid/CPR Card   + Bloodborne Pathogen Training   + Documentation of Fire Drills and/or Emergency Drills   + Emergency/Disaster Response Plan (e.g., IdahoSTARS YIKES plan) |  |
| **Learning Outcome 5:** Explain the procedures to follow when responding to concerns of child abuse and neglect, making a report, and what steps to take in that situation.   * Examples of Evidence: * Child Abuse & Neglect (CAN) Training * CAN Program Policy/Procedure |  |
| **Learning Outcome 6:** Describe children’s nutritional needs and common eating challenges that may be present at different age levels from birth to five.   * Examples of Evidence:   + Choking Prevention Procedures * Family-Style Feeding Practices * Special Diet Policy/Procedures |  |
| **Learning Outcome 7:** Discuss principles of effective curriculum and lesson development that include basic health, safety, and nutrition concepts, and the safety considerations that need to be considered in planning developmentally appropriate learning experiences for young children ages birth to five.   * Examples of Evidence: * Health Lesson Plan (e.g., handwashing, toothbrushing, social/emotional, physical activities, etc.) * Safety Lesson Plan (e.g., pedestrian safety, fire safety, poison prevention, etc.) * Nutrition Lesson Plan (e.g., cooking in the classroom, food groups, where food comes from, etc.) |  |
| **Trainings, formal education, and experience will also be considered as support for meeting these learning outcomes. Any documentation for training hours/education must be specific to Health, Safety, and Nutrition.** |  |
| **Total Points** |  |
| **Total Credits** |  |



CREDIT FOR PRIOR LEARNING PORTFOLIO

ECDPT 100 Health, Safety, and Nutrition

[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 100 Health, Safety, and Nutrition

This course will provide students with a comprehensive understanding of the nutrition, health and safety needs of young children from birth to school age. This course is intended to provide students with a strong understanding of wellness concepts, equipping them to implement healthful practices and teach young children ways to contribute to their own wellness.

Learning Outcomes

**Note: Use the “Portfolio Assessment Scoring Rubric” learning outcomes for your portfolio!**

1. Define wellness and explain how basic physical, mental health, nutrition, health, and safety each play a role in children’s health, growth and development, and well-being.
2. Demonstrate skills in promoting children’s wellness in the areas of injury prevention, oral health, physical activity, and mental health through daily routines, lesson plans, and activities.
3. Explain and identify practices to maintain a safe environment:
   1. identifying hazards and risks
   2. conducting health and safety assessments that align with regulations and quality standards
   3. determining corrective actions steps when needed.
4. Describe the common illnesses and the symptoms that children may display when ill, as well as, the stages that are present with communicable diseases which may guide precautionary practices.
5. Identify and explain first aid and emergency response procedures, record-keeping, and communication processes which are critical to the appropriate and safe handling of emergency situations.
6. Discuss the four most common types of child maltreatment and describe the physical and behavioral signs that indicate that a child may be suffering from abuse or neglect.
7. List and explain the procedures to follow when making a report of child abuse or neglect and what steps to take in that situation.
8. Describe children’s nutritional needs and common eating challenges that may be present at different age levels.
9. Demonstrate knowledge of menu planning for young children and explain how to plan healthful meals while incorporating nutritional goals, evidence-based practices, and food budgeting while also providing for special dietary considerations.
10. Discuss principles of effective curriculum and lesson development that include basic nutrition concepts and safety considerations that need to be considered in planning learning experiences for children.

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 your 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 work, 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 Learning Outcomes for the course.

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 Awards
* 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.