Part 1

Purpose (Formative/Summative)

DRDP is the first formative assessment tool that aims to guide instruction by observing and recording children's progress in developmental domains. On the contrary, ASQ is a developmental screening tool that aims to detect possible delays early and supports referrals.

Strengths and Limitations

The DRDP gathers observational and quality data that is incorporated in the classroom practices (DRDP, 2015). Teachers can utilize it to know the strengths of children and proceed with a scheduled plan. Quite the contrary, ASQ is straightforward, fast, and the family is directly involved. Its shortcomings include that reports made by parents can be interpreted differently. It fails to identify fine classroom behaviors and give specific developmental information.

Ethical Implications and Legal Implications

The ethical practices of DRDP upholding confidentiality, objectivity, and bias free language, which can lead to the use of inappropriate labelling. The documentation must be accurate, reasonable and may lead to forced referral or assessment procedures. In the case of ASQ, ethical issues involve the decision to get informed consent, clarify the results to the family, and protect sensitive information. Although it has fewer legal implications, programs have to abide by the required referral procedure when a child screens at risk.

Cultural and Linguistic Sensitivity

The DRDP tries to be culturally responsive, and its effectiveness in accuracy is tremendous. This relies on the awareness of cultural norms and proper developmental expectations among the assessors. These may be erroneously interpreted when the people viewing these messages have not undergone some form of training on linguistic diversity. Contrarily, the ASQ can support the parent perspective in various languages. The cultural aspect of the differences in child-rearing styles and the screening quality can affect a score. These two tools should be used in a culturally competent manner to prevent bias.

Use with Diverse Learners

The DRDP can be used with children with a disability or who face dual-language learners since there are opportunities to make concessions, observations, and individual interpretations. It can be effective when appropriately used to identify distinct developmental paths. The ASQ can be used as an initial and general screening across diverse populations and promotes family participation, but it must be combined with other tests for children with complex needs, emerging bilinguals, or those who may have developmental delays to give a perfect situational perception of their developmental abilities.

Part 2

1. Fictional letter to families

Dear Families,

Hello, everybody at the Early Learning Program, we are very glad to see you here. We communicate your faith and confidence with us when you do business with us daily, and we also understand that no one knows your child more than you do. This was the reason why we would like to arrange a regular flow of information to our teaching team about your child. Your contributions could be considered a significant factor in the bond that we work to create towards one another in order to assist every child in his or her learning, formation, and health. This invitation is one of our mutual cooperation. In addition to the things that you are telling us, our educators will also be stating observations at the early learning environment on a regular basis. We will report our observations concerning your child and their interests, strengths, friendship, learning progress and any needs that arise. When you add your insight at home with what we see in the area of the classroom we can develop a more formal and comprehensive perception of your child.

You can share your advice to improve the teaching procedures, children's behavior, and improve partnerships with us. In addition, you can share information like children's routine, habits, and others to build connections effectively. We also embrace updates concerning the aspirations of your child and the difficulties he encounters or whatever makes him/her feel secure, at ease and encouraged. The right type of information to share does not exist. We will ask that you also give us your own ideas of what you feel we need to know about your child. By

discussing the issue, writing notes, sending emails, or in planned meetings, any form of communication is appreciated and honored.

Thanks and regards,

The Teaching Team

2. DRDP (2015)

Desired result of DRDP (2015): Maintaining the safety and security of children's emotions (DRDP, 2015).

Developmental Domain: Social and emotional development (SED)

Measure: Depending on the context, these rights include: identity of self in relation to others, and identity of self within self.

Definition: This measure is used to determine the ability of a child to establish a sense of self-development by the use of familiar adults. It is centered on the capacity of the child to develop secure attachments, seek comfort and reassurance, display trust and show confidence in communication with caregivers and teachers. The index indicates the way that children are dependent on relationships to understand that they are safe and supported to discover their surroundings.

Developmental level: The developmental level is "Building Earlier" the child awareness.

Descriptor: In the Building Earlier level, children are becoming more aware of themselves as individuality but they are still dependent on familiar adults to seek emotional security (Young

Children, 2011). They can work in isolation in brief times but they always go back to even known adults to have an assurance.

Examples: For example, a child can reconnect with families and parents while playing through toys without ignoring the families.

Documentation Scenarios

1st scenario: In this scenario, a free-play observation occurs when no particular variables are specified and the experiment is left to elaborate on and develop on its own. In indoor free play, the child experiments on the block area on his own. The child goes to the teacher after a loud sound frightens them and puts their head close to the teacher and they will resume their activity when they are convinced. The skills of the child to explore, but at the same time to need emotional safety with a person he trusts is recorded by the teacher and fits into "Building Earlier".

Scenario 2: The child starts crying on the parent when the parent drops him at the drop-off time, and he calms down on encountering a familiar teacher. The child level pulls the hand of the teacher and joins others. This instance is recorded as a manifestation of solid attachment and emotion regulation aided by the relationship with adults as per SED.

3. Teacher's role in planning curriculum

The teacher is active in planning an effective and meaningful curriculum since an individual is capable of being both an observer and a facilitator and also a key decision-maker (Young Children, 2011). Instead of adhering to some fixed plan, teachers create curriculum that is responsive towards the interests, strengths of children, developmental stages as well as

individual needs. A good teacher is able to establish a conducive learning environment, choice of materials and experiences that facilitate all-round holistic development in terms of social, emotional, cognitive, physical and language aspects.

Use of observation, documentation, and child assessment tools are crucial in this planning process. Being able to observe carefully, teachers will obtain an idea of how children socialize, what attracts their interest, and what they might lack. Documents such as anecdotal records, photos, work samples assist teachers to look back at what they have learned and what trends have been followed over the years. Assessment tools formatted information in a structured way of the progress of children and it allows to guarantee their learning goal being developmentally related. It is based on this information collected that teachers are able to arrange meaningful learning experiences that build upon what the children already know and extend their abilities in a mild manner.

References

DRDP (2015). *Preschool Comprehensive View*.

Young Children (2011, September). *Collaborating with Families from Diverse Cultural and Linguistic Backgrounds*.