

Human Growth & Development Master Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>HGD1: Identifies and describes theories of typical and atypical growth in all developmental domains and the interaction between individual and contextual factors on development and learning.</p>	<p>Labels and defines developmental milestones, patterns of development, and specific characteristics of delays and disabilities. Includes description of potential impact on development and learning.</p> <p>Describes how individual characteristics (including physical and mental health, well-being, and nutrition) are impacted by the cultural context (including gender, family, race, ethnicity, language, ability, socio-economics, religion, and society). Includes description of factors that support resilience.</p>	<p>Labels and defines developmental milestones, patterns of development, and specific characteristics of delays and disabilities.</p> <p>Describes how individual characteristics (including physical and mental health, well-being, and nutrition) are impacted by the cultural context (including gender, family, race, ethnicity, language, ability, socio-economics, religion, and society).</p>	<p>Labels and defines developmental milestones.</p> <p>Describes how individual characteristics are impacted by contextual factors.</p>	<p>Labels and defines developmental milestones incorrectly.</p> <p>Does not accurately describe how individual characteristics are impacted by contextual factors.</p>	
<p>HGD2: Describes the interrelationship between developmental domains, holistic well-being, and adaptive/living skills.</p>	<p>Describes interrelationship between developmental domains (physical/social/emotional/cognitive/language/aesthetic), holistic well-being (including health, nutrition, safety and environment), and adaptive/living skills.</p> <p>Current research-base is integrated into description.</p>	<p>Describes interrelationship between developmental domains (physical/social/emotional/cognitive/language/aesthetic), holistic well-being (including health, nutrition, safety and environment), and adaptive/living skills.</p>	<p>Describes developmental domains (physical/social/emotional/cognitive/language/aesthetic), holistic well-being (including health, nutrition, safety and environment), and adaptive/living skills.</p>	<p>Does not accurately describe developmental domains (physical/social/emotional/cognitive/language/aesthetic), holistic well-being (including health, nutrition, safety and environment), and adaptive/living skills.</p>	

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<p>HGD3: Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children's well-being, and learning.</p>	<p>Describes how cultural and familial contexts and biological and environmental influences impact children's well-being and learning. Description includes connections to research.</p> <p>Identifies the consequences of stress, trauma, protective factors, and early experiences in understanding individual children's development and the role of resilience in supporting positive development and learning outcomes. Description includes connections to research.</p>	<p>Describes how cultural and familial contexts and biological and environmental influences impact children's well-being and learning.</p> <p>Identifies the consequences of stress, trauma, protective factors, and early experiences in understanding individual children's development and the role of resilience in supporting positive development and learning outcomes.</p>	<p>Describes how cultural and familial contexts and biological and environmental influences impact children's well-being and learning. Description lacks holistic consideration of influence and impact.</p> <p>Identifies the consequences of stress, trauma, protective factors, and early experiences in understanding individual children's development and the role of resilience in supporting positive development and learning outcomes. Description lacks holistic consideration of consequences of stress, trauma, and early experiences and the role of resilience.</p>	<p>Does not accurately describe how cultural and familial contexts and biological and environmental influences impact children's well-being and learning.</p> <p>Does not accurately identify consequences of stress, trauma, protective factors, and early experiences in understanding individual children's development and the role of resilience in supporting positive development and learning outcomes.</p>	
<p>HGC4: Interprets children's unique developmental patterns and identifies supportive resources for children who may require further assessment. Demonstrates knowledge of processes of first and second language acquisition.</p>	<p>Assesses development using knowledge of milestones, red flags, and current-research base.</p> <p>Identifies when children may benefit from further evaluation and assessment.</p> <p>Demonstrates knowledge of first and second language acquisition.</p> <p>Connects unique development patterns to appropriate resources.</p>	<p>Assesses development using knowledge of milestones and red flags.</p> <p>Identifies when children may benefit from further evaluation and assessment.</p> <p>Demonstrates knowledge of first and second language acquisition.</p> <p>Connects unique development patterns to appropriate resources.</p>	<p>Assesses development using knowledge of milestones.</p> <p>Identifies when children may benefit from further evaluation and assessment.</p> <p>Demonstrates knowledge of first language acquisition.</p> <p>Connects unique development patterns to appropriate resources.</p>	<p>Assessment of development does not reflect knowledge of milestones.</p> <p>Incomplete identification of when children may benefit from further evaluation and assessment.</p> <p>Knowledge of language acquisition not demonstrated.</p> <p>Knowledge of community resources not demonstrated.</p>	

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<p>HGD5 Integrates research, developmental theories, and observational data to make decisions about evidence-based practice supporting children’s learning and development.</p>	<p>Makes decisions about evidence-based practices supporting children’s learning and development.</p> <p>Decisions incorporate research, developmental theories, and observational data.</p> <p>Decisions made within the context of collaborative community.</p>	<p>Identifies relevant developmental research and child development data to inform evidence-based practice.</p> <p>Makes decisions about evidence-based practices supporting children’s learning and development.</p> <p>Decisions incorporate research, developmental theories, and observational data.</p>	<p>Makes decisions about evidence-based practices supporting children’s learning and development.</p> <p>Decisions incorporate observational data.</p>	<p>Makes decisions about evidence-based practice supporting children’s development and learning not connected to research, developmental theories, and observational data.</p>	
<p>HGD6: Justifies and promotes the use of evidence-based practices supportive of each child’s unique patterns of development and learning. (5A2)</p>	<p>Identifies and advocates for, using research and stage theory, practices that support holistic knowledge of children’s unique patterns of development across each domain (physical/social/emotional/cognitive/language/aesthetic).</p>	<p>Identifies and explains, using research and stage theory, practices that support holistic knowledge of children’s unique patterns of development across each domain (physical/social/emotional/cognitive/language/aesthetic).</p>	<p>Identifies practices that support holistic knowledge of children’s unique patterns of development across each domain (physical/social/emotional/cognitive/language/aesthetic).</p>	<p>Identify inappropriate practices and/or do not appropriately apply theory and research in support of children’s unique patterns of development across each domain.</p>	

Yellow= Level II

Green=Level III

Orange=Level IV

Blue=Level V