

**Credential AREA: Infant-Toddler Credential (Level 4)**  
**TOPIC: HGD Domain-Specific Assessment**  
**Developmental Presentation**

**I. Assessment Competency & Standards Alignment**

Gateways Competencies Assessed	Competency Alignment by citation Zero to Three (2016)
<b>ITC HGD1:</b> Explains the developmental trajectory of children birth to three and outlines realistic expectations for infant/toddler knowledge, capabilities and behaviors	-----
<b>ITC HGD2:</b> Describes ways that attachment, development, and learning, prenatal-age 3, are influenced by early environments and experiences (e.g., adult/child interaction, opportunities for exploration)	-----
<b>ITC HGD3:</b> Describes individual differences in infants and toddlers' interactions with and responses to the physical and social world	-----
<b>ITC HGD4:</b> Identifies how early relationships with and among caregivers influence healthy development and learning, prenatal—age 3	-----
<b>ITC HGD5:</b> Explains interrelationship between unique developmental trajectories and early relationships (e.g. attachment, trust) with primary caregivers on infant and toddler development, learning, mental health, and well-being	-----
<b>ITC HGD6:</b> Analyzes infant and toddler interactions with the physical and social world and implements responsive, supportive practices that nurture young children's development, learning, mental health, and well-being	SE-2c, SE-2d, SE-2e, SE-2f, SE-3a, SE-3f, SE-4a, SE-4h, C-3a

**II. Assessment Task Description/ Directions**

As an early childhood educator, you will develop an engaging presentation that highlights the importance of development and learning in the first three years of life. The audiences for your presentation are early childhood professionals and/or families.

**Presentation guidelines:**

- Provide descriptions and examples for each topic covered
- Center content around the prenatal to three (3) continuum
- Incorporate evidence from current research throughout
- Present an engaging presentation

### **Presentation Format:**

You may elect to develop your presentation in a variety of ways using technology, e.g., a PowerPoint, newsletter, brochure, workshop, blog, short video, YouTube video, or with social media tools.

Technology Option:  
← Embedded

### **Presentation Content:**

The following content should be covered within your presentation:

#### ***Developmental Milestones & Theories:***

- Explain developmental milestones, behavioral indicators for the progression of play, and patterns of development for young children, ages birth to three
- Explain realistic expectations for infant/toddler knowledge, capabilities, and behaviors based on young children's developmental trajectories
- Explain possible meanings that infants/ toddlers communicate through their behavior about their preferences, needs, or agendas
- Explain major findings of important current research in early development, prenatal – age 3
- Define, describe, and give examples of the term "attachment" using attachment theories
- Describe ways that early environments and experiences (e.g., adult/ child interaction and opportunities for exploration) influence early brain development, prenatal – age 3
- Describe individual differences in infants' and toddlers' interactions with the physical and social world

#### ***Relationships & Interactions:***

- Identify and provide descriptions, supported by research, of how early relationships with and among caregivers of young children, prenatal – age 3, influence healthy development and learning
- Identify and explain how early relationships, and specifically how attachment and trust, influence other aspects of development and learning, including the mental health and well-being of children, prenatal – age 3 (e.g., emerging sense of self, exploratory play, social interactions) and how this impacts overall growth and development
- Examine and provide analysis of prenatal to age 3 children's interactions with the physical and social world (e.g. sense of self, unique temperaments, exploratory play, social interactions, and preferred learning styles)

#### ***Demonstration of this Knowledge:***

- Describe how you can implement responsive, supportive practices that nurture young children's development, learning, mental health, and well-being based on this knowledge, citing where possible actual experiences you have had with implementing these practices with young children

### **III. Assessment Rubric**

## ITC Human Growth & Development Level 4 Master Rubric

Competency	Competent			Unable to Assess
	Checklist Criteria			
<b>HGD1:</b> Explains the developmental trajectory of children birth to three and outlines realistic expectations for infant/toddler knowledge, capabilities and behaviors  <b>Possible Codes:</b> N = names, D = describes  <b>Zero to Three:</b> N/A		developmental milestones, behavioral indicators for the progression of play, and patterns of development for young children, ages birth to three		
		realistic expectations for infant toddler knowledge, capabilities, and behaviors based on young children’s developmental trajectories		
		possible meanings that infants/toddlers communicate through their behavior about their preferences, needs, or agendas		
		major findings of important current research in early development, prenatal—age 3		

Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
<b>HGD2:</b> Describes ways that attachment, development, and learning, prenatal-age 3, are influenced by early environments and experiences (e.g., adult/child interaction, opportunities for exploration)  <b>Zero to Three:</b> N/A	Describes ways that early environments and experiences (e.g., adult/child interaction, opportunities for exploration) influence early brain development, prenatal-age 3  Defines, describes, and give examples of the term attachment using attachment theories.  Current research and theory	Describes ways that early environments and experiences (e.g., adult/child interaction, opportunities for exploration) influence early brain development, prenatal-age 3  Defines, describes, and give examples of the term attachment using attachment theories.	Defines the term attachment. Definition is not reflective of attachment theories.  Identifies ways that attachment, development, and learning, prenatal-age 3, are influenced by early environments and experiences (e.g., adult/child interaction, opportunities for exploration), but does not provide evidence from	Does not describe ways that attachment, development, and learning, prenatal-age 3, are influenced by early environments and experiences (e.g., adult/child interaction, opportunities for exploration), nor provide evidence from current research.	

	are integrated into description		current research.		
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<b>HGD3:</b> Describes individual differences in infants' and toddlers' interactions with and responses to the physical and social world  <b>Zero to Three:</b> N/A	Describes individual differences in infants' and toddlers' interactions with the physical and social world. Description includes connections to research.	Describes individual differences in infants' and toddlers' interactions with the physical and social world.	Describes individual differences in infants' and toddlers' interactions with the physical or social world.	Does not accurately describe individual differences in infants' and toddlers' interactions with the physical and social world.	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<b>HGD4:</b> Identifies how early relationships with and among caregivers influence healthy development and learning, prenatal-age 3  <b>Zero to Three:</b> N/A	Identifies and provides comprehensive description, supported by research, of how early relationships with and among caregivers of young children, prenatal-age 3 influence healthy development and learning	Identifies and provides description supported by research, of how early relationships with and among caregivers of young children, prenatal-age 3 influence healthy development and learning	Describes the importance of relationships between young children, birth to age 3, and their caregivers	Provides inaccurate or incomplete description of the importance of relationships between young children, birth to age 3, and their caregivers	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<b>HGD5:</b> Explains interrelationship between unique developmental trajectories and early relationships (e.g. attachment, trust) with primary caregivers on infant and toddler development, learning, mental health, and well-being	Identifies, explains, and give examples of how early relationships, and specifically how attachment and trust, influence other aspects of development and learning including the mental health and well-being in children, prenatal – age 3 (e.g., emerging sense of self,	Identifies and explains how early relationships, and specifically how attachment and trust, influence other aspects of development and learning including the mental health and well-being in children, prenatal – age 3 (e.g., emerging sense of self, exploratory play, social	Identifies how early relationships, and specifically how attachment and trust, influence other aspects of development and learning including the mental health and well-being in children, prenatal – age 3 (e.g., emerging sense of self, exploratory play,	Provides incomplete or inaccurate description of how early relationships, and specifically how attachment and trust, influence other aspects of development and learning including the mental health and well-being in children, prenatal – age 3	

<b>Zero to Three: N/A</b>	exploratory play, social interactions) and impacts overall growth and development.  Current research-base is integrated into description	interactions) and impacts overall growth and development.	social interactions) and impacts overall growth and development.	(e.g., emerging sense of self, exploratory play, social interactions) and impacts overall growth and development.	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<b>HGD6:</b> Analyzes infant and toddler interactions with the physical and social world and implements responsive, supportive practices that nurture young children’s development, learning, mental health, and well-being  <b>Zero to Three:</b> SE-2c, SE-2d, SE-2e, SE-2f, SE-3a, SE-3f, SE-4a, SE-4h, C-3a	Examines and provides analysis of children, prenatal to age 3, interactions with the physical and social world (e.g. sense of self, unique temperaments, exploratory play, social interactions, and preferred learning styles).  Implements responsive, supportive practices that nurture young children’s development, learning, mental health, and well-being, based on current research.	Examines and provides analysis of children, prenatal to age 3, interactions with the physical and social world (e.g. sense of self, unique temperaments, exploratory play, social interactions, and preferred learning styles). Implements responsive, supportive practices that nurture young children’s development, learning, mental health, and well-being.	Examines analysis of children, prenatal to age 3, interactions with the physical and social world (e.g. sense of self, unique temperaments, exploratory play, social interactions, and preferred learning styles). Identifies responsive, supportive practices that nurture young children’s development, learning, mental health, and well-being.	Provides incomplete or inaccurate analysis of infant and toddler interactions with the physical and social world  Implements practices that fail to nurture young children’s development, learning, mental health, and well-being	

Yellow = Level 2

Green = Level 3

Orange = Level 4

#### IV. Data Collection & Analysis Tool

Competency & Standards Alignment		Cumulative Assessment Data				
Competency	Zero to Three (2016)	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<b>ITC HGD1:</b> Explains the developmental trajectory of children birth to three and outlines realistic expectations for infant/toddler knowledge, capabilities and behaviors	-----					

<b>ITC HGD2:</b> Describes ways that attachment, development, and learning, prenatal-age 3, are influenced by early environments and experiences (e.g., adult/child interaction, opportunities for exploration)	-----					
<b>ITC HGD3:</b> Describes individual differences in infants and toddlers' interactions with and responses to the physical and social world	-----					
<b>ITC HGD4:</b> Identifies how early relationships with and among caregivers influence healthy development and learning, prenatal—age 3	-----					
<b>ITC HGD5:</b> Explains interrelationship between unique developmental trajectories and early relationships (e.g. attachment, trust) with primary caregivers on infant and toddler development, learning, mental health, and well-being	-----					
<b>ITC HGD6:</b> Analyzes infant and toddler interactions with the physical and social world and implements responsive, supportive practices that nurture young children's development, learning, mental health, and well-being	SE-2c, SE-2d, SE-2e, SE-2f, SE-3a, SE-3f, SE-4a, SE-4h, C-3a					