

SAYD Human Growth & Development Master Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>SAYD HGD1: Identifies and defines concepts, principles, and theories of development and learning for school-age and youth.</p>	<p>Identifies developmental characteristics of school-age and youth.</p> <p>Defines the relationship between stages of development and prevailing practice.</p> <p>Provides research to support response.</p>	<p>Identifies developmental characteristics of school-age and youth.</p> <p>Recognizes the relationship between stages of development and evidence-based practice.</p>	<p>Provides a partial identification of developmental characteristics of school-age and youth.</p> <p>Provides a partial description of the relationship between stages of development and prevailing practice.</p>	<p>Provides an inaccurate or incomplete identification of developmental characteristics of school-age and youth.</p> <p>Description of the relationship between stages of development and prevailing practice inaccurate or incomplete.</p>	
<p>SAYD HGD2: Identifies unique patterns of development and learning and the holistic consequences of risk and resilience factors in influencing SAY development, learning, and well-being.</p>	<p>Identifies and respects unique patterns of SAY development and learning.</p> <p>Recognizes the developmental consequences of stress and trauma, the role of protective factors and resilience in school-age and youth’s development and learning, and the critical role of asset development in nurturing the healthy development of SAY.</p> <p>Describes areas of exceptionality in learning as defined in the Individuals with Disabilities Education Act (IDEA).</p> <p>Uses research as a rationale undergirding the critical need for a holistic understanding of SAY development, learning, and well-being.</p>	<p>Identifies and respects unique patterns of SAY development and learning.</p> <p>Recognizes the developmental consequences of stress and trauma, the role of protective factors and resilience in school-age and youth’s development and learning, and the critical role of asset development in nurturing the healthy development of SAY.</p> <p>Describes areas of exceptionality in learning as defined in the Individuals with Disabilities Education Act (IDEA).</p>	<p>Describes unique patterns of SAY development and learning.</p> <p>Identifies the developmental consequences of stress and trauma, the role of protective factors and resilience in school-age and youth’s development and learning, and the critical role of asset development in nurturing the healthy development of SAY.</p> <p>Describes areas of exceptionality in learning as defined in the Individuals with Disabilities Education Act (IDEA).</p>	<p>Provides an inaccurate or incomplete description of unique patterns of SAY development and learning.</p> <p>Inaccurately describes the developmental consequences of stress and trauma, the role of protective factors and resilience in school-age and youth’s development and learning, and the critical role of asset development in nurturing the healthy development of SAY.</p> <p>Provides an inaccurate description of areas of exceptionality in learning as defined in the Individuals with Disabilities Education Act (IDEA).</p>	
<p>SAYD HGD3: Describes the interrelationship between family culture, language, environmental context (including stress, trauma, protective factors, bias,</p>	<p>Describes how developmental variations and family culture, language, and environment influences growth and development.</p>	<p>Describes how developmental variations and family culture, language, and environment influences growth and development.</p>	<p>Describes factors that influence growth and development.</p> <p>Identifies the impact of cultural bias and the influence of one’s own cultural perspectives/biases</p>	<p>Provides an inaccurate or incomplete description of factors that influence growth and development.</p> <p>Provides an inaccurate or</p>	

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and resilience), ability, biological factors, and protective factors how these factors influence SAY development, learning, and well-being.	<p>Summarizes the role of cultural bias on human development, and the influence of one’s own cultural perspectives/biases when working with school-age, youth, and families.</p> <p>Anticipates the interaction between the environmental context, physical, social and environmental assets and risks and biological factors, and their potential effect on school-age and youth.</p> <p>Identifies evidence-based resources to support positive outcomes for SAY and their families.</p>	<p>Summarizes the role of cultural bias on human development, and the influence of one’s own cultural perspectives/biases when working with school-age, youth, and families.</p> <p>Anticipates the interaction between the environmental context, physical, social and environmental assets and risks and biological factors, and their potential effect on school-age and youth.</p>	<p>on working with school-age, youth, and families.</p> <p>Identifies the interaction between the environmental context, physical, social and environmental assets and risks and biological factors.</p>	<p>incomplete description of the impact of cultural bias and the influence of one’s own cultural perspectives/biases on working with school-age, youth, and families.</p> <p>Fails to identify the interaction between the environmental context, physical, social and environmental assets and risks and biological factors.</p>	
SAYD HGD4: Describes contextual influences on SAY development, learning, and well-being, including structural biases and models for work.	<p>Describes current theoretical models supporting understanding of contextual influences (including work and structural bias) on SAY development and well-being.</p> <p>Describes the impact of common societal and structural biases on SAY learning, development, and well-being.</p> <p>Identifies goals for professional development based on knowledge of societal factors and structural biases.</p>	<p>Describes current theoretical models supporting understanding of contextual influences (including work and structural bias) on SAY development and well-being.</p> <p>Describes the impact of common societal and structural biases on SAY learning, development, and well-being.</p>	<p>Identifies current theoretical models supporting understanding of contextual influences (including work and structural bias) on SAY development and well-being.</p> <p>Identifies the impact of common societal and structural biases on SAY learning, development, and well-being.</p>	<p>Provides an inaccurate or incomplete description of current theoretical models supporting understanding of contextual influences (including work and structural bias) on SAY development and well-being.</p> <p>Provides an inaccurate or incomplete description of common societal and structural biases on SAY learning, development, and well-being.</p>	
SAYD HGD5: Describes and develops strategies supportive of SAY asset development designed to nurture motivation and	Describes current theories of human motivation (e.g., those developed by Maslow-Hierarchy of Needs, and Glasser-Choice Theory).	Describes current theories of human motivation (e.g., those developed by Maslow-Hierarchy of Needs, and Glasser-Choice Theory).	Identifies current theories of human motivation (e.g., those developed by Maslow-Hierarchy of Needs, and Glasser-Choice Theory).	Identifies inaccurate or unrelated theories of human motivation to SAY asset development, motivation, and resilience.	

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resilience.	<p>Describes current resilience and asset development frameworks.</p> <p>Practices evidence-based strategies designed to support, develop, and nurture motivation and resilience with school-age and youth.</p> <p>Identifies professional development strategies to foster personal motivation and resilience.</p>	<p>Describes current resilience and asset development frameworks.</p> <p>Practices evidence-based strategies designed to support, develop, and nurture motivation and resilience with school-age and youth.</p>	<p>Identifies current resilience and asset development frameworks.</p> <p>Describes evidence-based strategies designed to support, develop, and nurture motivation and resilience with school-age and youth.</p>	<p>Identifies inaccurate or unrelated resilience and asset development frameworks.</p> <p>Describes inaccurate or unrelated strategies that are unlikely to support, develop, and nurture motivation and resilience with school-age and youth.</p>	
<p>SAYD HGD6: Recognizes diverse patterns of development and learning and the holistic consequences of risk and resilience factors influencing SAY development, learning, and well-being across varied developmental contexts and the developmental trajectory.</p>	<p>Outlines the salient features of the major development theories to apply at each developmental level for school-age and youth.</p> <p>Recognizes physical and social environmental assets and risk factors that potentially exist within families and communities and influence development and learning.</p> <p>Recognizes the etiologies and characteristics of common disabilities.</p> <p>Recognizes characteristics of ability-diverse school-age and youth in a variety of modalities and settings (e.g., academic, social, athletic)</p> <p>Identifies community supports beneficial to supporting the healthy development, learning, and well-being of SAY and their families.</p>	<p>Outlines the salient features of the major development theories to apply at each developmental level for school-age and youth.</p> <p>Recognizes physical and social environmental assets and risk factors that potentially exist within families and communities and influence development and learning.</p> <p>Recognizes the etiologies and characteristics of common disabilities.</p> <p>Recognizes characteristics of ability-diverse school-age and youth in a variety of modalities and settings (e.g., academic, social, athletic)</p>	<p>Outlines features of the major development theories for school-age and youth.</p> <p>Identifies physical and social environmental assets and risk factors that exist within families and communities and influence development and learning.</p> <p>Identifies etiologies and characteristics of common disabilities.</p> <p>Identifies characteristics of ability-diverse school-age and youth.</p>	<p>Provides inaccurate or incomplete information on the major development theories for school-age and youth.</p> <p>Provides an inaccurate identification of physical and social environmental assets and risk factors that exist within families and communities and influence development and learning.</p> <p>Provides an inaccurate identification of the etiologies and characteristics of common disabilities.</p> <p>Provides an inaccurate identification of the characteristics of ability-diverse school-age and youth.</p>	

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<p>SAYD HGD7: Utilizes evidence-based practice to reflect on the outcomes of SAY development, learning, and well-being.</p>	<p>Compares theories and concepts of school-age and youth development with one’s frame-of-reference.</p> <p>Describes outcomes of school-age and youth behavior and development when prevailing theories and concepts are consistently employed, and incorporated into practice.</p> <p>Engages in self-reflection through a theoretical lens.</p>	<p>Compares theories and concepts of school-age and youth development with one’s frame-of-reference.</p> <p>Reflects on outcomes of school-age and youth behavior and development when prevailing theories and concepts are consistently employed, and incorporates into practice.</p> <p>Reflects on outcomes of school-age and youth behavior and development when prevailing theories and concepts are consistently employed, and incorporates into practice.</p>	<p>Identifies theories and concepts of school-age and youth development with one’s frame-of-reference.</p> <p>Describes outcomes of school-age and youth behavior and development.</p>	<p>Inaccurately identifies theories and concepts of school-age and youth development with one’s frame-of-reference.</p> <p>Provides an inaccurate or incomplete description of outcomes of school-age and youth behavior and development.</p>	

Level 2—Yellow Level 3—Green Level 4—Orange Level 5—Blue