

ECE Human Growth & Development Master Rubric

Competency	Competent							Unable to Assess
	Checklist Criteria							
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 Possible Codes: N = names, D = describes NAEYC: 1a, 1b, 1c (1a-LVL1-1-4, 1a-LVL2-1, 1b-LVL1-3, 1c-LVL2-2) IPTS: 1A, 1C, 1D, 1E, 2A InTASC: 2(h), 7(i)	Physical	Cognitive	Social	Emotional	Verbal	Aesthetic		
							developmental milestones	
							developmental theories	
							patterns of development	
							characteristics of delays/ disabilities	
						cultural impacts (including gender, family, race, ethnicity, language, ability, socioeconomics, religion, and society)		
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess			
HGD2: Describes the interrelationship between developmental domains, holistic well-being, and adaptive/living skills NAEYC: 1a (1a-LVL2-1, 1a-LVL2-2, 1a-LVL2-4) IPTS: 1C, 2A, 2H InTASC: 1(f), 2(i), 3(l), 7(i)	Describes interrelationship between developmental domains (physical/social/emotional/cognitive/language/ aesthetic), holistic well-being (including health, nutrition, safety and environment), and adaptive/living skills Current research and theory are integrated into description	Describes interrelationship between developmental domains (physical/social/emotional/cognitive/language/ aesthetic), holistic well-being (including health, nutrition, safety and environment), and adaptive/living skills	Describes developmental domains (physical/social/emotional/cognitive/language/ aesthetic), holistic well-being (including health, nutrition, safety and environment), and adaptive/living skills	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				

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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>NAEYC: 1a, 1c (1a-LVL1-3; 1c-LVL1-1-3; 1c-LVL2-1) IPTS: 1C, 1D, 1E, 2E, 2H InTASC: 2(h, 2(i), 2(j), 2(m)</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>	
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<p>HGD4: Interprets children’s unique developmental patterns and identifies supportive resources for children who may require further assessment. Describes process 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>Assesses development using knowledge of milestones and red flags</p> <p>Identifies when children may benefit from further evaluation and assessment</p> <p>Describes process of first and second language acquisition</p>	<p>Assesses development using knowledge of milestones</p> <p>Identifies when children may benefit from further evaluation and assessment</p> <p>Describes process of first language acquisition</p> <p>Connects unique</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>Limited description of</p>	

<p>NAEYC: 1a, 1b, 1d (1a-LVL2-3; 1b-LVL1-1; 1b-LVL1-4; 1b-LVL2-1 & 2; 1d-LV1-1; 1d-LV2-1) IPTS: 1A, 1C, 1D, 1E, 1G, 1H, 1L, 2H, 7A, 7I InTASC: 1(b), 1(i), 2(h), 2(i), 2(o), 4(d), 6(k)</p>	<p>Describes process of first and second language acquisition</p> <p>Connects unique development patterns to appropriate resources</p>	<p>Connects unique development patterns to appropriate resources</p>	<p>development patterns to appropriate resources</p>	<p>language acquisition process</p> <p>Knowledge of community resources not demonstrated</p>	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<p>HGD5: Integrates research, developmental theories, and observational data to make decisions about evidence-based practice supporting children’s learning and development</p> <p>NAEYC: 1a, 1b, 1c, 1d, 4a (1a-LVL3-1, 1a-LVL3-2, 1b-LV3-1, 1c-LVL3-1, 1d-LVL2-1, 4a-LVL2-1) IPTS: 1B, 1H, 1L, 2A, 9A InTASC: 1(b), 1(i), 2(k), 4(d), 7(i), 10(h)</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>	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<p>HGD6: Justifies and promotes the use of evidence-based practices supportive of each child’s unique patterns of development and learning</p> <p>NAEYC: 1a, 1d (1a-LVL3-3; 1d-LVL2-2) IPTS: 1H, 1J, 1L, 2I, 2N InTASC: 1(b), 1(g), 1(i), 2(a),</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>	

4(d), 4(f), 5(b), 7(n)

Yellow= Level 2

Green=Level 3

Orange=Level 4

Blue=Level 5