Credential AREA: Infant-Toddler Credential (Level 2)
TOPIC: HGD Domain-Specific Assessment
Developmental Presentation

I. Assessment Competency & Standards Alignment

Gateways Competencies Assessed	Competency Alignment by citation Zero to Three (2016)
ITC HGD1: Explains the developmental trajectory of children birth to three and outlines realistic expectations for infant/toddler knowledge, capabilities and behaviors	-------
ITC HGD2: 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)	-------
ITC HGD3: Describes individual differences in infants and toddlers' interactions with and responses to the physical and social world	-------

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:
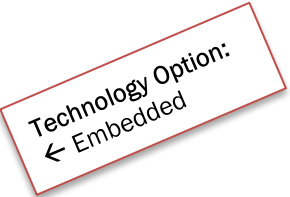
- Explain developmental milestones, behavioral indicators for the progression of play, and patterns of development for young children, ages birth to three
- Explain realistic expectations for infant/toddler knowledge, capabilities, and behaviors based on young children's developmental trajectories
- 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

III. Assessment Rubric

<table>
<tr><td colspan="7" align="center">ITC Human Growth & Development Level 2 Master Rubric</td></tr>
<tr><td align="center">Competency</td><td colspan="5" align="center">Competent</td><td align="center">Unable to Assess</td></tr>
<tr><td></td><td colspan="5" align="center">Checklist Criteria</td><td></td></tr>
<tr><td rowspan="4"><u>HGD1</u>:
Explains the developmental trajectory of children birth to three and outlines realistic expectations for infant/toddler knowledge, capabilities and behaviors

Possible Codes: N = names, D = describes

Zero to Three: N/A</td><td></td><td colspan="4">developmental milestones, behavioral indicators for the progression of play, and patterns of development for young children, ages birth to three</td><td></td></tr>
<tr><td></td><td colspan="4">realistic expectations for infant toddler knowledge, capabilities, and behaviors based on young children's developmental trajectories</td><td></td></tr>
<tr><td></td><td colspan="4">possible meanings that infants/toddlers communicate through their behavior about their preferences, needs, or agendas</td><td></td></tr>
<tr><td></td><td colspan="4">major findings of important current research in early development, prenatal—age 3</td><td></td></tr>
<tr><td align="center">Competency</td><td colspan="2" align="center">Distinguished</td><td align="center">Competent</td><td align="center">Developing</td><td align="center">Unsatisfactory</td><td align="center">Unable to Assess</td></tr>
<tr><td>HGD2: Describes ways that attachment, development, and learning, prenatal-age 3,</td><td colspan="2">Describes ways that early environments and experiences (e.g.,</td><td>Describes ways that early environments and experiences (e.g., adult/child</td><td>Defines the term attachment. Definition is not reflective of attachment</td><td>Does not describe ways that attachment, development, and</td><td></td></tr>
</table>

are influenced by early environments and experiences (e.g., adult/child interaction, opportunities for exploration)

Zero to Three: N/A | 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 are integrated into description | interaction, opportunities for exploration) influence early brain development, prenatal-age 3

Defines, describes, and give examples of the term attachment using attachment theories. | 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 current research. | 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. | |

Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
HGD3: Describes individual differences in infants' and toddlers' interactions with and responses to the physical and social world

Zero to Three: 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. | |

Yellow = Level 2

IV. Data Collection & Analysis Tool

Competency & Standards Alignment		Cumulative Assessment Data				
Competency	Zero to Three (2016)	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
ITC HGD1: Explains the developmental trajectory of children birth to three and outlines realistic expectations for infant/toddler knowledge, capabilities and behaviors	-------					
ITC HGD2: 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)					
ITC HGD3: Describes individual differences in infants and toddlers' interactions with and responses to the physical and social world	-------				