

Credential AREA: Infant-Toddler Credential (Levels 2-5)
TOPIC: HGD Stacked 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	-----
ITC HGD4: Identifies how early relationships with and among caregivers influence healthy development and learning, prenatal—age 3	-----
ITC HGD5: 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	-----
ITC HGD6: 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
ITC HGD7: Identifies biological and environmental risk conditions that can impact infant-toddler development, learning, and mental health, and well-being and how these conditions relate to Illinois' definitions of eligibility for early intervention and the need for special services	-----

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:

To address Level 2 competencies:

- 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

To address Level 3 competencies, also:

- 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

To address Level 4 competencies, also:

- 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)
- 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

To address Level 5 competencies, also:

- Identify and describe biological and environmental risk conditions that can impact infant-toddler development, learning, mental health, and well-being and their relationship to Illinois' definitions of eligibility for Early Intervention and the need for special services

III. Assessment Rubric

ITC Human Growth & Development Levels 2-5 Master Rubric					
Competency	Competent				Unable to Assess
	Checklist Criteria				
HGD1: 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		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
HGD2: Describes ways that attachment, development, and learning, prenatal-age 3, are influenced by early environments and experiences (e.g., adult/child interaction,	Describes ways that early environments and experiences (e.g., adult/child interaction, opportunities for exploration) influence early brain development,	Describes ways that early environments and experiences (e.g., adult/child interaction, opportunities for exploration) influence early brain development, prenatal-age 3	Defines the term attachment. Definition is not reflective of attachment theories. Identifies ways that	Does not describe ways that attachment, development, and learning, prenatal-age 3, are influenced by early environments and experiences (e.g.,	

opportunities for exploration) Zero to Three: N/A	prenatal-age 3 Defines, describes, and give examples of the term attachment using attachment theories. Current research and theory are integrated into description	Defines, describes, and give examples of the term attachment using attachment theories.	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.	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.	
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
HGD4: Identifies how early relationships with and among caregivers influence healthy development and learning, prenatal-age 3 Zero to Three: 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	
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
HGD5: Explains interrelationship between	Identifies, explains, and give examples of how early	Identifies and explains how early relationships, and	Identifies how early relationships, and	Provides incomplete or inaccurate description of	

<p>unique developmental trajectories and early relationships (e.g. attachment, trust) with primary caregivers on infant and toddler development, learning, mental health, and well-being</p> <p>Zero to Three: N/A</p>	<p>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 interactions) and impacts overall growth and development.</p> <p>Current research-base is integrated into description</p>	<p>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 interactions) and impacts overall growth and development.</p>	<p>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 interactions) and impacts overall growth and development.</p>	<p>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 interactions) and impacts overall growth and development.</p>	
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
<p>HGD6: 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</p> <p>Zero to Three: SE-2c, SE-2d, SE-2e, SE-2f, SE-3a, SE-3f, SE-4a, SE-4h, C-3a</p>	<p>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).</p> <p>Implements responsive, supportive practices that nurture young children’s development, learning, mental health, and well-being, based on current research.</p>	<p>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.</p>	<p>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.</p>	<p>Provides incomplete or inaccurate analysis of infant and toddler interactions with the physical and social world</p> <p>Implements practices that fail to nurture young children’s development, learning, mental health, and well-being</p>	
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
HGD7: Identifies biological	Identifies, describes, and	Identifies and describes	Identifies biological and	Provides incomplete or	

<p>and environmental risk conditions that can impact infant-toddler development, learning, and mental health, and well-being and how these conditions relate to Illinois' definitions of eligibility for early intervention and the need for special services</p> <p>Zero to Three: N/A</p>	<p>evaluates biological and environmental risk conditions that can impact infant-toddler development, learning, and mental health, and well-being and their relationship to Illinois' definitions of eligibility for early intervention and the need for special services.</p>	<p>biological and environmental risk conditions that can impact infant-toddler development, learning, and mental health, and well-being and their relationship to Illinois' definitions of eligibility for early intervention and the need for special services.</p>	<p>environmental risk conditions that can impact infant-toddler development and learning.</p> <p>Provides partial description of how identified biological and environmental risk conditions relate to Illinois' definitions of eligibility for early intervention and the need for special services.</p>	<p>inaccurate identification of biological and environmental risk conditions that can impact infant-toddler development and learning and how identified biological and environmental risk conditions relate to Illinois' definitions of eligibility for early intervention and the need for special services.</p>	
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Yellow = Level 2

Green = Level 3

Orange = Level 4

Blue = Level 5

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	-----					
ITC HGD4: Identifies how early relationships with and among caregivers influence healthy development and learning, prenatal—age 3	-----					
ITC HGD5: 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	-----					

ITC HGD6: 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					
ITC HGD7: Identifies biological and environmental risk conditions that can impact infant-toddler development, learning, and mental health, and well-being and how these conditions relate to Illinois' definitions of eligibility for early intervention and the need for special services	-----					