

ITC Human Growth & Development 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		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, opportunities for exploration)	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 are integrated into description	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 current research.	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.	

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	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	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 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, exploratory play, social interactions) and impacts	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 interactions) and impacts overall growth and	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, social interactions) and impacts overall growth and	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 (e.g., emerging sense of self, exploratory play,	

	overall growth and development. Current research-base is integrated into description	development.	development.	social interactions) and impacts overall growth and development.	
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
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	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	
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
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	Identifies, describes, and 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.	Identifies and describes 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.	Identifies biological and environmental risk conditions that can impact infant-toddler development and learning. Provides partial description of how identified biological and environmental risk conditions relate to Illinois' definitions of eligibility for	Provides incomplete or 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	

			early intervention and the need for special services.	Illinois' definitions of eligibility for early intervention and the need for special services.	
--	--	--	---	--	--

Yellow= Level 2

Green=Level 3

Orange=Level 4

Blue=Level 5