

**SAYD Human Growth & Development Master Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><b><u>SAYD HGD1:</u></b> Identifies and defines concepts, principles, and theories of development and learning for SAY.</p> <p><b>SAYD:</b> 2-4A1, 2-4A2 <b>NAA:</b> n/a <b>IPTS:</b> 1A, 2C <b>COA:</b> 3.02 <b>ACT Now:</b> 1.1, 1.3, 2.1, 24.1-24.10</p>	<p>Identifies developmental characteristics of school-age and youth in their program, family, or community.</p> <p>Identifies major developmental theories for SAY.</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 in their program, family, or community.</p> <p>Identifies major developmental theories for SAY.</p> <p>Defines the relationship between stages of development and prevailing practice.</p>	<p>Provides a partial identification of developmental characteristics of SAY in programs, families and communities.</p> <p>Description of major developmental theory incomplete.</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 SAY in programs, families and communities.</p> <p>Description of major developmental theory inaccurate or incomplete.</p> <p>Description of the relationship between stages of development and prevailing practice inaccurate or incomplete.</p>	
<p><b><u>SAYD HGD2:</u></b> Identifies unique SAY characteristics and development patterns and the impact of health, safety, and fitness.</p> <p><b>SAYD:</b> 2-4A6, 2-4A13, 2-4A15, 2-4A16, 2-4A19 <b>NAA:</b> 1, 2, 14, 17, 30 <b>IPTS:</b> 2A, 2B, 3A, 3C, 3D, 3N, 5G, 5L <b>COA:</b> 3.02, 4.02, 4.05, 5.03, 8.02 <b>ACT Now:</b> 1.1, 1.2, 1.5, 23.1-23.4, 24.1-24.10</p>	<p>Describes the relationship between basic health, safety, and fitness needs and the developmental (physical, social, emotional, cognitive) well-being of school-age and youth.</p> <p>Identifies characteristics associated with unique learning styles, developmental aptitudes/delays, abilities/disabilities, protective/risk factors that influence development.</p> <p>Provides research to support response.</p>	<p>Describes the relationship between basic health, safety, and fitness needs and the developmental (physical, social, emotional, cognitive) well-being of school-age and youth.</p> <p>Identifies characteristics associated with unique learning styles, developmental aptitudes/delays, abilities/disabilities, protective/risk factors that influence development.</p>	<p>Describes basic health, safety, and fitness needs and contributors to developmental (physical, social, emotional, cognitive) well-being of school-age and youth.</p> <p>Partially describes characteristics associated with unique learning styles, developmental aptitudes/delays, abilities/disabilities, protective/risk factors that influence development.</p>	<p>Provides an inaccurate or incomplete description of health, safety, and fitness needs and contributors to developmental (physical, social, emotional, cognitive) well-being of school-age and youth.</p> <p>Provides an inaccurate or incomplete description of characteristics associated with unique learning styles, developmental aptitudes/delays, abilities/disabilities, protective/risk factors that influence development.</p>	

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<p><b><u>SAYD HGD3:</u></b> Identifies the variety of potential risks individuals have that may require special services and program adaptations to serve SAY, inclusive of cognitive, social, physical, behavioral and learning abilities.</p> <p><b>SAYD:</b> 2-4A22, 2-4A23, 2-4A24, 2-4A25, 2-4A26</p> <p><b>NAA:</b> 2, 18, 24</p> <p><b>IPTS:</b> 2A, 2B, 3A, 3N, 4S, 9F</p> <p><b>COA:</b> 3.02, 4.02, 4.05, 10.03, 13.07</p> <p><b>ACT Now:</b> 1.3, 5.4, 20.1, 20.2, 21.1, 24.1-24.10, 27.1-27.4, 29.1-29.3</p>	<p>Identifies the developmental consequences of stress and trauma, and the role of protective factors, asset development, and resilience in school-age and youth’s development and learning, especially social and emotional well-being.</p> <p>Differentiates patterns of development, learning and behavior which distinguish typical from atypical development.</p> <p>Describes areas of exceptionality as defined in the Individuals with Disabilities Education Act (IDEA).</p> <p>Uses research and the evidence base to support response.</p>	<p>Identifies the developmental consequences of stress and trauma, and the role of protective factors, asset development, and resilience in school-age and youth’s development and learning, especially social and emotional well-being.</p> <p>Differentiates patterns of development, learning and behavior which distinguish typical from atypical development.</p> <p>Describes areas of exceptionality as defined in the Individuals with Disabilities Education Act (IDEA).</p>	<p>Identifies the developmental consequences of stress and trauma.</p> <p>Identifies patterns of development, learning and behavior.</p> <p>Provides a partial description of areas of exceptionality as defined in the Individuals with Disabilities Education Act (IDEA).</p>	<p>Identifies inaccurate or incomplete developmental consequences of stress and trauma.</p> <p>Identifies patterns of development, learning and behavior that are inaccurate or incomplete.</p> <p>Does not describe or an accurately describes areas of exceptionality as defined in the Individuals with Disabilities Education Act (IDEA).</p>	
<p><b><u>SAYD HGD4:</u></b> Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, bias and resilience, impact children’s well-being and learning for SAY.</p> <p><b>SAYD:</b> 2-4A3, 2-4A4, 2-4A5, 5A23, 5A24, 5A28</p> <p><b>NAA:</b> 2, 5, 7, 23</p> <p><b>IPTS:</b> 2B, 2E, 3C, 3F, 3G, 3I, 5A, 5E, 9K</p>	<p>Describes the relationship between social/emotional theories and school-age and youth success in the family, community, and school.</p> <p>Describes how developmental variations, including physical, social, and biological factors, and family culture, language, environment assets and risks, and personal and environmental factors interact and influence growth and</p>	<p>Describes the relationship between social/emotional theories and school-age and youth success in the family, community, and school.</p> <p>Describes how developmental variations, including physical, social, and biological factors, and family culture, language, environment assets and risks, and personal and environmental factors interact and influence growth and</p>	<p>Describes social/emotional theories related to school-age and youth.</p> <p>Describes physical, social, and biological factors, and contextual factors including family culture, language, environment assets and risk.</p>	<p>Provides an inaccurate or incomplete description of social/emotional theories related to school-age and youth.</p> <p>Provides an inaccurate or incomplete description of physical, social, and biological factors, and contextual factors including family culture, language, environment assets and risk.</p>	

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<p><b>COA:</b> 3.02, 4.01, 4.02, 4.04, 5.05, 10.02</p> <p><b>ACT Now:</b> 1.1, 1.5, 23.1-23.4, 24.1-24.10, 29.1-29.3</p>	<p>development.</p> <p>Identifies evidence-based resources to support positive outcomes for SAY and their families.</p>	<p>development.</p>			
<p><b>SAYD HGD5:</b> Defines how contextual factors, including common societal and structural biases, influence development and learning for SAY.</p> <p><b>SAYD:</b> 2-4A29, 2-4A31</p> <p><b>NAA:</b> 1</p> <p><b>IPTS:</b> 1A, 3C, 3F</p> <p><b>COA:</b> 3.01, 3.02</p> <p><b>ACT Now:</b> 24.1-24.10, 25.1-25.5</p>	<p>Compares theories and concepts of school-age and youth development with one’s frame-of-reference and societal and structural biases.</p> <p>Reflects on outcomes of school-age and youth behavior and development when prevailing theories and concepts are consistently employed, and incorporates gained knowledge into practice.</p> <p>Identifies goals for professional development based on knowledge of societal factors and structural biases.</p>	<p>Compares theories and concepts of school-age and youth development with one’s frame-of-reference and societal and structural biases.</p> <p>Reflects on outcomes of school-age and youth behavior and development when prevailing theories and concepts are consistently employed, and incorporates gained knowledge into practice.</p>	<p>Identifies theories and concepts of school-age and youth development with one’s frame-of-reference and societal and structural biases.</p> <p>Reflects on outcomes of school-age and youth behavior and development when prevailing theories and concepts are consistently employed.</p>	<p>Identifies theories and concepts of school-age and youth development.</p> <p>Identifies outcomes of school-age and youth behavior and development, does not incorporate knowledge of outcomes into practice.</p>	
<p><b>SAYD HGD6:</b> Articulates and implements strategies to support asset development in SAY based on theories of human motivation and asset development frameworks.</p> <p><b>SAYD:</b> 2-4B6, 2-4B11, 2-4B12, 2-4B40</p> <p><b>NAA:</b> 1, 2, 4, 14</p> <p><b>IPTS:</b> 1A, 1L, 2A, 5D, 5N</p>	<p>Communicates a philosophy of practice based on theories of human motivation and strategies supporting SAY asset development.</p> <p>Describes behaviors consistent with the development of resilience and fear of success and/or failure.</p> <p>Identifies strategies to support ongoing</p>	<p>Communicates a philosophy of practice based on theories of human motivation and strategies supporting SAY asset development.</p> <p>Describes behaviors consistent with the development of resilience and fear of success and/or failure.</p>	<p>Communicates a philosophy of practice.</p> <p>Describes behaviors supportive of SAY development.</p>	<p>Communicates a philosophy of practice that contradicts healthy SAY development.</p> <p>Engages in behaviors that do not support SAY development.</p>	

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<p><b><u>SAYD HGD7:</u></b> Recognizes characteristics and risk factors based on assessment of potential risks individuals have that may require special services and program adaptations to serve SAY, inclusive of their cognitive, social, physical, behavioral and learning abilities.</p> <p><b>SAYD:</b> 5A1, 5A2, 5A26, 5A29, 5A30</p> <p><b>NAA:</b> 1, 2, 4, 14</p> <p><b>IPTS:</b> 1A, 1L, 2A, 5D, 5N</p> <p><b>COA:</b> 3.02, 3.04, 4.02</p> <p><b>ACT Now:</b> 18.1, 18.4, 22.1-22.4, 23.1-23.4, 24.1-24.10, 25.1-25.5, 30.2</p>	<p>Identifies physical and social environmental assets and risk factors that potentially exist within families and communities and influence development and learning.</p> <p>Identifies characteristics of ability-diverse school-age and youth in a variety of modalities and settings (e.g. academic, social, athletic)</p> <p>Describes common symptoms, behaviors, and referral processes associated with mental health issues, physical/emotional mistreatment, and other restrictive factors.</p> <p>Identifies community supports beneficial to SAY and their families.</p>	<p>Identifies physical and social environmental assets and risk factors that potentially exist within families and communities and influence development and learning.</p> <p>Identifies characteristics of ability-diverse school-age and youth in a variety of modalities and settings (e.g. academic, social, athletic)</p> <p>Describes common symptoms, behaviors, and referral processes associated with mental health issues, physical/emotional mistreatment, and other restrictive factors.</p>	<p>Identifies physical and social environmental assets and risk factors that potentially exist and influence development and learning.</p> <p>Identifies characteristics of ability-diverse school-age and youth.</p> <p>Provides a partial description of common symptoms, behaviors, and referral processes associated with mental health issues, physical/emotional mistreatment, and other restrictive factors.</p>	<p>Provided inaccurate or incomplete description of physical and social environmental assets and risk factors that potentially exist and influence development and learning.</p> <p>Inaccurately or incompletely identifies characteristics of ability-diverse school-age and youth.</p> <p>Provides an in accurate description of common symptoms, behaviors, and referral processes associated with mental health issues, physical/emotional mistreatment, and other restrictive factors.</p>	
<p><b><u>SAYD HGD8:</u></b> Compares theories of SAY development and utilizes theory as a lens for reflection on SAY outcomes.</p> <p><b>SAYD:</b> 5A34, 5A35</p> <p><b>NAA:</b> 5</p> <p><b>IPTS:</b> 2A, 10A</p> <p><b>COA:</b> n/a</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</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</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>	

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<b>ACT Now:</b> 24.1–24.10	into practice.  Engages in self-reflection through a theoretical lens.	into practice.			

Level 2—Yellow

Level 3—Green

Level 4—Orange

Level 5—Blue