

Human Development AOS Rubric – Revision for 2021 AITM – 01/15/21

Key for rubric:

SLO = Student Learning Outcomes

EX = Expectation

| Biological Bases of Development | | | | |
|---|--|--|---|--|
| SLO 1 Current language: <i>Students of human development should develop an understanding of the biological influences on emotional, cognitive and behavioral change over time.</i> | | | | |
| Expectation | Does Not Meet | Meets | | |
| | | Minimally Meets | Adequately Meets | Exceeds |
| EX 1. Interprets human development or behavior from a biological (neurological, genetic, physiological, evolutionary, or endocrinological) perspective. | Does not demonstrate knowledge that human development or behavior is a biological process. | Minimally demonstrates knowledge that human development or behavior is a biological process. | Adequately demonstrates knowledge that human development or behavior is a biological process. | Exceedingly demonstrates knowledge that human development or behavior is a biological process. |

| Cognitive and Emotional Bases of Development | | | | |
|---|---|--|---|--|
| SLO 2: Current language: <i>Students of human development should develop knowledge of both cognitive and affective underpinnings of human development. This knowledge can include theories and empirical bases of cognition, learning, memory, motivation, meaning, emotion and executive functioning. Students also should understand factors that influence cognitive performance, emotional experience and their interaction across the lifespan.</i> | | | | |
| Expectation | Does Not Meet | Meets | | |
| | | Minimally Meets | Adequately Meets | Exceeds |
| EX 2. Distinguishes and/or applies the major components of primary theories in the study of emotion or cognition in human development or behavior. | Does not demonstrate knowledge nor application of the primary theories of emotion or cognition. | Minimally demonstrates knowledge and/or application of the primary theories of emotion or cognition. | Adequately demonstrates knowledge and/or application of the primary theories of emotion or cognition. | Exceedingly demonstrates knowledge and/or application of the primary theories of emotion or cognition. |

Social Bases of Development

SLO 3: Current language: *Students of human development should develop knowledge of interpersonal, intragroup and intergroup processes and dynamics as they influence human behavior and development, as well as theories of how humans develop within social contexts (which can include micro-level contexts like families and schools or macrolevel contexts like communities, culture and society). Theories of how aspects of humans develop can include theories of personality development, identity development, the development of specific difficulties (such as psychopathology and problem behaviors) or normal and abnormal development in any domain of human functioning (e.g., language functioning, interpersonal functioning).*

| Expectation | Does Not Meet | Meets | | |
|--|--|---|--|---|
| | | Minimally Meets | Adequately Meets | Exceeds |
| EX 3. Distinguishes and/or applies the central ideas of major theories of human personality, behavioral, or problematic development or behavior within a social (e.g., familial, intergenerational, peer, school) context. | Does not demonstrate knowledge nor application of major theories of human personality, behavioral, or problematic development or behavior within a social (e.g., familial, intergenerational, peer, school) context. | Minimally demonstrates knowledge and/or application of major theories of human personality, behavioral, or problematic development or behavior within a social (e.g., familial, intergenerational, peer, school) context. | Adequately demonstrates knowledge and/or application of major theories of human personality, behavioral, or problematic development or behavior within a social (e.g., familial, intergenerational, peer, school) context. | Exceedingly demonstrates knowledge and/or application of major theories of human personality, behavioral, or problematic development or behavior within a social (e.g., familial, intergenerational, peer, school) context. |

| Cultural Bases of Development | | | | |
|--|---|---|--|---|
| SLO 4: Current language: <i>Students of human development should develop an understanding of the impact of aspects of culture and diversity on development.</i> | | | | |
| Expectation | Does Not Meet | Meets | | |
| | | Minimally Meets | Adequately Meets | Exceeds |
| EX 4. Articulates how culture or diversity influences individuals' development or behavior. | Does not demonstrate knowledge of how culture or diversity influences individuals' development or behavior. | Minimally demonstrates knowledge of how culture or diversity influences individuals' development or behavior. | Adequately demonstrates knowledge of how culture or diversity influences individuals' development or behavior. | Exceedingly demonstrates knowledge of how culture or diversity influences individuals' development or behavior. |

| Research Issues in Human Development | | | | |
|--|--|--|---|--|
| SLO 5: Current language: <i>Students of human development should develop scientific reasoning and problem-solving skills (especially effective research skills) for interpreting and drawing evidence-based conclusions about human development and behavior.</i> | | | | |
| Expectation | Does Not Meet | Meets | | |
| | | Minimally Meets | Adequately Meets | Exceeds |
| EX 5. Utilizes research methods and scientific reasoning to analyze, evaluate, and interpret human development or behavior. | Does not demonstrate ability to utilize research methods and scientific reasoning to analyze, evaluate, and interpret human development or behavior. | Minimally demonstrates ability to utilize research methods and scientific reasoning to analyze, evaluate, and interpret human development or behavior. | Adequately demonstrates ability to utilize research methods and scientific reasoning to analyze, evaluate, and interpret human development or behavior. | Exceedingly demonstrates ability to utilize research methods and scientific reasoning to analyze, evaluate, and interpret human development or behavior. |

Ethical Issues in Human Development

SLO 6: Current language: *Students of human development should develop ethically and socially responsible professional attitudes and behaviors.*

| Expectation | Does Not Meet | Meets | | |
|---|--|--|---|--|
| | | Minimally Meets | Adequately Meets | Exceeds |
| EX 6. Applies (practically or theoretically) ethical standards or skills to evaluate or further science or practice. | Does not demonstrate ability to apply (practically or theoretically) ethical standards or skills to evaluate or further science or practice. | Minimally demonstrates ability to apply (practically or theoretically) ethical standards or skills to evaluate or further science or practice. | Adequately demonstrates ability to apply (practically or theoretically) ethical standards or skills to evaluate or further science or practice. | Exceedingly demonstrates ability to apply (practically or theoretically) ethical standards or skills to evaluate or further science or practice. |