

2007-2008 Human Development rubrics for the Assessment in the Major

Human Development Growth and Advancement Rubric

...address critical topics in the following areas: ...the nature of human development and changes across the life span...

Expectation	Does Not Meet	Approaches	Meets	Exceeds
Demonstrates knowledge of the nature of human development and/or changes across the life span.	Demonstrates no knowledge of human development as a neurological, biological, psychological and/or cultural process that unfolds across and within generations, and during an individual's lifespan.	Demonstrates limited knowledge of human development as a neurological, biological, psychological and/or cultural process that unfolds across and within generations, and during an individual's lifespan. May try to address ontogeny and phylogeny in a limited way.	Demonstrates basic but adequate knowledge of human development as a neurological, biological, psychological and/or cultural process that unfolds across and within generations, and during an individual's lifespan. May try to articulate ideas or comparisons regarding ontogeny and phylogeny.	Demonstrates a complex body of relevant knowledge of human development as a neurological, biological, psychological and/or cultural process that unfolds across and within generations, and during an individual's lifespan. Is able to effectively articulate ideas or comparisons as well as pose questions regarding ontogeny and phylogeny.
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Human Development Contexts Rubric

...address critical topics in the following areas: ...the social and environmental contexts in which human development takes place...

Expectations	Does Not Meet	Approaches	Meets	Exceeds
Demonstrates knowledge of social contexts, such as institutions, belief systems, cultural patterns, political and economic structures, etc. in which human development takes place.	Is unable to demonstrate any familiarity with or understanding of social contexts in which human development takes place. Knowledge and comprehension are not demonstrated.	Demonstrates some familiarity with or understanding of social contexts in which human development takes place. Knowledge is general or limited. Comprehension of these social contexts is limited or partially incorrect.	Demonstrates good familiarity with or understanding of social contexts in which human development takes place. Knowledge is adequate. Comprehension of these social contexts is good and correct.	Demonstrates a complex understanding of relevant social contexts in which human development takes place. Knowledge is detailed and extensive. Comprehension of these is highly developed and correct.
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Demonstrates knowledge of the environmental contexts such as geographic location, home/ school environment, community, etc. in which human development takes place.	Is unable to demonstrate any familiarity with or understanding of the environmental contexts in which human development takes place. Knowledge and comprehension are not demonstrated.	Demonstrates some familiarity with or understanding of the environmental contexts in which human development takes place. Knowledge and comprehension are limited or partially incorrect.	Demonstrates good familiarity with or understanding of the environmental contexts in which human development takes place. Knowledge and comprehension are adequate and correct.	Demonstrates an advanced understanding of the relevant environmental contexts in which human development takes place. Knowledge and comprehension are extensive, detailed and correct.
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Human Development Deciding Factor Rubric

...address critical topics in the following areas: ...determinants of human development and behavior...

Expectation	Does Not Meet	Approaches	Meets	Exceeds
Demonstrates an understanding of the determinants of human development and behavior, including, but not limited to, physiology, psychology, culture and environment.	Is not able to demonstrate any understanding of the determinants of human development and behavior.	Demonstrates limited understanding of the determinants of human development and behavior. May try to illustrate or interpret these determinants in an ineffective or incorrect manner.	Demonstrates basic but adequate understanding of the determinants of human development and behavior. Student may adequately examine or analyze these determinants in addition to illustration or interpretation.	Demonstrates a complex understanding of the relevant determinants of human development and behavior. Student may critically evaluate these determinants in a sophisticated way in addition to illustration and examination.
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Human Development Domains Rubric

...address critical topics in the following areas: ...the domains and dimensions of thought, emotion and action...

Expectation	Does Not Meet	Approaches	Meets	Exceeds
Demonstrates an understanding of the domains and dimensions of thought, emotion and action.	Is unable to demonstrate any knowledge of the domains and dimensions of thought, emotion and action.	Demonstrates some knowledge of the domains and dimensions of thought, emotion and action. May try to illustrate or interpret the domains and dimensions in an ineffective or incorrect manner.	Demonstrates good knowledge of the domains and dimensions of thought, emotion and action. Student may adequately examine or analyze the domains or dimensions in addition to illustration or interpretation.	Demonstrates advanced knowledge of the relevant domains and dimensions of thought, emotion and action. Student may critically evaluate the domains and dimensions in a sophisticated way in addition to illustration and examination.
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Human Development Theoretical Perspective Rubric

...address critical topics in the following areas: ...a range of theoretical perspectives and explanatory models...

Expectations	Does Not Meet	Approaches	Meets	Exceeds
Demonstrates an ability to identify and understand general theories, conceptual schemes or explanatory models to define and approach problems, questions or topics.	Does not demonstrate an ability to identify and understand general theories, conceptual schemes or explanatory models to define and approach problems, questions or topics.	Demonstrates some ability to identify and understand general theories, conceptual schemes or explanatory models to define and approach problems, questions or topics.	Demonstrates good ability to identify and understand general theories, conceptual schemes or explanatory models to define and approach problems, questions or topics.	Demonstrates a complex and highly developed ability to identify and understand relevant general theories, conceptual schemes or explanatory models to define and approach problems, questions or topics.
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Shows an ability to use theories, schemes and models to answer/address questions, problems and/or topics.	Does not show an ability to use theories, schemes and models to answer/address questions, problems and/or topics.	Shows some ability to use theories, schemes and models to answer/address questions, problems and/or topics.	Shows good ability to use theories, schemes and models to answer/address questions, problems and/or topics.	Shows very good ability to use relevant theories, schemes and models to answer/address questions, problems and/or topics.
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Human Development Scientific Method Rubric

...students are expected to develop competencies in the following areas: asking and researching questions, observing and analyzing behavior, recording and interpreting data and observations, and examining and communicating ideas.

Expectations	Does Not Meet	Approaches	Meets	Exceeds
Asking and researching questions.	Is unable to demonstrate an ability to produce a hypothesis of one's own. Demonstrates no ability to research a question.	Demonstrates some ability to produce a hypothesis of one's own, although the hypothesis may be incomplete or lacking. Demonstrates some ability to research a question, albeit only partially. May have trouble connecting procedure with hypothesis.	Demonstrates good ability to develop and produce a reasonable hypothesis of one's own. Demonstrates a good ability to thoroughly research a question. Demonstrates ability to connect procedure with hypothesis, and why a particular procedure is appropriate.	Demonstrates ability to produce a complex hypothesis of one's own that was based in the context of underlying theory and that he/she identified a way to test the hypothesis. Demonstrates very good ability to thoroughly research a question. Demonstrates good ability to connect procedure with hypothesis, and why a particular procedure is appropriate. There is evidence that he/she considered multiple ways to test the hypothesis and can give solid reasons for selecting the procedure chosen.
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Observing and analyzing behavior.	Demonstrates no understanding of appropriate measurement methods or data collection approaches or elects inappropriate measurement methods or data collection approaches.	May identify and select appropriate methods or approaches, but is not able to state the need for measurement and data collection, and without explanation of how appropriate methods are selected.	Correctly identifies and selects appropriate methods or approaches and demonstrates recognition for the need for appropriate techniques.	Recognizes the need for consistent data collection and measurement, correctly identifies appropriate techniques or approaches, and demonstrates an awareness of the limitations of different techniques.
Recording and interpreting data and observations.	Demonstrates no evidence of having recorded or interpreted data or observations.	Observations and data are recorded but are not fully or well-analyzed. Interpretation of data and observations is weak.	Observations are recorded, data are reported systematically, and a basic analysis is completed. Data and observations are interpreted in an appropriate but basic way.	Detailed observations are recorded, data are carefully and systematically reported, and a complex analysis that leads to a conclusion is performed and completed. Data and observations are interpreted in an advanced way.
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Examining and communicating ideas about the question or hypothesis.	Demonstrates little or no ability to examine thoughts and ideas and communicate them to others.	Demonstrates some ability to examine thoughts and ideas, although he/she does this in a limited way. Communication of thoughts and ideas to others is done weakly or incompletely.	Demonstrates a good ability to examine thoughts and ideas, and he/she can do this in a basic or general way. Communication of thoughts and ideas to others is basic and general, but complete.	Demonstrates a complex ability to examine thoughts and ideas. Communication of thoughts and ideas to others is highly developed and mature, as well as complete and articulate.
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