

## ECE Family & Community Resources Master Rubric

Competency	Competent		Unable to Assess
	Checklist Criteria		
<b>FCR1:</b> Outlines the role and influence of families and communities on children’s development, learning, and the early childhood setting  <b>NAEYC:</b> 1c, 2a (1c-LVL1-1 & 2, 2a-LV1-1-3 & 5) <b>IPTS:</b> 1C, 1E, 8A <b>InTASC:</b> 10(l), 10(m)		ways communities influence children's development and learning and the early childhood setting	
		ways family structure influence children's development and learning and the early childhood setting	
		ways social backgrounds influence children's development and learning and the early childhood setting	
		ways cultural backgrounds influence children's development and learning and the early childhood setting	
		ways linguistic backgrounds influence children's development and learning and the early childhood setting	
		how early childhood practitioners, families, and communities can partner to support children's healthy development and learning	
Competency	Competent		Unable to Assess
	Checklist Criteria		
<b>FCR2:</b> Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children’s care and education  <b>Possible Codes:</b> N = names, P = provides example of  <b>NAEYC:</b> 2a, 2b (2a-LVL2-2; 2b-LV1-1-3) <b>IPTS:</b> 8B, 8D, 8E, 8F, 8H, 8I <b>InTASC:</b> 10(m), 10(n)		written communication strategies that respect unique communication styles	
		written communication strategies that respect, home language	
		written communication strategies that respect family communication preferences	
		verbal communication strategies that respect unique communication styles	
		verbal communication strategies that respect, home language	
		verbal communication strategies that respect family communication preferences	

		ways to encourage meaningful and sustained collaboration and connection with families designed to support engagement in their child's care and education	
<b>Competency</b>	<b>Competent</b>		<b>Unable to Assess</b>
	<b>Checklist Criteria</b>		
<b>FCR3:</b> Identifies and models respect for families by using strengths-based, culturally responsive practices  <b>Possible Codes:</b> N = names, P = provides examples of, M = models  <b>NAEYC:</b> 2a, 2b (2a-LVL1-4; 2a-LVL3-1; 2b-LVL1-4; 2b-LVL1-5) <b>IPTS:</b> 8Q, 8R, 9I, 9Q <b>InTASC:</b> 10(d), 10(i)		the importance of understanding family strengths in providing culturally responsive practice	
		the importance of understanding family expectations in providing culturally responsive practice	
		the importance of understanding family values in providing culturally responsive practice	
		the importance of understanding family child-rearing practices in providing culturally responsive practice	
		practices that are strength-based	
		practices that are respectful	
		practices that are culturally responsive	
<b>Competency</b>	<b>Competent</b>		<b>Unable to Assess</b>
<b>FCR4:</b> Identifies, selects, and promotes meaningful connections to community resources that are responsive to the unique strengths, priorities, concerns and needs of young children and their families  <b>NAEYC:</b> 2b, 2c (2b-LVL1-4; 2b-LVL1-5; <b>IPTS:</b> 1L, 3F, 8E, 8T <b>InTASC:</b> 1(c), 1(i), 3(a), 3(c), 4(d), 7(m), 10(e), 10(q)		identifies community resources that are responsive to the unique strengths, priorities, concerns and needs of young children and their families	
		selects community resources that are responsive to the unique strengths, priorities, concerns and needs of young children and their families	
		supports families in engaging with community resources that are responsive to the unique strengths, priorities, concerns and needs of young children and their families	
<b>Competency</b>	<b>Competent</b>		

	Checklist Criteria				Unable to Assess
<p><b>FCR5:</b> Describes culturally and linguistically responsive communication and collaboration strategies which facilitate culturally sensitive expectations for children’s development and learning and family engagement in assessment and goal setting</p> <p><b>Possible Codes:</b> I = identifies, P = provides examples of</p> <p><b>NAEYC: 2b, 3d</b> (2b-LVL2-4, 3d-LVL1-1 &amp; 2, 3d-LVL2-1, 3d-LVL2-3)</p> <p><b>IPTS:</b> 7P, 7R, 8F, 8H, 8I, 9M, 9N</p> <p><b>InTASC:</b> 1(c), 1(k), 3(a), 3(c), 3(q), 6(c), 10(g), 10(m), 10(q)</p>		culturally responsive communication strategies that facilitate culturally sensitive expectations for children’s development and learning			
		linguistically responsive communication strategies that facilitate culturally sensitive expectations for children’s development and learning			
		culturally responsive collaboration strategies that facilitate culturally sensitive expectations for children’s development and learning			
		linguistically responsive collaboration strategies that facilitate culturally sensitive expectations for children’s development and learning			
		strategies that promote family engagement in goal setting related to concerns and challenges			
		strategies that promote family engagement in assessment related to concerns and challenges			
		strategies that promote family engagement in problem-solving related to concerns and challenges			
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<p><b>FCR6:</b> Selects and implements culturally and linguistically appropriate procedures designed to gather information about children and families, including child and family strengths, priorities, concerns, and needs, and collaboratively integrates</p>	<p>Selects culturally and linguistically appropriate procedures designed to gather information from families that includes holistic consideration of child and family strengths, priorities, concerns, and needs</p> <p>Integrates information gathered from children and families into child, family and program goals in way</p>	<p>Selects culturally and linguistically appropriate procedures designed to gather information from families that includes holistic consideration of child and family strengths, priorities, concerns, and needs</p> <p>Integrates information gathered from children and families into child, family,</p>	<p>Selects procedures designed to gather information from families that provides child and family profile</p> <p>Integrates information gathered from children and families into child and family goals</p>	<p>Uses procedures to gather information from families</p>	

<p>this information into child, family, and program goals</p> <p><b>NAEYC:</b> 2b (2b-LVL2-1, 2b-LVL2-2-4)  <b>IPTS:</b> 7O, 7P, 7Q, 7R, 8F, 8H, 8L, 8M, 8P, 8Q, 9M, 9N  <b>InTASC:</b> 1(c), 3(a), 3(c), 6(c), 7(o), 10(b), 10(c), 10(d), 10(g), 10(m), 10(q)</p>	<p>supportive of ongoing development and learning</p> <p>Makes suggestions for procedural adaptation based on feedback gathered and ongoing assessment</p>	<p>and program goals in way supportive of ongoing development and learning</p>			
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<p><b>FCR7:</b> Designs and advocates for procedures, plans, and policies, informing child and program goals, in collaboration with families and other team members</p> <p><b>NAEYC:</b> 2b, 2c, 3d, 6a (2b-LVL3-1, 2c-LVL3-2, 3d-LVL3-2, 6a-LVL1-4)  <b>IPTS:</b> 7O, 7P, 7Q, 7R, 8F, 8H, 8I, 8J, 8L, 8M, 8O, 8P, 8Q, 8S, 9F, 9J, 9L, 9M, 9N, 9P, 9Q  <b>InTASC:</b> 1(c), 3(a), 3(c), 6(c), 7(e), 9(d), 10(b), 10(c), 10(d), 10(g), 10(j), 10(k), 10(m), 10(o), 10(q)</p>	<p>Creates assessment procedures and plans that engage families as team members in the assessment process</p> <p>Procedures and plans described include child and program goals derived from family-practitioner collaboration</p> <p>Focus of procedures and plans includes securing active, confident, consistent engagement of families in the assessment process</p>	<p>Creates assessment procedures and plans that engage families as team members in the assessment process</p> <p>Procedures and plans described include child and program goals derived from family-practitioner collaboration</p>	<p>Creates assessment procedures and plans</p> <p>Procedures and plans described include child and program goals</p>	<p>Creates assessment procedures and plans that do not accurately reflect children’s development and learning</p>	

Yellow = Level 2

Green = Level 3

Orange = Level 4

Blue = Level 5