

ECE Curriculum Master Rubric

| Competency | Competent | | | | Unable to Assess |
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| | Criteria | | | | |
| CPD1: Identifies culturally, linguistically, and individually responsive planning strategies which utilize assessment and observation data Possible Codes: N = names, E = explains NAEYC: 3c, 4b (3c-LVL1-1, 3c-LVL3-7, 4b-LVL1-1, 4b-LVL1-2) IPTS: 3B, 3C, 3D InTASC: 7(j), 7(p) | | Individually responsive planning strategies that utilize assessment and observation data. | | | |
| | | Culturally responsive planning strategies that utilize assessment and observation data. | | | |
| | | Linguistically responsive planning strategies that utilize assessment and observation data | | | |
| | | Planning strategies that incorporate knowledge of individual children’s home experience by using assessment and observation data | | | |
| | | Planning strategies that incorporate knowledge of individual children’s interests by using assessment and observation data | | | |
| | | Planning strategies that incorporate knowledge of individual children’s strengths by using assessment and observation data | | | |
| | Planning strategies that incorporate knowledge of individual children’s language by using assessment and observation data | | | | |
| Competency | Distinguished | Competent | Developing | Unacceptable | Unable to Assess |
| CPD2: Synthesizes the relationship between standards, evidence-based practices, culturally competent teaching strategies and curricular planning NAEYC: 5c (5c-LVL1-1, 5c-LVL2-1) IPTS: 3A, 3B, 3C, 3I, 3L InTASC: 2(a), 4(f), 4(k), 4(l), 4(n), 4(o), 7(a), 7(g), 7(h), 7(j), 7(p) | <p>Synthesizes and articulates the relationship between development and learning</p> <p>The use of standards and evidenced-based practice are evident in curriculum choices and curriculum integration, which incorporates experiences, abilities and interests</p> <p>Curricula choices focus on developing intellectual curiosity, problem solving, decision-making and active</p> | <p>Synthesizes the relationship between development and learning</p> <p>Use of standards and evidenced-based practice are evident in curriculum choices which incorporate experiences, abilities and interests</p> <p>Curricula choices focus on developing intellectual curiosity, problem solving, decision-making and active engagement in the</p> | <p>The relationship between development and learning not fully synthesized</p> <p>Use of standards and evidenced-based practice partially evident in curriculum choices which incorporate experiences, abilities and interests</p> <p>Curricula choices partially focus on developing intellectual curiosity, problem solving, decision-making and active</p> | <p>Relationship between development and learning not synthesized</p> <p>Use of standards and evidenced-based practice not evident in curriculum choices, which incorporate experiences, abilities and interests</p> <p>Curricula choices lack focus on developing intellectual curiosity, problem solving, decision-making and active</p> | |

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| | engagement in the construction of new knowledge while being mindful of scaffolding and reduction of bias | construction of new knowledge | engagement in the construction of new knowledge | engagement in the construction of new knowledge | | | |
| Competency | Distinguished | Competent | Developing | Unacceptable | Unable to Assess | | |
| <p>CPD3: Plans, implements and assesses appropriate learning experiences using knowledge of individual children’s healthy development, abilities, interests, and needs</p> <p>NAEYC: 3a, 4b, 4c (3a-LVL2-3, 4b-LVL1-1 & 2, 4b-LVL2-1 & 2, 4c-LVL1-1 & 3, 4c-LVL2-2)</p> <p>IPTS: 2A, 2I, 3C, 3D, 3H, 3I, 3J, 3K, 3M, 3N, 3Q, 5B, 5C, 5E, 5F, 5G, 5H</p> <p>InTASC: 1(b), 2(g), 2(l), 3(i), 3(m), 4(f), 4(m), 5(c), 7(b), 7(f), 7(i), 7(j), 7(l), 7(p), 8(l)</p> | <p>Serves as an example in developing, leading and evaluating culturally, linguistically and individually responsive learning experiences supportive of healthy development and learning</p> <p>Experiences reflect children’s interests and abilities, allow for child choice, and incorporate child and family involvement in planning</p> <p>Learning experiences reflect connections to children’s home lives and the broader community</p> | <p>Develops, implements, and assesses culturally, linguistically and individually responsive learning experiences supportive of healthy development and learning</p> <p>Experiences reflect children’s interests and abilities, allow for child choice, and incorporate child and family involvement in planning</p> <p>Learning experiences reflect connections to children’s home lives and the broader community</p> | <p>Develops, implements, and assesses learning experiences supportive of healthy development and learning</p> <p>Learning experiences partially reflect children’s interests and abilities, child choice, and child and family involvement in planning</p> <p>Learning experiences partially reflect connections to children’s home lives and the broader community</p> | <p>Learning experiences developed not supportive of healthy development and learning</p> <p>Learning experiences do not reflect children’s interests and abilities, child choice, and child and family involvement in planning</p> <p>Learning experiences do not reflect connections to children’s home lives and the broader community</p> | | | |
| Competency | Competent | | | | | Unable to Assess | |
| | Literacy | Math | Science | Social Science | Creative Activities | Criteria | |
| <p>CPD4: Describes appropriate methods supportive of young children’s development and learning</p> <p>NAEYC: 1d, 3a (1d-LVL1-1 & 2; 3a-LVL2-3)</p> | | | | | | <p>Culturally responsive methods supportive of young children's healthy development and learning</p> | |
| | | | | | | <p>Linguistically responsive methods supportive of young children's healthy development and learning</p> | |

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| <p>IPTS: 2C, 2G, 2J, 3B, 3C, 3D, 3E, 3G, 4A, 4B, 4C, 5B, 5D, 5E, 5F, 6A, 6G, 6I InTASC: 2(g), 3(i), 3(j), 3(m), 4(p), 5(g), 5(i), 5(j), 5(l), 6(f), 7(j), 7(l), 7(p), 8(j), 8(k)</p> | | | | | | <p>Individually responsive methods supportive of young children's healthy development and learning</p> | |
| <p>Competency</p> | <p>Competent</p> | | | | | <p>Unable to Assess</p> | |
| <p>CPD5: Describes appropriate content supportive of young children's development and learning</p> <p>NAEYC: 5a, 5b (5a-LVL2-1, 5b-LVL1-1 & 2) IPTS: 2B, 2D, 2F, 3A, 6B, 6C, 6D, 6F InTASC: 2(a), 4(j), 4(p), 5(i), 5(n), 5(p)</p> | <p>Literacy</p> | <p>Math</p> | <p>Science</p> | <p>Social Science</p> | <p>Creative Activities</p> | <p>Criteria</p> | |
| | | | | | | <p>Culturally responsive content supportive of young children's healthy development and learning</p> | |
| | | | | | | <p>Linguistically responsive content supportive of young children's healthy development and learning</p> | |
| <p>Competency</p> | <p>Competent</p> | | | | | <p>Unable to Assess</p> | |
| <p>CPD6: Selects appropriate content, aligned with relevant standards</p> <p>NAEYC: 5b, 5c (5b-LVL2-2 & 3, 5c-LVL1-1, 5c-LVL2-1) IPTS: 2B, 2I, 2J, 2N, 3A, 6G, 6J InTASC: 2(a), 4(f), 4(j), 4(n), 4(p), 5(c), 5(h), 5(r), 7(g)</p> | <p>Literacy</p> | <p>Math</p> | <p>Science</p> | <p>Social Science</p> | <p>Creative Activities</p> | <p>Criteria</p> | |
| | | | | | | <p>Culturally responsive content aligned with applicable development/learning standards and supportive of young children's healthy development and learning</p> | |
| | | | | | | <p>Linguistically responsive content aligned with applicable development/learning standards and supportive of young children's healthy development and learning</p> | |
| <p>Competency</p> | <p>Competent</p> | | | | | <p>Unable to Assess</p> | |

| | Literacy | Math | Science | Social Science | Creative Activities | Criteria | |
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| <p>CPD7: Selects and implements appropriate methods and instructional strategies, which actively engage children in developmentally appropriate content.</p> <p>Possible Codes: S = selects, I = implements</p> <p>NAEYC: 5b, 5c (5b-LVL2-2, 5c-LVL2-1)</p> <p>IPTS: 1I, 2L, 2M, 2N, 2Q, 3Q, 4K, 5I, 5L, 5M, 5N, 5R, 5S, 6J, 6L, 6M, 6N, 6O, 6P, 6Q, 6S</p> <p>InTASC: 1(d), 1(g), 2(a), 2(c), 3(b), 3(i), 4(a), 4(b), 4(c), 4(e), 4(g), 4(h), 4(r), 5(a), 5(b), 5(c), 5(d), 5(e), 5(f), 5(h), 5(i), 5(m), 5(o), 7(b), 7(c), 7(k), 8(e), 8(f), 8(g), 8(h), 8(i), 8(k)</p> | | | | | | Culturally responsive methods and instructional strategies aligned with applicable development/ learning standards, which actively engage children in developmentally appropriate content | |
| | | | | | | Linguistically responsive methods and instructional strategies aligned with applicable development/ learning standards, which actively engage children in developmentally appropriate content | |
| | | | | | | Individually responsive methods and instructional strategies aligned with applicable development/ learning standards, which actively engage children in developmentally appropriate content | |
| Competency | Distinguished | | Competent | | Developing | Unacceptable | Unable to Assess |
| <p>CPD8: Differentiates instruction to support diverse learning styles and abilities through incorporation of evidence-based practices, including universal design, and children's interests</p> <p>NAEYC: 4c (4c-LVL1-1-3, 4c-LVL2-2 & 3)</p> | <p>Differentiates instruction based on individual and group assessment, collaboration with families, curricular goals and evidence of reflection. Goal to support the diverse learning styles, language, culture, and abilities of children</p> <p>Incorporates evidence-based practice, including universal design, and</p> | | <p>Differentiates instruction based on individual and group assessment, collaboration with families, and curricular goals to support the diverse learning styles, language, culture, and abilities of children</p> <p>Incorporates evidence-based practice, including universal design, and children's interests to</p> | | <p>Differentiates instruction based on individual and group assessment and curricular goals to support the diverse learning styles and abilities of children</p> <p>Incorporates evidence-based practice to provide instruction that connects identified skills with activities</p> | <p>Differentiates instruction based on incomplete assessment of individuals and group</p> <p>Support for diverse learning styles and abilities incomplete</p> <p>Evidence-based practices not evident</p> | |

| <p>IPTS: 1H, 1J, 1L, 2O, 3H, 3K, 3M, 3O, 3Q, 4O, 5K, 5M, 6J InTASC: 1(b), 1(e), 1(h), 1(g), 2(a), 2(b), 2(f), 2(l), 4(d), 5(h), 7(b), 7(f), 8(d), 8(p)</p> | <p>children's interests to provide instruction that connects identified skills with activities</p> | <p>provide instruction that connects identified skills with activities</p> | | | |
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| Competency | Distinguished | Competent | Developing | Unacceptable | Unable to Assess |
| <p>CPD9: Adapts instructional practice through use of appropriate tools and strategies to support the development and learning of individual children</p> <p>NAEYC: 1b, 4c (1b-LVL1-4, 1b-LVL2-2, 4c-LVL2-3) IPTS: 2P, 2Q, 3P, 5J, 5M, 5N, 5P, 6R InTASC: 1(c), 2(a), 2(d), 2(e), 2(f), 2(g), 4(g), 6(c), 7(q), 8(a), 8(b), 8(e), 8(s)</p> | <p>Adapts instructional practice—individually and in collaboration with team members--using appropriate technologies, tools and teaching practices, in ways that are culturally, linguistically, and individually responsive and supportive of the development and learning of individual children</p> | <p>Adapts instructional practice, using appropriate technologies, tools and teaching practices, in ways that are culturally, linguistically, and individually responsive and supportive of the development and learning of individual children</p> | <p>Adapts instructional practice, using appropriate technologies, tools and teaching practices, in ways that are supportive of the development and learning of individual children</p> | <p>Instructional practices not adapted in ways that are supportive of the development and learning of individual children</p> | |
| Competency | Distinguished | Competent | Developing | Unacceptable | Unable to Assess |
| <p>CPD10: Creates and assesses program policies, procedures, and plans using current research, theory and knowledge of children to optimize healthy child development and learning</p> <p>NAEYC: ----- IPTS: 1A, 1D, 1H, 2A, 3A, 3O, 5O, 9A, 9B, 9C, 9Q, 9R InTASC: 1(c), 2(a), 2(d), 2(e), 2(f), 2(g), 4(g), 6(c), 7(q), 8(a), 8(b), 8(e), 8(s)</p> | <p>Creates, advocates for, and assesses program policies, procedures, and plans using program evaluation data, current research, theory and knowledge of children to optimize healthy development and learning</p> <p>Plans reflect the substantive inclusion of families in program planning and evaluation</p> | <p>Creates and assesses program policies, procedures, and plans using program evaluation data, current research, theory and knowledge of children to optimize healthy child development and learning</p> | <p>Creates and assesses program policies, procedures, and plans that are not fully reflective of program evaluation data, current research, theory and knowledge of children</p> | <p>Creates and assesses program policies, procedures, and plans that do not reflect program evaluation data, current research, theory and knowledge of children</p> | |



Yellow= Level 2

Green=Level 3

Orange=Level 4

Blue=Level 5