

ECE Curriculum Master Rubric

Competency	Competent				Unable to Assess
	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>	

	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			
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<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>	

<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 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>Individually 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 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>Individually 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	
<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>			
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