

## ECE Interactions, Relationships & Environments Master Rubric

Competency	Competent				Unable to Assess
	Checklist Criteria				
<b>IRE1:</b> Describes the role of the environment in supporting children's development  <b>Possible Codes:</b> D = describes, P = provides example of  <b>NAEYC:</b> 1d, 4c (1d-LVL1-2, 4c-LVL1-2) <b>IPTS:</b> 4A, 4D <b>InTASC:</b> 3(i), 5(s)	<b>O-3</b>	<b>3-5</b>	<b>K-3</b>	<b>How indoor environmental choices consider children's development (individual &amp; group) ...</b>	
				arrangement	
				materials	
				organization & accessibility	
				written and verbal messaging	
				images	
	<b>O-3</b>	<b>3-5</b>	<b>K-3</b>	<b>How indoor environmental choices support children's learning (individual &amp; group) ...</b>	
				arrangement	
				materials	
				organization & accessibility	
				written and verbal messaging	
				images	
	<b>O-3</b>	<b>3-5</b>	<b>K-3</b>	<b>How indoor environmental choices build classroom community...</b>	
				arrangement	
				materials	
				organization & accessibility	
				written and verbal messaging	
				images	

	<b>O-3</b>	<b>3-5</b>	<b>K-3</b>	<b>How outdoor environmental choices consider children’s development (individual &amp; group) ...</b>
				arrangement
				materials
				organization & accessibility
				written and verbal messaging
	<b>O-3</b>	<b>3-5</b>	<b>K-3</b>	<b>How outdoor environmental choices support children’s learning (individual &amp; group) ...</b>
				arrangement
				materials
				organization & accessibility
				written and verbal messaging
	<b>O-3</b>	<b>3-5</b>	<b>K-3</b>	<b>How outdoor environmental choices build classroom community...</b>
				arrangement
				materials
				organization & accessibility
				written and verbal messaging

<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<b>IRE2:</b> Articulates the importance of relationships in supporting positive developmental and behavioral outcomes  <b>NAEYC:</b> 4a (4a-LVL1-1) <b>IPTS:</b> ----- <b>InTASC:</b> 1(j), 2(n), 8(m), 10(n)	Considers adult behaviors, attitudes and interactions in articulating the importance of relationships in supporting positive developmental and behavioral outcomes and building trusting relationships  Builds opportunities for positive social interactions	Considers adult behaviors, attitudes and interactions in articulating the importance of relationships in supporting positive developmental and behavioral outcomes  Describes role of positive social interactions which incorporate adaptations for	Partially considers adult behaviors, attitudes and interactions in articulating the importance of relationships in supporting positive developmental and behavioral outcomes	Does not consider adult behaviors, attitudes and interactions in articulating the importance of relationships in supporting positive developmental and behavioral outcomes  Describes practices that minimize opportunities for	

	which incorporate healthy self-concept techniques for multi-language learners and children of diverse abilities	multi-language learners and children of diverse abilities		positive social interactions	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<p><b>IRE3:</b> Identifies factors that contribute to positive interactions with the environment</p> <p><b>NAEYC:</b> 1a, 4a (1a-LVL2-5, 4a-LVL1-2 &amp; 3)</p> <p><b>IPTS:</b> 1F, 4A, 4B, 4C, 4D, 4F, 4G</p> <p><b>InTASC:</b> 2(l), 3(i), 3(j), 3(o), 4(q), 9(j), 10(n)</p>	Identifies factors, including personality and temperament, that influence behavior and interactions within early childhood environments, and advocates for environments that support positive behavior and classroom community	Identifies factors, including personality and temperament, that influence behavior and interactions within early childhood environments	Partially identifies factors, that influence behavior and interactions within early childhood environment	Identifies factors within early childhood environments but does not consider influence on behavior and interactions	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<p><b>IRE4:</b> Designs learning environments and activities supportive of healthy development and learning</p> <p><b>NAEYC:</b> 4c (4cLVL1-1)</p> <p><b>IPTS:</b> 1H, 1K, 1L, 4I, 4J, 4K, 4L</p> <p><b>InTASC:</b> 1(b), 1(h), 3(f), 3(k)</p>	<p>Incorporates, advocates and models DAP and input from children to design environments and activities which accommodate individual children’s needs and encourage positive expression of emotions, exploration and problem solving</p> <p>Environmental design reflects knowledge of legal and ethical principles related to behavior management</p>	Incorporates knowledge of developmental, individual, and culturally appropriate practice to design environments and activities which are supportive of healthy development and learning, reflective of individual children’s needs, and supportive of positive expression of emotions, exploration and problem solving	<p>Incorporates knowledge of developmental, individual, and culturally appropriate practice to design environments and activities which are supportive of healthy development and learning</p> <p>Explicit attention to individual and group not evident</p>	Learning environments and activities designed are not supportive of healthy development and learning	

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	Checklist Criteria				
<p><b>IRE5:</b> Creates engaging environments that meet the diverse development and learning needs of each child</p> <p><b>NAEYC:</b> 1b, 4c (1b-LVL1-2 &amp; 3, 4c-LV2L-1, 4cLVL3-1-3)</p> <p><b>IPTS:</b> 1K, 1L, 4I, 4J, 4K, 4M, 4N, 4O, 4P</p> <p><b>InTASC:</b> 1(i), 1(h), 3(b), 3(d), 3(e), 3(f), 3(i), 3(k), 3(n), 3(p), 4(d)</p>	<b>O-3</b>	<b>3-5</b>	<b>K-3</b>	<b>Creates indoor environments that consider children’s diverse developmental needs (individual &amp; group) in...</b>	
				arrangement	
				Materials	
				organization & accessibility	
				written and verbal messaging	
				images	
	<b>O-3</b>	<b>3-5</b>	<b>K-3</b>	<b>Creates indoor environments that support children’s learning needs (individual &amp; group) ...</b>	
				arrangement	
				materials	
				organization & accessibility	
				written and verbal messaging	
				images	
	<b>O-3</b>	<b>3-5</b>	<b>K-3</b>	<b>Creates outdoor environments that consider children’s diverse developmental needs (individual &amp; group) in...</b>	
				arrangement	
				materials	
				organization & accessibility	
				written and verbal messaging	
	<b>O-3</b>	<b>3-5</b>	<b>K-3</b>	<b>Creates outdoor environments that support children’s learning needs (individual &amp; group) ...</b>	
				arrangement	
				materials	

			organization & accessibility	
			written and verbal messaging	

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<p><b>IRE6:</b> Considers the relationship between curriculum, relationships, and child development and learning in analyzing environments</p> <p><b>NAEYC:</b> 4c (4c-LVL2-1, 4c-LVL3-1 &amp; 2)  <b>IPTS:</b> 2A, 3A, 4L, 4Q, 9Q  <b>InTASC:</b> 1(j), 2(a), 4(n), 7(g), 7(i), 8(f)</p>	<p>Analyzes indoor and outdoor environments for incorporation of current research-based strategies supportive of children’s learning and development</p> <p>Analyzes relationship between curriculum, environmental design, children's interactions and relationships, and children's unique developmental strengths and challenges</p> <p>Includes connections to instructional support and applied examples communication ideas and practice skills to families and colleagues</p>	<p>Analyzes indoor and outdoor environments for incorporation of current evidence-based strategies supportive of children’s learning and development</p> <p>Analyzes relationship between curriculum, environmental design, children's interactions and relationships, and children's unique developmental strengths and challenges</p>	<p>Examines indoor and outdoor environments for incorporation of practices supportive of children’s learning and development</p> <p>Explicit attention to the relationship between curriculum, environmental design, children's interactions and relationships, and children's unique developmental needs in analysis not evident</p>	<p>Analysis of indoor and outdoor environments for incorporation of current evidence-based strategies supportive of children’s learning and development absent</p>	

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<p><b>IRE7:</b> Facilitates the design of engaging environments based on appropriate theory, policy, and guidelines</p> <p><b>NAEYC:</b> 1d-LVL3-2, 4a-LVL3-1, 4c-LVL3-2</p>	<p>Facilitates the design of engaging environments which incorporate the current evidence-base, policy, standards and guidelines</p> <p>Identifies evidence-based approaches to evaluate environmental effectiveness</p>	<p>Facilitates the design of engaging environments which incorporate the current evidence-base, policy, standards and guidelines</p> <p>Identifies evidence-based approaches to evaluate environmental effectiveness</p>	<p>Facilitates the design of engaging environments</p> <p>Current evidence-base, policy, standards and guidelines inconsistently applied</p> <p>Evidence-based approaches to evaluate environmental</p>	<p>Facilitates the design of engaging environments</p> <p>Current evidence-base, policy, standards and guidelines not applied</p> <p>Evidence-based approaches to evaluate environmental</p>	

<p><b>IPTS:</b> 1D, 1K, 3A, 3G, 3O, 4I, 4J, 4K, 4M, 4N, 8J, 9B, 9C  <b>InTASC:</b> 1(h), 2(a), 2(h), 3(b), 3(d), 3(f), 3(i), 3(k), 4(n), 7(b), 7(g), 9(d), 9(f), 9(h), 9(j), 9(o), 10(b), 10(i), 10(j), 10(k)</p>	<p>and appropriateness</p> <p>Develops and justifies program policies to maintain environments and meet shifting needs of learners</p>	<p>and appropriateness</p>	<p>effectiveness and appropriateness inconsistently applied</p>	<p>effectiveness and appropriateness not applied</p>	
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Yellow= Level 2

Green=Level 3

Orange=Level 4

Blue=Level 5