

## ITC Curriculum Master Rubric

Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<p><b>CPD1:</b> Identifies foundational components of high-quality, responsive, infant and toddler care</p>	<p>Provides examples of how foundational components of high-quality infant and toddler care, including relationships, play, and continuity of expectations between practitioners and settings, are represented in curriculum for infants and toddlers and their families</p> <p>Provides examples of how abilities fostered during the infant-toddler period relate to the child's emerging understanding of literacy, math, and science</p> <p>Names sources of evidence-based practices, theory, research, and state and national standards relevant to providing care and education to infants and toddlers (e.g., Illinois Birth-3 Program Standards)</p> <p>Identifies strategies supportive of family knowledge of the foundational components of high-quality, responsive, infant and toddler care</p>	<p>Provides examples of how foundational components of high-quality infant and toddler care, including relationships, play, and continuity of expectations between practitioners and settings, are represented in curriculum for infants and toddlers and their families</p> <p>Provides examples of how abilities fostered during the infant-toddler period relate to the child's emerging understanding of literacy, math, and science</p> <p>Names sources of evidence-based practices, theory, research, and state and national standards relevant to providing care and education to infants and toddlers (e.g., Illinois Birth-3 Program Standards)</p>	<p>Provides examples of how foundational components of high-quality infant and toddler care are represented in curriculum for infants and toddlers and their families</p> <p>Provides examples of how abilities fostered during the infant-toddler period support infant/toddler understanding of literacy, math, and science</p> <p>Names sources of evidence-based practices, theory, research, or state and national standards relevant to providing care and education to infants and toddlers (e.g., Illinois Birth-3 Program Standards)</p>	<p>Provides incomplete or inaccurate examples of how foundational components of high-quality infant and toddler care are represented in curriculum for infants and toddlers and their families</p> <p>Provides incomplete or inaccurate examples of how abilities fostered during the infant-toddler period support infant/toddler understanding of literacy, math, and science</p> <p>Names inaccurate sources of evidence-based practices, theory, research, or state and national standards relevant to providing care and education to infants and toddlers (e.g., Illinois Birth-3 Program Standards)</p>	
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<p><b>CPD2:</b> Identifies culturally, individually, and developmentally responsive curricular strategies that nurture infant/toddler development, learning, mental health, and well-being</p>	<p>Provides examples of how curriculum for infants and toddlers respects cultural differences, reflects individual needs and abilities, and fosters and is based on unique skills and abilities</p> <p>Describes how music, movement, and other methods of creative expression contribute to development and learning in infants and toddlers</p> <p>List ways to support emergent literacy (e.g., picture naming, music), math (e.g., counting toes), and science (e.g., observation) in infants and toddlers</p> <p>Describes experiences and strategies that support infants/toddlers' approach to constructing knowledge through interaction, play, exploration, and experimentation</p> <p>Identifies standards, evidenced-based practices, and young children's experiences, abilities and interests that inform curriculum choices</p>	<p>Provides examples of how curriculum for infants and toddlers respects cultural differences, reflects individual needs and abilities, and fosters and is based on unique skills and abilities</p> <p>Describes how music, movement, and other methods of creative expression contribute to development and learning in infants and toddlers</p> <p>List ways to support emergent literacy (e.g., picture naming, music), math (e.g., counting toes), and science (e.g., observation) in infants and toddlers</p> <p>Describes experiences and strategies that support infants/toddlers' approach to constructing knowledge through interaction, play, exploration, and experimentation</p>	<p>Provides examples of how curriculum for infants and toddlers fosters and is based on unique skills and abilities</p> <p>Identifies curriculum strategies supportive of infant/toddler development and learning. Strategies identified appropriate and lacking holistic support for development and learning</p>	<p>Relationship between curriculum, development and learning not synthesized</p> <p>Curriculum strategies identified not supportive of infant/toddler development and learning</p>	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<b>CPD3:</b> Plans and	Develops daily curriculum,	Develops daily curriculum,	Develops daily curriculum	Develops daily	

implements, in partnership with families, culturally, individually, and developmentally responsive curricular strategies and interactions that nurture infant/toddler development, learning, mental health, and well-being	<p>in partnership with families, that respects family culture, beliefs and values, the individual needs, preferences and abilities of infants and toddlers, and is based on research</p> <p>Develops daily curriculum for infants and toddlers that incorporates relationships and play and maintains continuity of expectations across early childhood caregivers and settings</p> <p>Develops daily curriculum supportive of young children’s emerging understanding of literacy, math, and science</p> <p>Identifies strategies supportive of family knowledge of the importance of high-quality curriculum in infant/toddler settings</p>	<p>in partnership with families, that respects family culture, beliefs and values, the individual needs, preferences and abilities of infants and toddlers, and is based on research</p> <p>Develops daily curriculum for infants and toddlers that incorporates relationships and play and maintains continuity of expectations across early childhood caregivers and settings</p> <p>Develops daily curriculum supportive of young children’s emerging understanding of literacy, math, and science</p>	<p>that respects family culture, beliefs and values, the individual needs, preferences and abilities of infants and toddlers</p> <p>Develops daily curriculum for infants and toddlers that incorporates relationships and play</p> <p>Develops daily curriculum supportive of young children’s emerging understanding of literacy, math, and science</p>	curriculum	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<b>CPD4:</b> Adapts instructional practices through the use of tools and strategies supportive of the development, learning, mental health, and well-being of infants and toddlers	<p>Utilizes common types of adaptive equipment and accommodations to support the development, learning, mental health, and well-being of infants and toddlers</p> <p>Provides evidence-base for adaptations</p>	<p>Utilizes common types of adaptive equipment, adaptations, accommodations, and modifications to support the development, learning, mental health, and well-being of infants and toddlers</p>	<p>Adapts instructional practices to support infant/toddler development and learning</p>	<p>Adaptations to instructional practices supportive of the unique developmental needs of infants and toddlers not incorporated</p>	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>

<p><b>CPD5:</b> Justifies and advocates for practices in infant and toddler care and education supportive of young children’s healthy development and learning</p>	<p>Justifies strategies that support infant/toddler communication, well-being, and positive interactions with their physical and social world</p> <p>Advocates for interactions and care environments that support and enhance the healthy development and learning of young children</p> <p>Supports families as partners in advocating for nurturing, responsive infant/toddler care environments</p>	<p>Justifies strategies that support infant/toddler communication, well-being, and positive interactions with their physical and social world</p> <p>Advocates for interactions and care environments that support and enhance the healthy development and learning of young children</p>	<p>Identifies strategies that support infant/toddler communication, well-being, and positive interactions with their physical and social world</p> <p>Identifies interactions and care environments that support and enhance the healthy development and learning of young children</p>	<p>Identifies inappropriate strategies related to infant/toddler communication, well-being, and positive interactions with the physical and social world</p>	
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Yellow= Level 2

Green=Level 3

Orange=Level 4

Blue=Level 5