RUBRICS
FOR
EARLY CHILDHOOD EDUCATION STANDARDS

SOE STANDARD – 1 Disciplinary Foundations
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Disciplinary foundations: demonstrates interpretive, normative, critical understanding of educational phenomenon through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (e.g., anthropology, history, philosophy and psychology of education)

	DOES NOT MEET (undergraduate/graduate level)	MEETS (undergraduate/graduate level)	EXCEEDS (undergraduate/graduate level)
Knowledge Bases of Disciplinary Foundations	Understands in a limited or perfunctory way one or more of the disciplinary foundations as related to the interpretive study of the social and cultural contexts and complexities of educational phenomenon and/or praxis. (e.g., no appreciation for the interpretive study of educational phenomenon as related to the disciplinary foundations of education)	Demonstrates a beginning (minimum), and general awareness and appreciation of one or more of the disciplinary foundations as related to the interpretive study of the social and cultural contexts and complexities of educational phenomenon and/or praxis (e.g., can identify and summarize the essential or core ideas, concepts and theories.)	Demonstrates exceptional and sophisticated appreciation, clarity, creativity and critical/analytical understanding of one or more of the disciplinary foundations as related to the interpretive study of the social and cultural contexts and complexities of educational phenomenon and/or praxis. (e.g., exhibits analytical sophistication.)
Modes of inquiry	Exhibits little or no interests in developing the critical/analytical skills and understanding for using the interpretive modes of educational inquiry as related to one or more of the disciplinary foundations knowledge bases.	Exhibits a general appreciation for developing the critical/analytical skills and understanding necessary for using interpretive modes of educational inquiry related to the disciplinary foundations knowledge bases.	Demonstrates an exceptional and sophisticated ability to critically/analytically use interpretive modes of educational inquiry to develop systematic logical argument(s) and synthesis issues and ideas related to one or more of the disciplinary foundations of education knowledge bases.
Interpreting Educational Frameworks	Exhibits little or no appreciation for past and present ideas, theories and/or intellectual traditions in one or more of the disciplinary foundations of education as it relates to the interpretive study of educational phenomenon and/or praxis.	Exhibits a general appreciation for the past and present ideas in the interpretive study of educational phenomenon and/or praxis as related to one or more of the disciplinary foundations knowledge bases. (e.g., desires to make connections between past and/or present theories and/or intellectual traditions)	Demonstrates an exceptional and sophisticated appreciation of past and/or present ideas, theories and/or intellectual traditions for the interpretive study of educational phenomenon and/or praxis (e.g., exhibits an extraordinary desire to creatively, critically and systematically interpret the connections between past and/or present theories and/or intellectual traditions.

Prepared by Stephen Haymes June 5, 2002

SOE STANDARD -- 2 Transformation
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Transformation: Demonstrates an understanding of the human transformative dimension of educational phenomenon and/or praxis at the level of the self and/or the social**.**

	DOES NOT MEET (undergraduate/graduate level)	MEETS (undergraduate/graduate)	EXCEEDS) (undergraduate/graduate level)
Understanding Frameworks of Transformation	Understands in a limited or perfunctory way theoretical frameworks of human transformation in social and cultural contexts as related to educational phenomenon and/or praxis (e.g., no appreciation for the educational study of human transformation in social and cultural contexts.	Demonstrates a beginning (minimum), and general awareness and appreciation for theoretical frameworks of human transformation in social and cultural context as related to educational phenomenon and/or praxis (e.g., exhibits an appreciation and desire to know; can identify and summarize the essential or core ideas, concepts and theories as related to the educational study of human transformation in social and cultural contexts.	Demonstrates exceptional and sophisticated appreciation, clarity, creativity and critical/analytical understanding for theoretical frameworks of human transformation in social and cultural context as related to educational phenomenon and/or praxis. (e.g., exhibits analytical sophistication and exceptional appreciation for the educational study of human transformation in social and cultural contexts)
Analytical Skills of Transformation	Exhibits little or no interests in developing the ability and critical/analytical skills necessary to understand and appreciate the organizing principles influencing the educational dynamics of human transformation.	Exhibits a general appreciation for developing the ability and critical/analytical skills necessary to understand the organizing principles influencing the educational dynamics of human transformation.	Demonstrates an exceptional and sophisticated ability and use of critical/analytical skills necessary to understand the organizing principles influencing the educational dynamics of human transformation.

Prepared by Stephen Haymes, June 5, 2002

SOE STANDARD -- 3 Identity Development
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Identity Development. Understands the sociocultural process of human development over the lifespan and historical time, the dynamic of identity construction through interpersonal and societal relations, and the role of individual agency and collective action in bringing about personal and social transformation.

	DOES NOT MEET (at the preservice level)	MEETS (at the preservice level)	EXCEEDS) (at the preservice level)
Disciplinary Bases of Identity Development	Demonstrates a limited (rote) understanding of the social and cultural dimensions of human development. Exhibits limited ability or an unwillingness to engage new ideas, theories, and concepts, or to consider the ways in which social, cultural and institutional factors shape human development.	Demonstrates a basic understanding of human development as a social, psychological, and cultural process within and across generations (e.g. articulates and compares focal theoretical perspectives, their implications, and limitations).	Demonstrates a profound understanding of the social, psychological, and cultural dimensions of human development within the lifespan and across historical time. Poses thoughtful, insightful questions and initiates analytical, theoretically grounded, interdisciplinary inquiry to examine and address complex issues regarding human life.
Human Development and Identity Transformation Processes	Demonstrates a limited interest in or understanding of the role of power and privilege in the construction of identities and the processes of human growth and change. Demonstrates an inability to consider, embrace, or systematically challenge new ideas through written inquiry, analysis, or discussion, or debate.	Demonstrates a basic, minimal understanding of the role of social institutions and power relationships in constructing/ contesting identities and processes of human development. Has a beginning appreciation for the sociological dimensions as well as the psychological dimensions of human development.	Demonstrates a broad-based understanding of the complex role of institutions and societal relations of power and privilege in the construction of identities and in shaping multiple aspects of human growth and change. Demonstrates a sophistication in interrogating and synthesizing the multifaceted, complex interdependent relationship between individuals and social dimensions of human thought and activity.
Understanding Identity Dimensions	Demonstrates limited understanding of identity as a social construction and the interdependence of dimensions of identity. Displays an inability or unwillingness to be self-reflexive or develop the skills/tools to understand the significance of dimensions of identity.	Demonstrates a general understanding and appreciation of dimensions of identity, e.g. race, social class, and gender as interdependent social constructions that are forged in the context of sociohistorical relationships.	Demonstrates profound understanding of the sociocultural/historical construction of identities created in the context of socioeconomic and political relationships. Able to critically examine, self-reflexively engage, and problematize identificatory meanings, lived experiences and institutional practices that inform concepts and representations of the self and other.
Self-Reflective Processes	Demonstrates little understanding of or is unable to grasp the sociocultural or historical nature of the process of identity formation, e.g. is unable to simultaneously	Demonstrates a self-reflective understanding of identity as a sociocultural, historical process of meaning-making on the individual	Demonstrates a deep, self-reflective understanding of the sociocultural and historical process of identity formation. Exhibits an ability to analyze and examine the

	consider individual-psychological and the social-relational nature of human growth and change.	and social level.	complex relationship between maturational processes at the individual level and sociohistorical processes at the societal level.
Institutional and Human Roles in Identity Construction	Demonstrates a limited understanding of the role of institutions or societal structures in the construction of individual and social identities.	Demonstrates a basic understanding of the role of institutions and human agency in. shaping and contesting identity constructions in the context of social relations.	Demonstrates an understanding of the role of human agency and institutions in processes of identity construction that promote personal and social transformation. Illustrates an interest in and commitment to critically examine and interpret theoretical perspectives, institutional policy and social practice as they inform the construction and negotiation of identities.
Difference and Multivocality	Demonstrates a limited or no understanding of difference or multivocality in education and the importance of social equity in promoting human growth and change.	Demonstrates an understanding of difference and multivocality in education in promoting social equity and human growth and change, e.g. curriculum, policy, professional practice.	Demonstrates a profound understanding of difference and multivocality in multiple educational sites in promoting/inhibiting human growth and change. Values and demonstrates the ability to interpret and synthesize a multiplicity of voices and theoretical perspectives and to consider their implications for educational policy and practice

SOE STANDARD – 4 Understanding Difference
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Understanding Difference. Understands the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of possibilities for all youth irrespective of differences.

	DOES NOT MEET (at the preservice level)	MEETS (at the preservice level)	EXCEEDS) (at the preservice level)
Social Relations of Inequality	Demonstrates a limited understanding of the social constructs of race, social class, and gender, and are unable to grasp the hierarchical relationships in society that institutionalizes privileged positions for some and marginalized positions for others.	Understands that race, social class, gender and other dimensions of identity are social constructs that grow out of relations of power that privilege some and marginalize others.	Demonstrates a broad understanding of and ability to examine the multiple expressions of societal relations of power and privilege that historically frame the constructs of race, social class, gender, etc. and frame the lived experiences of individuals and dynamics amongst groups within/across institutions and national boundaries.
Multiple Dimensions of Identity	Demonstrates a limited understanding of the relationship between an individual's or group's lived experience and social position as it contributes to the interdependent individual and social identities constructed.	Understands that identity construction processes mutually inform individuals' lived experience and social position across social contexts and that individuals negotiate multiple dimensions of identity that are informed by and frame their lived experience and social position across social contexts.	Demonstrates an understanding of the complex the relationship between the construction of social identities, individuals' lived experiences and perceptions, and the relative positions of power and privilege of marginalized/dominant groups that reaffirm/ contest the identificatory constructs. Understands the contradictory and complex negotiations of meaning that are interdependently created through an individuals' and groups' lived experience and social position.
Educational contexts and identity construction	Demonstrates a limited understanding of and interest in the role of educational institutions and pedagogical practices in the construction of dimensions of identity and a limited understanding of the role of social constructs in maintenance/ disruption of relations of social inequity.	Understands that educational contexts are instrumental in the construction of identities, that these constructs inform individual/ collective expressions of/reactions to individual/collective difference, and can reinforce social hierarchies of power.	Demonstrates an understanding of the complex and multifaceted role of social institutions, pedagogical practices and structures of power, in constructing identities and promoting ideological formations that mutually reinforce/contest hierarchical social relations in educational and other institutions, both nationally and globally.

EARLY CHILDHOOD STANDARD -- TEACHING & LEARNING - CONTENT KNOWLEDGE -ENGLISH/LANGUAGE ARTS
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Teaching and Learning ʙ Understanding Content Knowledge in Early Education.   Understands the importance of English/Language Arts in young children=s learning. Knows the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen their understanding.

	DOES NOT MEET (at the preservice level)	MEETS (at the preservice level)	EXCEEDS (at the preservice level)
Linguistic principles and concepts	Conceptual understanding of all components of English content, structure and use is nominal or inadequate	Demonstrates ample conceptual understanding of all components of English content, structure and use	Consistently evidences superior conceptual understanding of all components of English content, structure and use
Language acquisition and development theories	Shows limited understanding of child development theories as they pertain to first and/or second language acquisition and development	Shows adequate understanding of child development theories as they pertain to first and/or second language acquisition and development	Shows extensive knowledge and mastery of child development theories as they pertain to first and/or second language acquisition and development
Reciprocal Relationships	Understanding of the reciprocal nature of oral and written language processes and how they foster each other through instruction and use is insufficient or incorrect	Understands the reciprocal nature of oral and written language processes and how they foster each other through instruction and use	Consistently evidences superior conceptual understanding of the reciprocal nature of oral and written language processes and how they foster each other through instruction and use
Language arts curriculum and sequence	Understanding of basic language arts curriculum content and skills sequence and or knowledge of Illinois Language Arts Learning Goals is insufficient	Demonstrates adequate understanding of basic curriculum content and skills sequence and of Illinois Language Arts Learning Goals	Demonstrates extraordinary understanding and mastery of basic curriculum content and skills sequence and extensive knowledge of Illinois Language Arts Learning Goals
Providing Learning Opportunities	Provision of opportunities for developing listening, speaking and writing and/or exploring many types of listening, speaking and writing situations is insufficient or ineffective	Provides many opportunities for developing listening, speaking and writing and explores many types of listening, speaking and writing situations	Provision of opportunities for developing listening, speaking and writing and/or exploring many types of listening, speaking and writing situations is extensive, insightful, and highly effective
Materials for instruction	Understanding of material types and uses in language arts instruction is inadequate or inappropriate	Seeks, plans, and/or uses a variety of appropriate materials in language arts instruction	Demonstrates thorough knowledge of and ability to use a variety of materials for language arts instruction

EARLY CHILDHOOD STANDARD – LANGUAGE ARTS: LITERACY TECHNIQUES & STRATEGIES
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Language Arts: Literacy Techniques & Strategies. Knows a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.

	DOES NOT MEET (at the preservice level)	MEETS (at the preservice level)	EXCEEDS (at the preservice level)
Commitment to Literacy Development	Appreciation for the needs for literacy development in general and/or the commitment to being a teacher of literacy in the specific discipline and/or grade level in which he/she is teaching is limited or unenthusiastic	Understands the need for literacy development in general and is committed to being a teacher of literacy in the specific discipline and/or grade level in which he/she is teaching	Appreciation for the need for literacy development in general and the commitment to being a teacher of literacy in the specific discipline and/or grade level in which he/she is teaching is exceptionally strong
Understanding Language Processes	As appropriate for the grade level, understanding of the language processes of reading, writing, and oral communication in the daily classroom exchange between student and teacher, between student and student, between teacher and "text," and between student and "text" is insufficient or inaccurate.	As appropriate for the grade level, understands the language processes of reading, writing, and oral communication in the daily classroom exchange between student and teacher, between student and student, between teacher and "text," and between student and "text".	As appropriate for the grade level, nderstanding of the language processes of reading, writing, and oral communication in the daily classroom exchange between student and teacher, between student and student, between teacher and "text," and between student and "text" is broad and deep.
Literacy Techniques	As appropriate for the grade level, use of effective literacy techniques to promote word identification, activate prior knowledge, build schema to enhance comprehension, make reading purposeful and meaningful, and extend content knowledge acquired from "text." is inadequate.	As appropriate for the grade level, uses effective literacy techniques to promote word identification, activate prior knowledge, build schema to enhance comprehension, make reading purposeful and meaningful, and extend content knowledge acquired from "text."	As appropriate for the grade level, use of effective literacy techniques to promote word identification, activate prior knowledge, build schema to enhance comprehension, make reading purposeful and meaningful, and to extend content knowledge acquired from "text" is exceptionally highly effective and integrates theory and research
Literacy Strategies for ENL Learners	Use of strategies and techniques for teaching literacy skills to those whose first language is not English is limited or inaccurate.	Uses strategies and techniques for teaching literacy skills to those whose first language is not English.	Use of strategies and techniques for teaching literacy skills to those whose first language is not English is highly effective and integrates theory and research.

EARLY CHILDHOOD STANDARD – LANGUAGE ARTS: MODELING LITERACY SKILLS
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Language Arts: Modeling Literacy Skills. Models effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.

	DOES NOT MEET (at the preservice level)	MEETS (at the preservice level)	EXCEEDS (at the preservice level)
Listening & Speaking Skills	One or more listening skills (focusing, thinking, asking questions, giving feedback) are weak and/or oral communication is limited in clarity, organization, coherence, supporting examples, and/or adaptation to audience	Listens well and speaks in a clear, well-organized and coherent manner, supporting ideas with explanations and examples, and adapting to the needs of listeners.	Listening skills are sensitive and highly developed and spoken language (clarity, organization, and coherence, support, and adaptation to audience), is exceptional
Reading Skills	Ability to understand, and/or clearly convey ideas from text limited.	Understands and clearly conveys ideas from text	Ability to understand and clearly convey ideas from text is exceptional and highly developed.
Writing Skills	Organization and coherence of written communication is limited and/or writer has difficulty adapting writing for different purposes and audiences	Communicates ideas in writing to accomplish a variety of purposes, and writes in a well-organized manner adapting communication as needed.	Ability to communicate ideas in writing to accomplish a variety of purposes is highly effective, and writing is exceptionally well-organized, coherent and well adapted to the individual needs of readers.
Modeling English	Knowledge of the rules of English is limited and/or modeling of the rules of English grammar, spelling, punctuation, capitalization, and syntax is limited or inaccurate	Knows the rules of English and models the rules of English grammar, spelling, punctuation, capitalization, and syntax in both oral and written contexts correctly during instruction.	Has detailed knowledge of the rules of English and modeling of the rules of English grammar, spelling, punctuation, capitalization, and syntax in both oral and written contexts during instruction is highly accurate and effective.

EARLY CHILDHOOD STANDARD – LANGAUGE ARTS: INSTRUCTION & IMPROVMENT
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Language Arts: Instruction &Improvement. Provides a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills

	DOES NOT MEET (at the preservice level)	MEETS (at the preservice level)	EXCEEDS (at the preservice level)
Appropriate, Balanced Instruction & Assessment	Ability to use culturally appropriate communication to share ideas effectively in both written and oral formats and/or ability to balance modes of communication through use of a variety of media, instructional strategies, and assessments is limited or ineffective	Uses culturally appropriate communication to share ideas effectively in both written and oral formats and balances modes of communication through use of a variety of media, instructional strategies, and assessments	Ability to use culturally appropriate communication to share ideas effectively in both written and oral formats and to balance modes of communication through use of a variety of media, instructional strategies, and assessments is outstanding and highly effective
Multidisciplinary Instruction in LA	Displays inadequate ability and/or disposition to analyze grade-level content area materials to create successful learning through listening, speaking, reading and writing and/or use multi-disciplinary approaches in language arts instruction.	As appropriate for the grade level, analyzes content area materials to create successful learning through listening, speaking, reading and writing, and uses multi-disciplinary approaches in language arts instruction.	Analysis of grade-level content area materials to create successful learning through listening, speaking, reading and writing, and use of multi-disciplinary approaches for language arts instruction are exceptional, thorough, and highly effective.
Interaction & Engagement	Ability to facilitate groups, ask questions, elicit and probe responses, and summarize for comprehension to promote engagement in language arts instruction is insufficient or ineffective.	Promotes engagement in language arts instruction through facilitating groups, asking questions, eliciting and probing responses, and summarizing for comprehension	Ability to facilitate groups, ask questions, elicit and probe responses, and summarize for comprehension to promote engagement in language arts instruction is exceptional and highly developed
Facilitating Effective Use of Language	Ability to build on students prior experiences and existing language skills to help children become competent and effective users of language when designing learning experiences in English language arts is limited or ineffective	Designs learning experiences in English language arts that build on students prior experiences and existing language skills to help children become competent and effective users of language	Ability to build on students prior experiences and existing language skills to help children become competent and effective users of language when designing learning experiences in English language arts is extensive, insightful, and highly effective
Feedback and Improvement	Use of modeling, feedback and constructive criticism to assists students to improve language skills, including those with cultural differences or whose first language is not English. is insufficient, insensitive, or ineffective.	Uses modeling, feedback and constructive criticism to assist students to improve language skills, including those with cultural differences or whose first language is not English.	Use of modeling, feedback and constructive criticism to assists students to improve language skills, including those with cultural differences or whose first language is not English are based on theory and research, culturally sensitive, and especially effective

EARLY CHILDHOOD STANDARD -- TEACHING & LEARNING - CONTENT KNOWLEDGE - MATHEMATICS
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Teaching and Learning в Understanding Content Knowledge in Early Education. Understands the importance of mathematics in young children=s learning. Knows the essential concepts, inquiry tools, and structure of mathematics and can identify resources to deepen their understanding.

	Does Not Meet (at preservice level)	Meets (at preservice level)	Exceeds (at preservice level)
Theories of learning math	Shows little or no evidence of understanding child development theories as they pertain to facilitating mathematical thinking and skills development	Shows adequate understanding of mathematical reasoning development theories and how they apply to facilitating growth in skills, strategies, and concepts	Shows extensive knowledge and mastery of mathematical reasoning and skills development theories as well as how they apply to practice
Mathematics curriculum and sequence	Demonstrates slight or no understanding of basic curriculum content and sequence of skills	Demonstrates adequate understanding of basic curriculum content and skills sequence	Demonstrates extraordinary mastery understanding of curriculum content and sequence
Facilitating mathematical thinking and skills development	Instructional repertoire appears undeveloped or unformed	Plans &/or provides sufficient, stage-matched variation in instructional approaches and techniques for building mathematical reasoning and skills in young children	Proactively plans &/or uses a wide variety of instructional approaches and techniques that are developmentally appropriate
Materials for instruction	Understanding of material types and uses is inadequate or limited	Seeks, plans, &/or uses a variety of appropriate materials	Demonstrates thorough knowledge of and ability to use a variety of materials
Competence in mathematical thinking and skills	Misuses or inconsistently uses core mathematical skills &/or concepts	Demonstrates appropriate ability to use core mathematical skills and concepts	Exhibits high level of competence in use of core mathematical skills and concepts
Commitment to developing math proficiency	Indicates little or no commitment to own mathematical thinking and skills development	Expresses professional commitment to personal mathematical thinking and skills development	Demonstrates exceptional dedication to personal mathematical thinking and skills development

EARLY CHILDHOOD STANDARD -- TEACHING & LEARNING - CONTENT KNOWLEDGE -SCIENCE
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Teaching and Learning в Understanding Content Knowledge in Early Education.   Understands the importance of science in young children=s learning. Knows the essential concepts, inquiry tools, and structure of science and can identify resources to deepen their understanding.

	Does Not Meet (at preservice level)	Meets (at preservice level)	Exceeds (at preservice level)
Theories of learning science	Shows little or no evidence of understanding child development theories as they pertain to facilitating development of social science concepts and related skills	Shows adequate understanding of key theories about how young children develop science concepts and related skills &/or strategies	Shows extensive knowledge and mastery of theories about how young children acquire social science concepts and skills as well as how the theories might influence practice
Science curriculum and sequence	Demonstrates slight or no understanding of basic curriculum content and sequence of skills	Demonstrates adequate understanding of basic curriculum content and skills sequence	Demonstrates extraordinary mastery understanding of curriculum content and sequence
Facilitating science thinking and skills development	Instructional repertoire appears undeveloped or unformed	Plans &/or provides sufficient, stage-matched variation in instructional approaches and techniques for building science concepts and skills in young children	Proactively plans &/or uses a wide variety of instructional approaches and techniques that are developmentally appropriate
Materials for instruction	Understanding of material types and uses is inadequate or limited	Seeks, plans, &/or uses a variety of appropriate materials	Demonstrates thorough knowledge of and ability to use a variety of materials
Competence in science thinking and skills	Misuses or inconsistently uses core social studies concepts &/or skills	Demonstrates appropriate ability to use core science concepts and skills	Exhibits high level of competence in use of core social science concepts and skills
Commitment to developing science proficiency	Indicates little or no commitment to own social science knowledge and skills development	Expresses professional commitment to personal science knowledge and skills development	Demonstrates exceptional dedication to personal social science knowledge and skills development

EARLY CHILDHOOD STANDARD -- TEACHING & LEARNING - CONTENT KNOWLEDGE - SOCIAL SCIENCE
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Teaching and Learning в Understanding Content Knowledge in Early Education.   Understands the importance of social science in young children=s learning. Knows the essential concepts, inquiry tools, and structure of social science and can identify resources to deepen their understanding.

	Does Not Meet (at preservice level)	Meets (at preservice level)	Exceeds (at preservice level)
Theories of learning social science	Shows little or no evidence of understanding child development theories as they pertain to facilitating development of social science concepts and related skills	Shows adequate understanding of key theories about how young children develop social science concepts and related skills &/or strategies	Shows extensive knowledge and mastery of theories about how young children acquire social science concepts and skills as well as how the theories might influence practice
Social science curriculum and sequence	Demonstrates slight or no understanding of basic curriculum content and sequence of skills	Demonstrates adequate understanding of basic curriculum content and skills sequence	Demonstrates extraordinary mastery understanding of curriculum content and sequence
Facilitating social science thinking and skills development	Instructional repertoire appears undeveloped or unformed	Plans &/or provides sufficient, stage-matched variation in instructional approaches and techniques for building social science concepts and skills in young children	Proactively plans &/or uses a wide variety of instructional approaches and techniques that are developmentally appropriate
Materials for instruction	Understanding of material types and uses is inadequate or limited	Seeks, plans, &/or uses a variety of appropriate materials	Demonstrates thorough knowledge of and ability to use a variety of materials
Competence in social science thinking and skills	Misuses or inconsistently uses core social studies concepts &/or skills	Demonstrates appropriate ability to use core social science concepts and skills	Exhibits high level of competence in use of core social science concepts and skills
Commitment to developing social science proficiency	Indicates little or no commitment to own social science knowledge and skills development	Expresses professional commitment to personal social science knowledge and skills development	Demonstrates exceptional dedication to personal social science knowledge and skills development

**EARLY CHILDHOOD STANDARD -- TEACHING & LEARNING - CONTENT KNOWLEDGE - PHYSICAL AND HEALTH EDUCATION
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

Teaching and Learning -- Understanding Content Knowledge in Physical and Health Education.   Understands the importance of physical education and health in young children=s learning. Knows the essential concepts, inquiry tools, and structure of physical and health education and can identify resources to deepen their understanding.

	Does Not Meet (at preservice level)	Meets (at preservice level)	Exceeds (at preservice level)
Theories of learning about health and safety	Shows little or no evidence of understanding child development theories as they pertain to facilitating development of health and safety concepts and related skills	Shows adequate understanding of key theories about how young children develop health and safety concepts and related skills	Shows extensive knowledge and mastery of theories about how young children acquire health and safety concepts and skills as well as how the theories might influence practice
Theories of physical development	Shows little or no evidence of understanding child development theories as they pertain to facilitating physical development	Shows adequate understanding of key theories about how young children develop physically	Shows extensive knowledge and mastery of theories about how young children develop physically as well as how theories might influence practice
Health and safety curriculum	Demonstrates slight or no understanding of basic curriculum content and sequence of skills	Demonstrates adequate understanding of basic curriculum content and skills sequence	Demonstrates extraordinary mastery understanding of curriculum content and sequence
Physical education curriculum	Demonstrates slight or no understanding of basic curriculum content and sequence of skills	Demonstrates adequate understanding of basic curriculum content and skills sequence	Demonstrates extraordinary mastery understanding of curriculum content and sequence
Facilitating physical development, concepts of health and safety, and related skills	Instructional repertoire appears undeveloped or unformed	Plans &/or provides sufficient, stage-matched variation in instructional approaches and techniques for building concepts and skills in young children	Proactively plans &/or uses a wide variety of instructional approaches and techniques that are developmentally appropriate
Equipment and materials	Understanding of equipment and material types and uses is inadequate or limited	Seeks, plans, &/or uses a variety of appropriate equipment and materials	Demonstrates thorough knowledge of and ability to use a variety of equipment and materials

EARLY CHILDHOOD STANDARD -- TEACHING & LEARNING - CONTENT KNOWLEDGE -FINE ARTS
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Teaching and Learning-- Understanding Content Knowledge in Early Education. Understands the importance of fine arts in young children's learning. Knows the essential concepts, inquiry tools, and structure of fine arts and can identify resources to deepen their understanding.

	Does Not Meet (at preservice level)	Meets (at preservice level)	Exceeds (at preservice level)
Theories of learning fine arts	Shows little or no evidence of understanding child development theories as they pertain to facilitating concept formation and skills development	Shows adequate understanding of acquisition and development theories and how they apply to facilitating growth in skills, strategies, and concepts	Shows extensive knowledge and mastery of development theories as well as how they apply to practice
Fine arts curriculum and sequence	Demonstrates slight or no understanding of basic curriculum content and sequence of skills	Demonstrates adequate understanding of basic curriculum content and skills sequence	Demonstrates extraordinary mastery understanding of curriculum content and sequence
Facilitating artistic/aesthetic thinking and skills development	Instructional repertoire appears undeveloped or unformed	Plans &/or provides sufficient, stage-matched variation in instructional approaches and techniques for building fine arts concepts and skills in young children	Proactively plans &/or uses a wide variety of instructional approaches and techniques that are developmentally appropriate
Materials for instruction	Understanding of material types and uses is inadequate or limited	Seeks, plans, &/or uses a variety of appropriate materials	Demonstrates thorough knowledge of and ability to use a variety of materials
Competence in artistic/aesthetic thinking and skills	Misuses or inconsistently uses core fine arts concepts &/or skills	Demonstrates appropriate ability to use core fine arts concepts and skills	Exhibits high level of competence in use of core fine arts concepts and skills
Commitment to developing fine arts proficiency	Indicates little or no commitment to own fine arts knowledge and skills development	Expresses professional commitment to personal fine arts knowledge and skills development	Demonstrates exceptional dedication to personal fine arts knowledge and skills development

**EARLY CHILDHOOD STANDARD -- PROMOTING CHILD DEVELOPMENT AND LEARNING
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

Promoting Child Development and Learning. Uses their understanding of young children=s characteristics and needs, and of multiple interacting influences on children=s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children

	Does Not Meet (at preservice level)	Meets (at preservice level)	Exceeds (at preservice level)
Theories of development	Shows little or no evidence of understanding the core domain development theories	Shows adequate understanding of the core domain development theories	Shows extensive knowledge and mastery of the core domain development theories
Child development theorists	Demonstrates slight or no knowledge of the leading child development theorists in the field	Demonstrates sufficient knowledge of the key child development theorists in the field	Consistently demonstrates solid knowledge of the key development theorists and their contributions to the field
Developmental behaviors and needs	Knowledge of typical developmental behaviors and needs is slight and/or limited	Possesses appropriate knowledge of developmental behaviors and needs across the ECE age span	Demonstrates exemplary knowledge of child development behaviors and needs across the ECE age span
Influences on children's development and behavior	Understanding of the myriad influences appears narrow and/or limited	Demonstrates adequate familiarity with the various influences on children's development and behavior	Demonstrates thorough knowledge of how the myriad influences interact to affect young children's development and behavior
Early intervention	Understanding of particular programs and their purposes is unformed and/or inaccurate	Knowledge of particular programs and their purposes is sufficient	Exhibits heightened awareness and understanding of the various programs and their typical outcomes
Learning environments	Planning and applications don't always sufficiently match the young child's learning characteristics and/or needs	Planning and applications reflect appropriate knowledge of how child development principles and knowledge should be incorporated into the young child's total program	Exhibits high level of competence in applying child development theory to creating healthy learning environments for all children
Commitment	Indicates little or no commitment to creating developmentally appropriate learning environments for all	Expresses sufficient professional commitment to devising developmentally appropriate learning environments for all	Demonstrates exceptional dedication to providing developmentally appropriate environments for all

EARLY CHILDHOOD STANDARD -- BUILDING FAMILY AND COMMUNITY RELATIONS
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Building Family and Community Relations.   Knows about, understands, and values the importance and complex characteristics of children=s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children=s development and learning

	Does Not Meet (at preservice level)	Meets (at preservice level)	Exceeds (at preservice level)
Family and community characteristics	Shows little or no evidence of understanding core family and community characteristics	Shows adequate understanding of the core family and community characteristics that affect ECE practice	Shows extensive knowledge and mastery of the core family and community characteristics that affect ECE practice
Family theory and research	Demonstrates slight or no knowledge of family theory and research	Demonstrates sufficient knowledge of the key family theorists and research	Consistently demonstrates solid knowledge of the key family theorists and issues in the field
Influences on families' involvement	Understanding of the myriad influences appears narrow and/or limited	Demonstrates adequate familiarity with the various influences on family involvement in their children's development	Demonstrates thorough knowledge of how the myriad influences on families' involvement interact to affect young children's development
Support for parental and community involvement	Planning and applications don't always sufficiently match the family's and/or community's needs in supporting their young children's growth and learning	Planning and applications reflect appropriate knowledge of how family dynamics and involvement principles should be incorporated into programming efforts	Exhibits high level of competence in applying family systems theory to creating healthy learning environments and programs for all children
Communication with families and communities	Communication skills appear unformed and/or inappropriate	Communication skills are adequate and appropriate	Skills reflect a high level of competence in communicating with all families and their communities
Variances in family and community relationships with their children	Indicates little or no awareness and/or respect for the variances in how families and communities relate to their young children	Demonstrates appropriate awareness and respect for diversity in how families and communities relate to their young children	Demonstrates exceptional sensitivity and respect for the diversity in how families and communities relate to their young children

EARLY CHILDHOOD STANDARD -- OBSERVING, DOCUMENTING, ASSESSING
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Observing, Documenting, and Assessing to Support Young Children and Families. Knows about and understands the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to support children=s development and learning

	Does Not Meet **(at preservice level)**	**Meets** **(at preservice level)**	**Exceeds** **(at preservice level)**
Goals, benefits, uses, and limitations of assessments	Shows little or no evidence of understanding the core principles and goals of appropriate assessment	Shows adequate understanding of the core principles and goals of appropriate assessment	Shows extensive knowledge and mastery of the core principles and goals of appropriate assessment
Laws, ethics, and professional standards	Demonstrates slight of no awareness of core laws and professional standards and/or ethics involved in using assessment tools and practices and in communicating data	Demonstrates sufficient awareness of core laws and professional standards and/or ethics involved in using assessment tools and practices and in communicating data	Consistently demonstrates heightened awareness of the myriad laws, ethical principles, and professional standards involved in assessing young children and communicating assessment data
Standardized assessment tools	Awareness of particular tools is slight and/or limited	Adequate familiarity with current standardized/published assessment tools across the age/grade span and the ECE curriculum	Demonstrates thorough knowledge of currently used standardized/published assessment tools for young children
Selection of assessment tools	Assessment choice-making appears unformed or uninformed and doesn't always match the learner's characteristics and/or planning needs	Seeks, plans, and/or uses an appropriate variety of tools and practices to understand children as individuals as well as to plan for them.	Exhibits high level of competence in choosing and/or using an appropriate variety of tools and practices to assess individual children for particular planning needs
Observation and documentation	Misuses or inconsistently uses observational strategies in learning about children; documentation is slight and/or nonsystematic and may contain inaccuracies	Adequately and appropriately uses observational strategies as well as documents the data collected in order to plan curriculum and/or interventions	Accurately collects and uses observational data to inform practice and plan curriculum and or interventions
Assessment partnerships	Indicates little or no commitment to creating means for developing assessment partnerships	Expresses professional commitment to devising and tailoring assessment systems that include all stakeholders	Demonstrates exceptional dedication to involving all stakeholders appropriately in assessing young children through a respectful and thorough system

EARLY CHILDHOOD STANDARD - TEACHING & LEARNING - Children & Families
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Teaching and Learning-- Connecting with Children and Families. Knows, understands and uses positive relationships and supportive interactions as the foundation for work with young children

	Does Not Meet (at preservice level)	Meets (at preservice level)	Exceeds (at preservice level)
Theories and research	Shows little or no evidence of understanding key theories and research about relationships and development outcomes	Shows adequate understanding of the core theories and research about how positive relationships affect young children's development outcomes	Shows extensive knowledge and awareness of the core theories and research about the effects of positive relationships on young children's development and learning
Nurturing interactions	Ability to interact appropriately with children and their families appears limited or unformed	Demonstrates appropriate ability to interact with and form positive relationships with children and their families	Consistently demonstrates a high level of competence in forming positive relationships with children and their families
Relationships with culturally /linguistically diverse families	Repertoire of relationship-building approaches is limited and/or not always matched to the cultural or linguistic needs of the children and their families	Adequately and appropriately varies relationship-building approaches to match the needs of the individual children and their families	Demonstrates exceptional proficiency in varying relationship-building approaches to match the needs of the individual children and their families
Commitment	Indicates little or no commitment to creating positive, respectful relationships with all children and their families	Routinely expresses professional commitment to building positive, respectful relationships with all children and their families	Demonstrates outstanding commitment to developing positive, respectful relationships with all children and their families

EARLY CHILDHOOD STANDARD -- TEACHING & LEARNING --Developmentally Effective Approaches
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Teaching and Learning-- Using Developmentally Effective Approaches. Knows, understands and uses a wide array of effective approaches, strategies, and tools to support young children=s development and learning.

	Does Not Meet (at preservice level)	Meets (at preservice level)	Exceeds (at preservice level)
Research based teaching approaches	Shows little or no evidence of understanding the core research-based teaching approaches	Shows adequate understanding of the core research-based teaching approaches	Shows extensive knowledge and mastery of the core research-based teaching approaches
Choice of instructional approaches	Demonstrates slight awareness of the various factors (children's needs, characteristics, and interests) affecting instructional approach choices	Demonstrates appropriate awareness of the factors (children's needs, characteristics, and interests) involved in choosing instructional approaches	Exhibits high level of competence in incorporating the various factors (children's needs, characteristics, and interests) into instructional choice-making
Planning for and supporting play	Understanding of play and how to plan as well as support it in the learning situation is undeveloped and/or inaccurate	Demonstrates adequate familiarity with the role of play in the ECE setting and how to support it for learning and growth	Demonstrates thorough knowledge of the role of play in the ECE setting and how to support it in myriad ways to insure children's learning and growth
Guidance approaches	Knowledge of a variety of guidance approaches as well as how to match them with particular guidance needs is slight or inadequate	Shows adequate understanding of a variety of guidance approaches as well as how to match them with particular situational needs	Shows extensive knowledge of a variety of guidance approaches as well as how to match them with particular situational needs
Individualizing planning curriculum, instruction, and materials	Planning, teaching approaches, and materials chosen don't always sufficiently match the individual child's learning needs	Planning, teaching approaches, and materials chosen reflect appropriate knowledge of individual children's learning needs	Consistently evidences exemplary ability to reflect the individual child's learning needs in all planning, teaching approaches, and materials
Varying instructional approaches	Little or no evidence of ability to vary instructional approaches is apparent	Adequately and appropriately varies instructional approaches as necessary	Demonstrates a wide repertoire of instructional approaches
Fostering social interactions	Misuses or inconsistently uses approaches intended to foster and promote social learning interactions	Appropriately uses approaches for fostering and promoting social learning interactions	Evidences exceptional ability to use and vary approaches for fostering and promoting social learning interactions
Commitment to individualizing instruction	Indicates little or no commitment and/or inclination to individualizing one's teaching practices	Demonstrates appropriate commitment and/or inclination to individualizing one's teaching practices	Demonstrates exceptional commitment and dedication to individualizing one's teaching practices

EARLY CHILDHOOD STANDARD -- TEACHING & LEARNING - Building Curriculum
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Teaching and Learning ʙ Building Meaningful Curriculum. Use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children

	Does Not Meet (at preservice level)	Meets (at preservice level)	Exceeds (at preservice level)
Curriculum choices	Shows little or no understanding of the many factors that influence curriculum choices	Shows adequate understanding of the many factors that influence curriculum choices	Shows extensive knowledge of the many factors that influence curriculum choices
Planning learning engagements	Demonstrates slight or no ability to plan for integrating content, skills, and attitudinal outcomes for all children	Demonstrates sufficient ability to plan for integrating content, skills, and attitudinal outcomes for all children	Exhibits high level of competence in planning for integration of content, skills, and attitudinal outcomes for all children
Assessment in curriculum development	Awareness of the various roles of assessment in the curriculum building process is slight or inadequate	Sufficiently and appropriately demonstrates awareness of the various roles of assessment in the curriculum building process	Recognition of the various roles of assessment in the curriculum building process is solid and integrated
Organizing curriculum	Demonstrates little or no ability to plan and organize spiraled curriculum	Demonstrates adequate and appropriate ability to organize spiraled curriculum	Shows extensive knowledge of how to organize a spiraled curriculum
Analyzing professional organizations' standards	Demonstrates slight or no ability to critique organizations' learning standards and their applicability to young children	Demonstrates the core necessary skills and strategies for critiquing organizations' learning standards and their applicability to young children	Demonstrates outstanding ability to critique organizations' learning standards and their applicability to young children
Planning and Instruction	Does not demonstrate sufficient ability to plan and teach from one's own plans	Evidences sufficient and appropriate ability to plan and teach from one's own plans	Demonstrates exceptional ability to plan and teach from one's own plans
Commitment to engage all children	Indicates little or no commitment to providing individually appropriate and relevant learning experiences for all children	Demonstrates appropriate commitment to providing individually appropriate and relevant learning experiences for all children	Demonstrates outstanding commitment to providing individually appropriate and relevant learning experiences for all children

EARLY CHILDHOOD STANDARD – CLASSROOM COMMUNICATION
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Classroom Communication. Use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom

	DOES NOT MEET (at the preservice level)	MEETS (at the preservice level)	EXCEEDS (at the preservice level)
Role of Language in Learning	Demonstrates limited appreciation of the role of language in learning in inquiry, classroom interaction, and communication of thoughts in oral and written classroom activities	Demonstrates satisfactory understanding of the role of language in in inquiry, classroom interaction, and communication of thoughts in oral and written classroom activities	Demonstrates an exceptional understanding of the role of language in learning in inquiry, classroom interaction, and communication of thoughts in oral and written classroom activities
Culture and Gender Differences	Exhibits limited sensitivity in selecting educational materials that reflect multicultural perspectives or shows insufficient understanding about how culture and gender can effect classroom communication, collaboration, interaction with peers	Exhibits sensitivity in selecting educational materials that reflect multicultural perspectives and shows adequate understanding about how culture and gender can effect classroom communication, collaboration, interaction with peers	Exhibits little a heightened sensitivity in selecting educational materials that reflect multicultural perspectives and shows extensive understanding about how culture and gender can effect classroom communication, collaboration, interaction with peers;
Verbal Communication	Use of oral and written discourse to convey information, communicate thoughts, ask questions, promote active inquiry, and/or to analyze/synthesize classroom learning is limited, ineffective or inappropriate	Uses oral and written discourse appropriately to convey information, communicate thoughts, ask questions, promote active inquiry, and to analyze/synthesize classroom learning	Demonstrates an unusually effectively use of oral and written discourse to support inquiry, communicate thoughts, and reflect an in-depth analysis and synthesis of classroom learning
Nonverbal Communication	Use of visual, aural, kinesthetic and nonverbal cues in classroom presentations and assignments is limited, ineffective, or inappropriate, reflecting insufficient forethought and planning	Uses a variety of visual, aural, kinesthetic and nonverbal cues in classroom presentations and assignments, reflecting satisfactory forethought and planning	Demonstrates a creative and highly appropriate use of a variety of visual, aural, kinesthetic and nonverbal cues in classroom presentations and assignments that reflect thoughtful and careful foresight and planning

SOE STANDARD -- DISABILITIES
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Disabilities. Implements appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.

	DOES NOT MEET	MEETS	EXCEEDS
Commitment to students with special needs	Demonstrates little or no understanding of the need to help students with disabilities achieve to their highest potential or is not committed to this goal	Demonstrates appropriate commitment to helping students with disabilities achieve to their highest potential	Demonstrates extraordinary commitment to helping students with disabilities achieve to their highest potential.
Implications of disability for human development	Demonstrates minimal or inadequate knowledge and application of typical and atypical development.	Demonstrates appropriate knowledge and application of typical and atypical development	Demonstrates a thorough and detailed knowledge and application of typical and atypical development
Special education law	Educational decisions and planning reflect minimal, inadequate, or inappropriate knowledge and application of special education law	Educational decisions and planning reflect adequate knowledge and application of core provisions of special education law	Educational decisions and planning reflect thorough and detailed knowledge and application of special education law
Positive climate and social interaction	Creates an inadequate or inappropriate climate for special learners and minimally promotes social interactions between typical and special learners	Creates a positive climate for special learners and promotes social interactions between typical and special learners	Proactively creates a highly positive climate and takes special care to promote social interactions between typical and special learners
Adapting curriculum, instruction, materials and assessment	Strategies for adapting the general curriculum, instruction, materials and assessment are incomplete, inadequate or inappropriate	Adapts the general curriculum and use instruction, materials and assessment that are appropriate for the needs of the special learner.	Creatively adapts the general curriculum, instruction, materials, and assessment, and incorporates assistive technology appropriate for the needs of the special learner
Collaboration with colleagues and families/communities	Collaboration with colleagues and families is minimal and support for students is inadequate or inappropriate	Provides appropriate support for students by collaborating with colleagues and families	Collaboration with colleagues and families to support students with disabilities is sensitive, extensive, and proactive

SOE STANDARD -- TECHNOLOGY I
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Technology I. As appropriate for the discipline, enables students to learn about and to use technology.

	Does Not Meet (at preservice level)	Meets (at preservice level)	Exceeds (at preservice level)
Commitment to using technology	Demonstrates little or no understanding of professional responsibility in providing engaging technology-based learning opportunities for all students	Demonstrates appropriate understanding of professional responsibility in providing engaging technology-based learning opportunities for all students	Demonstrates extraordinary understanding of & commitment to providing engaging technology-based learning opportunities for all students
Knowledge of the IL Learning Standards	Demonstrates insufficient core knowledge of the IL technology-related Learning Standards & technology terminology appropriate to the certificate area	Demonstrates adequate core knowledge of the IL technology-related Learning Standards & technology terminology appropriate to the certificate area	Demonstrates extensive knowledge of the core IL technology-related Learning Standards & technology terminology appropriate to the certificate area
Hardware & software	Displays limited ability to plan technology-based activities that reflect accurate knowledge of hardware & software plus appropriate pedagogical approaches	Plans technology-based activities based on accurate knowledge of hardware & software plus appropriate pedagogical approaches	Technology-based activities reflect thorough, integrated knowledge of hardware & software plus appropriate pedagogical approaches
Matching technology to students' needs	Evidences limited or no ability to critique & use hardware & software based on students' learning needs	Adequately critiques & uses hardware & software based on students' learning needs	Highly individualizes hardware/ software content & students' use to meet individual needs & the learning situation; rationales for uses reflect keen ability to evaluate utility of the hardware &/or software for each context
Assessment of students' technology uses	Demonstrates inadequate ability to design & use assessment tools for monitoring students' growth in understanding & using technology	Designs appropriate assessment processes & procedures that monitor students' growth in understanding & using technology	Designs & integrates appropriate, multifaceted assessment tools & practices into students' engagements with technology, to monitor growth in understanding & skills

SOE STANDARD -- TECHNOLOGY II
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

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Technology II. Understands and uses technology to enhance his/her teaching

	Does Not Meet (at preservice level)	Meets (at preservice level)	Exceeds (at preservice level)
Productivity tools	Shows little or no evidence of ability to use productivity tools appropriately for instruction or program management	Appropriately uses basic productivity tools (e.g., word processing, spread sheet) for instruction or program management	Thoroughly & creatively integrates a variety of productivity tools into instruction &/or program management repertoire
Technology-based resources	Demonstrates limited skilled use of technology resources for personal professional development &/or professional communication	Appropriately uses technology resources (e.g., Internet, email, productivity tools) to research & to communicate with other professionals	Keenly chooses & skillfully uses technology-based resources for professional research & communication with the professional community
Ethical principles	Demonstrates limited or superficial awareness of the ethical principles involved in using and sharing technology resources and/or does not adhere to these principles	Demonstrates appropriate awareness of and adherence to the ethical principles involved in using and sharing technology resources	Models excellence in adhering to and or expressing awareness of the ethical principles involved in using and sharing technology resources

SOE STANDARD - INQUIRY (T&L)
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Inquiry.   Undertakes independent inquiry and use technology as one tool to assist him or her in the overall inquiry process

	DOES NOT MEET	MEETS	EXCEEDS)
Value of inquiry	Is reluctant to read or conduct research, expressing little understanding of its value in education	Explains the value of reading and conducting research in education through	Reads or conducts research with clear enthusiasm , expressing a heightened awareness of its value in education
Key concepts	Explanation and/or use of key concepts, assumptions, debates, and ways of knowing that inform the design, collection, and analysis of research in education is inadequate or incorrect	Explains and uses key concepts, assumptions, debates, and ways of knowing that inform the design, collection, and analysis of research in education	Explanation and use of key concepts, assumptions, debates, and ways of knowing that inform the design, collection, and analysis of research in education is skillful, thorough, and detailed
Designing inquiry	Design and/or conduct of inquiry in education on an independent basis is superficial, incorrect, and/or not built on existing theoretical frameworks	Designs/conducts meaningful inquiry in education on an independent basis that builds on existing theoretical frameworks	Design and/or conduct of inquiry in education on an independent basis is highly appropriate and firmly built on a thorough knowledge of existing theoretical frameworks
Ethical Issues in Inquiry	Has little awareness of ethical issues in research	Has basic awareness of ethical issues in research	Can explain ethical dilemmas in research clearly and thoughtfully
Evaluating existing research	Evaluative judgments about the quality of existing research in education are superficial or inappropriate	Makes meaningful evaluative judgments about the quality of existing research in education	Evaluative judgments about the quality of existing research in education are insightful and demonstrate application of strong critical thinking skills
Use of technology in research	Demonstrates minimal familiarity with a range of technological resources that support educational inquiry and use of technology when conducting research in education is minimal or inappropriate	Demonstrates familiarity with a range of technological resources that support educational inquiry and accesses appropriate technology resources when conducting research in education	Demonstrates thorough familiarity with a range of technological resources that support educational inquiry and use of technology when conducting research in education is highly appropriate and effective

EARLY CHILDHOOD STANDARD -- BECOMING A PROFESSIONAL
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Becoming a Professional.   Identifies and conducts oneself as a member of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

	DOES NOT MEET (at the preservice level)	**MEETS** (at the preservice level)	**EXCEEDS** (at the preservice level)
History of the early childhood field	Shows limited (or no) knowledge of the history of the field	Demonstrates sufficient knowledge of the history of the field	Evidences a deep knowledge base for the historical roots of the field
Policies, values, and professional practices	Shows limited (or no) knowledge of core NAEYC and related policies, recommended practices, and values	Sufficiently demonstrates appropriate knowledge of core policies, values, and recommended practices	Routinely demonstrates broad knowledge about professional policies, values, and practices
NAEYC *Code of Ethical Conduct*	Demonstrates limited (or no) knowledge about the NAEYC Ethics Code	Demonstrates sufficient knowledge about the core principles of the NAEYC Ethics Code	Demonstrates thorough knowledge about the content of the NAEYC Ethics Code
Reflection	Shows little or no evidence of an ability to reflect &/or critique one's work and practices	Reflects and critiques appropriately and routinely one's work and practices	Demonstrates superior ability to reflect and critique one's work and practices
Communication	Professional communication efforts are awkward &/or inappropriate	Communication skills are solid and appropriate	Communication skills are refined and demonstrate keen willingness to reach all stakeholders through varied means
Commitment to lifelong learning	Does not demonstrate any commitment to lifelong learning and future professional development	Demonstrates appropriate commitment to lifelong learning and continuous professional development	Evidences a deep commitment to lifelong learning and professional development, based on professional situation and identified needs
Commitment to the profession	Does not demonstrate any commitment to the profession &/or to one's colleagues	Demonstrates sufficient commitment to the profession and to one's colleagues	Demonstrates heightened awareness of the need to be actively committed to the profession and one's colleagues
Commitment to advocacy	Does not indicate any commitment to serving in an advocate position	States appropriate commitment to advocating for young children and their families	Expresses firm professional commitment to viewing one's self as an active advocate for all young children and their families