

Massasoit Community College
Early Childhood Education
Activities Catalog Rubric (revised August 2024)

Student:

Course:

Semester:

	Not Yet Competent	Developing Competency	Competent	Very Competent
Instruction 1 Curriculum Web (4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.)	0pts The candidate does not show knowledge of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning by not submitting theme-based, appropriate activities that include multicultural and anti-bias activities.	1-6pts The candidate shows basic knowledge of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning but not all theme-based activities are appropriate and/or do not include multicultural and anti-bias activities.	7-8pts The candidate shows an understanding of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning by submitting theme-based, appropriate activities that include multicultural and anti-bias activities.	9-10pts The candidate uses their understanding of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning by submitting appropriate activities that clearly reflect these ideals and include multicultural and anti-bias activities integrated throughout the catalog
Comments:				
Instruction 2 Curriculum Area Activities (5a: Understand content knowledge—the	0pts The candidate does not show knowledge of understanding content knowledge—the central concepts, methods and	1-13pts The candidate shows basic knowledge of understanding content knowledge—the central concepts, methods and	14-17pts The candidate shows understanding of content knowledge—the central concepts,	18-20pts The candidate uses their understanding of content knowledge—the central concepts,

central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.)	tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum by not developing activities for all of the academic disciplines in the MA Guidelines for Preschool Learning Experiences.	tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum by not developing activities for some but not all the academic disciplines in the MA Guidelines for Preschool Learning Experiences	methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum by developing activities for all academic disciplines in the MA Guidelines for Preschool Learning Experiences.	methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum by developing activities for all academic disciplines in the MA Guidelines for Preschool Learning Experiences and activities clearly address concepts with a variety of methods, tools of inquiry, structures, and resources for all disciplines.
Comments:				
Instruction 3 Community Resources (2c: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and	0pts The candidate does not show knowledge of the use of community resources or support of families and building partnerships by not providing a theme-based, community-based Field Trip and Special Visitor.	1-13pts The candidate shows a basic knowledge of the use of community resources or support of families and building partnerships by providing only one of the following: Field Trip and Special Visitor.	14-17pts The candidate shows an understanding of the use of community resources or support of families and building partnerships by providing a theme-based, community-based Field Trip and Special Visitor.	18-20pts The candidate uses their understanding of the use of community resources or support of families and building partnerships to provide a theme-based, community-based Field Trip and Special Visitor that provides opportunities for ongoing interaction between the families or early learning setting and the

agencies.)				community organizations or agencies involved in the activities.
Comments:				
Instruction 4 At-Home Family Involvement (2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.)	0pts The candidate does not show knowledge of collaboration as partners with families by failing to provide an at-home family involvement activity that is theme-related and demonstrates respectful reciprocal relationships and engagement.	1-13pts The candidate shows a basic knowledge of collaboration as partners with families by providing an at-home family involvement activity that is theme-related but does not demonstrate respectful reciprocal relationships and engagement.	14-17pts The candidate shows an understanding of collaborating as partners with families by providing an at-home family involvement activity that is theme-related and demonstrates respectful reciprocal relationships or engagement.	18-20pts The candidate uses their understanding of collaborating as partners with families by providing a detailed at-home family involvement activity that is theme-related and clearly demonstrates respectful reciprocal relationships and engagement.
Instruction 5 In-Class Family Involvement (2a: Know about, understand, and value the diversity of families.)	0pts The candidate does not show knowledge of, understanding of, or valuing the diversity of families by failing to provide a theme-related, in-class family involvement activity that allows the candidate to have an opportunity to get to know the families	1-13pts The candidate shows a basic knowledge of, understanding of, or valuing the diversity of families by providing a theme-related, in-class family involvement activity but it may not adequately allow the candidate to get to know the families.	14-17pts The candidate shows an understanding of the diversity of families as well as valuing the diversity of families by providing a theme-related, in-class family involvement activity that adequately allows candidates to get to know the families	18-20pts The candidate uses their knowledge of understanding the diversity of families as well as valuing the diversity of families by providing a theme-related, in-class family involvement activity that clearly addresses the diversity of the families and allows candidates to get to know the families
Comments:				

Instruction 6 Professionalism (6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.)	0pts The candidate does not demonstrate knowledge of professional communication skills by failing to provide a digital or print catalog that is free of spelling, grammar, and typographical errors and has all required pages and materials.	1-6pts The candidate demonstrates basic knowledge of professional communication skills by providing a digital or print catalog that has some spelling, grammar, and typographical errors and may be missing some required pages and materials.	7-8pts The candidate understands professional communication skills by providing a digital or print catalog that has minimal spelling, grammar, and typographical errors that do not impact the reader in understanding the content and includes all required pages and materials.	9-10pts The candidate uses their understanding of professional communication skills by providing a digital or print catalog that is free of spelling, grammar, and typographical errors, includes all required pages and materials and easily allows the reader to grasp the student's ability to plan developmentally appropriate curriculum for preschoolers.
Comments:				
Final Grade:	59 and below	60-69	70-89	90-100

0-59 points-Not Yet Competent

60-69 points-Developing Competency

70-89 points-Competent

90-100 points-Very Competent

