

**Massasoit Community College
Early Childhood Education
Infant/Toddler Lesson Plan Rubric**

Student Name:	Course #:			Semester:
	Not Yet Competent	Developing Competency	Competent	Very Competent
<p>Instruction 2 Mass Early Learning Guidelines for Infants and Toddlers (5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.)</p>	<p>Opts. The candidate does not demonstrate an understanding of content knowledge by providing guidelines in different content areas in the proper format.</p>	<p>1-6pts. The candidate demonstrates an understanding of content knowledge by providing guidelines in different content areas but may not be clearly integrated and may not be in the proper format.</p>	<p>7-8pts The candidate applies an understanding of content knowledge by providing 3 integrated guidelines in different content areas in the proper format</p>	<p>9-10pts. The candidate applies a strong understanding of content knowledge by providing 3 clearly integrated guidelines in different content areas in the proper format</p>
<p>Comments:</p>				
<p>Instruction 3 Objectives 3a: Understand that assessments (formal and</p>	<p>Opts. The candidate is unable to demonstrate an understanding that assessments are conducted to make informed choices about instruction and for</p>	<p>1-6 pts The candidate demonstrates a basic understanding that assessments are conducted to make informed choices about instruction and for</p>	<p>7-8 pts. The candidate demonstrates an understanding that assessments are conducted</p>	<p>9-10pts. The candidate applies their understanding that assessments are conducted</p>

<p>informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.</p>	<p>planning in early learning settings as objectives are not measurable or related to the Mass Early Learning Guidelines with which they are aligned.</p>	<p>planning in early learning settings as not all objectives are measurable or related to the Mass Early Learning Guidelines with which they are aligned.</p>	<p>to make informed choices about instruction and for planning in early learning settings as objectives are measurable and related to the Mass Early Learning Guidelines they are aligned with.</p>	<p>to make informed choices about instruction and for planning in early learning settings as objectives are not only measurable and related to the Mass Early Learning Guidelines but also with a level of clarity that makes assessment of the objective easily observable.</p>
<p>Comments:</p>				
<p>Instruction 4 Materials <i>4c) Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the</i></p>	<p>Opts. The candidate does not present a list of materials that are developmentally, culturally, linguistically relevant, and/or anti-bias and does not include materials that allow students to use multiple methods to practice skills and show understanding.</p>	<p>1pt The candidate does not present a complete list of necessary materials that are developmentally, culturally, linguistically relevant, and/or anti-bias and may not includes materials that allow students to use multiple methods to practice skills and show understanding.</p>	<p>2-3pts. The candidate presents a complete list of necessary materials that are developmentally, culturally, linguistically relevant, and/or anti-bias and includes materials that allow students to practice skills and</p>	<p>4-5pts. The candidate presents a comprehensive and detailed list of necessary materials that are developmentally, culturally, linguistically relevant, and/or anti-bias and includes materials</p>

<p><i>principles of universal design for learning.)</i></p>			<p>show understanding through play-based opportunities.</p>	<p>that allow students to use multiple methods to practice skills and show understanding.</p>
<p>Comments:</p>				
<p>Instruction 5 Introduction/Procedure/Conclusion/Transitions 4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.</p>	<p>Opts. The candidate does not show an understanding of responsive teaching skills by providing an Introduction/Procedure/Conclusion/section that does not meet the <i>Mass Guidelines and Objectives</i> of the lesson through play and differentiating instruction.</p>	<p>1-16pts The candidate shows a basic understanding of responsive teaching skills by providing an Introduction/Procedure/Conclusion/section that meets some but not all of the <i>Mass Guidelines and Objectives</i> of the lesson through play and differentiating instruction.</p>	<p>17-21pts. The candidate demonstrates an understanding of responsive teaching skills by providing an Introduction/Procedure/Conclusion/section that meets the <i>Mass Guidelines and Objectives</i> of the lesson through play and differentiating instruction.</p>	<p>22-25pts. The candidate applies a strong understanding of responsive teaching skills by providing a comprehensive Introduction/Procedure/Conclusion/section that clearly meets the <i>Mass Guidelines and Objectives</i> of the lesson through play and differentiating instruction that is detailed and individualized.</p>
<p>Comments:</p>				

<p>Instruction 6 Home-School Connection <i>(2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.)</i></p>	<p>Opts The candidate does not demonstrate knowledge of collaborations with families by not providing a Home-School Connection that guides parents in supporting their child's development or shows respectful, reciprocal relationships</p>	<p>1-13pts The candidate demonstrates a basic knowledge of collaboration with families by providing a Home-School Connection that guides parents in supporting their child's development but does not show respectful, reciprocal relationships</p>	<p>14-17pts The candidate demonstrates an understanding of collaboration with families by providing a Home-School Connection that guides parents in supporting their child's development and shows respectful, reciprocal relationships</p>	<p>18-20pts The candidate applies a strong understanding of collaboration with families by providing a Home-School Connection that guides parents in supporting their child's development in multiple ways, and clearly shows respectful, reciprocal relationships</p>
<p>Comments:</p>				
<p>Instruction 7 Goals <i>3c. Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and</i></p>	<p>Opts The candidate does not show knowledge of embedding assessment-related activities into the curriculum by not providing aligned and measurable goals written in the correct format to assess students' ability to meet the curriculum goals of the lesson.</p>	<p>1-6pts The candidate shows a basic knowledge of embedding assessment-related activities into the curriculum by not providing aligned and measurable goals written in the correct format for all objectives of the lesson to assess students' ability to meet the curriculum goals of the lesson.</p>	<p>7-8pts The candidate demonstrates an understanding of embedding assessment-related activities into the curriculum by providing aligned and measurable goals written in the correct format to assess students' ability to meet all</p>	<p>9-10pts The candidate applies a strong understanding of embedding assessment-related activities into the curriculum and making assessment an integral part of professional practice by providing aligned</p>

<p><i>promote positive outcomes for each child.</i></p>			<p>curriculum goals of the lesson.</p>	<p>and measurable goals written in the correct format to assess students' ability to meet the curriculum goals of the lesson that uses both observations of children and adult-structured assessment</p>
<p>Comments:</p>				
<p>Instruction 8 Assessment <i>(5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content, resources, and their pedagogical content knowledge.)</i></p>	<p>Opts. The candidate does not present an assessment of children's ability to meet the lesson's goals and does not include how they would modify their teaching practices.</p>	<p>1pts The candidate presents a basic assessment of children's ability to meet the lesson's goals that may not include comments or does not include how they would modify their teaching practices.</p>	<p>2-3 pts. The candidate presents an assessment of children's ability to meet the lesson's goals and includes how they would modify their teaching practices.</p>	<p>4-5pts. The candidate presents a detailed assessment of children's ability to meet the lesson's goals and includes how they would modify their teaching practices including how they may expand their</p>

				knowledge in the content area.
Comments:				
<p>Instruction 9 Reflection <i>(6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.)</i></p>	<p>Opts. The candidate does not present a reflection that allows them to intentionally reflect on their work with young children.</p>	<p>1pts The candidate presents a basic reflection that reflects on their practice but does not provide information on how it could be intentionally improved in the future.</p>	<p>2-3 pts. The candidate presents a reflection that includes an analysis of their work with young children and how they can intentionally improve in the future</p>	<p>4-5pts. The candidate presents a detailed reflection that examines their practice and analyzes their work with young children for improvement, including an action plan</p>
Comments:				
<p>Instruction 10 Professionalism (Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families</p>	<p>Opts. The candidate presents a lesson plan that does not include all required information, is not computer-generated, and contains many spelling, grammar, or typographic errors that impact the reader's ability to understand the plan.</p>	<p>1-6pts The candidate presents a lesson plan that includes all required information that is computer-generated but contains spelling, grammar, or typographic errors.</p>	<p>7-8pts The candidate presents a lesson plan that includes all required information that is computer-generated and contains minimal spelling, grammar, or typographic errors that do not impact the reader's ability</p>	<p>9-10pts The candidate presents a quality lesson plan that includes all required information is computer-generated, and contains no spelling, grammar, or typographic errors</p>

and colleagues. 6c)			to understand the lesson plan.	
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