

EARLY CHILDHOOD Rubric

Name(s) of Participant(s) _____

State _____ Team # _____ Group # _____ Category _____

PORTFOLIO							Points
FCCLA Planning Process Summary Page 0–5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Documentation of Coursework 0–4 points	0 Portfolio does not have a documentation of coursework that is in the pathway, career cluster or occupation for Early Childhood	1 Portfolio shows some documentation of limited coursework and experience	2 Portfolio shows quality documentation of an adequate amount of coursework and experience	3 Portfolio shows quality documentation of superb coursework and experience	4 Portfolio shows excellent documentation of superb coursework and experience		
Lesson Plans 0–10 points	0 Lesson plans are missing	1–2 Lesson plans are from one early childhood concept	3–4 Lesson plans indicate an understanding of multiple childhood development concepts	5–6 Lesson plans are complete, indicate knowledge of developmental ages, and stages and are age appropriate	7–8 Lesson plans are complete with multiple evidence of the understanding of ages and stages and are age appropriate	9–10 Innovative, interesting and creative lesson plans show a depth of understanding and an application of developmental stages and are age appropriate	
Evidence of Skills 0–4 points	0 Portfolio does not have evidence of skills	1 Portfolio has limited evidence of skills	2 Evidence is shown through multiple varieties	3 Evidence of skills is incredibly apparent through portfolio	4 Portfolio has high quality evidence of superb skills		
Evidence of Developmental Knowledge 0–4 points	0 Portfolio does not have evidence of developmental knowledge	1 Portfolio shows limited evidence of developmental knowledge	2 Portfolio shows evidence of developmental knowledge but it is somewhat unclear in its format	3 Evidence of developmental knowledge includes a chart, diagram, essay or graphic organizer to explain the concept	4 Portfolio indicates an exceptional level of developmental knowledge in a clear and organized format		
ACTIVITY							
<i>Activity Planning Sheet:</i> Goal or Objective Rationale 0–8 points	0 No written plan	1–2 A written plan is limited in scope	3–4 Written plan has two two of these explained well: an objective, goal and rationale	5–6 A written plan is evident with an objective, goal, rationale that is well thought out	7–8 Objectives, goal, rationale are well written and thought out. Outcomes are measurable		
<i>Activity Planning Sheet:</i> Setting, Supplies, Activity 0–8 points	0 Not evident	1–2 Settings, supplies and activity are all explained	3–4 Settings, supplies and activities are well planned and detailed in description	5–6 Setting, supplies, and activities are well planned with creativity and appropriateness for age level	7–8 Setting, supplies and activities have a variety of materials used. Resources are creative, safe, are appropriate for the activity. Materials may be recycled, or are environmentally friendly		
<i>Activity Planning Sheet:</i> Applications and Evaluation 0–8 points	0 No applications or evaluation methods are evident	1–2 Application includes some plans for modification and there are limited evaluation methods listed	3–4 Application plans are complete and there is a plan for evaluation with multiple methods evident	5–6 Application and evaluation methods both indicate an understanding of adaptation, accommodations, and revision	7–8 Application plans are creative and thoughtful. The activity includes physical activity, science reading readiness or preparation which exceed case study requirements. There are multiple evaluation strategies		

Early Childhood Rubric (continued)

ACTIVITY (CONTINUED)							Points
Introduction 0–5 points	0 Introduction is missing	1 Introduction is limited	2 Introduction includes one objective	3 Introduction includes one or more objective and limited instructions	4 Introduction includes objectives, instructions and directions with clarity	5 Introduction includes objectives, instructions and directions with clarity. Makes the activity seem fun and would engage children in learning	
Activity 0–10 points	0 Activity is limited, short or incomplete	1–2 Activity is evident with a focus on content	3–4 Activity is evident with a focus on content with extensive sequence evident	5–6 Activity is well organized, has appropriate content, and is age appropriate	7–8 Activity is creative, well organized, rich in content and age appropriate	9–10 Activity is well organized, has rich content, is accurate, age level appropriate, has a sequence of activity, an appropriate pace and includes transitions	
Use of Resources during Activity 0–5 points	0 Resources are not used during activity	1 Resources used to limit amount of speaking time	2 Resources are used minimally during activity	3 Resources are incorporated throughout activity	4 Resources are used effectively throughout activity	5 Activity moves seamlessly and effectively between teaching time and hands on time	
Wrap Up 0–5 points	0 No wrap up	1 Limited wrap up is evident	2 The activity ends with a limited summary	3 The activity ends with an adequate summary	4 Activity ends with an appropriate summary as a reinforcement for the lesson	5 Activity ends with an appropriate summary as a reinforcement for the lesson and it is clear what the lesson intended to accomplish	

PRESENTATION SKILLS						
Voice—pitch, tempo, volume 0–3 points	0 No voice qualities are used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing to listen to		
Body Language/Clothing Choice 0–3 points	0 Body language shows nervousness and unease/inappropriate clothing	1 Body language shows minimal amount of nervousness/clothing is appropriate	2 Body language is good and clothing is professional	3 Body language and clothing choice both enhance the presentation		
Grammar/Word Usage/Pronunciation 0–3 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3–5) grammatical and pronunciation errors	2 Few (1–2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors		
Responses to Evaluators' Questions 0–5 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions, but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation

Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator Initial _____

Room Consultant Initial _____

Name of Participant _____ Age of Children _____

Type of Activity _____

Name of Activity _____

1. **Learning Goal or Objective for the Activity:** What knowledge or skills will this activity help children know and be able to do?

2. **Rationale:** Why is this knowledge or skill important for children to know and be able to do at this age?

<p>3. Setting: Briefly describe the location, furniture, and large equipment needed to carry out the activity with the children.</p>	<p>4. Supplies: What supplies and resources will you use to prepare for and carry out the activity with the children?</p>
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5. **Activity:** Describe in detail the activity you plan to do with these children.

6. **Applications:** How will you modify or adapt your plan to accommodate the classroom situation—a situation where there are multiple ages in one classroom/special needs students.

7. **Evaluation:** How will you evaluate the children’s achievement of the goal or objective?

If additional space is needed, paper will be provided. Use the numbers above to label corresponding responses. Do not rewrite the questions.