

Early Childhood Team Event Rubric

Name of Participants _____
 Name of School _____
 Region _____
 Date _____

Curriculum Development:

Graphic Organizer	0 No graphic organizer	1-2 Graphic organizer is missing 3 or more required components and/or is difficult to read	3-4 Graphic organizer has all components but lacks organization or visual appeal	5-6 Graphic organizer displays all required components and some variety of learning experiences	7-8 Graphic organizer displays all required components and has a variety of learning experiences , is visually appealing and easy to read	9-10 Graphic organizer displays four core content areas, a minimum of 10 learning experiences that include a variety of experiences, organizer is highly creative and well-organized	
Block Plan/Schedule Components	0 No schedule and/or missing more than 4 required components	1 Schedule is missing more 3 required components	2 Schedule is missing 1-2 required components	3 Schedule includes all required components but does not demonstrate understanding of developmentally appropriate practices	4 Schedule includes all required components and demonstrates some understanding of developmentally appropriate practices	5 Schedule includes times, daily routines; large and small group activities, and quiet and active play. Schedule indicates understanding of developmentally appropriate practices. Schedule is easy to read and prominently displayed	
Block Plan/ Schedule Designation of Assignments	0 Children's health and safety are compromised due to the lack of appropriate designation of teacher assignments.	1 Assignments are ineffectively distributed so that there lacks time for set up or MAY compromise the safety of the children.	2 Assignments do not utilize all members of the team effectively. Assignments do not allow enough time for set up.	3 Assignments are divided equally but lack adequate time for set up but provide for safe supervision	4 Assignments are divided equally and provide adequate time for set up while safely supervising the children	5 Assignments are designated to utilize all members of the team efficiently. Assignments are realistically divided to provide adequate time for set up while safely supervising the children	
Learning Activities	0 No learning activities were listed	1-3 Learning activities did not incorporate the four core content standard areas AND did not support developmentally appropriate practices.	4-6 Learning activities did not incorporate the four core content standard areas and/or activities did not support developmentally appropriate activities.	7-9 8-9 learning activities are used to integrate the four core content standard areas and support developmentally appropriate practices.	10-12 A minimum of 10 learning activities are used to integrate the four core content standard areas and support developmentally appropriate practices.	13-15 A minimum of 10 learning activities are used to integrate the four core content standard areas and support developmentally appropriate practices. Activities address the needs of a variety of learners.	
						Total Page 1 (35)	

Early Childhood Team Event Rubric

Name of Participants _____
 Name of School _____
 Region _____
 Date _____

Assessment	0 Team members are unable to demonstrate how children's progress will be assessed.	1 When prompted by the evaluator, team members indicate some assessment methods that will be used to assess children's progress.	2 Team members indicate only one method for assessment and/or do not make connections to the core content standards.	3 Team members indicate 1-2 methods for assessment but do not indicate a clear understanding of the core content area standards.	4 Team members will share 2-3 ways children's progress will be assessed towards each of the four core content standard areas.	5 Team members will demonstrate how a variety of data collection methods will be used to assess children's progress towards each of the four core content standard areas.	
Case Studies							
Case Studies <i>Daily Routines</i>	0 Team members are not able to demonstrate effective daily routines	1 Team members show minimal understanding of how to meet individual or group needs when handling daily routines	2 Team members use daily routines to manage individual OR group needs	3 Team members use daily routines that show some understanding of individual and group needs.	4 Team members use daily routines to effectively manage individual and group needs.	5 Team members use daily routine to effectively manage individual and group needs. Daily routines support each child's self-worth, encourage pro-social behaviors and seamlessly incorporate the schedule.	
Case Study <i>Behavior Management</i>	0 Behavior management techniques are inappropriate	1 Team members use only reactive strategies when dealing with misbehavior	2 Team members show only ways to react to misbehavior and show little understanding of how a teacher's interaction effect behavior	3 Team members show some understanding of how positive interactions with children help the child develop pro-social behaviors	4 Team members demonstrate how positive interactions with children will help the child develop pro-social behaviors	5 Team members demonstrate how positive interactions with children will help the child develop pro-social behaviors. Members explain how to prevent misbehavior and how to respond to it appropriately	
Case Study <i>Parent Relationships</i>	0 Team members strategies are inappropriate and do not enhance the relationship with parents	1 Team members communication strategies are ineffective or do not allow for collaboration with parents	2 Team members communication strategies lack detail but demonstrate some collaboration with parents	3 Team members demonstrate some effective communication strategies with parents that allow for some collaboration	4 Team members demonstrate effective communication strategies with parents that allow for collaboration	5 Team members demonstrate effective communication strategies with parents that reflect understanding of the diversity of families and provide collaboration that enhance the child's well-being.	
						Total Page 2 (20)	

Early Childhood Team Event Rubric

Name of Participants _____
 Name of School _____
 Region _____
 Date _____

Case Study <i>Health and Safety</i>	0 Team members are unable to demonstrate how the child's health and/or safety would be protected	1 Team members have some understanding of protecting child's health and safety, but is unsure of the licensing rule to guide this	2 Team members have minimal understanding of rule and lacks appropriate application	3 Team members demonstrate some understanding of rule but lacks appropriate application	4 Team members demonstrate some understanding of the child care licensing rules that apply to case study and applies the rule appropriately	5 Team members demonstrate a clear and thorough understanding of child care licensing rules that apply to this case study and can apply those rules appropriately	
Presentation							
Presentation: Organization and Delivery	0 Presentation is not done or team members do not cover required components	1 Presentation covers some topic areas	2 Presentation missing some important information but team members respond appropriately when asked questions	3 Presentation covers all the relevant information but with minimal information	4 Presentation covers information completely but does not flow well	5 Presentation covers all relevant information with a seamless and logical delivery	
Presentation: Knowledge	0 Little or no evidence of knowledge is evident	1 Minimal evidence of knowledge is evident	2 Some evidence of knowledge is evident	3 Knowledge of subject matter is evident but not shared in presentation	4 Some team members demonstrate knowledge of subject matter is evident and incorporate that knowledge in presentation	5 All team members demonstrate knowledge of subject matter is evident and incorporate that knowledge through the presentation	
Presentation: Voice	0 Voice qualities are not used effectively	1 Voice quality is adequate by few team members	2 Voice quality is adequate by some team members	3 Voice quality is good by most team members, but could improve	4 Voice quality of some team members is outstanding and pleasing to listen to	5 Voice quality of all team members is outstanding and pleasing to listen to	
Presentation: Body Language/Appearance	0 Clothing, appearance and/or body language is inappropriate	1 Clothing or appearance lacks appropriateness and team members show nervousness	2 Team members show nervousness.	3 Body language by some members of the team show nervousness and/or clothing and/or appearance lacks appropriateness	4 Body language, appearance and clothing choices by all members of the team are adequate	5 Body language and appearance and clothing choices by all members of the team enhance the presentation	
						Total Page 3 (25)	

Early Childhood Team Event Rubric

Name of Participants _____
 Name of School _____
 Region _____
 Date _____

Presentation: Grammar/Word Usage/Pronunciation	0 Team members consistently have grammatical or pronunciation errors.	1 Team members have frequent (5-6) grammatical or pronunciation errors.	2 Team members have some (3-4) grammatical or pronunciation errors.	3 Team members have few (1-2) grammatical or pronunciation errors.	4 All team members use speech free of grammatical or pronunciation errors.	5 All team members use speech free of grammatical or pronunciation errors. Word choices are concise and clearly demonstrate understanding of topic.	
Presentation: Responses to Evaluators	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	
						Total Page 4 (10)	

Rubric
 Page 1 (35) _____
 Page 2 (20) _____
 Page 3 (25) _____
 Page 4 (10) _____
 Total (90) _____
 Summary (10) _____
 Summary +Rubric = Total (100) _____

Gold (90-100) Silver 70-89.99 Bronze 1-69.99