Curriculum Master Rubric					
Competency	**Distinguished**	**Meets**	**Approaching**	**Unacceptable**	**Unable To Assess**
CUR1: Identifies culturally, linguistically, and individually responsive planning strategies which utilize assessment and observation data.	Consistently and substantively identifies planning strategies that accommodate all children and incorporates knowledge of individual children's development, home experience, interests, strengths and language. Observation and assessment data are used in planning. Planning strategies include opportunities to meaningfully engage families.	Identifies planning strategies that accommodate all children and incorporates knowledge of individual children's development, culture, home experience, interests, strengths and language. Observation and assessment data are used in planning.	Identifies planning strategies that attempt to accommodate all children. Knowledge of individual children's development, home experience, interests, strengths and language not fulling incorporated into curriculum planning. Observation and assessment data not used in planning.	Culturally, linguistically, and individually responsive planning strategies not evident. Observation and assessment data not incorporated.	
CUR2: Synthesizes the relationship between standards, evidence-based practices, culturally competent teaching strategies and curricular planning.	Synthesizes and articulates the relationship between development and learning. The use of standards and evidenced-based practice are evident in curriculum choices and curriculum integration, which incorporates experiences, abilities and interests. Curricula choices focus on developing intellectual curiosity, problem solving, decision-making and active engagement in the construction of new knowledge while being mindful of scaffolding and reduction of bias.	Synthesizes the relationship between development and learning. Use of standards and evidenced-based practice are evident in curriculum choices which incorporate experiences, abilities and interests. Curricula choices focus on developing intellectual curiosity, problem solving, decision-making and active engagement in the construction of new knowledge.	The relationship between development and learning not fully synthesized. Use of standards and evidenced-based practice partially evident in curriculum choices which incorporate experiences, abilities and interests. Curricula choices partially focus on developing intellectual curiosity, problem solving, decision-making and active engagement in the construction of new knowledge.	Relationship between development and learning not synthesized. Use of standards and evidenced-based practice not evident in curriculum choices, which incorporate experiences, abilities and interests. Curricula choices lack focus on developing intellectual curiosity, problem solving, decision-making and active engagement in the construction of new knowledge.	
CUR3: Plans, implements and assesses appropriate learning experiences using knowledge of individual children's healthy development, abilities,	Serves as an example in developing, leading and evaluating culturally, linguistically and individually responsive learning	Develops, implements, and assesses culturally, linguistically and individually responsive learning experiences supportive of	Develops, implements, and assesses learning experiences supportive of healthy development and learning.	Learning experiences developed not supportive of healthy development and learning.	

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interests, and needs.	experiences supportive of healthy development and learning. Experiences reflect children's interests and abilities, allow for child choice, and incorporate child and family involvement in planning. Learning experiences reflect connections to children's home lives and the broader community.	healthy development and learning. Experiences reflect children's interests and abilities, allow for child choice, and incorporate child and family involvement in planning. Learning experiences reflect connections to children's home lives and the broader community.	Learning experiences partially reflect children's interests and abilities, child choice, and child and family involvement in planning. Learning experiences partially reflect connections to children's home lives and the broader community.	Learning experiences do not reflect children's interests and abilities, child choice, and child and family involvement in planning. Learning experiences do not reflect connections to children's home lives and the broader community.	
CUR4: Describes appropriate methods supportive of young children's development and learning.	Identifies and explains culturally, linguistically, and individually responsive methods in the areas of literacy, math, science, social science and creative activities supportive of young children's development and learning. Explanation incorporates the relationship between method selection and instructional strategy choices.	Identifies and explains culturally, linguistically, and individually responsive methods in the areas of literacy, math, science, social science and creative activities supportive of young children's healthy development and learning.	Explains and identifies methods in the areas of literacy, math, science, social science and creative activities supportive of young children's development and learning.	Identifies methods in the areas of literacy, math, science, social science and creative activities that are not supportive of young children's development and learning.	
CUR5: Describes appropriate content supportive of young children's development and learning.	Identifies and explains culturally, linguistically, and individually responsive content in the areas of literacy, math, science, social science and creative activities supportive of young children's development and learning. Explanation delineates specific skills supported by content.	Identifies and explains culturally, linguistically, and individually responsive content in the areas of literacy, math, science, social science and creative activities supportive of young children's healthy development and learning.	Identifies and explains content in the areas of literacy, math, science, social science and creative activities that is supportive of young children's development and learning.	Content in the areas of literacy, math, science, social science and creative activities identified are not supportive of young children's development and learning.	
CUR6: Selects appropriate content, aligned with relevant standards	Selects and advocates for culturally, linguistically, and individually responsive content in the areas of literacy, math,	Chooses culturally, linguistically, and individually responsive content in the areas of literacy, math, science,	Choice of content in the areas of literacy, math, science, social science and creative activities is supportive of	Choice of content in the areas of literacy, math, science, social science and creative activities are not supportive of	

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	science, social science and creative activities, aligned with applicable development/learning standards, that is supportive of young children's development and learning. Explanation delineates specific skills within the content	social science and creative activities, aligned with applicable development/learning standards, that is supportive of young children's healthy development and learning.	young children's development and learning.	young children's development and learning.	
CUR7: Selects and implements appropriate methods and instructional strategies, which actively engage children in developmentally appropriate content.	Selects, implements, and advocates for culturally, linguistically, and individually responsive methods and instructional strategies in the areas of literacy, math, science, social science and creative activities which actively engage children in content that is developmentally, individually, and culturally responsive and aligned with applicable development/learning standards.	Selects and implements culturally, linguistically, and individually responsive methods and instructional strategies in the areas of literacy, math, science, social science and creative activities which actively engage children in content that is developmentally, individually, and culturally responsive and aligned with applicable development/learning standards.	Selects and implements methods and instructional strategies in the areas of literacy, math, science, social science and creative activities.	Selects and implements methods and instructional strategies in the areas of literacy, math, science, social science and creative activities that are not developmentally, individually, and culturally responsive.	
CUR8: Differentiates instruction to support diverse learning styles and abilities through incorporation of evidence-based practices, including universal design, and children's interests.	Differentiates instruction based on individual and group assessment, collaboration with families, curricular goals and evidence of reflection. Goal to support the diverse learning styles, language, culture, and abilities of children. Incorporates evidence-based practice, including universal design, and children's interests to provide instruction that connects identified skills with activities.	Differentiates instruction based on individual and group assessment, collaboration with families, and curricular goals to support the diverse learning styles, language, culture, and abilities of children. Incorporates evidence-based practice, including universal design, and children's interests to provide instruction that connects identified skills with activities.	Differentiates instruction based on individual and group assessment and curricular goals to support the diverse learning styles and abilities of children. Incorporates evidence-based practice to provide instruction that connects identified skills with activities.	Differentiates instruction based on incomplete assessment of individuals and group. Support for diverse learning styles and abilities incomplete. Evidence-based practices not evident.	
CUR9: Adapts instructional practice through use of	Adapts instructional practice— individually and in	Adapts instructional practice, using appropriate technologies,	Adapts instructional practice, using appropriate technologies,	Instructional practices not adapted in ways that are	

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appropriate tools and strategies to support the development and learning of individual children.	collaboration with team members--using appropriate technologies, tools and teaching practices, in ways that are culturally, linguistically, and individually responsive and supportive of the development and learning of individual children.	tools and teaching practices, in ways that are culturally, linguistically, and individually responsive and supportive of the development and learning of individual children.	tools and teaching practices, in ways that are supportive of the development and learning of individual children.	supportive of the development and learning of individual children.	
CUR10: Creates and assesses program policies, procedures, and plans using current research, theory and knowledge of children to optimize healthy child development and learning.	Creates, advocates for, implements and assesses program policies, procedures, and plans using program evaluation data, current research, theory and knowledge of children to optimize healthy development and learning. Plans reflect the substantive inclusion of families in program planning and evaluation.	Creates, implements and assesses program policies, procedures, and plans using program evaluation data, current research, theory and knowledge of children to optimize healthy child development and learning.	Creates, implements and assesses program policies, procedures, and plans that are not fully reflective of program evaluation data, current research, theory and knowledge of children.	Creates, implements and assesses program policies, procedures, and plans that do not reflect program evaluation data, current research, theory and knowledge of children.	

Yellow= Level II   Green=Level III   Orange=Level IV   Blue=Level V