

Family & Community Resources Master Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>FCR1: Outlines the role and influence of families and communities on children’s development, learning, and the early childhood setting.</p>	<p>Provides examples of ways communities, family structure, social, cultural, and linguistic backgrounds influence children's development and learning and the early childhood setting.</p> <p>Describes how early childhood practitioners, families, and communities can partner to support children's healthy development and learning.</p> <p>Describes how each family’s unique strengths and challenges can be effectively supported through partnership with early childhood settings and communities.</p>	<p>Provides examples of ways communities, family structure, social, cultural, and linguistic backgrounds influence children's development and learning and the early childhood setting.</p> <p>Describes how early childhood practitioners, families, and communities can partner to support children's healthy development and learning.</p>	<p>Provides examples of ways communities, family structure, social, cultural, and linguistic backgrounds influence children's development and learning or the early childhood setting.</p> <p>Describes how early childhood practitioners, families, and communities can partner.</p>	<p>Provides inaccurate examples of ways communities, family structure, social, cultural, and linguistic backgrounds influence children's development and learning and the early childhood setting.</p> <p>Description of how early childhood practitioners, families, and communities can partner to support children's healthy development and learning absent.</p>	
<p>FCR2: Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children’s care and education.</p>	<p>Identifies and advocates for written and verbal communication strategies that respect unique communication styles, home language and family communication preferences.</p> <p>Strategies identified incorporate multiple ways to encourage meaningful and sustained collaboration and connection with families designed to support engagement in their child's care and education.</p>	<p>Identifies written and verbal communication strategies that respect unique communication styles, home language and family communication preferences.</p> <p>Strategies identified incorporate multiple ways to encourage meaningful and sustained collaboration and connection with families designed to support engagement in their child's care and education.</p>	<p>Identifies written and verbal communication strategies.</p>	<p>Identifies written and verbal communication strategies that inhibit communication and collaboration.</p>	

<p>FCR3: Identifies and models respect for families by using strengths-based, culturally responsive practices.</p>	<p>Advocates for the importance of understanding family strengths, expectations, values and child-rearing practices in providing culturally responsive practice.</p> <p>Identifies and models practices that are strength-based, respectful, and culturally responsive.</p> <p>Describes how strength-based, respectful, and culturally responsive practice positively influence child and family development.</p>	<p>Identifies the importance of understanding family strengths, expectations, values and child-rearing practices in providing culturally responsive practice.</p> <p>Identifies practices that are strength-based, respectful, and culturally responsive.</p> <p>Describes how strength-based, respectful, and culturally responsive practice positively influence family development.</p>	<p>Identifies how family strengths, expectations, values and child-rearing practices inform practice.</p> <p>Identifies practices that are culturally responsive.</p> <p>Describes how culturally responsive practice positively influence family development.</p>	<p>Identifies practices that do not support families.</p>	
<p>FCR4: Identifies, selects, and promotes meaningful connections to community resources that are responsive to the unique strengths, priorities, concerns and needs of young children and their families.</p>	<p>Identifies, selects, and advocates for community resources reflective of and responsive to the unique strengths, priorities, concerns and needs of young children and their families.</p>	<p>Identifies and selects community resources reflective of and responsive to the unique strengths, priorities, concerns and needs of young children and their families.</p> <p>Provides meaningful information about community resources to families.</p> <p>Promotes and supports family engagement in community resources.</p>	<p>Identifies community resources.</p> <p>Provides information about community resources.</p>	<p>Identification of community resources incomplete or inaccurate.</p>	
<p>FCR5: Describes culturally and linguistically responsive communication and collaboration strategies which facilitate culturally sensitive expectations for children’s development and learning and family engagement in assessment and goal setting.</p>	<p>Describes culturally and linguistically responsive communication and collaboration strategies that facilitate culturally sensitive expectations for children’s development and learning.</p> <p>Strategies described promote family engagement in</p>	<p>Describes culturally and linguistically responsive communication and collaboration strategies that facilitate culturally sensitive expectations for children’s development and learning.</p> <p>Strategies described promote family engagement in</p>	<p>Describes culturally and linguistically responsive communication and collaboration strategies that facilitate expectations for children’s development and learning.</p> <p>Strategies described promote family engagement.</p>	<p>Describes communication and collaboration strategies that inhibit family engagement in children’s development and learning.</p>	

	<p>assessment and goal setting and problem-solving related to concerns and challenges.</p> <p>Incorporates consideration for family development and practitioner development and contextual applications.</p>	<p>assessment and goal setting and problem-solving related to concerns and challenges.</p>			
<p>FCR6: Designs and advocates for procedures, plans, and policies, informing child and program goals, in collaboration with families and other team members.</p>	<p>Selects culturally and linguistically appropriate procedures designed to gather information from families that includes holistic consideration of child and family strengths, priorities, concerns, and needs.</p> <p>Integrates information gathered from children and families into child, family and program goals in way supportive of ongoing development and learning.</p> <p>Makes suggestions for procedural adaptation based on collaborative feedback gathered and ongoing assessment.</p> <p>Applies collaborative work supporting advocacy beyond program level.</p>	<p>Selects culturally and linguistically appropriate procedures designed to gather information from families that includes holistic consideration of child and family strengths, priorities, concerns, and needs.</p> <p>Integrates information gathered from children and families into child, family, and program goals in way supportive of ongoing development and learning.</p> <p>Advocates for policies, in collaboration with families and professionals, supportive of young children and their families.</p>	<p>Selects procedures designed to gather information from families that provides child and family profile.</p> <p>Integrates information gathered from children and families into child and family goals.</p>	<p>Uses procedures to gather information from families.</p>	
<p>FCR7: Designs collaborative assessment procedures and plans, informing child and program goals, with families as team members.</p>	<p>Creates assessment procedures and plans that engage families as team members in the assessment process.</p> <p>Procedures and plans described include child and program goals derived from family-practitioner collaboration.</p> <p>Focus of procedures and plans includes securing active, confident, consistent</p>	<p>Creates assessment procedures and plans that engage families as team members in the assessment process.</p> <p>Procedures and plans described include child and program goals derived from family-practitioner collaboration.</p>	<p>Creates assessment procedures and plans.</p> <p>Procedures and plans described include child and program goals.</p>	<p>Creates assessment procedures and plans that do not accurately reflect children’s development and learning.</p>	

	engagement of families in the assessment process.				
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Yellow= Level II

Green=Level III

Orange=Level IV

Blue=Level V