

ECE Interactions, Relationships & Environments Master Rubric

Competency	Competent			Unable to Assess
	Checklist Criteria			
IRE1: Describes the role of the environment in supporting children's development Possible Codes: D = describes, P = provides example of NAEYC: 1d, 4c (1d-LVL1-2, 4c-LVL1-2) IPTS: 4A, 4D InTASC: 3(i), 5(s)	O-3	3-5	K-3	How indoor environmental choices consider children's development (individual & group) ...
				arrangement
				materials
				organization & accessibility
				written and verbal messaging
				images
	O-3	3-5	K-3	How indoor environmental choices support children's learning (individual & group) ...
				arrangement
				materials
				organization & accessibility
O-3	3-5	K-3	How indoor environmental choices build classroom community...	
				written and verbal messaging
				images

	O-3	3-5	K-3	How outdoor environmental choices consider children's development (individual & group) ...		
				arrangement		
				materials		
				organization & accessibility		
				written and verbal messaging		
	O-3	3-5	K-3	How outdoor environmental choices support children's learning (individual & group) ...		
				arrangement		
				materials		
				organization & accessibility		
				written and verbal messaging		
	O-3	3-5	K-3	How outdoor environmental choices build classroom community...		
				arrangement		
				materials		
				organization & accessibility		
				written and verbal messaging		
Competency	Distinguished		Competent	Developing	Unacceptable	Unable to Assess
IRE2: Articulates the importance of relationships in supporting positive developmental and behavioral outcomes NAEYC: 4a (4a-LVL1-1) IPTS: ----- InTASC: 1(j), 2(n), 8(m), 10(n)	Considers adult behaviors, attitudes and interactions in articulating the importance of relationships in supporting positive developmental and behavioral outcomes and building trusting relationships		Considers adult behaviors, attitudes and interactions in articulating the importance of relationships in supporting positive developmental and behavioral outcomes	Partially considers adult behaviors, attitudes and interactions in articulating the importance of relationships in supporting positive developmental and behavioral outcomes	Does not consider adult behaviors, attitudes and interactions in articulating the importance of relationships in supporting positive developmental and behavioral outcomes	
	Builds opportunities for positive social interactions		Describes role of positive social interactions which incorporate adaptations for		Describes practices that minimize opportunities for	

	which incorporate healthy self-concept techniques for multi-language learners and children of diverse abilities	multi-language learners and children of diverse abilities		positive social interactions	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
IRE3: Identifies factors that contribute to positive interactions with the environment NAEYC: 1a, 4a (1a-LVL2-5, 4a-LVL1-2 & 3) IPTS: 1F, 4A, 4B, 4C, 4D, 4F, 4G InTASC: 2(l), 3(i), 3(j), 3(o), 4(q), 9(j), 10(n)	Identifies factors, including personality and temperament, that influence behavior and interactions within early childhood environments, and advocates for environments that support positive behavior and classroom community	Identifies factors, including personality and temperament, that influence behavior and interactions within early childhood environments	Partially identifies factors, that influence behavior and interactions within early childhood environment	Identifies factors within early childhood environments but does not consider influence on behavior and interactions	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
IRE4: Designs learning environments and activities supportive of healthy development and learning NAEYC: 4c (4cLVL1-1) IPTS: 1H, 1K, 1L, 4I, 4J, 4K, 4L InTASC: 1(b), 1(h), 3(f), 3(k)	Incorporates, advocates and models DAP and input from children to design environments and activities which accommodate individual children's needs and encourage positive expression of emotions, exploration and problem solving Environmental design reflects knowledge of legal and ethical principles related to behavior management	Incorporates knowledge of developmental, individual, and culturally appropriate practice to design environments and activities which are supportive of healthy development and learning, reflective of individual children's needs, and supportive of positive expression of emotions, exploration and problem solving	Incorporates knowledge of developmental, individual, and culturally appropriate practice to design environments and activities which are supportive of healthy development and learning Explicit attention to individual and group not evident	Learning environments and activities designed are not supportive of healthy development and learning	

Competency	Competent			Unable to Assess	
	Checklist Criteria				
IRE5: Creates engaging environments that meet the diverse development and learning needs of each child NAEYC: 1b, 4c (1b-LVL1-2 & 3, 4c-LV2L-1, 4cLVL3-1-3) IPTS: 1K, 1L, 4I, 4J, 4K, 4M, 4N, 4O, 4P InTASC: 1(i), 1(h), 3(b), 3(d), 3(e), 3(f), 3(i), 3(k), 3(n), 3(p), 4(d)	O-3	3-5	K-3	Creates indoor environments that consider children's diverse developmental needs (individual & group) in...	
				arrangement	
				Materials	
				organization & accessibility	
				written and verbal messaging	
	O-3	3-5	K-3	Creates indoor environments that support children's learning needs (individual & group) ...	
				arrangement	
				materials	
				organization & accessibility	
				written and verbal messaging	
	O-3	3-5	K-3	Creates outdoor environments that consider children's diverse developmental needs (individual & group) in...	
				arrangement	
				materials	
				organization & accessibility	
	O-3	3-5	K-3	Creates outdoor environments that support children's learning needs (individual & group) ...	
				arrangement	
				materials	

			organization & accessibility		
			written and verbal messaging		
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
IRE6: Considers the relationship between curriculum, relationships, and child development and learning in analyzing environments NAEYC: 4c (4c-LVL2-1, 4c-LVL3-1 & 2) IPTS: 2A, 3A, 4L, 4Q, 9Q InTASC: 1(j), 2(a), 4(n), 7(g), 7(i), 8(j)	Analyzes indoor and outdoor environments for incorporation of current research-based strategies supportive of children's learning and development Analyzes relationship between curriculum, environmental design, children's interactions and relationships, and children's unique developmental strengths and challenges Includes connections to instructional support and applied examples communication ideas and practice skills to families and colleagues	Analyzes indoor and outdoor environments for incorporation of current evidence-based strategies supportive of children's learning and development Analyzes relationship between curriculum, environmental design, children's interactions and relationships, and children's unique developmental strengths and challenges	Examines indoor and outdoor environments for incorporation of practices supportive of children's learning and development Explicit attention to the relationship between curriculum, environmental design, children's interactions and relationships, and children's unique developmental needs in analysis not evident	Analysis of indoor and outdoor environments for incorporation of current evidence-based strategies supportive of children's learning and development absent	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
IRE7: Facilitates the design of engaging environments based on appropriate theory, policy, and guidelines NAEYC: 1d-LVL3-2, 4a-LVL3-1, 4c-LVL3-2	Facilitates the design of engaging environments which incorporate the current evidence-base, policy, standards and guidelines Identifies evidence-based approaches to evaluate environmental effectiveness	Facilitates the design of engaging environments which incorporate the current evidence-base, policy, standards and guidelines Identifies evidence-based approaches to evaluate environmental effectiveness	Facilitates the design of engaging environments Current evidence-base, policy, standards and guidelines inconsistently applied Evidence-based approaches to evaluate environmental	Facilitates the design of engaging environments Current evidence-base, policy, standards and guidelines not applied Evidence-based approaches to evaluate environmental	

IPTS: 1D, 1K, 3A, 3G, 3O, 4I, 4J, 4K, 4M, 4N, 8J, 9B, 9C InTASC: 1(h), 2(a), 2(h), 3(b), 3(d), 3(f), 3(i), 3(k), 4(n), 7(b), 7(g), 9(d), 9(f), 9(h), 9(j), 9(o), 10(b), 10(i), 10(j), 10(k)	and appropriateness Develops and justifies program policies to maintain environments and meet shifting needs of learners	and appropriateness	effectiveness and appropriateness inconsistently applied	effectiveness and appropriateness not applied	
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Yellow= Level 2

Green=Level 3

Orange=Level 4

Blue=Level 5