

ITC Curriculum Master Rubric					
Competency	Distinguished	Meets	Approaching	Unacceptable	Unable To Assess
<p>CPD1: Identifies foundational components of high-quality, responsive, infant and toddler care.</p> <p>NAEYC: 1a, 1b, 1c, 4a, 5a, 5b, 5c, 6e IPTS: 1A, 1C, 8A, 8G ITC: 2-4D3, 2-4D5, 2-4D7, 2-4D12, 2-4G14, 5D1, 5D12, 5G10</p>	<p>Provides examples of how foundational components of high-quality infant and toddler care, including relationships, play, and continuity of expectations between practitioners and settings, are represented in curriculum for infants and toddlers and their families.</p> <p>Provides examples of how abilities fostered during the infant-toddler period relate to the child's emerging understanding of literacy, math, and science.</p> <p>Names sources of evidence-based practices, theory, research, and state and national standards relevant to providing care and education to infants and toddlers (e.g., Illinois Birth-3 Program Standards).</p> <p>Identifies strategies supportive of family knowledge of the foundational components of high-quality, responsive, infant and toddler care.</p>	<p>Provides examples of how foundational components of high-quality infant and toddler care, including relationships, play, and continuity of expectations between practitioners and settings, are represented in curriculum for infants and toddlers and their families.</p> <p>Provides examples of how abilities fostered during the infant-toddler period relate to the child's emerging understanding of literacy, math, and science.</p> <p>Names sources of evidence-based practices, theory, research, and state and national standards relevant to providing care and education to infants and toddlers (e.g., Illinois Birth-3 Program Standards).</p>	<p>Provides examples of how foundational components of high-quality infant and toddler care are represented in curriculum for infants and toddlers and their families.</p> <p>Provides examples of how abilities fostered during the infant-toddler period support infant/toddler understanding of literacy, math, and science.</p> <p>Names sources of evidence-based practices, theory, research, or state and national standards relevant to providing care and education to infants and toddlers (e.g., Illinois Birth-3 Program Standards).</p>	<p>Provides incomplete or inaccurate examples of how foundational components of high-quality infant and toddler care are represented in curriculum for infants and toddlers and their families.</p> <p>Provides incomplete or inaccurate examples of how abilities fostered during the infant-toddler period support infant/toddler understanding of literacy, math, and science.</p> <p>Names inaccurate sources of evidence-based practices, theory, research, or state and national standards relevant to providing care and education to infants and toddlers (e.g., Illinois Birth-3 Program Standards).</p>	
<p>CPD2: Identifies culturally, individually, and developmentally responsive curricular strategies that nurture infant/toddler development, learning, mental health, and well-being.</p> <p>NAEYC: 1a, 1b, 1c, 2c, 4a, 4b, 4c, 5a, 5b IPTS: 1A, 1C, 4C, 7A, 7B, 8A, 8C ITC: 2-4D1, 2-4D4, 2-4D8, 2-4D9, 2-4E12, 2-4E13, 5E12</p>	<p>Provides examples of how curriculum for infants and toddlers respects cultural differences, reflects individual needs and abilities, and fosters and is based on unique skills and abilities.</p> <p>Describes how music, movement, and other methods of creative expression contribute to development and learning in infants and toddlers.</p> <p>List ways to support emergent literacy (e.g., picture naming, music), math (e.g., counting toes), and science (e.g., observation) in infants and toddlers.</p> <p>Describes experiences and strategies that support infants/toddlers' approach to constructing knowledge through interaction, play, exploration, and experimentation.</p>	<p>Provides examples of how curriculum for infants and toddlers respects cultural differences, reflects individual needs and abilities, and fosters and is based on unique skills and abilities.</p> <p>Describes how music, movement, and other methods of creative expression contribute to development and learning in infants and toddlers.</p> <p>List ways to support emergent literacy (e.g., picture naming, music), math (e.g., counting toes), and science (e.g., observation) in infants and toddlers.</p> <p>Describes experiences and strategies that support infants/toddlers' approach to constructing knowledge through interaction, play, exploration, and experimentation.</p>	<p>Provides examples of how curriculum for infants and toddlers fosters and is based on unique skills and abilities.</p> <p>Identifies curriculum strategies supportive of infant/toddler development and learning. Strategies identified appropriate and lacking holistic support for development and learning.</p>	<p>Relationship between curriculum, development and learning not synthesized.</p> <p>Curriculum strategies identified not supportive of infant/toddler development and learning.</p>	

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	Identifies standards, evidenced-based practices, and young children's experiences, abilities and interests that inform curriculum choices.				
<p>CPD3: Plans and implements, in partnership with families, culturally, individually, and developmentally responsive curricular strategies and interactions that nurture infant/toddler development, learning, mental health, and well-being.</p> <p>NAEYC: 1c, 2c, 3a, 4a, 5a, 5b IPTS: 1B, 1C, 8A, 8G ITC: 2-4D2, 2-4D6, 5C1, 5D2, 5D3, 5D4, 5D5, 5D6, 5D7</p>	<p>Develops daily curriculum, in partnership with families, that respects family culture, beliefs and values, the individual needs, preferences and abilities of infants and toddlers, and is based on research.</p> <p>Develops daily curriculum for infants and toddlers that incorporates relationships and play and maintains continuity of expectations across early childhood caregivers and settings.</p> <p>Develop daily curriculum supportive of young children's emerging understanding of literacy, math, and science.</p> <p>Identifies strategies supportive of family knowledge of the importance of high-quality curriculum in infant/toddler settings.</p>	<p>Develops daily curriculum, in partnership with families, that respects family culture, beliefs and values, the individual needs, preferences and abilities of infants and toddlers, and is based on research.</p> <p>Develops daily curriculum for infants and toddlers that incorporates relationships and play and maintains continuity of expectations across early childhood caregivers and settings.</p> <p>Develop daily curriculum supportive of young children's emerging understanding of literacy, math, and science.</p>	<p>Develops daily curriculum that respects family culture, beliefs and values, the individual needs, preferences and abilities of infants and toddlers.</p> <p>Develops daily curriculum for infants and toddlers that incorporates relationships and play.</p> <p>Develop daily curriculum supportive of young children's emerging understanding of literacy, math, and science.</p>	Develops daily curriculum.	
<p>CPD4: Adapts instructional practices through the use of tools and strategies supportive of the development, learning, mental health, and well-being of infants and toddlers.</p> <p>NAEYC: 1c, 5c IPTS: 9E ITC: 2-4E19, 5E19</p>	<p>Utilizes common types of adaptive equipment and accommodations to support the development, learning, mental health, and well-being of infants and toddlers.</p> <p>Provides evidence-base for adaptations.</p>	<p>Utilizes common types of adaptive equipment, adaptations, accommodations, and modifications to support the development, learning, mental health, and well-being of infants and toddlers.</p>	Adapts instructional practices to support infant/toddler development and learning.	Adaptations to instructional practices supportive of the unique developmental needs of infants and toddlers not incorporated.	
<p>CPD5: Justifies and advocates for practices in infant and toddler care and education supportive of young children's healthy development and learning.</p> <p>NAEYC: 4a, 4b, 4c IPTS: 8A ITC: 5E11</p>	<p>Justifies strategies that support infant/toddler communication, well-being, and positive interactions with their physical and social world.</p> <p>Advocates for interactions and care environments that support and enhance the healthy development and learning of young children.</p> <p>Supports families as partners in advocating for nurturing, responsive infant/toddler care environments.</p>	<p>Justifies strategies that support infant/toddler communication, well-being, and positive interactions with their physical and social world.</p> <p>Advocates for interactions and care environments that support and enhance the healthy development and learning of young children.</p>	<p>Identifies strategies that support infant/toddler communication, well-being, and positive interactions with their physical and social world.</p> <p>Identifies interactions and care environments that support and enhance the healthy development and learning of young children.</p>	Identifies inappropriate strategies related to infant/toddler communication, well-being, and positive interactions with the physical and social world.	

Green=Level III

Orange=Level IV

Blue=Level V