

Curriculum Rating Rubric

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The term *curriculum* has many different definitions but is generally considered “a complex idea containing multiple components including goals, content, pedagogy, and instructional practices” (NAEYC-NAECS/SDE, 2003, p. 6). Curriculum serves as a comprehensive guide for instruction and day-to-day interactions with young children and is conceptualized as the foundation upon which services are systematically designed, implemented, and evaluated (Division for Early Childhood, 2007; Hojnosi & Missall, 2006; Pretti-Frontczak, Jackson, McKeen, & Bricker, 2008). A *framework* is defined as underlying support or a means by which information can be classified and organized. Thus, we use the term curriculum framework to mean the underlying support or foundation from which all practices related to promoting children’s growth and development are identified, implemented, and evaluated.

In particular, we propose that curriculum frameworks as defined here are dynamic systems that serve as the foundation for high quality early childhood programs. Specifically, a curriculum framework enables personnel to (a) promote active engagement and learning; (b) individualize and adapt practices for each child based on current data; (c) provide opportunities for children’s learning within daily routines; and (d) ensure collaboration and shared responsibilities among families and professionals (Grisham-Brown, Hemmeter, & Pretti-Frontczak, 2005). The acronym ASAP meaning “as soon as possible” was borrowed in an effort to support educators in understanding and remembering the elements of our recommended curriculum framework including (a) assessment, (b) scope and sequence, (c) activities and instruction, and (d) progress monitoring.

Purpose:

The purpose of the Curriculum Framework Rating Rubric is to provide programs a means for assessing current practices related to assessment, scope and sequence, activities and instruction, and progress monitoring.

Directions:

- 1) Review each of the rubric items either individually or as a team
- 2) Determine on a scale of 1-6, the extent to which current practices meets the criterion statement

1	2	3	4	5	6
	Sometimes meets all criteria	Often meets all criteria	Most of the time meets all criteria	Almost always meets all criteria	
Does not meet any criteria	<i>OR</i> Inconsistently meets part of the criteria	<i>OR</i> Consistently meets part of criteria	<i>OR</i> Inconsistently meets most of criteria	<i>OR</i> Consistently meets most of the criteria	Consistently meets all criteria

- 3) Review the scores provided for each rubric item to determine the strengths of the current system and any gaps that may be present
- 4) Determine steps needed to strengthen the program’s early childhood system.

References:

Division for Early Childhood’s companion document to the 2003 joint position statement *Early Childhood Curriculum, Assessment and Program Evaluation-Building and Effective, Accountable System in Programs for Children Birth through Age 8* of National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State (NAECS/SDE).

Grisham-Brown, J. L., Hemmeter, M. L., & Pretti-Frontczak, K. L. (2005). *Blended Practices for Teaching Young Children in Inclusive Settings*. Paul Brookes Publishing Company.

Hojnoski, R. L., & Missall, K. N. (2006). Addressing school readiness: Expanding school psychology to early education. *School Psychology Review, 35*, 602–614.

NAEYC and NAECS/SDE (2003). *Early Childhood Curriculum, Assessment, and Program Evaluation Building an Effective, Accountable System in Programs for Children Birth through Age 8*. Retrieved January 27, 2004 from http://www.naeyc.org/resources/position_statements/CAPEexpand.pdf

Pretti-Frontczak, K., Jackson, S., McKeen, L., & Bricker, D. (2008). Supporting quality curriculum frameworks in early childhood programs. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 1249-1259). Washington, D.C.: National Association of School Psychologists. Texas: Psychological Corporation.

Quality Curriculum Framework

<i>Assessment Element</i>						
1) The curriculum framework includes an assessment that is designed for planning and guiding instruction	1	2	3	4	5	6
2) The assessment items and procedures are authentic	1	2	3	4	5	6
3) The assessment items and procedures are culturally, linguistically, and individually non-biased	1	2	3	4	5	6
4) The assessment items and procedures are flexible and allow for children to respond in multiple ways	1	2	3	4	5	6
5) The assessment is conducted across time, people, and settings	1	2	3	4	5	6
6) Families and other caregivers are involved in the assessment process	1	2	3	4	5	6
7) Assessment results provide a comprehensive description of children’s current skills and abilities	1	2	3	4	5	6
8) Assessment results are purposefully used for program planning	1	2	3	4	5	6
<i>Scope and Sequence Element</i>						
1) The curriculum framework includes scope (what should be taught) and sequence (guidance for the order in which to teach)	1	2	3	4	5	6
2) The scope addresses all developmental areas	1	2	3	4	5	6
3) The scope addresses all content areas	1	2	3	4	5	6
4) The sequence reflects known developmental, pedagogical, and logical principles and practices	1	2	3	4	5	6
5) The scope and sequence includes meaningful and functional skills and concepts	1	2	3	4	5	6
6) The scope and sequence is aligned with federal/state/local standards or outcomes	1	2	3	4	5	6

<i>Activities and Instruction Element</i>						
1) The curriculum framework includes activities and instructional practices	1	2	3	4	5	6
2) The activities and instructional practices are accessible to all children	1	2	3	4	5	6
3) The activities and instructional practices are developmentally appropriate and culturally and linguistically responsive	1	2	3	4	5	6
4) The activities and instructional practices address all areas of development and learning	1	2	3	4	5	6
5) The activities and instructional practices are tiered	1	2	3	4	5	6
6) The activities and instructional practices are responsive to children's individual strengths and needs	1	2	3	4	5	6
7) The activities and instructional practices include multiple and varied embedded learning opportunities	1	2	3	4	5	6
8) The activities and instructional practices include hands-on experiences	1	2	3	4	5	6
9) The activities and instructional practices are presented in a variety of daily events	1	2	3	4	5	6
10) The activities and instructional practices link directly to children's immediate and long-term goals	1	2	3	4	5	6
11) The classroom schedule and environment is arranged to support the activities and instructional practices	1	2	3	4	5	6
<i>Progress Monitoring Element</i>						
1) The curriculum framework includes methods for ongoing monitoring of children's progress	1	2	3	4	5	6
2) Progress monitoring methods are authentic	1	2	3	4	5	6
3) Progress monitoring methods are culturally, linguistically, and individually non-biased	1	2	3	4	5	6

4) All areas of development and learning are monitored	1	2	3	4	5	6
5) Changes in children’s strengths, needs, and emerging skills are detected	1	2	3	4	5	6
6) The intensity and frequency of progress monitoring is tailored to individual children’s needs	1	2	3	4	5	6
7) Families and other caregivers are involved in progress monitoring	1	2	3	4	5	6
8) Multiple sources are used to inform information for progress monitoring	1	2	3	4	5	6
9) Progress monitoring results are purposefully used for modifying and revising elements of the curriculum framework	1	2	3	4	5	6
<i>Overall Curriculum Framework</i>						
1) The curriculum framework is acceptable to all key stakeholders	1	2	3	4	5	6
2) The curriculum framework represents the program’s mission, philosophy, and values	1	2	3	4	5	6
3) The curriculum framework is comprehensive and integrated	1	2	3	4	5	6
4) The elements of the curriculum framework are dynamic and flexible	1	2	3	4	5	6
5) The curriculum framework includes positive physical and social environmental supports	1	2	3	4	5	6
6) Implementation of the curriculum framework is a collaborative effort	1	2	3	4	5	6