**ECED Activity Plan Assessment Rubric**

| **Standard/****Competency** | **Criteria**  | **Fails to Meet Expectations****(0 points)** | **Progressing toward Expectations****(1 point)** | **Meets Expectations****(2 points)** | **Exceeds** **Expectations****(3 points)** |
| --- | --- | --- | --- | --- | --- |
| **Activity Plan** |
| **PPR EC-3**St 19 TAC §235.11(b)(4)**Teacher Standards**Standard 1(A)i | **Developmentally Appropriate Standards****(2.5%)** | 1. ELG, PKG, or TEKS is missing.

AND1. ELPS is missing.
 | 1. ELG, PKG, or TEKS does *not* match the age-level/grade of the student.

AND/OR1. ELG, PKG, or TEKS is incomplete

AND/OR1. ELG, PKG, or TEKS does *not* match the lesson topic and lesson objective.

AND/OR1. ELPS is *not* **developmentally appropriate, standards-driven, and motivates students to learn.**
 | 1. One content ELG, PKG, or TEKS is identified as the focus of the lesson

AND1. Guideline/Standard matches the age-level/grade of the student.

AND1. One ELPS is identified as the focus point of the lesson and is **developmentally appropriate, standards-driven, and motivates students to learn.**

AND 1. Content ELG, PKG, or TEKS are written in their complete form (including the number and full Statement)

AND1. ELG, PKG, or TEKS matches the lesson topic and lesson objective.
 | In addition to the criteria for Meets Expectations:1. the Content Guideline/ Standard is integrated with another content area or domain.

AND1. The choice of ELPS standard supports learning of the Content Guideline/ Standard.
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| **PPR EC-3**St 19TAC  §235.11(b)(2)§235.11(c)(4)**Test 292 –** Competency 007(D)**Test 293 –** Competency 006(L)**Teacher Standards**Standard 2(B)iii**Technology Applications**7.2k, 7.3k, 7.9s | **Developmentally Appropriate Content****and Language** **Objectives** **(5%)** | 1. Content objective is missing

AND1. Language objective is missing.
 | 1. The content objective is not **developmentally appropriate, standards-driven, or motivating for** **students to learn.**

AND/OR1. The content objective is *not* aligned to the guideline/standard.

AND/OR1. Language objective demonstrated does *not* that support learning of the content objectives and is aligned to the ELPS.

AND/OR1. Content objectives does *not* address the Audience, Behavior, and Degree.

AND/OR1. Language objective is *not* aligned with the ELPS and addressed Who Does What, and How.
 | 1. Content Objective is **developmentally appropriate, standards-driven, and motivates students to learn.**

AND1. The content objective **effectively communicates goals, expectations, and objectives to help all students reach a higher level of achievement** aligned with the guideline/standard.

AND1. Language objective demonstrated an **understanding of the role of language and culture in learning, as well as how to modify instruction to support language acquisition to ensure that both language and instructions are accessible across the content** and support the learning of the content objectives and is aligned to the ELPS.
2. Content objective addresses the Audience, Behavior, and Degree.

AND1. Language objective is aligned to the ELPS and addresses Who Does What, and How.
 | In addition to the criteria for Meets Expectations, 1. the content objective includes the Condition.
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| **Test 292** Competency 005(A)**Teacher Standards**Standard 4(B)ii | **Preparation and Materials****(5%)** | 1. Description of the preparation is missing.

AND1. Materials list is missing.
 | 1. Description of how the environment will be set up for the activity including furniture arrangement and the placement of materials is limited or missing

AND/OR1. Description of any materials the candidate created or prepared for the activity is incomplete or missing.

AND/OR1. The list of materials/

resources and links necessary for the activity is missing more than two items.AND/OR1. Included description of all supportive documents required to teach the lesson is limited or missing

AND/OR1. Choice of materials failed to **demonstrate knowledge of strategies for structuring the physical environment to promote active participation and independence in young children.**
 | 1. Includes a description of how the environment will be set up for the activity including furniture arrangement and the placement of materials.

AND1. Included a description of any materials the candidate created or prepared for the activity.

AND1. Included list of all materials/resources and links necessary for the activity (books must include a reference in APA format.)

AND1. Included description of all supportive documents required to teach the lesson.

AND1. Choice of materials **demonstrated knowledge of strategies for structuring the physical environment to promote active participation and independence in young children.**
 | In addition to the criteria for Meets Expectations1. list included the number of items needed.
2. Includes a copy of all supportive documents
3. Included links to any digital materials like videos or presentations.
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| **PPR EC-3**St 19 TAC §235.11(b)(6)St 19 TAC §235.11(e)(4)St 19 TAC §235.11(e)(8)**Test 292** Competency 005(A)(E)**Teacher Standards**Standard 1(C)iiStandard 4(D)iii | **Classroom Environment/ Student Groupings****(5%)** | 1. Description of classroom environment is missing.

AND1. Description of student groupings was missing.
 | 1. Description of the physical classroom environment for the lesson including area if the room, furniture arrangement, location of materials, location of learning stations, etc. lacked details or was missing.

AND/OR1. Description of physical environment lacked or included limited details **about flexibility and how it was able to accommodate the different learning needs of students.**

AND/OR1. Description failed to demonstrate knowledge **of strategies for structuring the physical environment to promote active participation and independence in young children.**

AND/OR1. Description lacked or included limited **procedures for effectively managing student groupings (pairing students, individual, small-groups) to facilitate learning.**
 | 1. Included description of the physical classroom environment for the lesson including area if the room, furniture arrangement, location of materials, location of learning stations, etc.

AND1. Description of physical environment included details about **flexibility and how it was able to accommodate the different learning needs of students.**

AND1. Description demonstrated knowledge **of strategies for structuring the physical environment to promote active participation and independence in young children.**

AND1. Description included **procedures for effectively managing student groupings (pairing students, individual, small-groups) to facilitate learning.**
 | In addition to the criteria for Meets Expectations1. list included the number of items needed.
2. the description includes specific details with relevant examples.
 |
|  | **Vocabulary****(2.5%)** | 1. Vocabulary words and definitions were missing
 | 1. Included fewer than three new vocabulary that students will encounter during the play.

OR1. Did not include age-appropriate definitions included for each vocabulary word.
 | 1. Activity plan included at least three new vocabulary that students will encounter during the activity.

AND1. Age-appropriate definitions were included for each vocabulary word.
 | In addition to the criteria for Meets Expectations1. the vocabulary words are 2 and 3-tier words that extend the learning.
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| **EC-3 PPR**St 19 TAC §235.11(b)(5) **Test 292**Competency 006(C)**Teacher Standards**Standard 1(C)i | **Accommodations/Modifications/Differentiation****(5%)** | 1. Description of accommodations and/or modifications was missing

AND1. Methods/ techniques for differentiating the activity was missing.
 | 1. Description of accommodations and/or modifications was limited or not appropriate for the student’s IEP or 504 plan

AND/OR1. Description of how the candidate planned to differentiate the activity to meet the needs of all children. used, etc. was limited or missing.

AND/OR1. Some of the methods/techniquesof differentiating instructionwere not aligned **to diverse student needs, including acceleration, remediation, and implementation of individual education plans**.

AND/OR1. Some of the methods/ techniques were built **on students’ individual interests, primary language, and prior knowledge and promoted the development of prerequisite skills** **and positive dispositions toward learning in the content areas.**
 | 1. Included specific accommodations and/or modifications for children with an IEP or 504 plan.

AND1. Included a description of how the candidate planned to differentiate the activity to meet the needs of all children. used, etc.

AND1. Each method/techniqueof differentiating **instruction aligned to diverse student needs, including acceleration, remediation, and implementation of individual education plans**.

AND1. Each method/ technique was built **on students’ individual interests, primary language, and prior knowledge and promoted the development of prerequisite skills** **and positive dispositions toward learning in the content areas.**
 | In addition to the criteria for Meets Expectations1. the description includes specific details with relevant examples.
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| **PPR EC-3**St 19 TAC §235.11(e)(7)**Test 292** Competency 005(C) | **Opening Transition****(2.5%)** | 1. Did *not* plan an **effective Opening Transition to support children’s emotional development, effectively manage instructional activities, and promote children’s sense of security and independence**

AND 1. Opening Transition *did not* move the students physically and mentally into the activity.
 | 1. Opening Transition failed to support **children’s emotional development, effectively manage instructional activities, and promote children’s sense of security and independence**

AND/OR 1. Opening Transition *did not* move the students physically and mentally into the activity.
 | 1. Planned effective Opening Transition to **support children’s emotional development, effectively manage instructional activities, and promote children’s sense of security and independence**

AND1. Opening Transition that moved the students physically and mentally into the activity.
 | In addition to the criteria for Meets Expectations1. the activity is outlined with enough detail that it could be replicated.
 |
|  | **Invitation/ Provocation****(10%)** | 1. Missing a description of the Invitation/

Provocation | 1. Included a description of the invitation/provocation.

AND/OR1. Invitation/Provocation provokes and/or extends children's ideas and thinking about the play activity.
 | 1. Included a description of the invitation/provocation.

AND1. Invitation/Provocation provokes and/or extends children's ideas and thinking about the play activity.
 | In addition to the criteria for Meets Expectations1. the description included how the Invitation/
2. Provocation relates to the objective of the activity.
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| **PPR EC-3**St 19 TAC §235.11(b)(1)St 19 TAC §235.11(b)(7)**Test 292**Competency 012(B)**Teacher Standards**Standard 1(A)iiiStandard 1(C)iii | **Activity Description****(10%)** | 1. Activity description is missing
 | 1. Activity failed to align with one or more of the listed objectives or **build coherently toward mastery of the behavioral and language objectives**.

AND/OR1. Activity description is unclear or disorganized.

AND/OR1. Activity was *not***developmentally appropriate for young children.**

AND/OR1. Activity failed to build on students' prior knowledge and used **strategies that maximize student engagement.**
2. The activity failed to **integrate oral, written, graphic, kinesthetic, and/or tactile methods to teach the key concept.**
 | 1. Activity aligned with the listed objectives and **builds coherently toward mastery of the behavioral and language objectives**.

AND1. Activity description is **clear, well-organized**

AND1. Activity is **developmentally appropriate for young children.**

AND1. Activity builds on students' prior knowledge and uses **strategies that maximize student engagement.**

**AND**1. Activity **integrated oral, written, graphic, kinesthetic, and/or tactile methods to teach the key concept.**
 | In addition to the criteria for Meets Expectations1. the activity is **responsive to children’s diverse interests, knowledge, skills, and experiences.**
 |
|  | **Supportive Strategies During the Activity****(10%)** | 1. Missing description of the supportive strategies to support children during the activity.
 | 1. Description did *not* include what the candidate planned to do and say to support students’ learning during the activity.
2. Description did *not* include specific support strategies used to guide students toward mastery of the objective.
 | 1. Included detailed description including, what the candidate planned to do and say to support students’ learning during the activity.

AND1. Included specific support strategies used to guide students toward mastery of the objective.
 | In addition to the criteria for Meets Expectations1. The support strategies are responsive to the students' needs and are outlined with enough detail that they could be replicated.
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| **PPR EC-3**St 19 TAC §235.11(e)(7)**Test 292** Competency 005(C) | **Closing Transition****(2.5%)** | 1. Closing transition was missing.
 | 1. Did *not* plan **effective Closing Transition** AND/OR
2. Closing Transition *did not* move the students physically and mentally into the activity.
 | 1. Planned **effective Closing Transition to support children’s emotional development, effectively manage instructional activities and promote children’s sense of security and independence**.

AND1. Closing Transition moved the students physically and mentally into the activity.
 | In addition to the criteria for Meets Expectations1. the description included how the Closing Transition allows for student reflection on learning.
 |
| **PPR EC-3**Standard 19 TAC §235.11(b)(12)(13)§235.11(c)(5)**Test 292**Competency 011(F) | **Student Reflection and Representation of Learning****(5%)** | 1. Description of student reflection and representation of learning was missing.
 | 1. Description of how students represented and/or reflected on new learning, information, and experiences lacked details or was unclear.

AND/OR1. Student representation of learning and/or reflection was *not* aligned with the objective, activity, and/or assessment.
 | 1. Included detailed description of how students represented and/or reflected on new learning, information, and experiences.

AND1. Student representation of learning and/or reflection was aligned with the objective, activity, and assessment.
 | In addition to the criteria for Meets Expectations1. Included work samples of student representation of learning
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| **PPR EC-3**Standard 19 TAC §235.11(b)(14)§235.11(f)(1)(2)**Teacher Standards**Standard 1(F)iStandard 5(A)iStandard 5(C)i | **Assessment/****Teacher Documentation of Learning****(5%)** | 1. Description of assessment/

teacher documentation of learning was missing | 1. Description of how the candidate determined if student mastery of each objective lacked detail or was unclear.

AND/OR1. The assessment was not aligned with the objective and the activity.

AND/OR1. Description of how you will record and document each student's progress towards mastery of the objective(s) lacked detail or was unclear.
 | 1. Included a detailed description of how the candidate determined mastery of each objective.

AND1. The assessment was aligned with the objective and the activity.

AND1. Included detailed description of how the candidate recorded and documented each student's progress towards mastery of the objective(s).
 | In addition to the criteria for Meets Expectations1. the assessment was authentic and hands-on.
 |
| **Candidate Reflection** |
| **PPR EC-3**St 19 TAC §235.11(g)(1)(2)**Teacher Standards**Standard 6(B)ii | **Describe****(5%)** | 1. Missing description of the total number of children participating and the total number of children refusing the activity.

AND1. Missing description of what went well.

AND1. Missing description of issues/problems
 | 1. Description of the total number of children participating and the total number of children refusing the activity was limited

and missing details.AND/OR1. Vague description of what went well that failed to include details.

AND/OR1. Vague description of issues/problems that failed to include details.
 | 1. Description of the total number of children participating and the total number of children refusing the activity.

AND1. Description of what went well.

AND1. Description of issues/problems.
 | In addition to the criteria for Meets Expectations1. the description includes specific details with relevant examples.
 |
| **PPR EC-3**St 19 TAC §235.11(g)(1)(2)**Teacher Standards**Standard 6(B)ii | **Analyze/Reflect – Invitation/****Provocation (2.5%)** | 1. Reflection on invitation/

provocation was missing. | 1. Reflection on the student’s response to the Support Strategies
2. Analysis of why the student responded in that manner.
 | 1. Reflection on the student’s response to the Support Strategies

AND1. Analysis of why the student responded in that manner.
 | In addition to the criteria for Meets Expectations1. the description includes specific details with relevant examples.
 |
| **PPR EC-3**St 19 TAC §235.11(g)(1)(2)**Teacher Standards**Standard 6(B)ii | **Analyze/Reflect – Supportive Strategies****(2.5%)** | 1. Reflection on supportive strategies was missing.
 | 1. Reflection on the student’s response to the Support Strategies
2. Analysis of why the student responded in that manner.
 | 1. Reflection on the student’s response to the Support Strategies

AND1. Analysis of why the student responded in that manner.
 | In addition to the criteria for Meets Expectations1. the description includes specific details with relevant examples.
 |
| **PPR EC-3**St 19 TAC §235.11(g)(1)(2)**Teacher Standards**Standard 6(B)ii | **Analyze/Reflect - Student Learning****(2.5%)** | 1. Reflection on student learning was missing.
 | 1. Reflection included a discussion of the impact of the lesson on students.

AND/OR1. Reflection made

connections with the candidate’s own values, goals, or teaching philosophy. | 1. Reflection included a discussion of the impact of the lesson on students.

AND1. Reflection made connections with the candidate’s own values, goals, or teaching philosophy.
 | In addition to the criteria for Meets Expectations1. the description includes specific details with relevant examples.
 |
| **PPR EC-3**St 19 TAC §235.11(g)(1)(2)**Teacher Standards**Standard 6(B)ii | **Reflection on Candidate Learning****(2.5%)** | 1. Reflection on candidate learning was missing.
 | 1. Reflection included a limited or missing description of what the candidate learned about the total experience.

AND/OR1. Reflection included a limited or missing description of how their knowledge and ability to impact student learning.

AND/OR1. Reflection made little or no connections with the candidate’s own values, goals, or teaching philosophy.

AND/OR1. Reflection included a limited or unclear description of candidates’ own strengths and professional learning needs.
 | 1. Reflection included a description of what the candidate learned about the total experience.

AND1. Reflection included a description of how their knowledge and ability to impact student learning.

AND1. Reflection made connections with the candidate’s own values, goals, or teaching philosophy.

AND1. Reflection included a clear description of candidates’ own strengths and professional learning needs.
 | In addition to the criteria for Meets Expectations1. the description includes specific details with relevant examples.
 |
| **PPR EC-3**St 19 TAC §235.11(g)(1)(2)**Teaching Standards**Standard 6(B)i | **Cooperating Teacher Feedback****(5%)** | 1. Did *not* include copy of completed Cooperating Teacher Feedback form.

AND1. Reflection did *not* address the **feedback received from the Cooperating Teacher including how the candidate will apply the feedback to their future teaching.**
 | 1. Did *not* include copy of completed Cooperating Teacher Feedback form.

AND/OR1. Reflection did *not* address the **feedback received from the Cooperating Teacher, including how the candidate will apply the feedback to their future teaching.**
 | 1. Included a copy of the completed Cooperating Teacher Feedback form.

AND1. Reflection addressed the **feedback received from the Cooperating Teacher, including how the candidate will apply the feedback to their future teaching.**
 | In addition to the criteria for Meets Expectations1. the description includes specific details with relevant examples.
 |
| **PPR EC-3**St 19 TAC §235.11(g)(1)**Teaching Standards** Standard 6(A)i | **Plan for Future****(5%)** | 1. A plan for the future was not included.
 | 1. Reflection included a limited or missing description of the direction/ content of the following lessons.

AND/OR1. Reflection included a limited or missing description of how a candidate will **use this teaching experience to develop action plans for improvement of their future teaching and professional learning needs.**
 | 1. Reflection Indicated the direction/content of the following lessons.

AND1. Reflection included a description of how the candidate will **use this teaching experience to develop action plans for improvement of their future teaching and professional learning needs.**
 | In addition to the criteria for Meets Expectations1. the description includes specific details with relevant examples.
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| **Technology Applications**Standard 2.1k; 2.7s; 2.8s, 5.4s, 6.20s, 6.30s, 7.8s | **Grammar, Spelling, and Mechanics****(5%)** | 1. **Digital presentation of information was *not* designed in a way that promotes effective communication**

AND1. They did not use a variety of tools to create documents or **a variety of media tools to select, store, and deliver products.**
2. Written documents fail to **model respect for intellectual property when manipulating, morphing, and editing graphics and text.**

AND1. Written documents fail to **use font attributes, color, white space, and graphics to ensure that products are appropriate for multiple communication media, including monitor display, Web, and print.**
 | 1. **Digital presentation of information was *not* designed in a way that promotes effective communication**

AND/OR1. Did *not* **use a variety of tools to create documents and a variety of media tools to select, store, and deliver products.**

AND/OR1. Written documents fail to **model respect for intellectual property when manipulating, morphing, and editing graphics and text.**

AND/OR1. Written documents fail to **use font attributes, color, white space, and graphics to ensure that products are appropriate for multiple communication media, including monitor display, Web, and print.**

AND/OR1. Written documents **use relevant publication standards and graphic design principles to plan, create, and edit a digital publication.**
 | 1. **Digital presentation of information is designed in a way that promotes effective communication**

**AND**1. **Used a variety of tools to create documents and a variety of media tools to select, store, and deliver products.**

AND1. Written documents **model respect for intellectual property when manipulating, morphing, and editing graphics and text.**

AND1. Written documents **use font attributes, color, white space, and graphics to ensure that products are appropriate for multiple communication media, including monitor display, Web, and print.**

**AND**1. Written documents **use relevant publication standards and graphic design principles to plan, create, and edit a digital publication.**
 | In addition to the criteria for Meets Expectations1. all written documents are well written and free of spelling/ grammar errors.

AND1. All written documents are creative and visually interesting.
 |