EARLY CHILDHOOD EDUCATION

EARLY CHILDHOOD EDUCATION
An *individual event* recognizes participants who demonstrate their ability to use knowledge and skills gained from their enrollment in a Family and Consumer Sciences program. Participants must prepare a *portfolio* and a *resource container*. On site, participants must plan and present an activity related to the theme to evaluators in response to a case study provided during the event and an oral presentation describing the activity.

ELIGIBILITY & GENERAL INFORMATION
1. Review "Eligibility and General Rules for All Levels of Competition" on page 8 prior to event planning and preparation.
2. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for *electronic portfolio* presentation at competition.
3. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one–year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference (NLC) and must be the work of the participant(s) only.
4. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your State Adviser for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
5. Participants who do not follow the event guidelines or the definition of the event, or if they create an item that does not align with the current event theme, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMENT			
Human Services	**Hospitality & Tourism**	**Education & Training**	**Visual Arts & Design**
■		■	

EVENT LEVELS			
Level 1: Through Grade 8	**Level 2: Grades 9–10**	**Level 3: Grades 11–12**	**Level 4: Postsecondary**
	■	■	■
See page 7 for more information on event levels.			

GENERAL INFORMATION			
Number of Participants per Entry	**Prepare Ahead of Time**	**Equipment Provided for Competition**	**Competition Dress Code**
1	*Portfolio* and *Resource Container*	Table–Yes Electrical Access–No Wall Space–No Supplies–No Wi-Fi – No	FCCLA Official Dress

PRESENTATION ELEMENTS ALLOWED								
Audio	**Easel(s)**	**File Folder**	**Flip Chart(s)**	**Portfolio**	**Props/ Pointers**	**Skits**	**Presentation Equipment**	**Visuals**
	■			■	■	*	*	*
* *Skits* may not be used during the oral presentation but may be used during presentation of the onsite case study activity. *Presentation Equipment* is allowed only for presentation of *electronic portfolio* and Activity Plan Presentation. *Visuals* are limited to the *contents* of the *resource container* and any software needed for Activity Plan Presentation.								

EARLY CHILDHOOD EDUCATION
ANNUAL THEME

ANNUAL THEME
The Four Seasons (Fall, Winter, Spring, Summer)

EARLY CHILDHOOD EDUCATION
COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 2	LEVELS 3 & 4
Each participant will submit a *portfolio* (*hardcopy* or electronic) to the event Room Consultant at the designated participation time and inform evaluators of their chosen age category (possible age categories are 2–3, 4–5 or 6–8 years old).		
Room Consultant will check the *resource container* and give the case study to the participant to plan for the activity.		
20 minutes	Room consultants and evaluators will have 20 minutes to preview the *portfolio* while the participant plans the activity using materials from the *resource container*.	
10 minutes	The presentation of the activity may be up to 10 minutes in length. A one–minute warning will be given at 9 minutes. The participant will be stopped at 10 minutes.	
5 minutes	Following the presentation, evaluators will have 5 minutes to interview the participant.	
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.	
Total Time: 40 Minutes		

EARLY CHILDHOOD EDUCATION
SPECIFICATIONS

PORTFOLIO FORMAT (CHOOSE ONE)	
Hardcopy Portfolio	The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *content divider pages*, must fit within the cover, be one–sided and may not exceed 38 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a *hardcopy portfolio* has been turned in to evaluators, participants may not switch to an *electronic portfolio*.
Electronic Portfolio	An *electronic portfolio* may be either in PowerPoint, Prezi or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* and the hardware (method) to view it (i.e., equipment, files, projectors, screens, laptops) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the *technology* used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio*. *Portfolio* may not exceed 49 slides, as described below.

SPECIFICATIONS		LEVEL 2	LEVELS 3 & 4
Up to 1– 8 ½" x 11" page or 1 slide	*Project Identification Page*	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but cannot be larger.	
1– 8 ½" x 11" page or 1 slide	**Table of *Contents***	List the parts of the *portfolio* in the order in which the parts appear.	
1– 8 ½" x 11" page or 2 slides	**FCCLA *Planning Process* Summary Page**	Summarize how each step of the *Planning Process* was used to plan and implement the project; use of the *Planning Process* may also be described in the oral presentation.	

SPECIFICATIONS		LEVEL 2	LEVELS 3 & 4
1– 8 ½" x 11" page or 1 slide	Evidence of Online Summary Form Submission	Complete the *Online Project Summary Form* located on the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the *portfolio*.	
0–4 *Content* Divider/section pages or slides	*Content Divider Pages* or sections	Use 0 to 4 *Content* Divider/section pages or slides. *Content* Divider/section pages may be tabbed, may contain a title, a section name, *graphic* elements, thematic decorations and/or page numbers. They must not include any other *content*.	
Up to 30 8 ½" x 11" pages or 40 slides	Documentation of Experience/Occupational Coursework	Document evidence of units, courses, volunteer and/or paid positions related to Early Childhood Education within the last 4 years.	
	Lesson Plans	Include 2 *lesson plan* examples exhibiting a variety of Early Childhood Education concepts (ex. science, math, music, art). Sample *lesson plans* format may be participant's choice.	Include 3 *lesson plan* examples exhibiting a variety of Early Childhood Education concepts (ex. science, math, music, art). Sample *lesson plans* format may be participant's choice.
	Lesson Plans: Learning Objectives	Include at least 2 learning objectives in each *lesson plan*.	Include at least 3 learning objectives in each *lesson plan*.
	Lesson Plans: Instructional Strategies and Rationale	Include at least 2 instructional strategies and rationale(s) in each *lesson plan*.	Include at least 3 instructional strategies and rationale(s) in each *lesson plan*.
	Lesson Plans: Assessment	Include at least 2 assessments in each *lesson plan*.	Include at least 3 assessments in each *lesson plan*.
	Evidence of Skills	Show evidence of actual implementation of a *lesson plan*(s) included in *portfolio* (ex. pictures, classroom teacher evaluation, samples of hands–on activities, handouts, etc.).	
	Evidence of Developmental Knowledge	Create a chart with information of age–appropriate activities based on developmental stages, ages 2–3, 4–5 or 6–8 years, as chosen by the participant	Show evidence developed within the past 4 years of knowledge of age–appropriate activities based on developmental stages, ages 2–3, 4–5 or 6–8 years (ex. chart, listing, diagram essay developed by the participant).

PRESENTATION FORMAT	
Activity Plan and Presentation	Participant will be given a case study (type of activity, number of children, setting) and an activity topic related to the year's theme for the age category that they have selected (possible age categories: of 2–3, 4–5 or 6–8 years old). Activity plan topics may include, but are not limited to, general areas such as physical activity, science and reading readiness. Participants must complete a written activity plan and adaptations required by the case study for their presentation using the blank form provided. Only the materials and supplies in the participant's *resource container* may be used to complete the activity plan. *Presentation Equipment* is allowed for presentation of Activity Plan Presentation. *Visuals* are limited to the *content* of the *resource container* and any software needed for Activity Plan Presentation. **The case study activity plan must be original and cannot be one of the activities from the portfolio.**

SPECIFICATIONS	LEVEL 2	LEVELS 3 & 4
Activity Plan	Include learning objective, instructional strategies/rationale, setting, materials, activity, modifications and assessment. Submit one copy.	
Selection of Activity	Explain chosen age–appropriate activity for early childhood activity plan.	

EARLY CHILDHOOD EDUCATION
SPECIFICATIONS (CONTINUED)

Use of Resource Materials & Supplies	Detail use of creativity, safety and variety while completing activity plan.
Modification	Prepare 2 modifications for each *lesson plan*.
Assessment	Prepare 2 formative and/or summative assessments for each *lesson plan*.
Introduction	Express directions, instructions and objectives with clarity.
Activity	Present activity with organization; focus on *content*, accuracy of information, age–level appropriateness, sequence of events/activities, pace and transitions.
Wrap–up	Reinforce lesson objective with appropriate summary.

PRESENTATION FORMAT	
Presentation Skills	The oral presentation of the activity plan may be up to 10 minutes in length and is delivered to evaluators. Participants may choose to present the activity plan as a demonstration and/or explanation of the activity plan as implemented with children.

SPECIFICATIONS	LEVEL 2	LEVELS 3 & 4
Voice	Speak clearly with appropriate pitch, tempo and volume.	
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used.	
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage and pronunciation.	
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project.	

PRESENTATION FORMAT	
Resource Container	The *resource container* is a sturdy container with a lid holding resource materials and supplies assembled by the participant to plan and present the learning activity. All materials must fit in the closed container. The container and lid must be no larger than 17 ½" wide x 14 ½" deep x 11 ½" high. A decorative and/or informative cover may be included. Materials and supplies may include, but are not limited to, any of the following: crayons, paper, scissors, markers, craft sticks, stapler, pencil, felt, hole punch, tape, socks, songs, straws, glue, yarn, story or picture books, resource books and student–made items related to the theme, etc. Materials may be repurposed. Types and quantities of materials are determined by the participant and are limited only by the size of the container. Participant may not access Internet *resources* during planning time.

SPECIFICATIONS	LEVEL 2	LEVELS 3 & 4
Resource Container	Assemble *resources* and supplies in a container. The container with lid must be no larger than 17 ½" wide x 14 ½" deep x 11 ½" high.	

EARLY CHILDHOOD EDUCATION
Resources

A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under "Resources" > "Competitive Events" > STAR Events Resources.

- Activity Plan

- FCCLA Planning Process

- Work Cited Citation Guide

National Leadership Conference Resources

- Confirm STAR Events Instructions
    - o **Note:** This is **only** for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.

- Online Orientation Instructions
    - o **Note:** This is **only** for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.

EARLY CHILDHOOD EDUCATION

STAR EVENTS POINT SUMMARY FORM

Participant Name: _____

Chapter: _____ **State:** _____ *Team* **#:** _____ **Station #:** _____ **Level:** _____

1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a *team* does not show, write "No Show" across the top and return with other forms. Do NOT change *team* or station numbers.
2. Before student presentation, the room consultants must check participants' *portfolio* using the criteria and standards listed below and fill in the boxes.
3. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
4. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
5. At the end of competition in the room, double check all scores, names and *team* numbers to ensure accuracy. Sort results by *team* order and turn in to the Lead Consultant.
6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Confirm STAR Competition 0 or 1 points	Confirmed STAR Competition schedule in the FCCLA Adviser Portal by deadline (National Leadership Conference Only)		
	0 No	**1** Yes	
Event *Online Orientation Form* 0 or 1 points	**0** *Online Orientation Form* not completed in the Student Portal by deadline	**1** *Online Orientation Form* completed in the Student Portal by deadline	
Hardcopy Portfolio 0 or 1 point **OR**	**0** Binder is not the official FCCLA binder	**1** Binder is the official FCCLA binder	
Electronic Portfolio 0 or 1 point	**0** *Electronic Portfolio* not in viewable format to the evaluators	**1** *Electronic Portfolio* in viewable format to the evaluators	
Portfolio Pages 0–3 points	**0** *Portfolio* exceeds the page limit	**1** **2** **3** **At least 2 errors** **1 error** **no errors** *Portfolio* is completed correctly and does not exceed 38 single–sided pages or 49 slides, including: • 1 project ID page or slide • 1 table of *contents* page or slide • 1 *Planning Process* summary page or 2 slides • Project Summary Form submission proof • Up to 4 *Content Divider Pages* or slides • Up to 30 *content pages* or 40 *content* slides	
Punctuality 0 or 1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	
Dress Code 0 or 1 point	**0** Event dress code was not followed	**1** Event dress code was followed	

EVALUATORS' SCORES

		ROOM CONSULTANT TOTAL	
Evaluator 1: _____	Initials: _____	(8 points possible)	
Evaluator 2: _____	Initials: _____	**AVERAGE EVALUATOR SCORE**	
Evaluator 3: _____	Initials: _____	(92 Points Possible)	
Total Score: _____	*Divided by # of Evaluators*	**FINAL SCORE**	
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus	
_____	*Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)*	Room Consultant Score)	

RATING ACHIEVED (circle one)   **Gold:** 90–100   **Silver:** 70–89.99   **Bronze:** 1–69.99

VERIFICATION OF FINAL SCORE & RATING (please initial)

Evaluator 1: _____   Evaluator 2: _____   Evaluator 3: _____   Adult Room Consultant: _____   Event Lead Consultant: _____

EARLY CHILDHOOD EDUCATION
LEVEL 2 RUBRIC

Participant Name: _____

Chapter: _____ State: _____ *Team* #: _____ Station #: _____ Level: _____

PORTFOLIO					POINTS
FCCLA *Planning Process* **Summary Page** 0–10 points	**0** Planning Process Summary not provided	**1 2 3** Planning Process steps are not clearly summarized or are inadequate	**4 5 6** All Planning Process steps are summarized	**7 8** Evidence that the Planning Process was utilized to plan project	**9 10** The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Documentation of Coursework 0–4 points	**0** Not documented	**1** Evidence of Early Childhood Education units, courses, volunteer and/or paid positions poorly documented	**2** Evidence of Early Childhood Education units, courses, volunteer and/or paid positions loosely documented	**3** Evidence of Early Childhood Education units, courses, volunteer and/or paid positions documented	**4** Evidence of Early Childhood Education units, courses, volunteer and/or paid positions well documented	
*Lesson Plan*s 0–3 points	**0** Not included	**1** Less than 2 lesson plans included or Early Childhood Education concepts unclear	**2** 2 lesson plans included and generally exhibit a variety of Early Childhood Education concepts	**3** 2 lesson plans included and clearly exhibit a variety of Early Childhood Education concepts		
Lesson Plan **Objectives** 0–3 Points	**0** Not included	**1** Less than 2 lesson plan learning objectives included or unclear	**2** At least 2 lesson plan learning objectives evident	**3** At least 2 lesson plan learning objectives clearly evident		
Lesson Plan **Instructional Strategies & Rationale** 0–3 Points	**0** Not included	**1** Less than 2 lesson plan instructional strategies and rationale(s) included or unclear	**2** At least 2 lesson plan instructional strategies and rationale(s) evident	**3** At least 2 lesson plan instructional strategies and rationale(s) clearly evident		
Lesson Plan **Assessment** 0–3 Points	**0** Not included	**1** Less than 2 lesson plan assessments included or unclear	**2** At least 2 lesson plan assessments evident	**3** At least 2 lesson plan assessments clearly evident		
Evidence of Skills 0–4 points	**0** Not included	**1** Relevant education, skills, research and experience poorly detailed	**2** Relevant education, skills, research and experience loosely detailed	**3** Relevant education, skills, research and experience detailed	**4** Relevant education, skills, research and experience well detailed	
Evidence of Developmental Knowledge 0–4 points	**0** Not included	**1** Chart with information on age–appropriate activities based on developmental stages poorly detailed	**2** Chart with information on age–appropriate activities based on developmental stages loosely detailed	**3** Chart with information on age–appropriate activities based on developmental stages detailed	**4** Chart with information on age–appropriate activities based on developmental stages well detailed	

ACTIVITY					POINTS
Activity Plan 0–5 points	**0** Not included	**1 2** Activity plan poorly detailed or includes most components (see specifications)	**3** Activity plan loosely detailed. Includes all components (see specifications)	**4** Activity plan detailed. Includes all components (see specifications)	**5** Activity plan well–detailed. Includes all components (see specifications)	
Selection of Activity 0–5 points	**0** Not explained	**1 2** Age–appropriate activity selection explained poorly	**3** Age–appropriate activity selection mostly explained	**4** Age–appropriate activity selection explained	**5** Age–appropriate activity selection explained well	
Use of *Resources* during Activity 0–5 points	**0** Not evident	**1 2** Creativity, safety and variety while completing activity plan unclear	**3** Creativity, safety and variety while completing activity plan generally evident	**4** Creativity, safety and variety while completing activity plan evident	**5** Creativity, safety and variety while completing activity plan clearly evident	
Modification 0–3 points	**0** Not prepared	**1** Either poorly prepared or less than 2 modifications for each lesson plan presented	**2** 2 modifications for each lesson plan mostly prepared	**3** 2 modifications for each lesson plan well prepared		

EARLY CHILDHOOD EDUCATION

LEVEL 2 RUBRIC (CONTINUED)

	0	1	2			
Assessment 0–2 points	Not prepared	2 formative and/or summative assessments for each lesson plan poorly prepared	2 formative and/or summative assessments for each lesson plan well prepared			
	0	**1 2 3**	**4 5 6**	**7 8**	**9 10**	
Introduction 0–10 points	No explanation	Directions, instructions and objectives unclear	Directions, instructions and objectives mostly explained	Directions, instructions and objectives explained	Directions, instructions and objectives clearly explained	
	0	**1 2 3**	**4 5 6**	**7 8**	**9 10**	
Activity 0–10 points	Activity Presentation is not complete or presented briefly and does not cover components of the project	Activity presentation covers some or all topic elements with limited information	Activity presentation gives complete information but does not explain the project well	Activity presentation covers information completely but does not flow well	Activity presentation covers all relevant information with a seamless and logical delivery	
	0	**1 2**	**3**	**4**	**5**	
Wrap Up 0–5 points	Objectives not reinforced or summarized	Objectives poorly reinforced or not summarized well	Objectives generally reinforced and mostly summarized	Objectives reinforced and summarized	Objectives clearly reinforced and well summarized	

PRESENTATION SKILLS   POINTS

	0	1	2	3		
Voice–pitch, tempo, volume 0–3 points	Voice qualities not used effectively	Voice quality is adequate	Voice quality is good, but could improve	Voice quality is outstanding and pleasing		
	0	**1**	**2**			
Body Language 0–2 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	Gestures, posture, mannerisms and eye contact is inconsistent	Gestures, posture, mannerisms, and eye contact are appropriate			
	0	**1**	**2**	**3**		
Grammar/Word Usage/ Pronunciation 0–3 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3–5) grammatical and pronunciation errors	Few (1–2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors		
	0	**1 2**	**3 4**	**5**		
Responses to Evaluators' Questions 0–5 points	Did not answer evaluators' questions	Unable to answer some questions and/or given with hesitation and/or inaccurate	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation		

Evaluator's Comments–Include two things done well and two opportunities for improvement:	
	TOTAL (92 Points Possible)
	Evaluator #: _____
	Evaluator Initials: _____
	RC Initials: _____

EARLY CHILDHOOD EDUCATION
LEVELS 3 & 4 RUBRIC

Participant Name: _____

Chapter: _____ **State:** _____ *Team* **#:** _____ **Station #:** _____ **Level:** _____

PORTFOLIO					POINTS
FCCLA *Planning Process* **Summary Page** 0–10 points	**0** Planning Process Summary not provided	**1 2 3** Planning Process steps are not clearly summarized or are inadequate	**4 5 6** All Planning Process steps are summarized	**7 8** Evidence that the Planning Process was utilized to plan project	**9 10** The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Documentation of Coursework 0–4 points	**0** Not documented	**1** Evidence of Early Childhood Education units, courses, volunteer and/or paid positions poorly documented	**2** Evidence of Early Childhood Education units, courses, volunteer and/or paid positions loosely documented	**3** Evidence of Early Childhood Education units, courses, volunteer and/or paid positions documented	**4** Evidence of Early Childhood Education units, courses, volunteer and/or paid positions well documented	
*Lesson Plan*s 0–3 points	**0** Not included	**1** Less than 3 lesson plans included or Early Childhood Education concepts unclear	**2** 3 lesson plans included and generally exhibit a variety of Early Childhood Education concepts	**3** 3 lesson plans included and clearly exhibit a variety of Early Childhood Education concepts		
Lesson Plan **Objectives** 0–3 Points	**0** Not included	**1** Less than 3 lesson plan learning objectives included or unclear	**2** At least 3 lesson plan learning objectives evident	**3** At least 3 lesson plan learning objectives clearly evident		
Lesson Plan **Instructional Strategies & Rationale** 0–3 Points	**0** Not included	**1** Less than 3 lesson plan instructional strategies and rationale(s) included or unclear	**2** At least 3 lesson plan instructional strategies and rationale(s) evident	**3** At least 3 lesson plan instructional strategies and rationale(s) clearly evident		
Lesson Plan **Assessment** 0–3 Points	**0** Not included	**1** Less than 3 lesson plan assessments included or unclear	**2** At least 3 lesson plan assessments evident	**3** At least 3 lesson plan assessments clearly evident		
Evidence of Skills 0–4 points	**0** Not included	**1** Relevant education, skills, research and experience poorly detailed	**2** Relevant education, skills, research and experience loosely detailed	**3** Relevant education, skills, research and experience detailed	**4** Relevant education, skills, research and experience well detailed	
Evidence of Developmental Knowledge 0–4 points	**0** Not included	**1** Evidence developed within past 4 years of age–appropriate activities based on developmental stages unclear	**2** Evidence developed within past 4 years of age–appropriate activities based on developmental stages generally evident	**3** Evidence developed within past 4 years of age–appropriate activities based on developmental stages evident	**4** Evidence developed within past 4 years of age–appropriate activities based on developmental stages clearly evident	

ACTIVITY					POINTS
Activity Plan 0–5 points	**0** Not included	**1 2** Activity plan poorly detailed or includes most components (see specifications)	**3** Activity plan loosely detailed. Includes all components (see specifications)	**4** Activity plan detailed. Includes all components (see specifications)	**5** Activity plan well–detailed. Includes all components (see specifications)	
Selection of Activity 0–5 points	**0** Not explained	**1 2** Age–appropriate activity selection explained poorly	**3** Age–appropriate activity selection mostly explained	**4** Age–appropriate activity selection explained	**5** Age–appropriate activity selection explained well	
Use of *Resources* **during Activity** 0–5 points	**0** Not evident	**1 2** Creativity, safety and variety while completing activity plan unclear	**3** Creativity, safety and variety while completing activity plan generally evident	**4** Creativity, safety and variety while completing activity plan evident	**5** Creativity, safety and variety while completing activity plan clearly evident	
Modification 0–3 points	**0** Not prepared	**1** Either poorly prepared or less than 3 modifications for each lesson plan presented	**2** 3 modifications for each lesson plan mostly prepared	**3** 3 modifications for each lesson plan well prepared		

EARLY CHILDHOOD EDUCATION
LEVELS 3 & 4 RUBRIC (CONTINUED)

	0	1	2			
Assessment 0–2 points	Not prepared	2 formative and/or summative assessments for each lesson plan poorly prepared	2 formative and/or summative assessments for each lesson plan well prepared			
Introduction 0–10 points	**0** No explanation	**1 2 3** Directions, instructions and objectives unclear	**4 5 6** Directions, instructions and objectives mostly explained	**7 8** Directions, instructions and objectives explained	**9 10** Directions, instructions and objectives clearly explained	
Activity 0–10 points	**0** Activity Presentation is not complete or presented briefly and does not cover components of the project	**1 2 3** Activity presentation covers some or all topic elements with limited information	**4 5 6** Activity presentation gives complete information but does not explain the project well	**7 8** Activity presentation covers information completely but does not flow well	**9 10** Activity presentation covers all relevant information with a seamless and logical delivery	
Wrap Up 0–5 points	**0** Objectives not reinforced or summarized	**1 2** Objectives poorly reinforced or not summarized well	**3** Objectives generally reinforced and mostly summarized	**4** Objectives reinforced and summarized	**5** Objectives clearly reinforced and well summarized	

PRESENTATION SKILLS						POINTS
Voice–pitch, tempo, volume 0–3 points	**0** Voice qualities not used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing		
Body Language 0–2 points	**0** Uses inappropriate gestures, posture or mannerisms, avoids eye contact	**1** Gestures, posture, mannerisms and eye contact is inconsistent	**2** Gestures, posture, mannerisms, and eye contact are appropriate			
Grammar/Word Usage/ Pronunciation 0–3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3–5) grammatical and pronunciation errors	**2** Few (1–2) grammatical and pronunciation errors	**3** Presentation has no grammatical or pronunciation errors		
Responses to Evaluators' Questions 0–5 points	**0** Did not answer evaluators' questions	**1 2** Unable to answer some questions and/or given with hesitation and/or inaccurate	**3 4** Gave appropriate responses to evaluators' questions	**5** Responses to questions were appropriate and given without hesitation		

Evaluator's Comments–Include two things done well and two opportunities for improvement:	
	TOTAL **(92 Points Possible)**
	Evaluator #: _____ **Evaluator Initials: _____** **RC Initials: _____**