

**Advancement to Candidacy
Assessment Rubric for
Early Childhood**

Student Name _____

Major Coordinator _____

Student ID _____

Date _____

Action Taken: _____ Advanced to Candidacy
 _____ Deferred (explanation)
 _____ Not Advanced to Candidacy

ATC Key Assessment	Unsatisfactory		Nearing Proficiency		Proficient		Advanced	
	1	1.5	2	2.5	3	3.5	4	
Critical Thinking and Analysis	The narrative and Work samples shown clear thinking and/or unsubstantiated arguments. Analysis is vague or nonexistent. Little or no reference to theoretical framework.		Strength in critical thinking or analysis but not both. Offers opinion with some theoretical support.		Strength in both critical thinking and analysis. Offers insight based on theoretical support.		Strength in both critical thinking and analysis. Reflection is insightful and related to complex levels of theoretical framework.	
Demonstration of Effective Instructional and Assessment Strategies (appropriate to the Early Childhood Education)	The narrative and work samples provide minimal evidence of the student's knowledge and use of effective instructional and assessment strategies.		The narrative and work samples provide some evidence of the student's knowledge and use of effective instructional and assessment strategies.		The narrative and work samples provide strong evidence of the student's knowledge and use of effective instructional and assessment strategies.		The narrative and work samples provide strong evidence of the student's exemplary knowledge and use of effective instructional and assessment strategies.	
Commitment to Collaboration and Family Involvement	The narrative and work samples describe professional impact on children's learning without insight into the complexities of educational and developmental experiences. Observations lack detail, clarity, and focus.		The narrative and work samples describe professional growth with connections to outcomes for children. Identifies only basic strengths and weaknesses as an educator. Uses only rudimentary process of observation, reflection and interpretation to support children's learning. Lacks clear focus on ways to collaborate with children and families.		The narrative and work samples describes professional growth in terms of improving learning outcomes for children. Identifies areas of strength and weakness as an educator. Uses suitable process of observation, reflection, interpretation, and projection to support children's learning. Complex social issues need further description and interpretation. Logical and clear arrangement of basic ideas to inform work with children and families.		Describes professional growth and development in terms of critical self-evaluation of role as educator and advocate for children. Considers the complexities of family and community context when drawing conclusions and/or developing action plans with children. Takes initiative to use multiple methods of observation and tools for documentation that capture critical moments in children's learning	
Theoretical Foundations	Work samples make few appropriate connections to theory.		Content of work samples supported by adequate theoretical argument and some details to support.		Content of work samples supported by Sound theoretical arguments		Thoroughly explores and appropriately integrates principles, theory and relevant research in work samples.	

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Demonstration of Creative Thought and Expression	The narrative and work samples provide minimal evidence of the student's commitment to promoting creative thought and expression in learning environments.		The narrative and work samples provide some evidence of the student's commitment to promoting creative thought and expression in learning environments.		The narrative and work samples provide strong evidence of the student's commitment to promoting creative thought and expression in learning environments.		The narrative and work samples provide exemplary evidence of the student's commitment to promoting creative thought and expression in learning environments.	
Demonstration of Ability to Respond to Diversity	The narrative and work samples provide minimal evidence of the student's ability to respond to diversity.		The narrative and work samples provide some evidence of the student's ability to respond to diversity.		The narrative and work samples provide strong evidence of the student's ability to respond to diversity.		The narrative and work samples provide exemplary evidence of the student's ability to respond to diversity.	
Demonstration of Reflective Skills	The narrative and work samples provide minimal evidence of the student's ability to engage in professional reflection.		The narrative and work samples provide some evidence of the student's ability to engage in professional reflection.		The narrative and work samples provide strong evidence of the student's ability to engage in professional reflection.		The narrative and work samples provide exemplary evidence of the student's ability to engage in professional reflection.	
Written Communication Skills	The narrative and work samples indicate that the student requires remediation to develop proficiency in written communication skills Spelling and grammatical errors are numerous enough to interfere with understanding. Does not follow APA format.		The narrative and work samples indicate that the student is developing proficiency in written communication skills Absence of usage and grammatical errors. Accurate spelling; careful proofreading. Follows APA manuscript.		The narrative and work samples indicate that the student is proficient in using written communication skills.		The narrative and work samples indicate that the student's written communication skills are worthy of professional publication. Clarity of writing, paragraphing, transitions and sentences make papers easy for the reader to follow and understand. Attractive and appropriate APA manuscript format.	

COMMENTS/FEEDBACK: