

ECE MODEL PROJECT RUBRIC

Student: _____

Date: _____

CRITERIA	STANDARDS			Score/Comments
	Poor (1)	Fair (2)	Distinguished (3)	
Oral Presentation				
Content: Comprehensive, organized and clearly presented description of model and its features.	Incomplete description of model features. Oral presentation lacks organization.	Oral presentation is fairly well-organized and includes general information on your model's design and features.	Oral presentation is well-organized, thorough and clear. Detailed information provided on your model's design and features.	
Speaking Skills: Includes such factors as enunciation, voice projection, eye contact, and appropriate use of standard American English.	Difficult to hear and/or understand; lack of eye contact with audience, instances of improper use of standard American English.	Adequate enunciation and voice projection; some eye contact with audience; satisfactory use of standard American English.	Clear enunciation; strong voice projection; eye contact with entire audience; demonstrates good command of standard American English.	
Learning Environment Creation	Poor (1)	Fair (2)	Distinguished (3)	Score/Comments
Learning Centers: Sufficient number and well-defined (i.e. areas for math, science, dramatic play, etc.)	Little or no evidence of defined learning centers.	Some learning centers are evident; some may not be well-defined.	The design and layout clearly present a number of well-defined learning centers.	
Attractive, developmentally appropriate environment.	Little or no evidence of features that support an attractive, developmentally appropriate learning environment.	Adequate evidence of features that support an attractive, developmentally appropriate environment for children.	The design and features create a warm, inviting, developmentally appropriate learning environment.	
Craftsmanship: Attention to detail; creativity/resourcefulness in design and use of materials.	Little or no attention to detail. Model lacks creativity. Design is not well-thought out.	Model is somewhat creative in design. Adequate attention to detail and use of materials.	Model includes a variety of detailed features. Creativity and resourcefulness demonstrated in design and/or use of materials.	
Three (3) features based on D.O.E. Standards presented.	Model includes one or no features based on D.O.E. Standards.	Two (2) features based on D.O.E. Standards evident in model.	Model includes three (3) features based on D.O.E. Standards.	
Classroom Materials & Teaching Approaches	Poor (1)	Fair (2)	Distinguished (3)	Score/Comments
Educational materials presented reflect knowledge of child development theories.	Little or no evidence of materials that reflect knowledge of child development theories.	Some evidence of materials that promote learning and development. Lack of specific connections to child development theories.	A variety of classroom materials are presented which reflect knowledge of child development theories.	
Classroom design and features encourage opportunities and teaching approaches that respond to children's various learning styles.	Little or no evidence of a classroom design or features that respond to children's various learning styles.	Some evidence of a design that suggests a variety of teaching approaches and is responsive to children's various learning styles.	Classroom design and features presented promote various learning opportunities and teaching approaches to meet the needs of diverse learning styles.	
Teaching Philosophy	Poor (1)	Fair (2)	Distinguished (3)	Score/Comments
The model and oral presentation reflect a well-defined teaching philosophy based on knowledge of best practices for early education and care (such as: program goals, curriculum, role of play, and/or meeting the needs of young children and families).	The student's teaching philosophy is not clearly described. Little or no connection is made between model (design/features) and knowledge of best practices for early education and care.	Some information and evidence of student's teaching philosophy provided. Limited details offered related to the student's knowledge of best practices for early education and care.	Teaching philosophy is clearly described and there is solid evidence of knowledge of best practices for early education and care.	
TOTAL POINTS				