**Evaluation Rubric for Early Learning and Development Standards**

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| **Key Elements** | | **Evaluation Criteria** | | |
| 1  Minimal | 2  Somewhat | 3  Adequate |
| Tone and Language | Is the standard written in a clear way that is understandable to anyone who interacts with the child on a regular basis (i.e., caregiver, parent)? |  |  |  |
| Is the standard written objectively that anyone who interacts with the child regularly would have opportunities to observe? |  |  |  |
| Is the standard written in an active tone to promote a positive skill instead of a passive tone to avoid a negative behavior (e.g., The child follows 2-step directions vs. The child is asked to stop running). |  |  |  |
| Structure | Is the skill part of the logical sequence that makes sense to the child’s overall development and learning? |  |  |  |
| Is flexibility allowed to perform the skill across the developmental progression? |  |  |  |
| Do the standards cover a wide range of skills or activities across all areas? |  |  |  |
| Are the standards structured logically that will lead to training guide for professionals across settings? |  |  |  |
| Inclusiveness | Is the activity/skill part of the child’s daily routines as compared to the child’s age appropriate peers? |  |  |  |
| Are alternative activities or materials allowed for children who are ELs or DLLs to perform the activity/skill? |  |  |  |
| Are curriculum adaptations and material accommodations allowed for children with disabilities to perform the activity/skill? |  |  |  |
| Is the skill generative across people, settings, and materials? |  |  |  |
| Cultural responsiveness | Are the contexts where the skill is expected meaningful for the individual child and the child’s family? |  |  |  |
| Is the skill connected to the child’s previous experience and learning? |  |  |  |
| Can the skill be applied to the child’s home setting and communities? |  |  |  |
| Overall quality | Are the standards written with correct grammar, accurate word choice, and logical organization within each area? |  |  |  |
| Are the standards consistent and cohesive across all developmental area? |  |  |  |
| Are the standards conceptually strong with convincing evidence from the existing literature and practice? |  |  |  |

**Notes**: