

CR003 Access, Equity, and Promoting Change

Assessment Rubric

	0 Not Present	1 Needs Improvement	2 Meets Expectations	3 Exceeds Expectations
Part I: Overcoming bias				
Sub-Competency 1: Apply strategies for overcoming personal bias and promoting equity and social justice.				
Learning Objective 1.1: Describe one’s own social identity and culture, and how it might influence professional practice.	Description of identity and/or culture is missing.	Response vaguely describes one’s culture and social identity. Response identifies an irrelevant or unclear way one’s own culture and social identity might influence professional practice.	Response thoroughly describes one’s own culture and social identity. Response identifies one relevant way one’s own culture and social identity might influence professional practice.	Demonstrates the same level of achievement as “2,” plus the following: Response identifies multiple ways one’s own culture and social identity might influence professional practice and supports each answer with thoughtful reasoning.
Learning Objective 1.2: Describe strategies for exploring and overcoming bias.	Description of strategies for exploring and overcoming bias is missing.	Response identifies fewer than three strategies for exploring and overcoming bias, or response identifies three strategies, but they are inappropriate. Response provides an unclear rationale for the strategies chosen. Response is supported by superficial connections to the professional knowledge base.	Response identifies three appropriate strategies for exploring and/or overcoming bias. Response provides a clear rationale for the strategies chosen. Response is supported by logical connections to the professional knowledge base.	Demonstrates the same level of achievement as “2,” plus the following: Response connects answer to a personal or professional experience using examples of successful strategies.

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Learning Objective 1.3: Explain how exploring personal bias can positively impact professional practice.	Explanation of how exploring personal bias can positively impact professional practice is missing.	Response provides a vague explanation regarding how exploring personal bias can positively impact work with children and families. Response provides unclear rationales for the explanation. Responses are supported by superficial connections to the professional knowledge base.	Response provides a clear explanation regarding how exploring personal bias can positively impact work with children and families. Responses are supported by logical connections to the professional knowledge base.	Demonstrates the same level of achievement as “2,” plus the following: Response connects answer to a personal or professional experience using examples of successful strategies.
Part II: Addressing bias and promoting equity in early childhood classrooms				
Sub-Competency 2: Apply strategies to overcome bias and promote equity in early childhood classrooms.				
Learning Objective 2.1: Describe strategies for addressing bias and promoting equity in early childhood classrooms.	Description of strategies for addressing bias and promoting equity in early childhood classrooms is missing.	Response is incomplete or describes inappropriate strategies for addressing bias and promoting equity in early childhood classrooms. Response provides an unclear rationale for the strategies chosen. Response is supported by superficial connections to the professional knowledge base.	Response thoroughly describes four appropriate strategies for addressing bias and promoting equity in early childhood classrooms. Response provides a thorough rationale for the chosen strategies. Response is supported by logical connections to the professional knowledge base.	Demonstrates the same level of achievement as “2,” plus the following: Response connects answer to a personal or professional experience using examples of successful strategies.
Learning Objective 2.2:	Description of best	Response vaguely explains	Response clearly explains	Demonstrates the same

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Describe best practices for implementing anti-bias strategies in early childhood classroom settings.	practices for implementing anti-bias strategies in early childhood classroom settings is missing.	<p>how to implement anti-bias strategies in early childhood classrooms.</p> <p>Response provides an unclear rationale for the strategies chosen.</p> <p>Response is supported by superficial connections to the professional knowledge base.</p>	<p>how to implement anti-bias strategies in early childhood classrooms.</p> <p>Response is supported by logical connections to the professional knowledge base.</p>	<p>level of achievement as “2,” plus the following:</p> <p>Response connects answer to a personal or professional experience using examples of successful strategies.</p>
Learning Objective 2.3: Describe ways to partner with families and communities to overcome bias and promote equity in early childhood classroom settings.	Description of ways to partner with families and communities to overcome bias and promote equity in early childhood classroom settings is missing.	<p>Response vaguely explains one appropriate way to partner with families and/or the community to overcome bias and promote equity.</p> <p>Response provides an unclear rationale for the strategies chosen.</p> <p>Response is supported by superficial connections to the professional knowledge base.</p>	<p>Response clearly explains one appropriate way to partner with families and/or the community to overcome bias and promote equity.</p> <p>Response is supported by logical connections to the professional knowledge base.</p>	<p>Demonstrates the same level of achievement as “2,” plus the following:</p> <p>Response connects answer to a personal or professional experience using examples of successful strategies.</p>
Part III: Access, equity, and promoting change in early childhood organizations				
Sub-Competency 3: Apply strategies to advocate for children, families, and communities.				
Learning Objective 3.1: Describe how to advocate for anti-bias	Description of how to advocate for anti-bias curriculum in early	Response vaguely describes one way to advocate for anti-bias	Response clearly describes one way to advocate for anti-bias curriculum in	Demonstrates the same level of achievement as “2,” plus the following:

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curriculum in early childhood programs.	childhood programs is missing.	<p>curriculum in early childhood programs.</p> <p>Response provides a vague rationale for adopting anti-bias curriculum in early childhood programs</p> <p>Response is supported by superficial connections to the professional knowledge base.</p>	<p>early childhood programs.</p> <p>Response provides a compelling rationale for adopting anti-bias curriculum in early childhood programs.</p> <p>Response is supported by logical connections to the professional knowledge base.</p>	<p>Response describes more than one way to advocate for anti-bias curriculum in early childhood programs.</p>
Learning Objective 3.2: Explain why access and equity are important to early childhood programs.	Explanation of why access, equity, and change are important to early childhood programs is missing.	<p>Response makes vague connections between the importance of advocacy efforts and early childhood programs.</p> <p>Response is supported by superficial connections to the professional knowledge base.</p>	<p>Response makes clear connections between the importance of advocacy efforts and early childhood programs.</p> <p>Response is supported by logical connections to the professional knowledge base.</p>	<p>Demonstrates the same level of achievement as “2,” plus the following:</p> <p>Response makes a compelling case for access and equity in a specific early childhood context.</p>
Sub-Competency 4: Describe organizations that promote access, equity, and social change for young children and families.				
Learning Objective 4.1: Describe organizations that promote access, equity, and positive social change for young children and families.	Description of organizations that promote access, equity, and positive social change for young children and families is missing.	<p>Response is incomplete or describes an inappropriate organization.</p> <p>Response is supported by superficial connections to the professional knowledge base.</p>	<p>Response thoroughly describes one organization that promotes access, equity, and positive social change for young children and families.</p> <p>Response includes a clear rationale for partnering</p>	<p>Demonstrates the same level of achievement as “2,” plus the following:</p> <p>Response thoroughly describes more than one organization that promotes access, equity, and positive social change</p>

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			with the chosen organization.	for young children and families.
Part IV: The positive impacts of promoting access, equity, and change				
Sub-Competency 5: Explain the benefits of positive social change in early childhood contexts and in the larger society.				
Learning Objective 5.1: Explain the benefits of advocating for access and equity on children’s healthy development and learning.	Explanation of the benefits of advocating for access and equity on children’s healthy development and learning is missing.	Response vaguely explains the benefits of advocacy in regard to children’s healthy development and learning. Response is supported by superficial connections to the professional knowledge base.	Response clearly explains the benefits of advocacy in regard to children’s healthy development and learning. Response is supported by logical connections to the professional knowledge base.	Demonstrates the same level of achievement as “2,” plus the following: Response connects answer to a personal or professional experience.
Sub-Competency 6: Explain how early childhood professionals can positively impact issues of access, equity, and social change.				
Learning Objective 6.1: Explain how advocacy efforts benefit children, families, and communities.	Explanation of how advocacy efforts benefit children, families, and communities is missing.	Response vaguely explains how advocating for access and equity in early childhood classrooms and programs can benefit children, families, and communities.	Response thoroughly explains how advocating for access and equity in early childhood classrooms and programs can benefit children, families, and communities.	Demonstrates the same level of achievement as “2,” plus the following: Response provides one relevant example to illustrate how advocating for access and equity benefits children, families, and communities.
Professional Skill 001: Written Communication: Demonstrates graduate level writing skills.				
Learning Objective PS 1.1:	Multiple major and minor errors in grammar,	Multiple minor errors in grammar, spelling, and/or	Writing reflects competent use of standard edited	Grammar, spelling, and mechanics reflect a high

Use proper grammar, spelling, and mechanics.	spelling, and/or mechanics are highly distracting and seriously impact readability.	mechanics are distracting and negatively impact readability.	American English. Errors in grammar, spelling, and/or mechanics do not negatively impact readability.	level of accuracy in standard American English and enhance readability.
Learning Objective PS 1.2: Organize writing to enhance clarity.	Writing is poorly organized and incoherent. Introductions, transitions, and conclusions are missing or inappropriate.	Writing is loosely organized. Limited use of introductions, transitions, and conclusions provides partial continuity.	Writing is generally well-organized. Introductions, transitions, and conclusions provide continuity and a logical progression of ideas.	Writing is consistently well-organized. Introductions, transitions, and conclusions are used effectively to enhance clarity, cohesion, and flow.
Learning Objective PS 1.3: Support writing with appropriate resources.	Writing does not integrate appropriate resources and content in support of ideas and argument.	Writing loosely integrates some appropriate resources and content in support of ideas and argument.	Writing sufficiently integrates appropriate resources (which may include peer-reviewed resources) and content in support of ideas and argument.	Writing effectively integrates appropriate resources (which may include peer-reviewed resources) and content to support and expand upon ideas and arguments.
Learning Objective PS 1.4: Apply APA style to written work.	APA conventions are not applied.	APA conventions for attribution of sources, structure, formatting, etc., are applied inconsistently.	APA conventions for attribution of sources, structure, formatting, etc., are generally applied correctly in most instances. Sources are generally cited appropriately and accurately.	APA conventions for attribution of sources, structure, formatting, etc., are applied correctly and consistently throughout the paper. Sources are consistently cited appropriately and accurately.
Learning Objective PS 1.5: Use appropriate vocabulary and tone for the audience and purpose.	Vocabulary and tone are inappropriate and negatively impact clarity of concepts to be conveyed.	Vocabulary and tone have limited relevance to the audience.	Vocabulary and tone are generally appropriate for the audience and support communication of key concepts.	Vocabulary and tone are consistently tailored to the audience and effectively and directly support communication of key concepts.

