

Rubric for Assessing a Course Syllabus\*

Date: \_\_\_\_\_ Course Number: \_\_\_\_\_ Course Title: \_\_\_\_\_ Institution Name: \_\_\_\_\_

Directions

Listed below are key content and areas of knowledge/practice that are important to consider when preparing professionals to support each and every child and family. These may be found throughout the syllabus\* or in one specific section. When deciding on a rating, consider how much the area is reflected in the syllabus as a whole. In addition to scoring the extent to which each indicator is reflected in the syllabus, please mark where the indicator was found.

Indicators	Where is the Indicator Found? What is the Level of Emphasis?						Notes	Extent the Syllabus Reflects Indicator					
	Basic Syllabus Components			Course Content (e.g., class calendar, videos, case studies, guest speakers, discussion, role plays)	Knowledge Acquisition (e.g., research)	Knowledge Application (e.g., projects, practice-based assignments)		Not at all		Some		Extensively	Not Relevant
	Course Description	Outcomes/ Objectives	Texts, Readings, Resources		Assignments								
1. Emphasis on progress monitoring efforts to make decisions and support progress of young children								1	2	3	4	5	NR
2. Emphasis on using assistive tools and technology to enhance the development, access, and participation of young children								1	2	3	4	5	NR
3. Emphasis on engaging, building respectful partnerships, and communicating effectively with families								1	2	3	4	5	
4. Emphasis on supporting families to understand their young children’s development in areas including literacy, social-emotional, and STEM								1	2	3	4	5	NR
5. Emphasis on supporting language and literacy development								1	2	3	4	5	NR
6. Emphasis on supporting social-emotional development								1	2	3	4	5	NR
7. Emphasis on supporting STEM development								1	2	3	4	5	NR
8. Emphasis on supporting young children with disabilities								1	2	3	4	5	
9. Emphasis on supporting young children who are dual language learners								1	2	3	4	5	

\* inclusive of other course guidance materials (e.g., assignment lists, discussion boards, project assignment directions, rubrics, content in course Learning Management System)

**Level of Emphasis:** **1** = indicator is not mentioned. **2** = indicator is mentioned at least once. **3** = indicator is mentioned in a knowledge acquisition and/or knowledge application area. **4** = indicator is mentioned in the basic syllabus components, instructional experiences, and knowledge acquisition and knowledge application areas. **5** = indicator is mentioned consistently across all categories. If the content of the indicator is **not relevant** to the content of the syllabus being reviewed, mark the item as **NR**. **Do not include NR items in scoring.**

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	Basic Syllabus Components			Course Content (e.g., class calendar, videos, case studies, guest speakers, discussion, role plays)	Knowledge Acquisition (e.g., research)	Knowledge Application (e.g., projects, practice-based assignments)		Not at all		Some		Extensively	Not Relevant
	Course Description	Outcomes/ Objectives	Texts, Readings, Resources		Assignments								
10. Emphasis on supporting young children who are racially, ethnically, and culturally diverse								1	2	3	4	5	
11. Emphasis on building resilience for young children who have experienced maltreatment or trauma								1	2	3	4	5	NR
12. Emphasis on implementing positive behavioral interventions and supports								1	2	3	4	5	NR
13. Emphasis on collaborating and working effectively with diverse early childhood partners, including specialists and family members								1	2	3	4	5	NR
14. Emphasis on assisting in the implementation of transition plans across settings (e.g., from preschool to elementary school)								1	2	3	4	5	NR
15.								1	2	3	4	5	NR
	TOTALS=												