

Early Childhood Education: Child Study Assignment

Rubric:

CRITERIA	POOR (1)	FAIR (2.5)	PROFICIENT (4) (Standard is Met)	EXCELLENT (5)	SCORE
<p>Introduction</p> <p>Knowing and understanding the multiple influences on development and learning</p> <p>NAEYC Standard 1b.</p>	Limited or no introduction is given.	<p>A brief description of the child is given with some reference to family and early development.</p> <p>Confidentiality has been maintained.</p>	<p>Appropriate description of the child provides information on family and early development.</p> <p>Confidentiality has been maintained.</p>	<p>A detailed description of the child is given including family structure, prior educational experiences, and relevant information on early development.</p> <p>Confidentiality is maintained.</p>	
<p>Physical Development:</p> <p>Knowing and understanding young children's characteristics and needs, from birth to age 8.</p> <p>NAEYC Standard 1a.</p>	Limited or no information on physical development provided.	<p>Some information is given on physical development and is supported by 2-3 examples.</p>	<p>Appropriate information is given on physical development and is supported by 4 or more examples.</p>	<p>A complete description of the child's physical development is given including: characteristics, health, nutrition, independence and motor coordination.</p>	
<p>Intellectual Development:</p> <p>Knowing and understanding young children's characteristics and needs, from birth to age 8.</p> <p>NAEYC Standard 1a.</p>	Little to no evidence is given on child's intellectual development.	<p>Some information is provided on child's intellectual development and is supported by 2-3 examples.</p>	<p>Appropriate evidence is presented on the child's learning abilities, language, reasoning skills, curiosity and areas of interest.</p>	<p>Detailed evidence is presented on the child's learning abilities, language, reasoning skills, curiosity and areas of interest.</p>	

CRITERIA	POOR (1)	FAIR (2.5)	PROFICIENT (4) (Standard is Met)	EXCELLENT (5)	SCORE
<p>Creative Development: Knowing and understanding young children's characteristics and needs, from birth to age 8.</p> <p>NAEYC Standard 1a.</p>	<p>Little to no evidence is provided on the child's individuality and creativity.</p>	<p>Some evidence is provided on the child's individuality and creativity.</p>	<p>Appropriate evidence is provided to describe the child's developing creativity, including examples of the child's engagement in pretend play.</p>	<p>Detailed evidence provided on the child's expression of creative ideas and ability to explore, experiment, and to engage in imaginative play.</p>	
<p>Social Development: Knowing and understanding young children's characteristics and needs, from birth to age 8.</p> <p>NAEYC Standard 1a.</p>	<p>Limited or no description of the child's prosocial behavior.</p>	<p>A brief description of the child's social skills is provided with 2-3 examples.</p>	<p>Appropriate evidence is given to describe the child's social development with at least 4 examples.</p>	<p>A detailed description of the child's social skills is provided including examples of interactions with others, ability to share, participation in routines, level of confidence and independence.</p>	
<p>Emotional Development: Knowing and understanding young children's characteristics and needs, from birth to age 8.</p> <p>NAEYC Standard 1a.</p>	<p>Limited to no evidence is given regarding the child's emotional development.</p>	<p>Brief statements may be made in regards to the child's emotional development.</p>	<p>Appropriate evidence is given to describe the child's emotional development with 3-4 examples.</p>	<p>Detailed evidence is given in regards to the child's emotional development including the child's ability to express emotions and ability to deal with stressful situations.</p>	

CRITERIA	POOR (1)	FAIR (2.5)	PROFICIENT (4) (Standard is Met)	EXCELLENT (5)	SCORE
<p>Suggestions for learning environment: Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.</p> <p>NAEYC Standard 1c.</p>	<p>Little to no information on the connection between the child's development and the learning environment.</p>	<p>Some information provided on the relationship between the child's development and the learning environment.</p>	<p>Appropriate information on how to create an effective learning environment based on understanding the child's development.</p>	<p>Detailed suggestions provided for enhancing the child's development in a healthy, respectful, supportive and challenging learning environment.</p>	
<p>Goal of Assessment Tool Selected: Understanding the goals, benefits and uses of assessment, including its use in development of appropriate goals, curriculum and teaching strategies for young children</p> <p>NAEYC Standard 3a.</p>	<p>Little to no information provided on goal of assessment tool.</p>	<p>Some information provided on goal of assessment tool.</p>	<p>Appropriate description of goal and benefits of assessment tool.</p>	<p>Goal(s) of assessment tool described clearly, including information on developing individual goals, curriculum, and teaching strategies.</p>	
<p>Use of Assessment Tool Selected: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in</p>	<p>Little to no documentation provided on use of assessment tool.</p>	<p>Minimal evidence provided on use of documentation and data collection for assessment.</p>	<p>Some documentation submitted indicating appropriate use of assessment tool.</p>	<p>Appropriate documentation and description of process for assessment data collection, which may include use of technology.</p>	

CRITERIA	POOR (1)	FAIR (2.5)	PROFICIENT (4) (Standard is Met)	EXCELLENT (5)	SCORE
documentation, assessment and data collection. NAEYC Standard 3b.					
Adaptations for Assessment Process: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities. NAEYC Standard 3c.	Little to no information on adaptations to assessment process.	Some information on how to assess children with special needs.	Appropriate suggestions for adaptations to assessment process for children with special needs.	Clear description of effective adaptations to assessment process for children with special needs, which may include assistive technology.	
Information on Sharing Assessment Data: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments. NAEYC Standard 3d.	Inappropriate or no information on assessment partnerships with families and professional colleagues.	Limited information on assessment partnerships with families and professional colleagues.	Appropriate information provided on the importance of sharing assessment data in order to develop partnerships with families and professional colleagues.	A clear and detailed description on how and why assessment data should be shared with families and professional colleagues to build effective learning environments.	

CRITERIA	POOR (1)	FAIR (2.5)	PROFICIENT (4) (Standard is Met)	EXCELLENT (5)	SCORE
Objective language	Inappropriate and/or subjective language used frequently in report.	Some information is described with objective language and there is some use of subjective language.	Appropriate use of objective language in report.	Consistent use of objective language used to describe child observed.	
Written Mechanics: Written communication skills.	Report is not well written; may be poorly organized, have weak paragraph structure, and many grammatical and spelling errors.	Report has some errors in paragraph structure, grammar, and spelling.	Report is appropriately organized and has minor grammatical and/or spelling errors.	Report is well written and effectively organized with few or no errors in grammar and spelling.	
Total Points: _____					