

EDI 610 Rubric (updated 9/8/15)

by Grand Valley Education Administrator

EDI 610 Rubric

Standards

NAEYC-2011.1 PROMOTING CHILD DEVELOPMENT AND LEARNING

NAEYC-2011.1a Knowing and understanding young children's characteristics and needs, from birth through age 8.

NAEYC-2011.1b Knowing and understanding the multiple influences on early development and learning

NAEYC-2011.1c Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

NAEYC-2011.2 BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

NAEYC-2011.2c Involving families and communities in young children's development and learning

Directions to the Student

Each course project is aligned with program standards:

1. Student teams, using multiple referenced resource guides will design a Caregiver Handbook on the developing characteristics of children from birth through age 8. These materials are to be brief, interactive, interesting, and professional using PowerPoint to share your presentation.
2. Student teams will make a PowerPoint presentation that identifies 15 different issues that influence early development and learning for different SES levels (high income, upper-middle income, middle-income, lower-middle income, and low-income). Included in the presentation will be an abstract listing of research articles that support the issues that are presented.
3. Using the Ages and Stages Third Edition data, students will develop an assessment report on a young child for the caregivers including the following areas: communication skills, gross motor skills, fine motor skills, problem-solving, personal and social behavior, overall development and recommendations for creating positive learning environments. An anonymous report will be shared with the class using a case-review process. This is an individual activity and not a team assignment.
4. Using the Ages and Stages data, you will consult with the parents to identify any needs they may have to ensure success for their child. These needs may include language translation assistance, parent-support groups, economic support, health care, organizations to aid families with children

having exceptionalities, play groups for children, community resources for families with young children, community programs, state sponsored agencies, and/or faith-based programs. You will report an Individual Family Service Plan

Rubric Instructions

For each row of the rubric, assess on a 0-3 scale by selecting a score from the right-side columns for the element on the left-side of the same row.

PLEASE NOTE: Percentages and Grades

PLEASE NOTE: Percentages and Grades within LiveText should be ignored. When a rubric is completed in LiveText, a percentage may appear within the rubric. This percentage will not be regarded by the College of Education and is no reflection of the Grand Valley student's grade or performance within the course. It is a result of assigning numeric values to the columns of the rubric. This numbering generates numeric data for the College of Education to inform us of areas within our courses that we need to improve in the future. Likewise, LiveText provides instructors with a grading tool to grade assignments in LiveText. The College of Education asks faculty not to use this tool, as official grades are currently managed through Banner. Any grade shown in LiveText is non-official and should not be regarded by LiveText users.

Please also remember that an "assessment" is not an end goal, nor is it the same as a course grade. Rather, an assessment is a learning tool that demonstrates students' ability to meet course expectations and allows the College of Education to look for ways to improve our programs. An assessment is also not a student satisfaction/opinion survey. Instead, it is a direct measure of student learning and development outcomes. Providing students with access to these assessments ensure all College of Education students have the ability to showcase their progress throughout their program(s) and beyond graduation.

EDI 610 Rubric

	Proficient (3) (3.000 pts)	Developing (2) (2.000 pts)	Unsatisfactory (1) (1.000 pt)	Unacceptable (0) (0.000 pt)
1.a Student teams, using multiple referenced resource	The team presentation reflects an extensive knowledge of the characteristics and	The team presentation reflects a limited knowledge of the characteristics and needs of young	The team presentation does not reflect knowledge of the characteristics and needs of young	The team did not present.

guides will design a Caregiver Handbook on the developing characteristics of children from birth through age 8. These materials are to be brief, interactive, interesting, and professional using PowerPoint to share your presentation. (1.000, 25%) NAEYC-2011.1 NAEYC-2011.1a	needs of young children from birth through age 8.	children from birth through age 8.	children from birth through age 8.	
1.b Student teams will make a PowerPoint presentation that identifies 15 different issues that influence early development and learning for different SES levels (high income, upper-middle income, middle-income, lower-middle income, and low-income). Included in the presentation will be an abstract listing of research articles that support the issues that are presented. (1.000, 25%) NAEYC-2011.1 NAEYC-2011.1b	The team presentation reflects an extensive knowledge of the multiple influences on early development and learning.	The team presentation reflects a limited knowledge of the multiple influences on early development and learning.	The team presentation does not reflect a knowledge and understanding of multiple influences on early development and learning.	The team did not present.
1.c Using the Ages and Stages Third	The individual report reflects an extensive knowledge of how to	The individual report reflects a limited knowledge of how to	The individual report does not evidence a knowledge of how to	The individual report was not submitted.

<p>Edition data, students will develop an assessment report on a young child for the caregivers including the following areas: communication skills, gross motor skills, fine motor skills, problem-solving, personal and social behavior, overall development and recommendation for creating positive learning environments. An anonymous report will be shared with the class using a case-review process. This is an individual activity and not a team assignment.</p> <p>(1.000, 25%) NAEYC-2011.1 NAEYC-2011.1c</p>	<p>build a positive learning environment for young children.</p>	<p>build a positive learning environment for young children.</p>	<p>build a positive learning environment for young children.</p>	
<p>2.c Using the Ages and Stages data, you will consult with the parents to identify any needs they may have to ensure success for their child. These needs may include language</p>	<p>The individual report reflects an extensive knowledge of how to build a positive learning environment for the family.</p>	<p>The individual report reflects a limited knowledge of how to build a positive learning environment for the family.</p>	<p>The individual report does not evidence a knowledge of how to build a positive learning environment for family.</p>	<p>The individual report was not submitted.</p>

translation assistance, parent-support groups, economic support, health care, organizations to aid families with children having exceptionalities play groups for children, community resources for families with young children, community programs, state sponsored agencies, and/or faith-based programs. You will report an Individual Family Service Plan.

(1.000, 25%)

NAEYC-2011.2

NAEYC-2011.2c



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