EDI 611 Rubric (updated 9/8/15)

by Grand Valley Education Administrator

EDI 611 Rubric

Standards

NAEYC-2011.3	OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES
NAEYC-2011.3a	Understanding the goals, benefits, and uses of assessment â including its use in development of appropriate goals, curriculum, and teaching strategies for young children
NAEYC-2011.3b	Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
NAEYC-2011.3c	Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
NAEYC-2011.3d	Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

Directions to the Student

Each course project is aligned with program standards:

1. Using the Ages and Stages Questionnaire 3rd Edition, students will conduct an assessment on young child for the purpose of presenting their findings in a brief, interactive, interesting, and purposeful format (normally using PowerPoint). The presentation must provide research based evidence that supports age appropriate goals, the recommended curriculum, and teaching strategies. Each teacher must provide a copy of their PowerPoint presentation and bibliography.

2. Using one of the developmental domains, students will design, field-test, and present data results on a 25 item observation instrument designed for young children through age eight. The PowerPoint presentation must be interactive, interesting, and professional using multiple data presentation procedures. Each presenter must provide a copy of their PowerPoint presentation and bibliography.

3. Student teams will be assigned the ASSIGNMENT of exploring responsible assessment for children with special needs. The instructor will randomly assign each team one of the special education categories. Each team will complete research and present their findings, using PowerPoint, including the issues of alternative assessment procedures and support offered by

assistive technology. Each team must make available a copy of their PowerPoint presentation to other members of the class.

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.

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	Proficient (3) (3.000 pts)	Developing (2) (2.000 pts)	Unsatisfactory (1) (1.000 pt)	Unacceptable (0) (0.000 pt)
3.a Using the Ages and Stages Questionnaire 3rd Edition, students will conduct an assessment	The student conducts an extensive literature review that supports age appropriate goals, the recommended curriculum, and teaching strategies.	The student conducts a limited literature review that supports age appropriate goals, the recommended curriculum, and teaching strategies.	The student does not supply a literature review for the presentation.	The student does not provide a presentation.

on young child for the purpose of presenting their findings in a brief, interactive, interesting, and purposeful format (normally using PowerPoint). The presentation must provide research based evidence that supports age appropriate goals, the recommended curriculum, and teaching strategies. Each teacher must provide a copy of their PowerPoint presentation and bibliography. (1.000, 25%) NAEYC-2011.3 NAEYC-2011.3a				
3.b. Using one of the developmental domains, students will design, field-test, and present data results on a 25 item observation instrument designed for young children through age eight. The PowerPoint presentation must be interactive, interesting, and	The student uses and implements a wide variety of data displays and effective communication strategies in their presentation that actively engage other learners and colleagues.	The student uses and implements a limited variety of data displays and effective communication strategies in their presentation that engage other learners and colleagues.	The student does not use technology or effective communication strategies in their presentation.	The student does not provide a presentation.

professional using multiple data presentation procedures. Each presenter must provide a copy of their PowerPoint presentation and bibliography. (1.000, 25%) NAEYC-2011.3 NAEYC-2011.3b				
3.c. Student teams will be assigned the ASSIGNMENT of exploring responsible assessment for children with special needs. The instructor will randomly assign each team one of the special education categories. Each team will complete research and present their findings, using PowerPoint, including the issues of alternative assessment procedures and support offered by assistive technology. Each team must make available a copy of their PowerPoint presentation to other members of the class. (1.000, 25%) NAEYC-2011.3	The team conducts an extensive literature review of on the issues of alternative assessment procedures and assistive technology for young children.	The team conducts a limited literature review of on the issues of alternative assessment procedures and assistive technology for young children.	The team does not supply a literature review for the presentation.	The team does not provide a presentation.

NAEYC-2011.3c				
3.d. Student teams will be assigned the ASSIGNMENT of designing resource materials and a caregiver video, using YouTube, which presents strategies for building assessment partnerships with families and professional colleagues. Each team must share their resource materials with each member of the class. The team designed video will be a component of the last class activity. (1.000, 25%) NAEYC-2011.3 NAEYC-2011.3d	The YouTube video and resource materials reflect an extensive knowledge and understanding of assessment partnerships to build effective learning environments.	The YouTube video and resource materials reflect a limited knowledge and understanding of assessment partnerships to build effective learning environments.	The YouTube video and resource materials do not reflect knowledge and understanding of assessment partnerships to build effective learning environments.	Team did not submit YouTube video and resource materials.

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