# **TECA 1354 Case Study Rubric 300 points**

Student Name:

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| **Criteria** | **Exceeds Standard (35)** | **Meets Standard**  **(27)** | **Falls Below Standard (21)** | **Element Missing (0)** | **Points** |
| Introduction | Introduction provided a **complete** picture of the child and included **all 7** descriptors listed. | Introduction provided a **complete** picture of the child and included **only 4-6** of the descriptors listed. | Introduction provided an incomplete picture of the child and included **only 1-3** of the descriptors listed. | Introduction not included. |  |
| **Criteria** | **Exceeds Standard (40)** | **Meets Standard**  **(30)** | **Falls Below Standard (24)** | **Element Missing (0)** | **Points** |
| Standard 1a. Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development. | Clearly identified appropriate characteristics for **all 3** developmental domains. | Clearly identified appropriate characteristics **for 2** developmental domains. | Clearly identified appropriate characteristics **for 1** developmental domain. | Characteristics for developmental domains not identified. |  |
| Standard 1b. Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning, and with the capacity to make choices. | Provided **detailed examples** from direct observation of appropriate characteristics for **each** of the **3** developmental domains. | Provided **detailed** **examples** from direct observation of appropriate characteristics in **2** developmental domains**.** | Provided **detailed** **examples** from direct observation of appropriate characteristics in **1** developmental domain | **Examples** of appropriate characteristics in developmental domains not provided. |  |
| Relevant Comparisons to the Norms and Textbook Application | Provided relevant comparisons of the child to the norms for children of this age. Used **direct quotes** **from the textbook** to provide comparisons in each of the **3** required sections: physical, cognitive, and social/emotional development. | Provided relevant comparisons of the child to the norms for children of this age. Used **direct quotes from the textbook** to provide comparisons in **2** of the required sections: physical, cognitive, and social/emotional development. | Provided relevant comparisons of the child to the norms for children of this age. Used **direct quotes from the textbook** to provide comparisons in **1** of the required sections: physical, cognitive, or social/emotional development. | Did not provide relevant comparisons of the child to the norms or use direct quotes from the textbook. |  |
| **Criteria** | **Exceeds Standard (35)** | **Meets Standard**  **(27)** | **Falls Below Standard (21)** | **Element Missing (0)** | **Points** |
| Used Factual Information | Gaveonlyfactsin the first **4** sections and saved opinions for the summary. | Gave facts forat least **2-3** of the first foursections andsaved most opinions for the summary. | Gave facts in **only 1** of the first four sections**.** | Opinions present in all 4 sections |  |
| Summary Part 1  Standard 1c. Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities. | The summary includes **all 6** contexts in which the child’s development and learning occur. | The summary includes **4-5** contexts in which the child’s development and learning occur. | The summary includes **1-3** contexts in which the child’s development and learning occur. | No contexts included |  |

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| Summary Part 2  Standard 1d. Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child. | Uses multidimensional  knowledge by providing at least one idea for **all 3** categories:  -safe and healthy  -respectful, and culturally and linguistically responsive  -supportive and challenging | Uses multidimensional knowledge by providing at least one idea for **2** of thecategories:  -safe and healthy  -respectful, and culturally and linguistically responsive  -supportive and challenging | Uses multidimensional knowledge by providing at least one idea for **1** of thecategories:  -safe and healthy  -respectful, and culturally and linguistically responsive  -supportive and challenging | Ideas demonstrating multidimensional knowledge not provided in any of the categories. |  |
| **Criteria** | **Exceeds Standard (20)** | **Meets Standard**  **(15)** | **Falls Below Standard (12)** | **Element Missing (0)** | **Points** |
| SS3 Written & Verbal Communication:  -grammar  -clarity and transitions  -punctuation  -capitalization  -spelling  -formal academiclanguage | 0-4 errors | 5-8 errors | 9-12 errors | 13 or more errors |  |
| Followed APA Guidelines:  -Margins  -Font  -Font size  -Spacing  -Section headings  -Paragraphs  -Pagination  -Title page  -In-text citations  -Reference list page | 8-10 APA Guidelines followed | At least 5-7 APA Guidelines followed | At least 1-4 APA Guidelines followed | No APA Guidelines followed |  |
| **Total Points =** | | | | |  |

You must earn at least 210 points (70%), or you will need to redo this case study.

**Departmental Revision Policy:**

Only one revision is allowed per student on this assignment. The maximum grade a student can earn on a revised assignment is 70% (210 points).

Comments: