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

Student Name:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 1Standard 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 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Summary Part 2Standard 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: