

The Language Development Project Scoring Guide (#3)

Standards Addressed:

NAEYC 3a, 3b, 3c, 3d, 4b, 5c,

Elements	Indicator Not Met 1	Indicator Met 2	Target 3	Score
<p>Theory 3a, 3b, 4b</p>	<p>*Limited or no use of language theories and other readings;</p> <p>*Did not cite the research base, the readings, and the NAEYC Standards.</p>	<p>Good use of language theories, but no evidence of other readings;</p> <p>*Cited some of the research base, the readings, and the NAEYC Standards that grounds your thinking and plans.</p>	<p>* In-depth use of Halliday’s theory of language development and other readings to frame assessment and lessons;</p> <p>*Cited the research base, the readings, and the NAEYC Standards that grounds your thinking and plans.</p>	<p>2-6</p>
<p>Assessment 3a, 3b, 3c, 3d,</p>	<p>* Limited assessment;</p> <p>*Did not analyze or discuss the results from the language development assessment;</p> <p>*No strengths and weaknesses were identified.</p> <p>*Did not include the</p>	<p>*The assessment is based exclusively on Morrow’s checklist; only used one student;</p> <p>*Some of the results from the language development assessment were analyzed and discussed;</p>	<p>*The assessment is based on Morrow’s checklist for language development as well as other readings and research; is used with several young students;</p> <p>*The results from the language</p>	<p>6-18</p>

	<p>adaptations to individual, developmental, cultural and linguistic differences;</p> <p>*There is no link to research, curriculum, or the NAEYC Standards'</p> <p>*Did not cite the research base, the readings or the NAEYC Standards using correct APA format.</p>	<p>*A few strengths and weaknesses were identified.</p> <p>*Included the adaptations to individual, developmental, cultural and linguistic differences during the assessments;</p> <p>*The data is linked to school curriculum, but not the NAEYC Standards;</p> <p>*Cited some of the research base, the readings, and the NAEYC Standards using mostly correct APA format.</p>	<p>development assessment were analyzed and discussed in great detail;</p> <p>*Several strengths and weaknesses were identified.</p> <p>*Included and explained the adaptations to individual, developmental, cultural and linguistic differences during the assessments;</p> <p>*The data gleaned is linked to the NAEYC standards, the readings, and classroom curriculum;</p> <p>*Cited the research base, the readings, and the NAEYC Standards using correct APA format.</p>	
Lesson Plan-Duration, Learner Outcomes, Standards, and reflections	* Does not identify or inadequately identifies grade level/age appropriateness	*Identifies grade level/age appropriateness (subject), and lesson title;	*Explicitly identifies grade level/age appropriateness (subject), and lesson	11-33

<p>3b, 3c, 3d, 4b</p>	<p>(subject), and lesson title; *Does not provide some indication that the identifying information is linked to outcomes, standards, and procedures/assessment or inadequately links the information; *Neither learner outcomes or procedures can be demonstrated within the time frame that has been identified; *Learner outcomes are not developmentally appropriate; *Learner outcomes are not measurable. * Learner outcomes are not aligned with national, state, and/or local standards; *Identifies appropriate appropriate NAEYC</p>	<p>*Provides some indication that the identifying information is linked to outcomes, standards, and procedures/assessments; *Learner outcomes can be achieved in the time frame that has been identified, but procedures can not be completed or procedures can be implemented, but student outcomes can not be achieved; * Learner outcomes are appropriate for the subject, but not developmentally appropriate; * An attempt to write a measurable outcome is made, but not fully achieved; * An attempt to align the learner outcomes with national, state,</p>	<p>title; *Identifying information is explicitly linked to outcomes, standards, and procedures/assessments; *Learner outcomes and procedures can be achieved in the time frame that has been identified; *Learner outcomes are written at an appropriate level for grade level/age (subject) as specified in the identifying information; *Learner outcomes are expressed in measurable terms; *Learner outcomes are aligned with national, state, and/or local standards; *Identified appropriate NAEYC Standards & NJ</p>	
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	<p>Standards & NJ Early Childhood Education Program Expectations for a few procedures and assessments;</p> <p>*Does not reflect on lesson components or identify strengths and weaknesses;</p> <p>*Does not use reflection to inform future instructional plans;</p> <p>*Does not identify strategies for informing paraprofessionals and colleagues about learner outcomes and procedures;</p> <p>*Does not identify a professional development goal.</p>	<p>and/or local standards is made, but not fully achieved;</p> <p>*Identified appropriate NAEYC Standards & NJ Early Childhood Education Program Expectations for some procedures and assessments;</p> <p>*Reflects on lesson components, but does not adequately identify strengths and weaknesses;</p> <p>*Reflects, but does not adequately shape future instructional plans;</p> <p>*Identifies strategies for informing paraprofessionals and colleagues about learner outcomes and procedures, but does not adequately explain them;</p>	<p>Early Childhood Education Program Expectations for all procedures and assessments;</p> <p>*Reflects on lesson components to identify strengths and weaknesses of the various components.</p> <p>*Uses reflections to inform future instructional plans.</p> <p>*Identifies strategies for informing paraprofessionals and colleagues about learner outcomes and procedures;</p> <p>*Uses reflection to identify a future professional development goal.</p>	
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		* Uses reflection to identify a future professional development goal, but the goal is not aligned with the instructional plan.		
Scaffolding 3a, 3b, 3d, 3d, 4b	*Some, but very limited use of scaffolding, but not consistent.	*Good use of scaffolding with knowledge of support levels, but limited modeling and guided practice and lack of explanation.	*Constant use of scaffolding to provide challenging information with the necessary support; includes modeling and explanation, guided practice, peer practice, individual practice, sharing.	1-3
Content Area 3b, 3c, 3d, 4b	*Few or none of the lesson plans were based on the data that was gleaned from the assessment; there is limited attention to the strategies utilized and their effects on student learning; *The content	*Some of the lesson plans were based on the data that was gleaned from the assessment; there is some attention to the strategies utilized and their effects on student learning;	*All of the lesson plans were based on the data that was gleaned from the assessment; there is apparent attention to the strategies utilized and their effects on student learning;	7-21

	<p>area that the lesson plans were created for were not developmentally appropriate for the age investigated;</p> <p>*Most of the content lesson plans utilized effective and appropriate teaching strategies for the young children;</p> <p>*A few of the activities integrate listening speaking, reading, writing, viewing, drama, art, music, technology, and play;</p> <p>*The activities are not engaging or appropriate;</p> <p>*Did not include the adaptations to individual, developmental, cultural and linguistic differences;</p>	<p>*The content area that the lesson plans were created for was somewhat developmentally appropriate for the age investigated;</p> <p>*Some of the content lesson plans utilized effective and appropriate teaching strategies for the young children;</p> <p>*Some of the activities integrate listening speaking, reading, writing, viewing, drama, art, music, technology, and play;</p> <p>* Some of the activities are interactive and engaging;</p> <p>*Some inclusion of the adaptations to individual, developmental, cultural and linguistic</p>	<p>*The content area that the lesson plans were created for was very developmentally appropriate for the age investigated;</p> <p>*All of the content lesson plans utilized effective and appropriate teaching strategies for the young children;</p> <p>*The activities integrate listening speaking, reading, writing, viewing, drama, art, music, technology, and play;</p> <p>*There is a wide array of interactive, engaging activities;</p> <p>*Included the adaptations to individual, developmental, cultural and linguistic differences throughout the</p>	
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	<p>*Did not cite the research base, the readings, and the NAEYC Standards using correct APA format.</p>	<p>differences throughout the six lesson plans;</p> <p>*Cited some of the research base, the readings, and the NAEYC Standards using mostly correct APA format.</p>	<p>six lesson plans;</p> <p>*Cited the research base, the readings, and the NAEYC Standards using correct APA format.</p>	
<p>Family Involvement 3b, 4b, 5c, 5d</p>	<p>*Limited emphasis on parent involvement;</p> <p>*Did not include activities and information;</p> <p>There was no citing of the standards or the research base.</p>	<p>*Good information presented for parents regarding language development,</p> <p>*Included some developmentally appropriate activities for family literacy which were linked to the NAEYC Standards and research in family early literacy;</p> <p>*Some of the research was cited using correct APA format.</p>	<p>*Excellent, well-organized information provided for parents regarding language development;</p> <p>*Includes several developmentally appropriate home activities to promote language development that were linked to the NAEYC Standards and research in early literacy;</p> <p>*All research was cited using correct APA format.</p>	<p>3-9</p>
<p>Log of Reflections</p>	<p>*The reflection log answered in detail four or</p>	<p>*The reflection log answered in detail five of</p>	<p>*The reflection log answered in detail all of the</p>	<p>2-6</p>

<p>3a, 3b, 3c, 3d, 4b, 5c, 5d</p>	<p>less of the following ten questions for each lesson: -How do your lessons fit in with your philosophy about teaching social studies and science to P-3 learners? -Does your philosophy match the research in these areas? How? -How will your lessons impact student engagement and motivation? -How will your lessons impact student learning? -How did your assessment measures inform your teaching? -How would you provide modifications and activities specifically for culturally diverse students? -How would you address the needs of special education</p>	<p>the following ten questions for each lesson: -How do your lessons fit in with your philosophy about teaching social studies and science to P-3 learners? -Does your philosophy match the research in these areas? How? -How will your lessons impact student engagement and motivation? -How will your lessons impact student learning? -How did your assessment measures inform your teaching? -How would you provide modifications and activities specifically for culturally diverse students? -How would you address the needs of special education students with</p>	<p>following ten questions for each lesson: -How do your lessons fit in with your philosophy about teaching social studies and science to P-3 learners? -Does your philosophy match the research in these areas? How? -How will your lessons impact student engagement and motivation? -How will your lessons impact student learning? -How did your assessment measures inform your teaching? -How would you provide modifications and activities specifically for culturally diverse students? -How would you address the needs of special education students with</p>	
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	<p>students with mild, moderate, and severe disabilities? -How did you inform and involve parents? -How would you train and inform paraprofessionals? -How would you share and model for other teachers? *Did not cite the research base, the readings, and the NAEYC Standards.</p>	<p>mild, moderate, and severe disabilities? -How did you inform and involve parents? -How would you train and inform paraprofessionals? -How would you share and model for other teachers? *Cited some of the research base, the readings, and the NAEYC Standards that grounds your thinking using mostly correct APA format.</p>	<p>mild, moderate, and severe disabilities? -How did you inform and involve parents? -How would you train and inform paraprofessionals? -How would you share and model for other teachers? *Cited the research base, the readings, and the NAEYC Standards that grounds your thinking using correct APA format.</p>	
Written Materials	<p>*The project was not organized or submitted with: -Table of Contents -Assessment Results -Lesson Plans -Log with separate sections for each of the ten points -Bibliography (APA Style)</p>	<p>* The project was organized and submitted with most of the following: -Table of Contents -Assessment Results -Lesson Plans -Log with separate sections for each of the ten points -Bibliography</p>	<p>* The project was organized and submitted in the following format: -Table of Contents -Assessment Results -Lesson Plans -Log with separate sections for each of the ten points -Bibliography</p>	6-18

	-Appendix *Limited organization in most sections; *Headings were not used; *Five or more spelling or grammar errors; *Did not follow APA format; *Missing some components.	(APA Style) -Appendix *Good organization in most sections; *Headings were used for most sections; *Four or less spelling or grammar errors; *Followed APA format for most entries; *Submitted all but one component.	(APA Style) -Appendix *Exemplary organization with cohesiveness and clarity; *Headings were used for all sections; *One or no spelling or grammar errors; *Followed APA format; *Submitted all components	

Early Childhood Reading and Writing Assessment (#4)

TEACHER: _____ **GRADE OR SUBJECT:**

SCHOOL: _____ DISTRICT: _____ DATE: _____

Directions: Evaluate the student teacher in each area using the following scale:

NA	=	Not Applicable/Observed	
1	=	Not Met:	Does not consistently meet minimal expectations; often needs support from professor to perform at acceptable level
2	=	Met:	Meets expectations <i>as defined</i> ; displayed or developed clear and concise approaches or responses; requires occasional minimal support from professor
3	=	Target:	Exceeded expectations; is confidently and consistently meeting expectations; displayed or developed an exceptionally thoughtful and creative approach, or response; needs little, if any, support/guidance from professor

NAEYC Standards: 1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 5a, 5b, 5c, 6a, 6b, 6c,

I. Promoting Child Development and Learning (12)	
A. Demonstrates knowledge of early childhood and early literacy development and learning grounded in research. 1b	
B. Promotes the development of creative thinking and problem solving 1a, 1c	
C. Utilizes early childhood materials that are valid, effective, and accurate 4b	
D. Applies various theories to accommodate differences in developmental levels, language development, and print awareness 1b	
II. Classroom Learning Environment (15)	
A. Creates a child centered classroom environment that is conducive to learning for all learners and based on students' interests and backgrounds. 1c	
B. Establishes a positive, supportive classroom climate which is socially, emotionally and physically safe for all learners 1c	
C. Constructs and uses engaging learning centers and play areas 1c, 5c	
D. Provides a print rich environment 1c	
E. Uses a variety of children's books, student made books, print or non-print materials 5b,	
III. Assessment and Teaching (42)	
A. Plans activities based on needs assessment (learners' needs, developmental progress, prior knowledge, and classroom environment) 1a, 1b, 5c	
B. Activities are linked to appropriate NJ standards.	
C. Employs appropriate and varied reading and writing strategies and early childhood materials. 4a	
D. Creates engaging motivating activities based on readings and research 3a	
E. Uses Language Experience or Shared Writing to create student made books. 5a	
F. Activities and materials were linked to the content areas, play, and the arts 5b, 5c	
G. Provides ample teacher modeling, guided practice, read alouds, and think alouds for all learners 5a	
H. Provides effective and appropriate instructional support and scaffolding for all learners 5a, 5b	

I. Provides appropriate feedback to facilitate learner engagement and achievement 4a	
J. Indicates appropriate modifications/adaptations based on the demonstrated needs of all learners 1a	
K. Uses developmentally appropriate, valid early childhood assessments, such as observation and uses the information to guide instruction for all learners 3a, 3b, 3c,	
L. Constructs a thorough needs assessment based on assessment findings, teaching, materials, and the classroom environment.	
M. Demonstrates and exhibits an understanding of effective assessment partnerships 3d	
M. Provides evidence of P-3 student learning of the NJ Preschool Teaching and Learning Expectations: Standards of Quality 4d	
IV. Family Relationships (12)	
A. Designs an engaging, jargon free newsletter that is appropriate for family members 2a	
B. Includes information on the importance of literacy in early childhood learning 2b	
C. Demonstrates knowledge and understanding of family and community characteristics when conveying information to parents through appropriate channels. 2a, 2b, 2c	
D. Includes literacy activities for the home 2c	
V. Professionalism (18)	
A. Maintains a professional appearance and demeanor 6a, 6b	
B. Uses reflection and current early childhood and early literacy research to analyze assessment and teaching 6c	
C. Uses reflection and early childhood /literacy research to promote family involvement 6a	
D. Dialogues and collaborates with colleagues to inform practice 6c	
E. Uses reflection to identify professional development goals 6d, 6d	
F. Identifies appropriate dispositions and ethical standards 6b	
VI. Written Materials (18)	
A. The project was organized and submitted in the format mentioned above.	
B. The project has exemplary organization with cohesiveness and clarity.	
C. Headings were used for all sections;	
D. There were one or no spelling or grammatical errors.	
E. Followed APA format;	
F. Submitted all components	
Total Points	

Early Childhood Instruction and Assessment Project (#5)

NAEYC Standards addressed: 2c, 3a, 3b, 3c, 3d, 4a, 4b, 5a, 6c

Element	Not Met 1	Met 2	Target 3	Score
2c	*Did not provide a description of the information that was provided for the parents and how it was shared;	* A brief description of the information that was provided for the parents and how it was shared was given;	A detailed description of the information that was provided for the parents and how it was shared was given;	2-6

	*Did not cite the research base or cited incorrect sources.	*Some citing of the research base.	*Information is supported by the research base and cited using correct APA format.	
3a	*Did not analyze the results from the pre and posttests in the two areas that were assessed.	*Some of the results from the pre and post tests in the two areas that were assessed were discussed.	*The results from the pre and posttests in the two areas that were assessed comprehensively were discussed in great detail;	3-9
	* The areas did not include the assessment technique and the information that was gleaned from utilizing them.	*A few of the areas included the assessment technique and information about what was gleaned from utilizing them.	*Each of the areas included the assessment technique and detailed information about what was gleaned from utilizing them;	
	*No strengths and weaknesses were identified.	*A few strengths and weaknesses were identified.	*Several strengths and weaknesses were identified.	
3b	*Used two or less assessments;	Used at least four assessments;	*Used at least 6 assessments;	2-6
	*The assessment techniques utilized were not developmentally appropriate, authentic, and performance-based;	*A few of the assessment techniques utilized were developmentally appropriate, authentic, and performance-based	*All of the assessment techniques utilized were developmentally appropriate, authentic, and performance-based;	
3d	* The interview/questionnaire that was utilized with the family was not developmentally appropriate;	*Some of the interview/questionnaire that was utilized with the family was developmentally appropriate;	*The interview/questionnaire that was utilized with the family was developmentally appropriate;	2-6
2a	*Six or less of the following were discussed in the	*Ten of the following were discussed in the background	*All of the following were discussed in the background	

	<p>background information:</p> <ul style="list-style-type: none"> ▪ Family History ▪ Age ▪ Gender ▪ Race/ethnicity ▪ Family structure ▪ Medical issues, allergies ▪ Developmental milestones/delays ▪ Learning styles/modalities ▪ Special needs ▪ Other factors <p>Community and Educational History</p> <ul style="list-style-type: none"> ▪ Geographic location ▪ Community population ▪ School population ▪ Profiles (socio-economic, race, ethnicity) ▪ Other environmental factors ▪ Educational history, including number of years in school, frequent moves, specific learning problems, and/or classification or retention if applicable. ▪ Description of the child's 	<p>information:</p> <ul style="list-style-type: none"> ▪ Family History ▪ Age ▪ Gender ▪ Race/ethnicity ▪ Family structure ▪ Medical issues, allergies ▪ Developmental milestones/delays ▪ Learning styles/modalities ▪ Special needs ▪ Other factors <p>Community and Educational History</p> <ul style="list-style-type: none"> ▪ Geographic location ▪ Community population ▪ School population ▪ Profiles (socio-economic, race, ethnicity) ▪ Other environmental factors ▪ Educational history, including number of years in school, frequent moves, specific learning problems, and/or classification or retention if applicable. ▪ Description of the child's 	<p>information:</p> <ul style="list-style-type: none"> ▪ Family History ▪ Age ▪ Gender ▪ Race/ethnicity ▪ Family structure ▪ Medical issues, allergies ▪ Developmental milestones/delays ▪ Learning styles/modalities ▪ Special needs ▪ Other factors <p>Community and Educational History</p> <ul style="list-style-type: none"> ▪ Geographic location ▪ Community population ▪ School population ▪ Profiles (socio-economic, race, ethnicity) ▪ Other environmental factors ▪ Educational history, including number of years in school, frequent moves, specific learning problems, and/or classification or retention if applicable. ▪ Description of the child's current educational program. ▪ A classification, current program, and related 	
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	current educational program. <ul style="list-style-type: none"> ▪ A classification, current program, and related services if applicable. 	current educational program. <ul style="list-style-type: none"> ▪ A classification, current program, and related services if applicable. 	services if applicable.	
4b	*Provided one or less of instructional practices and assessments that can be utilized to further develop the student's progress;	*Based on the results of the instruction, the analysis/reflection as well as the interests of the student, four instructional practices and assessments were recommended that will further develop the student's progress in the two focus areas;	*Based on the results of the instruction, the analysis/reflection as well as the interests of the student, a large amount of instructional practices and assessment were recommended that will further develop the student's progress in the two focus areas;	8-24
4c	*Did not discuss what strategies the student currently uses effectively;	*Discussed what strategies the student currently uses effectively;	*Discussed in detail what strategies the student currently uses effectively;	
	*Did not discuss what strategies the student should receive instruction in during the school year;	*Discussed what strategies the student should receive instruction in during the school year;	*Discussed in detail what strategies the student should receive instruction in during the school year;	
	*Did not identify any developmentally appropriate instructional materials that should be used with the student;	*Identified a few developmentally appropriate instructional materials that should be used with the student;	*Identified several developmentally appropriate instructional materials that should be used with the student;	
	*Did not mention or explain in detail, specific strategies, activities, materials, and motivational practices that were utilized both at home and at school that provide the child with	*Mentioned but did not explain in detail, specific strategies, activities, materials, and motivational practices that were utilized both at home and at school that provide the child with	*Explained in detail specific strategies, activities, materials, and motivational practices that were utilized both at home and at school that provide the child with optimal learning and	

	optimal learning and development opportunities;	optimal learning and development opportunities;	development opportunities;	
	*Did not provide a rationale for some specific strategies, activities, materials, and motivational practices that was utilized both at home and at school;	*Provided a rationale for some specific strategies, activities, materials, and motivational practices that was utilized both at home and at school;	*Provided a detailed rationale for each specific strategies, activities, materials, and motivational practices that was utilized both at home and at school;	
	*Recommendations and rationales were not linked to what you found in the research, the NAEYC Standards and your study of this student;	*Some recommendations and rationales were linked to what you found in the research, the NAEYC Standards and your study of this student;	*All Recommendations and rationales were linked to what you found in the research, the NAEYC Standards and your study of this student;	

5c	*One of the lessons was detailed and developmentally appropriate,	*Some of the lesson plans were detailed and developmentally appropriate;	*All five of the lesson plans were detailed and developmentally appropriate;	4-12
	<p>*Each of the lessons were missing many of the following:</p> <ul style="list-style-type: none"> • Grade Level/Subject: • Lesson Title: • Duration: ▪ Learner Outcomes: • Standards: (NJ Early Childhood Standards and The NAEYC Standards) • Materials (including, but not limited to: texts, non-print 	<p>*Each of the five lesson plans contained some of the following components:</p> <ul style="list-style-type: none"> • Grade Level/Subject: • Lesson Title: • Duration: • Learner Outcomes: • Standards: (NJ Early Childhood Standards and The NAEYC Standards) • Materials (including, but not limited to: 	<p>*Each of the five of the lesson plans included all of the following components:</p> <ul style="list-style-type: none"> • Grade Level/Subject: • Lesson Title: • Duration: • Learner Outcomes: • Standards: (NJ Early Childhood Standards and The NAEYC Standards) • Materials (including, but not limited to: 	

	<p>materials technology, games, hands on materials, and manipulatives)</p> <ul style="list-style-type: none"> • Procedures: (Including Assessments linked to Learner Outcomes and scaffolding-modeling, guided practice, peer, and individual practice) • Assessment • Modifications/A ccommodations • Home School Connection:(ne wstletter with strategy information or hands on activities to do at home) • Reflections: • Research base-readings and the NAEYC Standards; 	<p>texts, non-print materials technology, games, hands on materials, and manipulatives)</p> <ul style="list-style-type: none"> • Procedures: (Including Assessments linked to Learner Outcomes and scaffolding-modeling, guided practice, peer, and individual practice) • Assessment • Modifications/A ccommodations • Home School Connection: (newsletter with strategy information or hands on activities to do at home) • Reflections: • Research base-readings and the NAEYC Standards; 	<p>texts, non-print materials technology, games, hands on materials, and manipulatives)</p> <ul style="list-style-type: none"> • Procedures: (Including Assessments linked to Learner Outcomes and scaffolding-modeling, guided practice, peer, and individual practice) • Assessment • Modifications/Ac commodations • Home School Connection: (newsletter with strategy information or hands on activities to do at home) • Reflections: • Research base-readings and the NAEYC Standards; 	
	<p>*Did not cite how you capitalized on the student’s interest and how you tied the instruction into his/her daily life;</p>	<p>*Cited how you capitalized on the student’s interest and how you tied the instruction into his/her daily life;</p>	<p>*Cited and explained how you capitalized on the student’s interest and how you tied the instruction into his/her daily life;</p>	
	<p>*The instruction was not linked to the assessment data and prior</p>	<p>*Some of the instruction was linked to the assessment data and prior</p>	<p>*The instruction was linked to the assessment data and prior analysis/reflection</p>	

	analysis/reflection did not address the NAEYC Standards.	analysis/reflection and addressed the NAEYC Standards.	and addressed the NAEYC Standards.	
6c	*Did not create an interesting method for sharing your student study and your reflections with your colleagues in your discussion group.	*Created an interesting method for sharing your student study and your reflections with your colleagues in your discussion group.	*Created an innovative, engaging method for sharing your student study and your reflections with your colleagues in your discussion group;	3-9
	*Did not include the research on how teacher dispositions and instructional strategies relate to student achievement and the positive benefits of expanding one's professional development;	*Include some of the research on how teacher dispositions and instructional strategies relate to student achievement and the positive benefits of expanding one's professional development;	*Included the research on how teacher dispositions and instructional strategies relate to student achievement and the positive benefits of expanding one's professional development.	
	*Did not provide a method for your colleagues to evaluate your professional development/sharing and to develop their own goals and plans for continued professional development in early childhood teaching and learning.	*Provided a method for your colleagues to evaluate your professional development/sharing and to develop their own goals and plans for continued professional development in early childhood teaching and learning.	*Provided an innovative method for your colleagues to evaluate your professional development/sharing and to develop their own goals and plans for continued professional development in early childhood teaching and learning.	
6d	*Composed a weak reflection on your performance as an educator in assessment and instruction and the instructional strategies that contributed most to student learning;	*Composed a reflection on your performance as an educator in assessment and instruction and the instructional strategies that contributed most to student learning;	*Composed a detailed reflection identifying your performance as an educator in assessment and instruction and the instructional strategies that contributed most to student learning;	5-15

	*Did not provide an analysis of what might have impeded student achievement as well as what instruction was problematic;	*Provided an analysis of what might have impeded student achievement as well as what instruction was problematic;	*Provided an in depth analysis of what might have impeded student achievement as well as what instruction was problematic;	
	*Did not identify or explain what professional knowledge, skills, and/or dispositions you should target that would improve your performance and what you do differently in designing future instruction;	*Identified and explained what professional knowledge, skills, and/or dispositions you should target that would improve your performance and what you do differently in designing future instruction;	*Identified and explained in detail what professional knowledge, skills, and/or dispositions you should target that would improve your performance and what you do differently in designing future instruction;	
	*Did not outline goals and implementation plans for your next steps in professional development to address the knowledge, skills, and dispositions you identified;	*Outlined a few goals and implementation plans for your next steps in professional development to address the knowledge, skills, and dispositions you identified;	*Outlined goals and specific implementation plans for your next steps in professional development to address the knowledge, skills, and dispositions you identified;	
	*Did not cite the research base, the readings, and the NAEYC Standards.	*Cited some of the research base, the readings, and the NAEYC Standards that grounds your thinking and plans.	*Cited the research base, the readings, and the NAEYC Standards that grounds your thinking and plans.	
Written Materials	*Was missing several of the following: Title Page Table of Contents Background Information Methods of Assessment Assessment Results	*Included some of the following: Title Page Table of Contents Background Information Methods of Assessment Assessment Results	*Included all of the following: Title Page Table of Contents Background Information Methods of Assessment Assessment Results Instructional Design	6-18

	Instructional Design Recommendations Colleague Sharing Appendix -Copies of all surveys and other assessments -Lesson Plans and work completed in instructional sessions -Colleagues' evaluation forms -Colleagues' professional development plans Bibliography	Instructional Design Recommendations Colleague Sharing Appendix -Copies of all surveys and other assessments -Lesson Plans and work completed in instructional sessions -Colleagues' evaluation forms -Colleagues' professional development plans Bibliography ;	Recommendations Colleague Sharing Appendix -Copies of all surveys and other assessments -Lesson Plans and work completed in instructional sessions -Colleagues' evaluation forms -Colleagues' professional development plans Bibliography ;	
	*Limited organization in most sections;	*Good organization in most sections;	*Exemplary organization with cohesiveness and clarity;	
	*Headings were not used;	*Headings were used for most sections;	*Headings were used for all sections;	
	*Five or more spelling or grammar errors;	*Four or less spelling or grammar errors;	*One or no spelling or grammar errors;	
	*Did not follow APA format;	*Followed APA format for most entries;	*Followed APA format;	
	*Missing some components.	*Submitted all but one component.	*Submitted all components	

Early Childhood Observation Project Scoring Guide (#7)

(NAEYC Standards Addressed: 1 a, 1 b, 1 c, 2b, 2c, 3b, 4b, 5a, 5c, 5d)

Element	Not Met (1 point each)	Met (2 points each)	Target (3 points each)	Score Range
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Standard 1a, b, c	<p>*Few of the following information were discussed in background information:</p> <ul style="list-style-type: none"> • Name • Age • Environment 	<p>* Some of the following information were discussed in Part I background information:</p> <ul style="list-style-type: none"> • Name • Age • Environment 	<p>* All of the following information were discussed in Part I background information:</p> <ul style="list-style-type: none"> • Name • Age • Environment 	7-21
	<p>*The narrative included none or one of the following: physical, cognitive, language, social/emotional, aesthetic development, and social skills.</p>	<p>*The narrative included one or two of the following with limited descriptions: physical, cognitive, language, social/emotional, aesthetic development, and social skills.</p>	<p>* The narrative included two of the following in detail: physical, cognitive, language, social/emotional, aesthetic development, and social skills.</p>	
	<p>* Summary of the child's developmental was weak</p>	<p>*Summarized the child's developmental status</p>	<p>*Provided a detailed summary of the child's developmental status</p>	
	<p>*Did not compare and contrast how the subject child is functioning with regards to the developmental characteristics of young children;</p>	<p>*Compared and contrasted how the subject child is functioning with regards to the developmental characteristics of young children;</p>	<p>*Compared and contrasted in a detailed manner how the subject child is functioning with regards to the developmental characteristics of young children;</p>	
	<p>* Did not discuss how the developmental characteristics that were observed link with the readings, the research base, and the NAEYC Standards</p>	<p>* Discussed somewhat the developmental characteristics that were observed. Limited linking of findings to the readings, the research base, and the NAEYC Standards</p>	<p>* Discussed in detail how the developmental characteristics that were observed, link with the readings, the research base, and the NAEYC Standards</p>	

	<p>*Did not describe influences that may have contributed to any differences between observations, the NAEYC standards and the research on child development and learning;</p> <p>*Limited description of how the environment should be created at home and in school</p>	<p>*Described a few influences that may have contributed to any differences between observations, the NAEYC standards and the research on child development and learning;</p> <p>*Provided a description of how the environment should be created at home and in school in order to create one that is healthy, reverent, challenging, and caring for the child</p>	<p>*Identified the multiple influences that may have contributed to any differences between observations, the NAEYC standards and the research on child development and learning;</p> <p>*Provided a detailed description of how the environment should be created at home and in school in order to create one that is healthy, reverent, challenging, and caring for the child</p>	
Standard 2b, 2c	*Did not provide a description of the information that was provided for the parents and how it was shared;	* A brief description of the information that was provided for the parents and how it was shared and given;	*A detailed description of the information that was provided for the parents and how it was shared and given:	
Standard 3b, 4a	<p>*Did not explain the purpose of the study</p> <p>*Did not provide a narrative for each observation session;</p>	<p>*Explain the purpose of the study vaguely</p> <p>* Provided a narrative for the observation sessions and this narrative was mostly limited to objective observations;</p>	<p>*Explain the purpose of the study in detail</p> <p>*Provided a detailed narrative for each observation session and this narrative was limited to objective observations:</p>	2-6

Standard 2a, 2b, 5a, 5b	*Did not mention or explain in detail, specific strategies, activities, materials, and motivational practices that were utilized both at home and at school that provide the child with optimal learning and development opportunities;	*Mentioned but did not explain in detail, specific strategies, activities, materials, and motivational practices that were utilized both at home and at school that provide the child with optimal learning and development opportunities;	* Explained in detail specific strategies, activities, materials, and motivational practices that were utilized both at home and at school that provide the child with optimal learning and development opportunities;	2-6
* Did not provide developmentally appropriate recommendations that enhance teaching and learning for each of the two disciplines that were observed;	* Provided a few developmentally appropriate recommendations that enhance teaching and learning for each of the two disciplines that were observed;	* Provided developmentally appropriate recommendations that enhance teaching and learning for each of the two disciplines that were observed;		
Standard 6a, c, d	*Did not cite goals for continued professional development or create a plan for implementation.	*Set one goal and created a limited implementation plan for the next steps in your professional development to address the knowledge, skills, and dispositions you identified	* Set explicit goals and created a detailed implementation plan for the next steps in your professional development to address the knowledge, skills, and dispositions you identified;	

	*Did not identify what professional knowledge, skills, and/or dispositions you targeted that would improve your performance as an educator	*Set one goal and created a limited implementation plan for the next steps in your professional development to address the knowledge, skills, and dispositions you identified	* Identified in detail what professional knowledge, skills, and/or dispositions you targeted that would improve your performance as an educator	
	*Did not provide a rationale as to why this change was necessary, and gave a limited explanation of how you are going to create an environment that supports developmentally appropriate practices	* Provided a rationale as to why this change was necessary, and gave a limited explanation of how you are going to create an environment that supports developmentally appropriate practices	* Provided a detailed rationale as to why this change was necessary, and explained how you are going to create an environment that supports developmentally appropriate practices	
Written materials	* Limited organization in most sections and missing some components.	* Good organization in most sections and Submitted but missing one component	* Exemplary organization with cohesiveness and clarity and submitted all components	5-15
	*Did not cite the research base or cited incorrect sources	*Limited citing of the research base (one or two citations)	* Cited the research base in professional and early childhood development	
	*Did not follow APA format;	*Followed APA format for most entries;	*Followed APA format;	
	*3-5 days late	*1-2 days late	*Submitted on or before due date	
	*Does not provide a copy of actual observation notes or typed observations	*Provides a part of actual observation notes or typed observations	*Provides a copy of actual observation notes or typed observations	
TOTAL scores				

