



ECCE 1103 Child Growth and Development

COURSE SYLLABUS

Online

Fall Semester 2018 (201912)

COURSE INFORMATION

Credit Hours/Minutes: 3/2250

Class Location: Georgia Virtual Technical Connection (GVTC)/Blackboard

Class Meets: Via Internet for 15 weeks

Course Reference Number (CRN): 20001

Preferred Method of Contact: College Email

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Kay Wilson

Campus/Office Location: Swainsboro Building 2, Room 2125

Office Hours: Monday-Thursday 1:00-4:00

Email Address: [Kay Wilson \(kwilson@southeasterntech.edu\)](mailto:kwilson@southeasterntech.edu)

Phone: 478-289-2213

Fax Number: 478-289-2276

SOUTHEASTERN TECHNICAL COLLEGE'S (STC) CATALOG AND HANDBOOK

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and Handbook \(http://www.southeasterntech.edu/student-affairs/catalog-handbook.php\)](http://www.southeasterntech.edu/student-affairs/catalog-handbook.php).

REQUIRED TEXT

Child Development Early Stages Through Age 12, Goodheart-Wilcox 8th edition International Standard Book Number (ISBN) 978-1-631260384

REQUIRED SUPPLIES & SOFTWARE

Note: Although students can use their smart phones and tablets to access their online course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither Blackboard nor GVTC provide technical support for issues relating to the use of a smart phone or tablet so students are advised to not rely on these devices to take an online course.

COURSE DESCRIPTION

This course introduces the student to the physical, social, emotional, and cognitive development of the young child (prenatal through 12 years of age). The course provides for competency development in observing, recording, and interpreting growth and development stages in the young child; advancing physical and intellectual competence, supporting social and emotional development, and examining relationships between child development and positive guidance. Topics include developmental characteristics, prenatal through age

12, developmental guidance applications, observing and recording techniques, ages and stages of development, and introduction to children with special needs.

MAJOR COURSE COMPETENCIES

Topics include Developmental Characteristics, Prenatal Through Age 12, Developmental Guidance Applications, Observing and Recording Techniques, Theories of Development, and Introduction to Children With Special Needs.

PREREQUISITE(S)

Provisional Admission

COURSE OUTLINE

Developmental Characteristics, Prenatal Through Age 12

1. Identify typical and atypical physical growth and developmental characteristics.
2. Identify typical and atypical social growth and developmental characteristics.
3. Identify typical and atypical emotional growth and developmental characteristics.
4. Identify typical and atypical cognitive growth and developmental characteristics.
5. Examine current research in brain development.

Developmental Guidance Applications

1. Demonstrate developmentally appropriate verbal and non-verbal guidance techniques.
2. Describe direct and indirect techniques for guiding children's behaviors.

Observing and Recording Techniques

1. Identify different methods of observation.
2. Demonstrate properly recorded observations.

Theories of Development

1. Discuss and explore how theories explain child development.
2. Describe the areas of developmentally appropriate practices including individual development, chronological development, and family/cultural influences.
3. Identify the stages and the importance of play.

Introduction to Children with Special Needs

1. Identify characteristics of children 0 through age 12 with special needs in all areas of development.
2. Discuss how genes and prenatal care affect the development of children with special needs.

GENERAL EDUCATION CORE COMPETENCIES

STC has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

STUDENT REQUIREMENTS (ONLINE)

The student is expected to complete all work on the attached lesson plan.

- Within the first three days of class ALL online students must:
 - Post an introduction in Blackboard.
 - Send instructor an email stating their intentions to take this online course.
- Online students are responsible for checking e-mails and Blackboard announcements DAILY.
- To log in to Blackboard.
 - Go to the STC website: [Southeastern Technical College Home Page \(www.southeasterntech.edu\)](http://www.southeasterntech.edu),

- Or go to [My Southeastern Tech my.southeasterntech.edu](http://my.southeasterntech.edu)
 - Login to mySTC using the student id number and BANNERWEB pin number.
 - Click the Blackboard Icon.
 - Or go to [Southeastern Tech's Blackboard Home Page https://southeasterntech.blackboard.com](https://southeasterntech.blackboard.com)
 - Username is 43_9XXXXXXXXX and password is 43_9XXXXXXXXX unless you have changed it
- Homework assignments must be completed by the date specified; assignments may be submitted early. 10 points will be deducted weekly for three weeks for late assignments. After three weeks a zero will be given.
 - Discussion boards must be completed by the date specified; assignments may be submitted early. 10 points will be deducted weekly for three weeks for late assignments. After three weeks a zero will be given.
 - Tests must be completed by the date specified. Tests are posted and students who miss a test will be assigned a grade of zero. Please do not wait until the last moment to submit in case you have Internet problems with your computer. If Internet or browser failure occurs, contact the instructor immediately by email. A decision will be made at that time IF the test will be reset. Check your email for instructor response to a request for a test reset.

ONLINE ATTENDANCE

It is the student's responsibility to be academically engaged each week doing course related activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an "F" (Failing 0-59) in a course.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Students will have at least one week to complete tests and assignments. All tests and assignments are due at Midnight on Monday of each week. Exceptions to the due dates of assignments due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

SPECIAL NEEDS

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126, to coordinate reasonable accommodations.

SPECIFIC ABSENCES

Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

PREGNANCY

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126, to coordinate reasonable accommodations.

WITHDRAWAL PROCEDURE

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% point of the term in which student is enrolled (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of “W” is assigned for the course(s) when the student completes the withdrawal form.

Important – Student-initiated withdrawals are not allowed after the 65% point. After the 65% point of the term in which student is enrolled, the student has earned the right to a letter grade and will receive a grade for the course. Please note: Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of “F” being assigned.

Informing your instructor that you will not return to his/her course, does not satisfy the approved withdrawal procedure outlined above.

There is no refund for partial reduction of hours. Withdrawals may affect students’ eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. A grade of “W” will count in attempted hour calculations for the purpose of Financial Aid.

Online Proctored Event Withdrawals

Students who do not complete the proctored exam for an online class on the scheduled date and do not present a valid excuse within three business days of the scheduled event will be withdrawn from the course with a “WF” (Withdrawn Failing) and will be disabled in their online class. If the proctored event is scheduled during final exams, any student who misses the proctored exam will receive an “F” for the course.

PROCTORED EVENT REQUIREMENT

In order to validate student identity for all online courses, students enrolled in online courses are **required** to complete one proctored event per online course. The proctored event will be administered on separate days—once on the Vidalia campus and once on the Swainsboro campus. Students must attend one of the proctored sessions as scheduled on the Lesson Plan/Course Calendar. Dual enrollment students enrolled in online courses have the same options, but can also complete the event on the high school campus. The event will be monitored by the instructor, another College employee, or high school counselor. The proctored event may be a major exam, assignment, or presentation, etc. that will count a minimum of 20% of the course grade. Students must attend one of the scheduled proctored sessions and will need to make arrangements with work, childcare, etc. The specific dates of the proctored event are scheduled on the Lesson Plan/Calendar for the online course.

Students living farther than 75 miles from either campus who cannot come to Southeastern Tech for the event must secure an approved proctoring site. The site and the proctor must meet Southeastern Technical College's requirements (instructor will provide more information and necessary forms if this is the case).

Note: Students taking proctored events off campus will utilize the Proctor Scheduling and Approval Form found in Blackboard within the Getting Started/Start Here and Proctoring Event area. The completed form should be submitted to the course instructor a minimum of two weeks prior to the proctored event. If approved, the instructor will notify the proctor.

Students arranging off-campus proctoring must take the event on one of the originally scheduled days. Students who do not complete the proctored event as scheduled must submit a valid documented excuse within three business days after the scheduled event. If the excuse is approved by the instructor of the course, students must make arrangements with the instructor to makeup/reschedule the missed event. The penalty and makeup instructions will be at the instructor’s discretion. Proctored events will be given after the

65% point of the semester. **Students who do not complete the proctored event on the scheduled date and do not present a valid documented excuse within three business days of the scheduled event will be withdrawn from the course with a "WF" (Withdrawn Failing). If the proctored event is scheduled during final exams, any student who misses the proctored event will be issued an "F" (Failing) for the course.**

PROCTORING FEES

Students are not charged a proctoring fee when taking a proctored event at Southeastern Technical College or any other TCSG college. Students who choose to use an off-campus proctor may be assessed a proctoring fee by the proctoring site. In this instance, the student is responsible for payment.

The required proctored event for this class is scheduled on the following dates and times: November 13 on the Swainsboro Campus, Room 2125, at 5:00 p.m. and Vidalia Campus, Room 317 November 14 at 3:00 p.m. (You must let the instructor know which date you will be attending by November 1).

MAKEUP GUIDELINES (Tests, quizzes, homework, projects, etc...)

Students will have at least one week to complete tests and assignments. All tests and assignments are due at midnight on Monday of each week. Assignments and test not received on the due date will be assigned a 0 until received. Ten points per week will be deduct points for work that is submitted late.

ACADEMIC DISHONESTY POLICY

The Southeastern Technical College Academic Dishonesty Policy states that all forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can also be found in the Southeastern Technical College Catalog and Handbook.

PROCEDURE FOR ACADEMIC MISCONDUCT

The procedure for dealing with academic misconduct and dishonesty is as follows:

1. First Offense

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

2. Second Offense

Student is given a grade of "WF" (Withdrawn Failing) for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

3. Third Offense

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of third offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

STATEMENT OF NON-DISCRIMINATION

The Technical College System of Georgia and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member or citizenship status (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination

on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer	Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 st Street, Vidalia Office 108 Phone: 912-538-3126 Email: Helen Thomas hthomas@southeasterntech.edu	Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3230 Email: Lanie Jonas ljonas@southeasterntech.edu

ACCESSIBILITY STATEMENT

Southeastern Technical College is committed to making course content accessible to individuals to comply with the requirements of Section 508 of the Rehabilitation Act of Americans with Disabilities Act (ADA). If you find a problem that prevents access, please contact the course instructor.

GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on Southeastern Technical College’s website.

ACCESS TO TECHNOLOGY

Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the [Southeastern Technical College Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu).

TECHNICAL COLLEGE SYSTEM OF GEORGIA (TCSG) GUARANTEE/WARRANTY STATEMENT

The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.

GRADING POLICY

Assessment/Assignment	Percentage
Test	15%
Weekly Assignments	30%
Proctor	20%
Observation/Assessment	30%
Discussion Board	5%

GRADING SCALE

Letter Grade	Range
A	90-100

Letter Grade	Range
B	80-89
C	70-79
D	60-69
F	0-59

ECCE 1103 Child Growth and Development

Fall Semester 2018 lesson plan

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
<p style="text-align: center;">Week 1 8/13-8/20</p> <p style="text-align: center;">Due 8/20</p>	<p style="text-align: center;">Chapters 1 & 21</p>	<p style="text-align: center;">Orientation, Learning about Children, Protecting Children's Physical Health and Safety, Observation and Assessments</p>	<p style="text-align: center;">Define Chapter Words</p> <p style="text-align: center;">Complete Review and Assessment at the end of each lesson</p> <p style="text-align: center;">Read Chapters</p> <p style="text-align: center;">Complete discussion questions</p> <p style="text-align: center;">Complete one observation</p>	<p style="text-align: center;">1, 5 a,c</p>
<p style="text-align: center;">Week 2 & 3 8/20-9/4</p> <p style="text-align: center;">Due 9/4</p>	<p style="text-align: center;">Chapters 3 & 4</p>	<p style="text-align: center;">Families and Parenting</p>	<p style="text-align: center;">Define Chapter Words</p> <p style="text-align: center;">Complete Review and Assessment at the end of each lesson</p> <p style="text-align: center;">Read Chapters</p> <p style="text-align: center;">Complete discussion questions</p> <p style="text-align: center;">Complete one observation</p>	<p style="text-align: center;">1, 2, 3, 4 a,c</p>
<p style="text-align: center;">Week 4 & 5 9/4-9/17</p> <p style="text-align: center;">Due 9/17</p>	<p style="text-align: center;">Chapters 5-7</p>	<p style="text-align: center;">Prenatal Development and the Newborn</p>	<p style="text-align: center;">Define Chapter Words</p> <p style="text-align: center;">Complete Review and Assessment at the end of each lesson</p> <p style="text-align: center;">Read Chapters</p> <p style="text-align: center;">Complete discussion questions</p> <p style="text-align: center;">Complete one observation</p>	<p style="text-align: center;">1, 2, 3, 4, 5 a,c</p>

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
<p>Week 6 9/17-24</p> <p>Due 9/24</p>	<p>Chapters 8-10</p>	<p>Physical, Intellectual, Social-Emotional, Developmental Need in the First Year and Learning Accomplishment Profile (LAP)</p>	<p>Define Chapter Words</p> <p>Complete Review and Assessment at the end of each lesson</p> <p>Read Chapters</p> <p>Complete discussion questions</p> <p>Complete one observation</p>	<p>1, 2, 3, 4</p> <p>a,c</p>
<p>Week 7 9/24-10/1</p> <p>Due 10/1</p>	<p>Chapters 11-13</p>	<p>Physical, Intellectual, Social-Emotional, and Developmental Need of a Toddler</p>	<p>Define Chapter Words</p> <p>Complete Review and Assessment at the end of each lesson</p> <p>Read Chapters</p> <p>Complete one observation</p> <p>Complete discussion questions</p>	<p>1, 2, 3, 4</p> <p>a,c</p>
<p>Week 8 & 9 10/1-15</p> <p>Due 10/15</p>	<p>Chapters 14-16</p>	<p>Physical, Intellectual, Social-Emotional, and Developmental Need of a Preschooler</p>	<p>Define Chapter Words</p> <p>Complete Review and Assessment at the end of each lesson</p> <p>Mid Term</p> <p>Read Chapters</p> <p>Complete one observation</p>	<p>1, 2, 3, 4</p> <p>a,c</p>
<p>Week 10 10/15-22</p> <p>Due 10/22</p>	<p>Chapter 23</p>	<p>Children with Special Needs and Learning in a Group Setting</p>	<p>Define Chapter Words</p> <p>Complete Review and Assessment at the end of each lesson</p> <p>Philosophy Paper Due Week 15</p> <p>Read Chapters</p> <p>Complete one observation</p>	<p>4. 5</p> <p>a,c</p>

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
<p>Week 11 10/22-29</p> <p>Due 10/29</p>	<p>Chapters 17-19</p>	<p>Orientation, Observations, ASSESSMENTS, Physical Development of School Age Children, Providing for School-Age Children Physical Needs</p>	<p>Define Chapter Words</p> <p>Complete Review and Assessment at the end of each lesson</p> <p>Read Chapters List Changes that occur in School Age Children</p> <p>1 page paper on Obesity and School Age Children</p> <p>List three ways parents can promote self esteem</p>	<p>1, 5</p> <p>a,c</p>
<p>Week 12 & 13 10/29-11/12</p> <p>Due 11/12</p>	<p>Chapter 24</p>	<p>Developmentally Appropriate Practices</p> <p>Your Personal Philosophy on Teaching Children</p>	<p>Define Chapter Words</p> <p>Complete Review and Assessment at the end of each lesson</p> <p>Read Chapters Read a book on Discipline and Young Children</p> <p>List examples of activities that are Developmentally Appropriate Practice and activities that are Developmental Individual Practice.</p>	<p>2, 3,5</p> <p>a, c</p>
<p>Week 14 11/12-19</p> <p>Due 11/19</p>	<p>Chapter 22</p>	<p>Families</p>	<p>Read Chapters</p> <p>Write a review of a book on Discipline and Young Children</p> <p>PROCTOR</p>	<p>2</p> <p>a,c</p>

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
Week 15 11/19-12/3 Due 12/3	Chapter 25	Career Moves in ECCE	Define Chapter Words Complete Review and Assessment at the end of each lesson Philosophy Paper Due Final	2 a,c

COMPETENCY AREAS

1. Developmental Characteristics, Prenatal Through Age 12
2. Developmental Guidance Applications
3. Observing and Recording Techniques
4. Theories of Development
5. Introduction to Children with Special Needs

GENERAL CORE EDUCATIONAL COMPETENCIES

- a) The ability to utilize standard written English.
- b) The ability to solve practical mathematical problems.
- c) The ability to read, analyze, and interpret information.

Discussion Board RUBRIC

Students will be required to answer discussion board questions that will be posted within Blackboard. The topics will be posted at least a week prior to the due date. The answers to the discussion questions should be detailed and thoroughly answers the topic. Also, students will be required to respond to at least one answer posted by their classmates. The responses should include why you do or do not agree with the student's response. It is ok to disagree with your classmate on his/her answer but the responding student should be professional in his/her response to his/her classmate. Be constructive in discussion these topics with your classmates.

1 POST 1 REPLY

Students who post their initial discussion board response to the discussion board topic and respond to at least one answer posted by their classmate will be given a 100 on the assignment if the post is turned in by the due date and free of grammatical and spelling errors. The student will receive a 10 point deduction for each day that the student's discussion post is turned in past the due date. The student will receive a one point deduction for each grammatical and spelling error in the student's discussion post. A 10 point deduction will be given to any student who only responds to their classmate with an answer of "yes/no" or "I agree/disagree."

1 POST 0 REPLY

Any student that does not respond to at least one answer posted by their classmates will not receive a grade above 70 on the discussion post. The grade of 70 will be the highest grade that the student will be able to receive on the discussion post if the post is turned in by the due date and free of grammatical errors and spelling errors. The student will receive a 10 point deduction for each day that the student's discussion post is turned in past the due date. The student will receive a one point deduction for each grammatical and spelling error in the student's discussion post.

0 POST 1 REPLY

Students who only respond to a classmate's discussion post will not receive a grade above 50 on the discussion topic. The grade of 50 will be the highest grade that the student will be able to receive on the discussion response if the response is turned in by the due date and free of grammatical errors and spelling errors. The student will receive a 10 point deduction for each day that the student's discussion response is turned in past the due date. The student will receive a one point deduction for each grammatical and spelling error in the student's discussion response.

0 POST 0 REPLY

Students will receive a 0 on the discussion topic the student does not post an answer or response to a classmates discussion post.

WRITING RUBRIC

NAME _____ DATE _____

ASSIGNMENT _____

Criteria	4	3	2	1
Neatly written/typed according to directions	The paper was very neatly written or typed— according to directions	The typing or handwriting was neat	The typing or handwriting was somewhat neat	The paper was lacking in the area of neatness
Length	The length was completely appropriate or was longer than required	The paper was within a few lines of being appropriate length	The paper was approximately $\frac{3}{4}$ as long as it should be	The paper was less than $\frac{1}{2}$ the length it should be
On topic	The entire paper was on topic	Most of the paper was on topic	The paper remained somewhat on topic	Half or more of the paper was not on topic
Spelling/Grammar	There were no more than 2 spelling errors/1 grammar error	There were no more than 3 spelling errors and/or 2 grammar errors	There were no more than 3 spelling errors and/or 3 grammar errors	There were more than 3 spelling errors and/or 3 grammar errors
Main Idea(s) /Supporting Details/Cohesion	The paper contained proper main idea(s), properly developed supporting ideas and was cohesive	The paper contained proper main idea(s), developed supporting ideas but was lacking in cohesion	The paper had main idea(s), poorly developed supporting ideas and cohesion was lacking	The paper did not have a proper main idea, and/or supporting details and/or cohesion

Grammar Errors: fragments, run-on sentences, subject-verb agreement...

Total points _____ X 5 = _____

Comments

ECCE 1103 Research Paper RUBRIC

NAME _____ DATE _____

ASSIGNMENT Research Paper and Presentation on Child Development Theorist

Criteria	4	3	2	1
Neatly written/typed according to directions	The paper was very neatly written or typed—according to directions	The typing or handwriting was neat	The typing or handwriting was somewhat neat	The paper was lacking in the area of neatness
Length	The length was completely appropriate or was longer than required	The paper was within a few lines of being appropriate length	The paper was approximately $\frac{3}{4}$ as long as it should be	The paper was less than $\frac{1}{2}$ the length it should be
Voice –Eye Contact	The speaker’s voice could be heard and eye contact was maintained throughout the entire presentation	The speaker’s voice could be heard and eye contact was maintained throughout most of the presentation	The speaker’s voice could be heard and eye contact was maintained throughout at least half of the presentation	The speaker’s voice could be heard and eye contact was maintained throughout at least some of the presentation
Spelling/Grammar	There were no more than 2 spelling errors/1 grammar error	There were no more than 3 spelling errors and/or 2 grammar errors	There were no more than 3 spelling errors and/or 3 grammar errors	There were more than 3 spelling errors and/or 3 grammar errors
Main Idea(s) /Supporting Details/Cohesion	The paper contained proper main idea(s), properly developed supporting ideas and was cohesive	The paper contained proper main idea(s), developed supporting ideas but was lacking in cohesion	The paper had main idea(s), poorly developed supporting ideas and cohesion was lacking	The paper did not have a proper main idea, and/or supporting details and/or cohesion

Grammar Errors: fragments, run-on sentences, subject-verb agreement...

Total points _____ X 5 = _____

Comments

Power Point RUBRIC

NAME _____ DATE _____

ASSIGNMENT _____

Criteria	4	3	2	1
Creative	The power point was very creative and unusual	The power point was creative	The power point was somewhat creative	The power point was lacking in creativity
Length	The length was completely appropriate or was longer than required 15 slides	Presentation included at least 13 slides	Presentation included at least 11 slides	Presentation included less than 10 slides
On topic	The information contained in the power point was very useful/helpful to Early Childhood Education (ECE)	The information was informative to ECE	The information was somewhat useful/helpful to ECE	The power point was lacking in this area
Spelling/Grammar	There were no more than 2 spelling errors/1 grammar error	There were no more than 3 spelling errors and/or 2 grammar errors	There were no more than 3 spelling errors and/or 3 grammar errors	There were more than 3 spelling errors and/or 3 grammar errors
Voice/Eye Contact	The speaker's voice could be heard and eye contact was maintained throughout the entire presentation	The speaker's voice could be heard and eye contact was maintained throughout most of the presentation	The speaker's voice could be heard and eye contact was maintained throughout at least half of the presentation	The speaker's voice could be heard and eye contact was maintained throughout at least some of the presentation

Grammar Errors: fragments, run-on sentences, subject-verb agreement...

Total points _____ X 5 = _____

Comments