**EEC 3214 Evaluation Guide for Program Design (Declarative Knowledge)**

**Description of Assignment:**   
Students demonstrate content knowledge by completing the “Program Design” assignment.

**FAU Academic Learning Compact (ALC) Indicators:**   
Declarative Knowledge: The student will describe, in writing, an “ideal” program covering program philosophy, number/capacity and ages of children, capacity for serving children with special needs and families from diverse backgrounds, space and furnishings, curriculum model or approach, staffing, and classroom routines or schedules.

|  | **Components** | **Exceeds Expectation  (91-100%)** | **Meets Expectations  (73- 90%)** | **Does Not Meet Expectations  (72%)** |
| --- | --- | --- | --- | --- |
| **Declarative Knowledge** | Program philosophy | Articulated at least three philosophical orientations. 15 points | Stated two philosophical orientations. 10-14 points | Did not identify, or identified only one philosophical orientation. < 10 pts |
| Number/capacity and ages of children | Specifically identified the number and ages of children in each classroom. 5 points | Identified the number and ages of children. 3-4 points | Did not identify the number or ages of children, or both. < 3 points |
| Capacity for serving children with special needs | Identified the number of children with special needs, as well as the children’s distribution throughout the classrooms. 10 pts | Identified the number of children with special needs. 7-9 pts | Did not identify the number of children with special needs. < 7 pts |
| Capacity for serving families from diverse backgrounds | Effectively described the capacity of the program for serving families from diverse backgrounds. 20 pts | Described the capacity of the program for serving families from diverse backgrounds. 14-19 pts | Did not fully describe the capacity of the program for serving families from diverse backgrounds. < 14 points |
| Space and furnishings | Effectively described all areas and furnishings and provided a visual drawing or layout. 20 pts | Described all areas and furnishings. 14-19 pts | Did not fully describe all areas and furnishings. < 14 pts |
| Curriculum model or approach | Effectively described how a curriculum model or approach will be used at the program. 10 pts | Described how a curriculum model or approach will be used at the program. 7-9 pts | Did not fully describe how a curriculum model or approach will be used at the program. < 7 pts |
| Staffing | Fully described the staff for each class. 5 points | Described the staff for each class. 3-4 pts | Did not fully describe the staff. < 3 pts |
| Classroom routines or schedules | Provided a daily schedule for each classroom that was developmentally appropriate. 20 points | Provided a generic daily schedule that was developmentally appropriate. 14-19 points | Daily schedules were not appropriate for the ages identified. < 14 points |
|  | Quality or written work | Well organized and no writing errors were noted. 5 points | Organized and 2-3 writing errors were noted. 4 points | Not, or somewhat, organized and more than 3 writing errors were noted. < 4 points |
| **Live Text Results** | | **Exceeds Expectation  (91-100%) 91-100 points** | **Meets Expectations  (73-90%) 73-90 points** | **Does Not Meet Expectations  (72%) 0-72 points** |
| **ALC Indicator** | **Declarative Knowledge**  **Direction**  **Record total score into the applicable cell.** |  |  |  |