**Description of Assignment:** Based upon child observations, family interviews, teacher reports, and available assessment data, students will write two daily activity plans (one for a child with a disability and one for a child who is typically developing).

**FAU Academic Learning Compact (ALC) Indicators:**   
Critical Thinking: Students will collect, analyze, synthesize, and make inferences from data collected.

(Procedural) Knowledge: Student will plan activities with identified performance and learning outcomes.

|  | **Directions:** Enter scores earned in each cell. | **Exceeds Expectation  (91-100%)** | **Meets Expectations  (73- 90%)** | **Does Not Meet Expectations  (<72%)** |
| --- | --- | --- | --- | --- |
| **Critical Thinking** | **Child (w/o disability)**  **Observation:  Raw notes & Log**  2.5 points total | Provided raw notes with documentation for dates, times, and locations. Provided justification for each date, time, and location selected; and a minimum 6 observation hours are reflected.  2.0-2.5 points | Provided raw notes with documentation for dates, times, and locations. Provided some justification for date, time, and locations selected; and a minimum 6 observation hours are reflected. 1-1.5 points | Minimum 6 hours of observations and times not documented on notes; inadequate or no justification provided; or, Student did not attempt assignment. 0-.5 point |
| **Child (w/disability)**  **Observation:  Raw notes & Log**  2.5 points total | Provided raw notes with documentation for dates, times, and locations. Provided justification for each date, time, and location selected; and a minimum 6 observation hours are reflected.  2.0-2.5 points | Provided raw notes with documentation for dates, times, and locations. Provided some justification for date, time, and locations selected; and a minimum 6 observation hours are reflected.  1-1.5 points | Minimum 6 hours of observations and times not documented on notes; inadequate or no justification provided; or, Student did not attempt assignment. 0-.5 point |
| **Child (w/o disability) Observation: Summary**  10 points total | Provided pertinent demographic information and concrete details of child’s abilities, interests, and learning needs. Summary is accurately organized by developmental domains. 9-10 points | Provided pertinent demographic information and concrete details of child’s abilities, interests, and learning needs. Summary is organized. 7-8 points | Did not provide pertinent demographic information; or summary did not provide concrete information, nor is clearly organized; or, student did not attempt assignment. 0- 6 points |
| **Child (w/disability) Observation: Summary**  10 points total | Provided pertinent demographic information and concrete details of child’s abilities, interests, and learning needs. Summary is accurately organized by developmental domains. 9-10 points | Provided pertinent demographic information and concrete details of child’s abilities, interests, and learning needs. Summary is organized. 7-8 points | Did not provide pertinent demographic information; or summary did not provide concrete information, nor is clearly organized; or, student did not attempt assignment. 0- 6 points |
| **Critical Thinking** | **Child (w/o disability) Observation:**  **Reflection paper**  2.5 points total | Identified strengths, needs, and developed a specific plan for improving the observation  process. 2-2.5 points | Identified strengths, needs, and developed a general plan for improving the observation  process. 1-1.5 points | Did not identify strengths, needs, or a plan for improving the observation  process; or, student did not attempt assignment. 0-.5 point |
| **Child (w/disability) Observation:**  **Reflection paper**  2.5 points total | Identified strengths, needs, and developed a specific plan for improving the observation  process.  2-2.5 points | Identified strengths, needs, and developed a general plan for improving the observation  process. 1-1.5 points | Did not identify strengths, needs, or a plan for improving the observation  process; or, student did not attempt assignment. 0-.5 point |
| **Critical Thinking** | **Child (w/o disability) Parent/Family interview:  Raw notes & Log**  2.5 points total | Provided raw notes with documentation for dates, times, and locations. Provided justification for each date, time, and location selected; and a minimum 6 observation hours are reflected.  2-2.5 points | Provided raw notes with documentation for dates, times, and locations. Provided some justification for date, time, and locations selected; and a minimum 6 observation hours are reflected.  1-1.5 points | Minimum 6 hours of observations and times not documented on notes; inadequate or no justification provided; or, student did not attempt assignment. 0-.5 point |
| **Child (w/disability) Parent/Family interview:  Raw notes & Log**  2.5 points total | Provided raw notes with documentation for dates, times, and locations. Provided justification for each date, time, and location selected; and a minimum 6 observation hours are reflected.  2-2.5 points | Provided raw notes with documentation for dates, times, and locations. Provided some justification for date, time, and locations selected; and a minimum 6 observation hours are reflected.  1-1.5 points | Minimum 6 hours of observations and times not documented on notes; inadequate or no justification provided; or, student did not attempt assignment. 0-.5 point |
| **Critical Thinking** | **Child (w/o disability) Parent/family Interview: Summary** 10 points total | Provided pertinent demographic information and concrete details of child’s abilities, interests, and learning needs. Summary is accurately organized by developmental domains. 9-10 points | Provided pertinent demographic information and concrete details of child’s abilities, interests, and learning needs. Summary is organized. 7-8 points | Did not provide pertinent demographic information; or summary did not provide concrete information, nor is clearly organized; or, student did not attempt assignment. 0- 6 points |
| **Child (w/disability) Parent/family Interview: Summary** 10 points total | Provided pertinent demographic information and concrete details of child’s abilities, interests, and learning needs. Summary is accurately organized by developmental domains. 9-10 points | Provided pertinent demographic information and concrete details of child’s abilities, interests, and learning needs. Summary is organized. 7-8 points | Did not provide pertinent demographic information; or summary did not provide concrete information, nor is clearly organized; or, student did not attempt assignment. 0- 6 points |
| **Critical Thinking** | **Child (w/o disability) Parent/family Interview: Reflection paper**  2.5 points total | Identified strengths, needs, and developed a specific plan for improving the interview process.  2-2.5 points | Identified strengths, needs, and developed a general plan for improving the interview process. 1-1.5 points | Did not identify strengths, needs, or a plan for improving the interview process; or, student did not attempt assignment. 0-.5 point |
| **Child (w/disability) Parent/family Interview: Reflection paper**  2.5 points total | Identified strengths, needs, and developed a specific plan for improving the interview process.  2-2.5 points | Identified strengths, needs, and developed a general plan for improving the interview process. 1-1.5 points | Did not identify strengths, needs, or a plan for improving the interview process; or, student did not attempt assignment. 0-.5 point |
| **Critical Thinking** | **Child (w/o disability) Teacher Interview: Raw notes & Log**  2.5 points total | Provided raw notes with documentation for dates, times, and locations. Provided justification for each date, time, and location selected; and a minimum 6 observation hours are reflected.  2-2.5 points | Provided raw notes with documentation for dates, times, and locations. Provided some justification for date, time, and locations selected; and a minimum 6 observation hours are reflected.  1-1.5 points | Minimum 6 hours of observations and times not documented on notes; inadequate or no justification provided; or, Student did not attempt assignment; or, student did not attempt assignment. 0- .5 point |
| **Child (w/disability) Teacher Interview: Raw notes & Log**  2.5 points total | Provided raw notes with documentation for dates, times, and locations. Provided justification for each date, time, and location selected; and a minimum 6 observation hours are reflected.  2-2.5 points | Provided raw notes with documentation for dates, times, and locations. Provided some justification for date, time, and locations selected; and a minimum 6 observation hours are reflected.  1-1.5 points | Minimum 6 hours of observations and times not documented on notes; inadequate or no justification provided; or, Student did not attempt assignment; or, student did not attempt assignment. 0-.5 point |
| **Critical Thinking** | **Child (w/o disability) Teacher Interview: Summary**  10 points total | Provided pertinent demographic information and concrete details of child’s abilities, interests, and learning needs. Summary is accurately organized by developmental domains. 9-10 points | Provided pertinent demographic information and concrete details of child’s abilities, interests, and learning needs. Summary is organized. 7-8 points | Did not provide pertinent demographic information; or summary did not provide concrete information, nor is clearly organized; or, student did not attempt assignment. 0- 6 points |
| **Child (w/disability) Teacher Interview: Summary**  10 points total | Provided pertinent demographic information and concrete details of child’s abilities, interests, and learning needs. Summary is accurately organized by developmental domains. 9-10 points | Provided pertinent demographic information and concrete details of child’s abilities, interests, and learning needs. Summary is organized. 7-8 points | Did not provide pertinent demographic information; or summary did not provide concrete information, nor is clearly organized; or, student did not attempt assignment. 0- 6 points |
| **Critical Thinking** | **Child (w/o disability) Teacher Interview: Reflection paper**  2.5 points total | Identified strengths, needs, and developed a specific for improving the interview process.  2-2.5 points | Identified strengths, needs, and developed a general plan for improving the interview process. 1-1.5 points | Did not identify strengths, needs, or a plan for improving the interview process; or, student did not attempt assignment. 0-.5 point |
| **Child (w/disability) Teacher Interview: Reflection paper**  2.5 points total | Identified strengths, needs, and developed a specific plan for improving the interview process.  2-2.5 points | Identified strengths, needs, and developed a general plan for improving the interview process. 1-1.5 points | Did not identify strengths, needs, or a plan for improving the interview process; or, student did not attempt assignment. 0-.5 point |
| **Procedural Knowledge** | **Daily Activity Plan for child w/out disability**  15 points total | Clearly and accurately identified and described all 8 components of the activity plan (i.e. appropriate learning objective, activity, strategies, on-going assessment method, etc). 14-15 points | Clearly and accurately identified and described 6-7 components of the activity plan (i.e. appropriate learning objective, activity, strategies, on-going assessment method, etc). 11-13 points | Clearly and accurately identified and described 5 or fewer components of the activity plan (i.e. appropriate learning objective, activity, strategies, on-going assessment method, etc); or, student did not attempt assignment.  0-10 points |
| **Daily Activity Plan for child w/disability**  15 points total | Clearly and accurately identified and described all 8 components of the activity plan (i.e. appropriate learning objective, activity, strategies, on-going assessment method, etc). 14-15 points | Clearly and accurately identified and described 6-7 components of the activity plan (i.e. appropriate learning objective, activity, strategies, on-going assessment method, etc). 11-13 points | Clearly and accurately identified and described 5 or fewer components of the activity plan (i.e. appropriate learning objective, activity, strategies, on-going assessment method, etc); or, student did not attempt assignment.  0-10 points |

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|  | **Live Text Results Directions:** Record total Score for each ALC Indicator in the applicable cell. | **Exceeds Expectation  (91-100%) 41-45 points** | **Meets Expectations  (73- 90%) 33-40 points** | **Does Not Meet Expectations  (<72%) 0-32 points** |
| **Academic Learning Compact  Indicators** | **Critical Thinking**. |  |  |  |
|  | **Exceeds Expectation  (91-100%) 27-30 points** | **Meets Expectations  (73- 90%) 22-26 points** | **Does Not Meet Expectations  (<72%) 0-21 points** |
| **Procedural Knowledge.** |  |  |  |