This course is designed to explore and understand the current theories of play interpretation, creativity and be able to both observe and facilitate their role in the development of young children. An analysis and examination of the nature of creativity and creative expression among young children will be investigated. An identification of the aesthetics domain (art, drama, music, movement, etc.) will be covered along with methods for bringing them into the young child's world.

**Academic Misconduct** – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: http://studentconduct.unlv.edu/misconduct/policy.html.
Copyright – The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you.

If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to me during office hours so that we may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach me before or after class to discuss your accommodation needs.

Religious Holidays Policy – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, February 1st, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university that could not reasonably been avoided. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=4&navoid=164.

Incomplete Grades - The grade of I – Incomplete – can be granted when a student has satisfactorily completed all course work up to the withdrawal date of that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. A student who receives an I is responsible for making up whatever work was lacking at the end of the semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to
learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: http://academicsuccess.unlv.edu/tutoring/.

**UNLV Writing Center** – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/

Rebelmail – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.

**XI. Course Objectives:**

**Knowledge**

(Subject matter or discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional knowledge)

1. Use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all young children from birth through age eight. (**InTASC 1.a, NAEYC1.a, NAEYC1.b, NAEYC5.b**)  
   Measurement/Evaluation: Exam, Team Project

2. Use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children. (**InTASC1.b, InTASC2.g, NAEYC1.a, NAEYC1.b, NAEYC1.c, NAEYC4.c**)  
   Measurement/Evaluation: Exam, Team Project

3. Describe the nature of play and creativity which include giving several definitions, describing the characteristics of the highly creative person and describing the process of play and creativity. (**InTASC2.a, InTASC4.d, NAEYC1.b, NAEYC1.c, NAEYC5. NAEYC5.b, NAEYC5.c**)  
   Measurement/Evaluation: Exam, Team Project

4. Describe conditions which promote and inhibit creative teaching and learning.  
   **InTASC1.d, InTASC3, InTASC8, NAEYC1.b, NAEYC1.c, NAEYC4.c, NAEYC5.b, NAEYC5.c**)  
   Measurement/Evaluation: Exam, Team Project

**Performance (Skills)**

(The ability to use content, professional and pedagogical knowledge effectively and
readily in diverse teaching settings in a manner that ensures that all students are learning.)

1. Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, to encourage positive social interaction among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem. (InTASC1.b, InTASC2.a, INTASC3.c, InTASC5.g, InTASC8.m, NAEYC4.a, NAEYC4.b, NAEYC4.c, NAEYC4.d, NAEYC5.a, NAEYC5.b, NAEYC5.c)
   Measurement/Evaluation: Team Project

2. Establish and maintain physically and psychologically safe and healthy learning environments for children. (InTASC1.b, INTASC3.f, InTASC5.g, InTASC8, NAEYC4.a, NAEYC4.b, NAEYC4.c, NAEYC4.d, NAEYC5.a, NAEYC5.b, NAEYC5.c)
   Measurement/Evaluation: Team Project

3. Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices. (InTASC6.a, NAEYC3a, NAEYC3.d)
   Measurement/Evaluation: Learning Toy or game

4. Demonstrate the ability to establish conditions which stimulate creative expression. (InTASC8.i, NAEYC4.b, NAEYC4.c, NAEYC5, b)
   Measurement/Evaluation: Team Project

5. Develop materials and ideas which can be used to stimulate creative expression and reinforce skills. (4.b)
   (InTASC4.g, InTASC5.c, NAEYC4.b, NAEYC4.c, NAEYC5, b, NAEYC5.c)
   Measurement/Evaluation: Learning Toy or game

6. Identify appropriate ways of promoting each child’s total development through experiences in art, music, drama and other avenues of creative expression. (4.b)
   (InTASC5.a, InTASC8.e, NAEYC4.b, NAEYC4.c, NAEYC5.a, NAEYC5.b, NAEYC5.c)
   Measurement/Evaluation: Exam, Team Project

Disposition(s)
(Values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as educator’s own professional growth—guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.)

1. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds. (InTASC2.a, NAEYC2.a, NAEYC2.b, NAEYC2.c)
   Measurement/Evaluation: Exam

2. Reflect on their practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of their choices and actions on others (young children, parents, and other professionals) as a basis for program and planning and modification, and continuing professional development. (InTASC6.a, NAEYC3a, NAEYC3.d)
   Measurement/Evaluation: Team Project

3. Demonstrate awareness of and commitment to the profession’s code of
ethical conduct. \textit{(InTASC9.o, NAEYC6.b)}
\textit{Measurement/Evaluation: Team Project}

4. Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice. \textit{(InTASC9.n, NAEYC6.a, NAEYC6.b, NAEYC6.e)}
\textit{Measurement/Evaluation: Report on Two Readings}

5. Establish and maintain positive, collaborative relationships with colleagues, other professionals and families, and work effectively as a member of a professional team. \textit{(InTASC9.m, NAEYC6.a, NAEYC6.c)}
\textit{Measurement/Evaluation: Team Project}

6. Serve as advocates on behalf of young children and their families, improved quality of and services for young children, and enhanced professional status and working conditions for early childhood educators. \textit{(InTASC9.o, NAEYC6.e)}
\textit{Measurement/Evaluation: Team Project}

\textbf{Internet Resources:}
National Association for the Education of Young Children - http://www.naeyc.org
Zero to Three - http://www.zerotothree.org
The Division for Early Childhood (DEC) - http://www.dec-sped.org
Nevada Association for the Education of Young Children - http://www.nevaeyc.org/
The Council for Exceptional Children (CEC) - http://www.cec.org
UNLV Library: http://www.library.unlv.edu/
Early Childhood Education Online - http://www.ume.maine.edu/~cofed/eceol/welcome.html

\textbf{XII. Texts, readings, and instructional resources:}
\textbf{Required Textbook(s):}

\textbf{Suggested Readings:}
Description of Instructional Procedures:

The primary in-class instructional formats for this course include lecture and discussions; collaborative/cooperative learning activities, individual and small group problem solving and contextual applications; role-play/simulations; media presentations, community resource personnel. Out-of-class learning activities may include, but are not limited to the following learning activities: assigned readings; a paper or project; and Webcanvas postings and/or discussions.

XIII. Assignments, evaluation procedures, and grading policy:

Course Requirements:
1. Two Journal Articles
2. Originate a Learning Toy
3. Teach 2 Fingerplays to the class
4. Team Project
5. Midterm Exam

Assignments:

1. **Journal Article Reviews (2) (50 points each: 100 points total)**
   This assignment requires the participant to select, read and critique a research study or educational article on some area of play theory, creativity or aesthetics in early childhood education. During the search for an appropriate study, it is hoped that students will learn about the many types of professional journals available in the university library and the information they contain. It is highly recommended the instructor approve the journal articles in advance. See the rubric for more specific information about the required sections.

Journals to be used:

Assignment Profile

APA 6th Edition Example:

Author(s), (Year of Journal). Title of Article (small case letters except first word), Name of Journal, Volume(issue), pages.
Required parts for the review of research related to course content (Article Review):

**Title Page:** Includes title of the article, author(s) who wrote the article, name of the student, and the date.

**Provide Purpose:** A paraphrase of the researchers words in an overview or summary of the article. Additionally, an argument/reasons for the importance of teaching the targeted skill/s for the target population is clearly made.

**Participants/Setting:** Information on the participants are provided (e.g., age(s), sex, ethnicities, socioeconomic background, disability, if applicable; percentages are acceptable). Setting for the intervention is provided (e.g., pre-k program, toddler room, elementary school, resource room, home).

**Materials:** Materials for the intervention are listed and clearly described.

**Instructional Procedures:** The person responsible for implementing the intervention is listed. Instructional procedures are also listed and clearly described (Step by step; think task analysis).

**Measurement:** The independent and dependent variables are listed (i.e., what are the authors trying to measure?)

**Results:** Results are described clearly. What was the outcome of the intervention? Did it work for all students?

**Discussion:** Why or why not did this intervention work? Is it a worthwhile study? Are there any points of agreements or disagreements with the researcher?

**Implication:** Think about what this means for educators. Does it suggest changing how things have been done, or present it in a different way? What does this mean for educators?

**Reflection:** Make sure to answer the following: 1) Describe how you might implement this intervention in your (future) class. (2) Include what questions you still have about this intervention. Is there anything unclear and would prevent you from implementing in your classroom?

**References Page:** include APA 6th ed. citation of the article

**Journal Article Criteria:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization and APA</td>
<td>10</td>
</tr>
<tr>
<td>Content: Purpose, Participants, Materials, Procedures, Measurement, Results</td>
<td>20</td>
</tr>
<tr>
<td>Reflection: Discussion, Implications, Reflection</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
</tr>
</tbody>
</table>

2. **Learning Toy or Game (100 points)**
Students will originate an educational toy or game for young children that is self-corrective. When constructing this learning instrument it is important that the creator consider the developmental and academic value inherent in the product. Include theory and research to back up your academic claims. Also include the instructions on how to use your product and the intended age group. See the rubric for further details.

**Criteria**

**Written Paper:**
- Organization: 5 points
- Instructional Directions: 10 points
- Objectives: 20 points
- Creativity: 10 points

**Learning Game or Toy**

**Oral Presentation:**
- Creativity: 10 points
- Organization: 5 points
- Self Corrective: 10 points
- Objectives: 10 points
- DAP toy or game: 20 points
- Total: 100 points

**3.** **2 Fingerplays (25 points each; 50 points total)**

Each student will select two fingerplays and teach them to the class. You will need to:
- Demonstrate and teach the fingerplays to the class. (10 points)
- Provide an instructional approach that you would use in a classroom of young students. (15 points)

**4.** **Team Presentations (150 points)**

Team Topics
1. Movement Exploration
2. Technology
3. Nutrition
4. Storytelling and Poetry
5. Music

The purpose of this assignment is to provide teachers of young children with research materials, activities, organization and the opportunity to conduct a mini workshop pertinent to selected topic. There is a written component and an oral presentation. See the rubric for further details.

**Presentation Ideas**

What is the importance of your topic?
What new research has been conducted?
What materials and activities would be of value for the teacher of young children?
Create a relevant reference page of 5 or more research-based articles (e.g., no websites)
You are required to make an Oral Presentation as well as generate a written presentation.
See the rubric for more specific details.

**Criteria for Oral Presentation:**
- Organization: 10 points
- Activities with visual support(s): 40 points
- Total: 50 points

**Criteria for Written Presentation:**
- Table of contents: 10 points
- Goals: 10 points
- Organization: 10 points
- Research section supporting the use of your discipline (2-3 page review): 20 points
- Activities: 30 points
- References page: 10 points
- Each member’s responsibilities or contribution: 10 points
- Total: 100 points

**Exam (100 points)**
One test is required. One will be given at mid-term and will be taken in class and consist of 10 to 15 short-answer and/or multiple choice questions that cover material presented in class and in the assigned readings up until that point in the semester.

**Course Grading:**
- Article Reviews: 100 points (50 points each)
- Fingerplays: 50 points (25 points each)
- Team Project: 150 points (100 points written assignment/50 points oral presentation)
- Learning Toy: 100 points
- Exam: 100 points

**Assignments Total: 500 points**

**Grading Policy:**
Final grade for this class will be determined by computation of the simple arithmetic average of scores obtained on the one non-comprehensive 10-15 short answer test, the two finger plays, the team project, the two journal article critiques, and the game or toy activity. The exam is worth 100 points, the two finger plays are worth 50 points, the team project is worth 150 points, the two journal article critiques are worth 100 points.
points, and the game or toy is worth 100 points (500 total). The following scale will be used to determine the course grade:

A   = 95-100                C+  = 78-81                        D-   = 60-64
A-  = 92-94                  C    = 75-77                         F     = 59 and below
B+ = 88-91                  C-   = 72-74
B   = 85-87                  D+  = 68-71
B-  = 82-84                  D    = 65-67

Administrative Requirements and Course Policies:

1. Late Policy: All assignments are due on the date provided in the syllabus by the beginning of the class. No late work will be accepted for any reason.

2. All assignments MUST be done in APA 6th edition, including typed and double-spaced. Work submitted should reflect college-level expectations in terms of scope, depth, writing mechanics, appearance, and APA 6th Edition style (where appropriate).

3. This class is supported by WebCanvas. Each student enrolled in the class is expected to log on to WebCanvas and to monitor closely the class site for messages and additional assignments on a daily basis.

Other Notes - Students are expected to demonstrate professional behavior at all times. This includes:

- Refraining from inappropriate or personal comments about other students or the instructor
- Refraining from excessive questions, particularly about information the student does not know because s/he did not complete the assigned readings
- Cell phones for emergency use only during class
- Not using laptops unless for purposes explicitly related to the course. If laptop use becomes a distraction to students in the class, laptops will no longer be permissible.
- The instructor may deduct points from students’ grades or ask students to leave class for any of the activities above. Students who are asked to leave class will not be allowed to make up any assignments from that day.

XIV. Class Schedule: Course outline subject to change

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Content</th>
<th>Readings (Due at the beginning of class)</th>
<th>Assignments</th>
<th>Student Presenters (TBA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introductions</td>
<td>Order book and familiarize yourself with it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/22/2019</td>
<td>Review Syllabus</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Week 2  | 1/29/2019 | Developmentally Appropriate Practices  
Ecological Theory  
Sign up for assignments/group projects (finger plays, team project, create a toy)  
Journal Article's APA review/Library Services | Read DAP article (NAEYC) | Be sure to sign up for all class projects and know the date you are presenting |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3</td>
<td>2/5/2019</td>
<td><em>Play and Development: Theory Characteristics of Play Categories of Play</em></td>
<td>Read Chapter 2 (Van Hoorn et al.) Article TBA</td>
<td>Fingerplays:</td>
</tr>
<tr>
<td>Week 4</td>
<td>2/12/2019</td>
<td><em>Play as the Cornerstone of Development: The Literature Embedding Play Theory into daily instruction and Curriculum Fostering Playful Learning throughout the Day</em></td>
<td>Read Chapter 3 (Van Hoorn et al.) Article TBA</td>
<td><strong>Article Review #1 Due</strong></td>
</tr>
<tr>
<td>Week 5</td>
<td>2/19/2019</td>
<td><em>Orchestrating Children's Play: Setting the Stage &amp; Interactions With Children</em></td>
<td>Read Chapters 4 &amp; 5 (Van Hoorn et al.)</td>
<td>Fingerplays:</td>
</tr>
<tr>
<td>Week 6</td>
<td>2/26/2019</td>
<td><em>Mathematics in the Play-Centered Curriculum</em></td>
<td>Read Chapter 6 (Van Hoorn et al.)</td>
<td>Fingerplays:</td>
</tr>
<tr>
<td>Week 7</td>
<td>3/5/2019</td>
<td><em>Play as a Tool for Assessment Toys and Technology as Tools for Play</em></td>
<td>Read Chapter 7 (Van Hoorn et al.) Read Assessment article STUDY for MIDTERM!!!</td>
<td>Prepare for Midterm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review for Midterm</td>
<td></td>
<td>Fingerplays:</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
<td>Reading/Assignments</td>
<td>Deadline/Additional Information</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>-----------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>8</td>
<td>3/12/2019</td>
<td>MIDTERM EXAM</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individual Student Meetings*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>3/19/2019</td>
<td>SPRING BREAK!!!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3/26/2019</td>
<td><em>Language, Literacy, and Play</em></td>
<td>Read Chapter 8 (Van Hoorn et al.)</td>
<td>Learning Toy or Game Due/ Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Finger Plays: Learning Toy/Game:</td>
</tr>
<tr>
<td>11</td>
<td>4/2/2019</td>
<td><em>Science in the Play-Centered Curriculum</em></td>
<td>Read Chapter 9 (Van Hoorn et al.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individual Student Meetings*</td>
<td>Read science article</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>4/9/2019</td>
<td><em>The Arts in the Play-Centered Curriculum</em></td>
<td>Read Chapters 10 &amp; 11 (Van Hoorn et al.)</td>
<td>Learning Toy or Game Due/ Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Learning Toy/Game:</td>
</tr>
<tr>
<td>13</td>
<td>4/16/2019</td>
<td>Outdoor Play</td>
<td>Read Chapter 12 (Van Hoorn et al.)</td>
<td>Article Review #2 Due</td>
</tr>
<tr>
<td>14</td>
<td>4/23/2019</td>
<td><em>Play, Socialization, and Social Skills</em></td>
<td>Read Chapter 11 (Van Hoorn et al.)</td>
<td>Team Projects Due for ALL students (written only)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prepare and Practice for Presentations</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>4/30/2019</td>
<td>Team Project Presentations:</td>
<td></td>
<td>Team Presentations Part I</td>
</tr>
<tr>
<td>16</td>
<td>5/7/2019</td>
<td>Team Project Presentations</td>
<td></td>
<td>Team Presentations</td>
</tr>
<tr>
<td>17</td>
<td>5/14/2019</td>
<td>FINAL EXAM – We are having presentations take</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>place of the exam, so if everything is</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>turned in you do not have to attend class</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
at 4:15 pm
Activity Format:

Purpose of Activity:

Objectives:

State Standards:

Procedure:

Materials:

Evaluation:
# Team Project Rubric

<table>
<thead>
<tr>
<th>Proficiency Target</th>
<th>Format</th>
<th>Completeness of Oral Presentation</th>
<th>Completeness of Written Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceeds Expectations</strong></td>
<td>Clear and logical sequence and order Easy to follow Typed Appropriate Grammar and Spelling APA format</td>
<td>Provides significant info All major areas are discussed: issues pro and con Research Content</td>
<td>Provides significant info All major areas are discussed: issues pro and con Objectives Research Reflection All required criteria for written presentation is available</td>
</tr>
<tr>
<td><strong>Meets Expectations</strong></td>
<td>Somewhat logical sequence and order Difficult to follow Typed Minimal grammar and spelling errors Minimal APA format errors</td>
<td>Provides sufficient info Some areas are discussed: issues pro and con Research Content</td>
<td>Provides sufficient information Some areas are discussed: issues pro and con Objectives Research Reflection Some required criteria for written presentation is available</td>
</tr>
<tr>
<td><strong>Below Expectations</strong></td>
<td>No logical Sequence No Areas are discussed Many APA format errors Many grammar and spelling errors</td>
<td>Provides little info No areas are discussed</td>
<td>Provides little info and order Not typed No APA format Poor grammar and spelling None of the required criteria for written presentation is available</td>
</tr>
</tbody>
</table>

**45-50 points**

**35-44 points**

**35 - 0 points**

**95-100 points**

**85-94 points**

**85 - 0 points**
## Learning Game or Toy Rubric

<table>
<thead>
<tr>
<th>Proficiency Target</th>
<th>Format</th>
<th>Completeness of Oral Presentation</th>
<th>Completeness of Written Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceeds Expectations</strong></td>
<td>Clear and logical sequence and order Easy to follow Typed Appropriate Grammar and Spelling APA format</td>
<td>Provides significant info Creative Organized Explains how toy/game is self-corrective in nature Discusses objectives Developmentally Appropriate for the age group it represents Research Content</td>
<td>Provides significant info Organized Instruction Directions Objectives Creative</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>50-55 points</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Meets Expectations</strong></td>
<td>Somewhat logical sequence and order Difficult to follow Typed Minimal grammar and spelling errors Minimal APA format errors</td>
<td>Provides sufficient info Some areas are discussed Research Content</td>
<td>Provides sufficient information Objectives Some instruction directions are given Somewhat creative Some Objectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>40-49 points</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Below Expectations</strong></td>
<td>No logical Sequence No Areas are discussed Many APA format errors Many grammar and spelling errors</td>
<td>Provides little info No areas are discussed</td>
<td>Provides little info and order Not typed No APA format Poor grammar and spelling None of the required criteria for written presentation is available</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>40 – 0 points</strong></td>
<td></td>
</tr>
</tbody>
</table>