

ASSESSMENT DESCRIPTION

Assessment Details	
Course Code	ECE 3213
Course Name	TEACHING SCIENCE IN EARLY CHILDHOOD
Course Teacher	Marwa Eltanahy
Assessment Strategy	Final Assessment - Project
Assessment Description	In this assessment task, you will be required to work with a group (2-4 students) to complete and submit a STEM, STEAM or STREAM plan (Student Booklet) to be applied in STEAM week (s) in any of the ECE grades.
Instructions	<p>Design a STREAM student Booklet in a WORD file to integrate (Minimum 4 – Maximum 6) different disciplines (Science, Mathematics, English, technology, Arabic, Islamic, social studies...etc.)</p> <ul style="list-style-type: none"> • Design a STREAM booklet to apply Interdisciplinary STREAM Project in ECE. <ol style="list-style-type: none"> 1. Attach the three TP tasks to your booklet. 2. Design a STEM, STEAM, OR STREAM plan (1-2 pages) to identify the following; <ol style="list-style-type: none"> a. Main learning objectives of each subject. b. Identify the Theme: (Theme-based Learning) project to be applied in a week in ECE class. c. Rationale of your theme: For whom is this project to be applied? Why is it important to teach this theme to ECE students? What benefits will the students get from working on this project? d. A diagram of the design process adopted to clarify what the design process looks like in your project and how students will implement it to complete this task. e. Pictures to show examples of the final design. 3. All disciplines should be integrated successfully to achieve ONE theme-based STEAM project. 4. All activities should be skill-based to develop students' thinking, inquiry, design, reading, writing SKILLS ...etc. 5. Design the main activities /tasks required to complete the project. 6. Ensure that activities of all disciplines are linked to achieve the main goals of a theme-based STEAM project. 7. Identify the success criteria to assess activities of each subject. <ul style="list-style-type: none"> • Attach a cover page of your STEAM project with a project name, grade & label box for student's name and class. • Use assessment 3 cover page to add the title, course name & code, your name & ID, semester & year.

CLOs	<p>CLO2 Explain how the variety of process skills are used within scientific investigations.</p> <p>CLO3 Implement developmentally appropriate, play-based science activities which address commonly held misconceptions in young children.</p> <p>CLO5 Design a STREAM unit of work.</p>
NAEYC Competencies	4b, 5a, 6d
TELS-ECE Elements	3.1, 3.2
Weighting	40%
Duration/Word Limit	1200- 1500 words
Submission Week	16
Grading Criteria	Your grade will be determined using the relevant criteria from the attached Analytic Rubric.
Late Penalty	Unless special circumstances are agreed with the course teacher regarding late submission, work submitted 1 working day late will be deducted 10%, 2 days late 20%, 3 days late 30% and any work submitted more than 3 days late will get a zero mark.
Academic Honesty	<p>Breaches of Academic Honesty will be treated with the utmost seriousness. You are reminded the penalties for cheating or plagiarism include dismissal from the HCT.</p> <p>(for more information please refer to Academic and Student Regulations, HCT Academic Honesty Policy, Student Handbook)</p>

ASSESSMENT COVER PAGE

Course Name	TEACHING SCIENCE IN EARLY CHILDHOOD	Course Code	
Instructor Name	Marwa Eltanahy	CRN	
Task Title			
Due Date		Date Submitted	

Student Name	
Student ID	

Final Grade		
General Comments		

Late Penalty:

Unless special circumstances are agreed with the course teacher regarding late submission, work submitted 1 working day late will be deducted 10%, 2 days late 20%, 3 days late 30% and any work submitted more than 3 days late will get a zero mark.

Academic Honesty:

Breaches of Academic Honesty will be treated with the utmost seriousness. You are reminded the penalties for cheating or plagiarism include dismissal from the HCT.

(for more information please refer to [Academic and Student Regulations](#), [HCT Academic Honesty Policy](#), [Student Handbook](#))

Student Declaration:

This assignment is entirely my own work except where I have duly acknowledged other sources in the text and listed those sources at the end of the assignment. I have not previously submitted this work to the HCT. I understand that I may be orally examined on my submission.

GRADING ANALYTIC RUBRIC

GRADING/MARKING CRITERIA Achievement that satisfactorily meets the course requirements Achievement that is significantly above the course requirements	ACHIEVEMENT INDICATORS															
	Achievement that does not meet requirements			<i>Achievement that narrowly fails to meet the requirements</i>			<i>Achievement that minimally meets the course requirements</i>			<i>Achievement that satisfactorily meets the course requirements</i>			<i>Achievement that is significantly above the course requirements</i>		<i>Achievement that is outstanding relative to the course requirements</i>	
	Achievement that is outstanding relative to the course requirements	<i>Clearly does not meet the requirements</i>														
	Significantly below course requirements	1.0 – 1.99			2.0 – 2.99			3.0 – 3.69		3.7 – 4.0						
Assessment has not been submitted at all, is not-existent or not carried out	D	D+	C-	C	C+	B-	B	B+	A-	A						
GPA Range	0 – 0.99	30 - 59	60 – 63	64 – 66	67 – 69	70 – 73	74 – 76	77 – 79	80 – 83	84 – 86	87 – 89	90 - 100				
Letter Grade	F		1.0	1.3	1.7	2.0	2.3	2.7	3.0	3.3	3.7	4.0				

CONTENT AND KNOWLEDGE CRITERIA – 50%

Attention to Purpose and Questions Addresses the purpose and questions related to	Does not address the question and/or assignment task.	<i>Displays some knowledge but is not linked to the questions in the assignment/task</i>	<i>Attempts to address the questions, but there is digression and some misunderstanding.</i>			<i>Makes a sound attempt at addressing questions. Some minor digression or misunderstanding</i>			<i>Addresses the purpose of the questions clearly.</i>		<i>Addresses the questions clearly, systematically, and comprehensively.</i>	
	No attempt or submitted	Represents an unsuccessful	Represents a limited	Represents a limited	Represent s an	Represent s a	Represent s a	Represent s a sound	Represent s a strong	Represent s a strong	Represent s an	Represent s an

<p><i>the assignment / task</i> <i>(Create STEAM-Student Booklet and plan that integrates different disciplines)</i> 30%</p> <p>NAEYC Competencies: 4b, 5a, 6d</p> <p>TELS-ECE Elements: 3.1, 3.2</p> <p>CLOs 2, 3, 5</p>	<p>work represents an unsuccessful attempt that displays very little knowledge of the requirements of the Integrated disciplines</p>	<p>attempt that provides a collection of only 2 assessment requirements and numerous digressions and/ or inaccuracies</p>	<p>attempt that presents a collection of 3 assessment requirements and/or inaccuracies</p>	<p>attempt that provides a collection of 4 assessment requirements and/or inaccuracies</p>	<p>unsatisfactory attempt that provides a collection of 5 assessment requirements</p>	<p>satisfactory attempt that provides a collection of 5 assessment requirements</p>	<p>satisfactory attempt that provides a collection of 6 assessment requirements</p>	<p>attempt that provides insightful collection of 7 assessment requirements</p>	<p>collection of 8 assessment requirements with sufficient details</p>	<p>collection of 9 assessment requirements with sufficient details and only minor inaccuracies.</p>	<p>outstanding collection of 10 assessment requirements addressing the task systematically and comprehensively with almost no inaccuracies.</p>	<p>outstanding collection of 11 assessment requirements addressing the task systematically and comprehensively with no inaccuracies</p>	
<p>Depth of subject knowledge</p> <p><i>Displays knowledge of topic/subject/theory including range, depth, and accuracy of subject.</i></p>	<p><i>Fails to include any relevant knowledge</i></p>	<p><i>Displays significant gaps in knowledge and/or misunderstanding of facts, terminology, and theory.</i></p>	<p><i>Attempts to show some understanding of knowledge with limited relevant terminology, theory, or subject knowledge</i></p>			<p><i>Demonstrates factual/conceptual understanding and appropriate terminology with minor omissions.</i></p>			<p><i>Demonstrates the depth of subject knowledge clearly.</i></p>		<p><i>Demonstrates the depth of subject knowledge clearly, systematically, and comprehensively</i></p>		
	<p>No attempt or submitted work shows almost no knowledge of integrated</p>	<p>Demonstrates some significant gaps in knowledge related to integrated</p>	<p>Demonstrates insufficient understanding of integrated</p>	<p>Demonstrates basic understanding of integrated discipline</p>	<p>Demonstrates basic understanding of integrated discipline</p>	<p>Demonstrates adequate understanding of integrated</p>	<p>Demonstrates adequate understanding of the integrated</p>	<p>Demonstrates solid understanding of integrated discipline</p>	<p>Demonstrates detailed knowledge of integrated</p>	<p>Demonstrates detailed and in-depth knowledge of</p>	<p>Demonstrates detailed and in-depth knowledge of</p>	<p>Demonstrates detailed, and in-depth knowledge</p>	

<p>20% <i>(Understanding of how disciplines could be integrated in ECE through interdisciplinary approach)</i></p> <p>NAEYC Competencies: 4b, 5a, 6d</p> <p>TELS-ECE Elements: 3.1, 3.2</p> <p>CLOs 2, 3, 5</p>	<p>disciplines and evidence-based reflective practice</p>	<p>disciplines and evidence-based reflective practice</p>	<p>disciplines and provides little and/or no evidence in support of the presented activities</p>	<p>s but shows some misconceptions and provides no/little relevant evidence in support of the presented activities</p>	<p>s but provides little relevant evidence in support of the presented activities</p>	<p>disciplines with minor inaccuracies and provides sufficient relevant evidence in support of the presented activities</p>	<p>disciplines and provides enough relevant evidence in support of the presented activities</p>	<p>s supported by some details and provides enough relevant evidence in support of the presented activities</p>	<p>disciplines and provides relevant evidence in support of the presented activities</p>	<p>integrated disciplines and provides relevant evidence in support of the presented activities</p>	<p>integrated disciplines in a clear and systematic way and provides relevant evidence in support of the presented activities</p>	<p>e of integrated disciplines in a clear, systematic & comprehensive way and provides an array of relevant evidence in support of the presented activities</p>
<p>Explanation and Description</p> <p>Explains presented ideas/concepts relevantly</p> <p><i>(Explain and show how all elements of integration are aligned effectively)</i></p>	<p><i>Fails to explain and describe</i></p> <p>Fails to explain, integrate different disciplines, or design STEAM booklet</p>	<p><i>Demonstrates very limited explanation or description</i></p> <p>Explains or integrate 2 disciplines but with irrelevant theme or activities</p>	<p><i>Demonstrates limited explanation or description</i></p> <p>Explains or integrate 2 disciplines with poor alignment of theme and activities</p>	<p>Explains or integrate 2 disciplines with limited alignment of theme and different activities</p>	<p>Explains or integrate 2 disciplines with relevant alignment of theme, different activities</p>	<p><i>Demonstrates some explanation and description</i></p> <p>Explains or integrate 3 disciplines with relevant alignment of theme, different activities, and</p>	<p>Explains or integrate 3 disciplines with adequate alignment of theme, different activities, and</p>	<p>Explains or integrate mostly accurate 4 disciplines with fair alignment of theme, different activities, and</p>	<p><i>Demonstrates good explanation and description</i></p> <p>Explains or integrate mostly accurate 4 disciplines with good alignment of theme, different activities, and</p>	<p>Explains or integrate mostly accurate 5 disciplines relevantly with a particularly good alignment of theme,</p>	<p><i>Demonstrates very clear and relevant explanation and description</i></p> <p>Explains or integrate mostly accurate 6 disciplines clearly with a proficient level of detail with excellent</p>	<p>Explains or integrate mostly accurate (more than 6) disciplines systematically, and comprehensively with</p>

<p>Creativity and Design</p> <p><i>Applies knowledge and skills to generate novel ideas and/or approaches to work</i> (Activities are creative and engaging for participants)</p> <p>15%</p> <p>NAEYC Competencies: 4b, 5a, 6d</p> <p>TELS-ECE Elements: 3.1, 3.2</p> <p>CLOs 2, 3, 5</p>	<i>Fails to show any creativity or originality</i>		<i>Demonstrates very little creativity, innovation, or originality.</i>			<i>Demonstrates some creativity beyond the ideas discussed in class.</i>			<i>Demonstrates imagination and a willingness to take risks with some distinctive personal style.</i>		<i>Demonstrates considerable creativity, innovation, and originality with a consistently evident personal style.</i>	
	No evident images, media, creativity, or originality	Fails to provide audible recordings and images are irrelevant	Demonstrates insufficient and irrelevant use of evidence	Demonstrates limited use of evidence and <i>truly little creativity</i>	Demonstrates inadequate use of evidence and <i>little creativity</i>	Demonstrates satisfactory use of evidence and <i>little creativity</i>	Demonstrates satisfactory use of evidence and <i>some creativity</i>	Demonstrates adequate and consistent use of evidence and <i>visible creativity</i>	Demonstrates mostly accurate and consistent use of evidence and <i>visible creativity</i>	Demonstrates accurate and consistent use of evidence and <i>visible creativity</i>	<i>Demonstrates, creativity, innovation, and originality with an evident personal style.</i>	<i>Demonstrates considerable consistency, creativity, innovation, and originality with an evident personal style.</i>

