

CATEGORY	Exemplary	Satisfactory	Unsatisfactory	Unacceptable
Part A: Schedule (35 Points)	35 points	25 points	15 points	5 points
	Student provides a clear, logical description of a schedule of a preschool classroom, starting with the arrival of the school day and including a detailed schedule for the remainder of the day ending at the departure time.	Student provides a mostly clear, logical description of a schedule of a preschool classroom, starting with the arrival of the school day and include a detailed schedule for the remainder of the day ending at the departure time.	Student provides a weak or unclear description of a schedule of a preschool classroom, starting with the arrival of the school day and include a detailed schedule for the remainder of the day ending at the departure time.	Student provides a poor description of a schedule of a preschool classroom, or fails to provide a schedule.
Part B: Early Childhood Philosophy (10 Points)	10 points	8 points	5 points	2 points
	Student provides a clear, logical description of how their schedule indicates their early childhood philosophy.	Student provides a mostly clear, logical description of how their schedule indicates their early childhood philosophy.	Student provides a weak or unclear description of how their schedule indicates their early childhood philosophy.	Student provides a schedule that poorly indicates their early childhood philosophy, or fails to provide a description.
Part B: Needs of the Children (10 Points)	10 points	8 points	5 points	2 points
	Student provides a clear, logical description of how the schedule meets the needs of the children.	Student provides a mostly clear, logical description of how the schedule meets the needs of the children.	Student provides a weak or unclear description of how the schedule meets the needs of the children.	Student provides a poor description of how the schedule meets the needs of the children, or fails to provide a description.
Part B: Balance of Activities (10 Points)	10 points	8 points	5 points	2 points
	Student provides a clear, logical description of how the schedule includes a balance of activities.	Student provides a mostly clear, logical description of how the schedule includes a balance of activities.	Student provides a weak or unclear description of how the schedule includes a balance of activities.	Student provides a poor description of how the schedule includes a balance of activities, or fails to provide a description.
Part B: Needs of the Parents (10 Points)	10 points	8 points	5 points	2 points
	Student provides a clear, logical description of how the schedule meets the needs of the parents.	Student provides a mostly clear, logical description of how the schedule meets the needs of the parents.	Student provides a weak or unclear description of how the schedule meets the needs of the parents.	Student provides a poor description of how the schedule meets the needs of the parents, or fails to provide a description.
Mechanics (10 Points)	10 points	8 points	5 points	2 points
	Student does not make any errors in grammar or spelling, especially those that distract the reader from the content.	Student makes 1-2 errors in grammar or spelling that distract the reader from the content.	Student makes 3-4 errors in grammar or spelling that distract the reader from the content.	Student makes more than 4 errors in grammar or spelling that distract the reader from the content.
Format - APA Format, Citations, Organization, Transitions (15 Points)	15 points	12 points	8 points	5 points
	The paper is written in proper APA and organizational format. All sources used for quotes and facts are credible and cited correctly. Excellent organization, including a variety of thoughtful transitions.	The paper is written in proper format with only 1-2 errors. All sources used for quotes and facts are credible, and most are cited correctly. Adequate organization includes a variety of appropriate transitions.	The paper is written in proper format with only 3-5 errors. Most sources used for quotes and facts are credible and cited correctly. Essay is poorly organized, but may include a few effective transitions.	The paper is not written in proper format. Many sources used for quotes and facts are less than credible (suspect) and/or are not cited correctly. Essay is disorganized and does not include effective transitions.