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| **Strand: Educational Psychology** | | | |
| **Topic: Students** | | | |
| **Grade: 10-12** | | | |
| **Score 4.0** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  **Students will understand the impact of cognitive, moral, and social development as well as diversity in culture and language and how it affects the academic environment and self.** | | **Sample Activities** |
| -Describe Piagetian concepts at various developmental stages  -Explain the process and how to apply scaffolding  -Create and present positive self image posters for different developmental stages  -Critique current television to determine impact it has on development  -C/C Gardeners theory of multiple intelligence  -Read and analyze IEP’s  -Create sample dialogues appropriate to the development stage  -Read a children’s book in another language  -Research a different culture and create ways to embrace it in the classroom  -Explain the impact of stereotyping on student performance |
|  | **3.5** | In addition to score 3.0 performance, in-depth inferences and applications with partial success. |  |
| **Score 3.0** | **The student:**   1. Define development 2. Explain the principles of Piaget’s Theory of Cognitive Development 3. Explain Vygotsky’s Theory of development 4. Discuss the components of Bronfenbrenner’s Theory on the influence of development 5. Explain the theories of moral development and how teachers can address moral challenges 6. Describe the current theories of intelligence and how it is measured 7. Discuss the values and limitations of considering students learning styles 8. Understand how language develops and know how emergent literacy 9. Describe the meaning of culture and diversity and how diversity can impact teaching and learning   **The student exhibits no major errors or omissions.** | | * See above |
|  | **2.5** | No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. |  |
| **Score 2.0** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * recognizes or recalls specific terminology, such as:   Development, physical development, maturation, sensitive period, neuron, object permanent, puberty, parenting styles, attachment, identity, self concept, moral development, disability, intelligence, learning style, IDEA, IEP, Section 504, learning disability, expressive language, receptive language, bilingual, critical period, culture, socioeconomic status, ethnicity, race, minority group, prejudice, discrimination, sex, gender   * performs basic processes, such as:   + C/C developmental stages   + Recognizes the skills associated with each stage   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | | * See above |
|  | **1.5** | Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content. |  |
| **Score 1.0** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** | |
|  | **0.5** | With help, a partial understanding of the 2.0 content, but not the 3.0 content. |
| **Score 0.0** | **Even with help, no understanding or skill demonstrated.** | |