



Early Childhood Education Program

Signature Assignment for EDEC 622

Country Report

Student Learning Outcome(s) Assessed:

SLO #6: Analyze children's issues and early childhood education around the world.

Description of the Signature Assignment

Candidates (in groups of three) select a country of their choice to write a report. Their report focuses on three aspects: issues facing children in the country research, status of preprimary and primary education, and personal reflections and recommendations. To complete the project, candidates will collect information from various sources: readings, interviews with people from that country residing in the U.S., and communications via email with people, including university students and teachers in that country. The final version of the paper will be submitted and evaluated on Task Stream's e-portfolio system of the program.

Directions for Students

In a group of three, candidates will conduct a research on a country of your choice. Papers will include the following sub-sections:

A: Issues facing children in the country: This section will include a variety of issues faced by children such as health and nutrition, poverty and child labor, child prostitution, child abuse, legal issues related to children, AIDS and its impact, issues of street children to name but a few.

B: Status of preprimary and primary education: History and current status of preschool and/or primary grade education; challenges and issues in education, innovative programs, compulsory schooling, parental involvement, curriculum and assessment, diversity issues, teacher training and issues related to teachers, governmental efforts to address these issues.

C: Comparisons, personal reflections and recommendations: This section will focus on the comparison of the preprimary and primary education systems between the selected country and the United States; personal reflections and evaluations of the country's preprimary and primary education system, and recommendations.

Grading criteria and rubric: The grading criteria for this assignment include three aspects (content, grammar, and writing format) and are based on a rubric (0-4 scale). The expectations for each level are qualitatively described in the rubric. The rubric for this assignment is posted on the course TaskStream site and the course Beachboard site (under the assignment section). The final version of the paper will be submitted and evaluated on Task Stream's e-portfolio system.

NOTE: Although it is a group project, the paper needs to be submitted individually on the TaskStream.

Grading Scale: The project bears a point total of 40. Here is the breakdown of the scores based on the rubric scale:

36-40 (4); 32-36 (3), 28-31 (2), 24-27 (1), below 24 (0)

Writing aspects: The paper will follow the writing format and the use of English grammar recommendations of the APA 5th edition manual. All papers must be written double-spaced using 12 point Times New Roman font with 1" margin from all sides.

Revision and late submission policy: In order to work for a higher grade and with the instructor's feedback, you are allowed to make one revision to your paper. The revised paper must be submitted on the Task Stream by the due date. Ten percent of the project's total points will be deducted if the paper is not submitted on due dates (for both the first and the final draft), unless the date for late submission is negotiated with the instructor.

Rubric clarification: The rubric will be introduced in the class and periodically revisited before the final submission of the paper. The rubric is posted on the course TaskStream site and the course Beachboard site (under the assignment section). "Group pages" will be created on the course Beachboard for your group. You are required to participate in your group page (interacting with your group members, sharing resources etc.) to receive Beachboard participation points.

Directions for posting the paper on the TaskStream

- Click on "Add/Edit Work" on the right side of your TaskStream screen.
- Select the "Attachments" tab at the top of the pull down screen.
- Click on "Browse" to locate the paper as a document file on your computer.
- Title the document file with First/Last name.
- Click on "Add File."

To submit for evaluation:

- Select the "Evaluation" tab #5 at the top of the screen.
- Click on the "Submit" button for EDEC 622.

Scoring Rubric:

Criteria	0= Unable to score; incomplete or missing work	1 = Does not meet expectations	2 = Meets some expectations	3 = Meets expectations	4 = Exceeds expectations	Score
Issues facing children in the selected country		Demonstrates no evidence of knowledge and understanding of the major issues facing children in the selected country.	Demonstrates evidence of limited knowledge and understanding of the major issues facing children in the selected country.	Demonstrates evidence of adequate knowledge and understanding of the major issues facing children in the selected country (identifies some issues and includes discussions and recent developments on these issues)	Demonstrates evidence of advanced knowledge and understanding of the major issues facing children in the country (includes discussions, debates, and recent policy and program developments surrounding these issues)	
Status of preprimary and primary education in the selected country		Demonstrates evidence of no knowledge and understanding of the status, the program aspects, as well as issues and policies related to preprimary and primary education in the selected country.	Demonstrates evidence of very limited knowledge and understanding of the status, the program aspects, as well as issues and policies related to preprimary and primary education in the selected country.	-Includes demographics of enrollment and continuation/retention in pre-primary/primary education for children from diverse backgrounds (gender, race/ethnicity, caste, religion, children with special needs, rural/urban, tribal groups); -Discusses the policy of compulsory education, if it exists; -Discusses some educational aspects (such as types of curriculum and assessment, parent involvement, teacher qualifications and in-service training, efforts for program developments).	- Includes demographics of enrollment and retention in preprimary/primary education for children from diverse backgrounds (gender, race/ethnicity, caste, religion, children with special needs, rural/urban, tribal groups); -Provides a critical analysis of the policy of compulsory education, if such a policy exists; -Provides in-depth description of educational aspects (types of curriculum and assessment, parent involvement, teacher qualifications and in-service training, efforts for program developments); -Provides current trends, discussions, issues, debates, and challenges in preprimary/primary education and recent policy efforts to address these issues	
Personal reflections and recommendations		- Demonstrates evidence of no personal reflections and recommendations related to preprimary and primary education in the selected country	- Does not include comparative perspectives; - Personal reflections and recommendations are at very basic levels	-A comparative perspective between the selected country and the U.S. on a few aspects; -Personal reflections/ evaluations on the country's preprimary and primary education need more depth and breadth; -Recommendations are provided, however, some of them lack appropriateness and significance.	- Comparison between the selected country and the U.S. includes a variety of aspects and the discussion covers depth and breadth; - Personal reflections and evaluations include depth and breadth and are meaningful and appropriate to the need and socio-cultural and economic contexts of the country; -Recommendations are meaningful and appropriate	

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APA style		APA 5 th edition style is not followed at all.	APA 5 th edition style is followed to a limited extent (margins, in-text citations) and not consistently.	APA 5 th edition style is followed adequately (in-text citations, block quotations, reference list, running head).	APA 5 th edition style is followed in all aspects of the writing (in-text citations, reference list, block quotations, running head, appropriate level of headings, and table and figures and other requirements).	
Grammar and organization		Multiple grammatical and stylistic errors	Some errors in grammar and/or format that do not interfere with clarity. However, the paper needs better organization and transition.	Few grammatical and/or stylistic errors. Organization of the paper is very good. Needs to work on transitional points.	-Nearly error-free which reflects clear understanding and thorough proofreading; - Organization is clear and transition from one section to the next flows very well.	
Total						/20

*Note: The 0-4 College of Education score is calculated when TaskStream averages the individual criterion scores.