**Toddler Growth and Development Assignment Overview and Rubric**

For this assignment, you will first complete the Overview of Toddler Development table (below), then compose a 2-3 page scholarly analysis addressing the physical, cognitive, social/emotional and oral language development of toddlers and the interdependence across domains. Connect your findings to at least three theories and/or theorists, such as Constructivism, Behaviorism, Progressivism, Piaget, Erikson, Skinner, Bandura and use at least three references to course materials.

Overview of Toddler Development

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Domain: | Overview/Explanation of the domain in relation to the age/stage of the young learner | Noteworthy milestones reached in typical development at this stage | Teaching/Learning: How can you remediate/enrich learners at this level? | Environmental Considerations: How can the learning environment best support overall growth and development? | Cultural/Contextual Factors: How can culture and context (i.e. socioeconomic status, demographics, culture) impact or influence growth and development? |
| Physical |  |  |  |  |  |
| Cognitive |  |  |  |  |  |
| Social/  Emotional |  |  |  |  |  |
| Oral/  Language |  |  |  |  |  |

Toddler Growth & Development Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Exemplary** | **Highly**  **Proficient** | **Proficient** | **Approaches**  **Proficient** | **Does Not Meet Expectations** |
|  | 6 points | 5 points | 4 points | 2-3 points | 0-1 points |
| Narrative Overview | * Exemplary analysis of toddler development addressing the physical, cognitive, social/emotional and oral language development. * Skillful connections and examples of the interdependence of domains * Critical analysis and connections are included linking at least three theories/theorists to the findings | (Evidence in both columns 3 and 5 present) | * Clear overview provided of toddler development addressing the physical, cognitive, social/emotional and oral language development. * General examples of the interdependence of domains are provided. * Connections are included linking at least three theories/theorists to the findings | (Evidence in both columns 1 and 3 present) | * Overview of toddler development addressing the physical, cognitive, social/emotional and oral language development is either missing or largely incomplete. * Lacking examples of the interdependence of domains. * Connections to at least three theories or theorists are missing |
|  | 6 points | 5 points | 4 points | 2-3 points | 0-1 points |
| Growth & Development Table | * Clearly articulated and succinctly stated overview of the domain in relation to the age/stage of the young learner; * Key milestones identified indicating typical development in the respective age/stage; * Practical and impactful suggestions are provided on how to effectively remediate and enrich atypical children at this level; * Exemplary awareness of environmental considerations impacting teaching and learning; * Cultural/contextual factors are meaningfully connected to the overall growth and development of the child. | (Evidence in both columns 3 and 5 present) | * An adequate overview of the domain in relation to the age/stage of the young learner is provided; * Most milestones identified indicating typical development in the respective age/stage; * General suggestions are provided on how to effectively remediate and enrich atypical children at this level; * Demonstrated awareness of environmental considerations impacting teaching and learning; * Cultural/contextual factors are included in the overall growth and development of the child. | (Evidence in both columns 1 and 3 present) | * Minimal or missing overview of the domain in relation to the age/stage of the young learner is provided; * Many milestones are not included in relations to development in the respective age/stage; * Suggestions are under-developed or missing on how to remediate and enrich atypical children at this level; * Lacks evidence of awareness of environmental considerations impacting teaching and learning; * Cultural/contextual factors are not included in the overall growth and development of the child. |
|  | 3 points | 2.5 points | 2 points | 1-1.5 point | 0 points |
| APA/References | APA format is skillfully utilized, with no errors in the body of the text and in the References. | (Evidence in both columns 3 and 5 present) | APA format is skillfully utilized, with minimal errors in the body of the text and in the References. | (Evidence in both columns 1 and 3 present) | APA format is lacking, with several and significant errors in the body of the text and in the References. |