**How can you make a good grade on the final?**

1.) **Look** at the requirements for the final paper under the Week 5 tab.

2.) **Create** an outline and determine if you need to add or change anything before continuing.

3.) **Read**the explanation of the final paper at the **end of the Week 5 guidance.**

4.) **Write** your final paper using the guidelines and your outline.

5.) **Analyze** your APA and writing skills

6.) **Evaluate** your paper using the grading rubric under the Assignment link for Week 5.  (This is what I will use to determine the points you earn on your final paper.)

Final Paper

**Week 5 - Final Project**

A Classroom Plan

For the Final Project, you will demonstrate your understanding of the material in this course by developing a classroom plan for either an infant/toddler childcare facility or for a preschool classroom, based on Piaget’s Stage Theory.

For this project, include:

1. Summarize Piaget’s Stage Theory in your own words.
2. Identify and describe the developmental characteristics of the selected age group.
3. Design and describe the physical layout of facility or classroom that aligns with Piaget’s Stage Theory.  Use evidence from the text or other scholarly resources when describing your layout.  (You may use a software application that provides graphic layouts like Classroom Architect, or create your layout in a word document.)
4. Create one activity for each developmental domain.  Make sure to include a detailed description with a step-by-step procedure that includes required materials (i.e. clay, puzzles, etc.).  Discuss how each of these activities maximizes development and align to Piaget’s Stage Theory.

***Writing the Final Project***

This Final Project must be eight to ten double-spaced pages in length, in addition to the title and reference pages.  Your project should be written in APA format as outlined in the Ashford Writing Center, and include at least two scholarly resources in addition to the course text.

The Final Project:

1. Must include a title page with the following:
	* Title of paper A Classroom Plan
	* Student’s name Mary

Course name and number ECE332: Child Development (BDD1336A

Instructor’s name   Carrie Phillips

* + Date submitted October 6th, 2013
1. Must begin with an introductory paragraph that has a succinct thesis statement.
2. Must address the topic of the paper with critical thought.
3. Must end with a conclusion that reaffirms your thesis.
4. Must include a separate reference page with at least two scholarly resource

Here is the [Grading Rubric](http://ashford.waypointoutcomes.com/assessment/2906/preview) below

**Summarizes Piaget’s Stage Theory**

Total: 2.00

Distinguished - Comprehensively summarizes Piaget’s Stage Theory in own words. The main idea is clearly presented.

Proficient - Summarizes Piaget’s Stage Theory in own words. The main idea is evident, but the summary lacks minor details.

Basic - Summarizes Piaget’s Stage Theory in own words. The main idea is not clearly evident, and the summary lacks details.

Below Expectations - Attempts to summarize Piaget’s Stage Theory in own words; however, the main idea is not evident, and the summary lacks significant details.

Non-Performance - The summary of Piaget’s Stage Theory is either nonexistent or lacks the components described in the assignment instructions.

**Identifies and Describes the Developmental Characteristics of the Selected Age Group**

Total: 4.00

Distinguished - Identifies and comprehensively describes the developmental characteristics of the selected age group.

Proficient - Identifies and describes the developmental characteristics of the selected age group. Minor details are missing from the description.

Basic - Identifies and briefly describes the developmental characteristics of the selected age group. Several details are missing from the description.

Below Expectations - Attempts to identify and describe the developmental characteristics of the selected age group; however, significant details are missing from the description.

Non-Performance - The identification and description of the developmental characteristics of the selected age group are either nonexistent or lack the components described in the assignment instructions.

**Designs and Describes the Layout of the Facility or Classroom**

Total: 6.00

Distinguished - Designs and comprehensively describes the physical layout of the facility or classroom that aligns with Piaget’s Stage Theory. Uses evidence from the text and other scholarly sources in the description.

Proficient - Designs and describes the physical layout of the facility or classroom that aligns with Piaget’s Stage Theory. Uses some evidence from the text or other scholarly sources in the description. The design and/or the description are slightly underdeveloped.

Basic - Designs and minimally describes the physical layout of the facility or classroom that aligns with Piaget’s Stage Theory. Uses little evidence from the text or other scholarly sources in the description. The design and/or the description are underdeveloped.

Below Expectations - Attempts to design and describe the physical layout of the facility or classroom that aligns with Piaget’s Stage Theory; however, no evidence from the text or other scholarly sources is used in the description. The design and the description are significantly underdeveloped.

Non-Performance - The design and description of the facility or classroom layout are either nonexistent or lack the components described in the assignment instructions.

**Creates and Describes an Activity for Each Developmental Domain and Discusses How Each Activity Maximizes Development**

Total: 9.00

Distinguished - Creates and comprehensively describes an activity for each developmental domain, including a step-by-step procedure that includes required materials. Thoroughly discusses how each activity maximizes development and aligns to Piaget’s Stage Theory.

Proficient - Creates and describes an activity for each developmental domain, including a step-by-step procedure that includes required materials. Discusses how each activity maximizes development and aligns to Piaget’s Stage Theory. Minor details are missing.

Basic - Creates and minimally describes an activity for each developmental domain, including a step-by-step procedure that includes required materials. Briefly discusses how each activity maximizes development and aligns to Piaget’s Stage Theory. Relevant details are missing.

Below Expectations - Attempts to create and describe an activity for each developmental domain, including a step-by-step procedure that includes required materials, and discuss how each activity maximizes development and aligns to Piaget’s Stage Theory; however, the description and discussion are limited and significant details are missing.

Non-Performance - The creation and description of an activity for each developmental domain and the discussion of how each activity maximizes development are either nonexistent or lack the components described in the assignment instructions.

**Written Communication: Control of Syntax and Mechanics**

Total: 0.80

Distinguished - Displays meticulous comprehension and organization of syntax and mechanics, such as spelling and grammar. Written work contains no errors, and is very easy to understand.

Proficient - Displays comprehension and organization of syntax and mechanics, such as spelling and grammar. Written work contains only a few minor errors, and is mostly easy to understand.

Basic - Displays basic comprehension of syntax and mechanics, such as spelling and grammar. Written work contains a few errors, which may slightly distract the reader.

Below Expectations - Fails to display basic comprehension of syntax or mechanics, such as spelling and grammar. Written work contains major errors, which distract the reader.

Non-Performance - The assignment is either nonexistent or lacks the components described in the instructions.

**Written Communication: Content Development**

Total: 0.70

Distinguished - Uses appropriate, pertinent, and persuasive content to discover and develop sophisticated ideas within the context of the discipline, shaping the work as a whole.

Proficient - Uses appropriate and pertinent content to discover ideas within the context of the discipline, shaping the work as a whole.

Basic - Uses appropriate and pertinent content, but does not apply it toward discovering or developing ideas. Overall, content assists in shaping the written work.

Below Expectations - Uses content, though it may be unrelated or inappropriate to the topic. Content does not contribute toward the development of the written work, and may distract the reader from its purpose.

Non-Performance - The assignment is either nonexistent or lacks the components described in the instructions.

**Integrative Learning: Transfer**

Total: 0.70

Distinguished - Adapts and employs, independently, skills, abilities, theories, or methodologies gained in one situation to new situations. Solves difficult problems or explores complex issues in original ways.

Proficient - Utilizes skills, abilities, theories, or methodologies gained in one situation to new situations, contributing to an understanding of problems or issues.

Basic - Attempts to utilize, in a basic way, skills, abilities, theories, or methodologies gained in one situation, in a new situation.

Below Expectations - Attempts to utilize, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation. Such attempts may be ineffective.

Non-Performance - The assignment is either nonexistent or lacks the components described in the instructions.

**Creative Thinking: Innovative Thinking**

Total: 0.70

Distinguished - Creates new knowledge derived from a novel or unique idea, question, format, or product.

Proficient - Constructs an original idea, question, format, or product.

Basic - Attempts to construct an original or unique idea, question, format, or product.

Below Expectations - Student reinvents available ideas.

Non-Performance - The assignment is either nonexistent or lacks the components described in the instructions.

**Written Communication: APA Formatting**

Total: 0.70

Distinguished - Accurately uses APA formatting consistently throughout the paper, title page, and reference page.

Proficient - Exhibits APA formatting throughout the paper. However, layout contains a few minor errors.

Basic - Exhibits basic knowledge of APA formatting throughout the paper. However, layout does not meet all APA requirements.

Below Expectations - Fails to exhibit basic knowledge of APA formatting. There are frequent errors, making the layout difficult to distinguish as APA.

Non-Performance - The assignment is either nonexistent or lacks the components described in the instructions.

**Written Communication: Page Requirement**

Total: 0.70

Distinguished - The paper meets the specific page requirement stipulated in the assignment description.

Proficient - The paper closely meets the page requirement stipulated in the assignment description.

Basic - The paper meets over half of the page requirement stipulated in the assignment description.

Below Expectations - A fraction of the page requirement is completed.

Non-Performance - The assignment is either nonexistent or lacks the components described in the instructions.

**Written Communication: Resource Requirement**

Total: 0.70

Distinguished - Uses more than the required number of scholarly sources, providing compelling evidence to support ideas. All sources on the reference page are used and cited correctly within the body of the assignment.

Proficient - Uses required number of scholarly sources to support ideas. All sources on the reference page are used and cited correctly within the body of the assignment.

Basic - Uses less than the required number of sources to support ideas. Some sources may not be scholarly. Most sources on the reference page are used within the body of the assignment. Citations may not be formatted correctly.

Below Expectations - Uses inadequate number of sources that provide little or no support for ideas. Sources used may not be scholarly. Most sources on the reference page are not used within the body of the assignment. Citations are not formatted correctly.

Non-Performance - The assignment is either nonexistent or lacks the components described in the instructions.