Site Visit Paper Self-Assessment

Name:

Date:

Review the rubric. For each element, place yourself on the rubric then answer the reflection questions below.

| | r each element, place yourself on | | |
|---------------------------------------|---|---|---|
| TASK | COMPETENT | LEARNER | NOVICE |
| BASIC DETAILS | The paper included the | The paper included the name | The paper included |
| | children's ages, number of | of the center visited, date & | the name of the |
| | children present, & number of | time of the visit, children's | center visited, date & |
| | caregivers, & brief descriptions | ages, number of children | time of the visit, |
| | of them using many rich, vivid | present, & number of | children's ages, |
| | details so the reader could | caregivers, & brief | number of children |
| | picture the children & staff. | descriptions of them using | present, & number of |
| | | rich vivid details. | caregivers. |
| SETTING | The paper described the room, | The paper described the | The paper described |
| THE SCENE | including types of materials & | room, including types of | the room, including |
| | furniture & how they were | materials & furniture & how | types of materials & |
| | arranged & used using many | they were arranged using | furniture & how they |
| | rich vivid details so the reader | rich vivid details | were arranged |
| | could picture the space | | |
| PLAY & | The paper described children | The paper described children | The paper described |
| ROUTINES | during play activities & | during play activities & | children during play |
| | routines; gave examples or told | routines; gave examples or | activities & during |
| | the story of what was observed | told the story of what was | routines that were |
| | & what it meant, with clearly | observed & what it meant, | observed. |
| | supported conclusions using | with clearly supported | |
| | rich, vivid details so the reader | conclusions using rich, vivid | |
| | can picture the play & routines. | details. | The nen en described |
| INTERACTIONS | The paper described | The paper described | The paper described |
| | interactions between | interactions between | interactions between |
| | caregivers & children, how children interacted with each | caregivers & children, how children interacted with each | caregivers & children, |
| | | | how children |
| | another, & how adults interacted with each another | another, & how adults interacted with each another | interacted with each another, & how adults |
| | with rich, vivid details so the | using rich, vivid details. | interacted with each |
| | reader can picture the | using field, while details. | another |
| | interactions. | | another |
| CASE STUDY | The paper stated why the | The paper stated why the | The paper stated why |
| FAMILY | program would/ wouldn't be a | program would/ wouldn't be a | the program would/ |
| | good setting for the child & | good setting for the child & | wouldn't be a good |
| | family you've visited this | family you've visited this | setting for the child & |
| | semester & compared the | semester & compared the | family you've visited |
| | observation to what you know | observation to what you | this semester & |
| | about the child & family, | know about the child & | compared the |
| | described what you imagine | family, described what you | observation to what |
| | would take place if the child | imagine would take place if | you know about the |
| | were in the setting, & what s/he | the child were in the setting, | child & family. |
| | would need to adjust with | & what s/he would need to | · · · · · · · · · · · · · · · · · · · |
| | clearly supported conclusions | adjust with clearly supported | |
| | that used rich, vivid details | conclusions | |
| RELATIONSHIP- | The paper described how the | The paper described how the | The paper described |
| BASED | staff used each of the 3 | staff used each of the 3 | how the staff used |
| PRACTICES | elements of relationship-based | elements of relationship- | relationship-based |
| | practices with short stories or | based practices with short | practices |
| | vignettes that contained rich, | stories or vignettes that | - |
| I I I I I I I I I I I I I I I I I I I | rightettee that eentahted heri, | Stories of fighteries and | |

| | vivid details so the reader can picture what happened. | | |
|----------------------|--|---|---|
| INFANT CURRICULUM | The paper described how the staff used each of the 3 elements of infant curriculum with short stories or vignettes that contained rich, vivid details so the reader can picture what happened. | The paper described how the staff used each of the 3 elements of infant curriculum with short stories or vignettes that contained rich, vivid details. | The paper described how the staff used infant curriculum. |
| CONCLUSION | The paper's conclusion answered the assigned questions with thoughtful, reflective responses, & used rich, vivid details | The paper's conclusion answered the assigned questions with thoughtful, reflective responses | The paper's conclusion answered the assigned questions. |
| USE OF SOURCES | The paper cited 3 or more assigned course readings & clearly, meaningfully & thoughtfully integrated them to what was observed. | The paper cited 3 assigned course readings & connected them to what was observed into the text. | The paper cited 3 or fewer assigned course readings |
| CLARITY | The paper was clear, coherent, organized & there was evidence the paper had been edited. | The paper was clear, coherent, and organized. | The paper was vague, disjointed, and hard to understand in places. |

Reflection Questions:

- 1. For the element 'Basic Details,' what column did you place yourself in? Why?
- 2. For the element 'Setting the Scene,' what column did you place yourself? Why?
- 3. For the element 'Play & Routines,' what column did you place yourself? Why?
- 4. For the element 'Interactions,' what column did you place yourself? Why?
- 5. For the element 'Case Study Family,' what column did you place yourself? Why?
- 6. For the element 'Relationship-Based Practices,' what column did you place yourself? Why?
- 7. For the element 'Infant Curriculum,' what column did you place yourself? Why?
- 8. For the element 'Conclusion,' what column did you place yourself? Why?
- 9. For the element 'Use of Sources,' what column did you place yourself? Why?
- 10. For the element "Clarity," what column did you place yourself? Why?