

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 01.0 Identify rules and regulations governing childcare.

Benchmark: 01.01 Identify the need for childcare.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should use information on major changes in the need for childcare from 1940 to present.

Stimulus Attributes:

Stimulus may include examples of reasons why childcare is needed.

Stimulus may present a comparison between childcare in the 1940's and today.

Response Attributes:

Responses should include descriptions of correct and incorrect reasons for why the need for childcare has increased.

Sample Item:

Which statement is **NOT** a reason for the increased need for childcare over the last 50 years?

- A. an increase in the number of dual income families
- B. an increase in the number of single parents
- C. extended families are no longer living in the same home
- * D. parents needing time to complete errands

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Item Specifications

Standard: 01.0 Identify rules and regulations governing childcare.

Benchmark: 01.02 Identify childcare facilities that require licensing.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should refer to types of childcare centers.

Stimulus Attributes:

Stimulus may include descriptions of childcare facilities that require licensing.

Stimulus may include scenarios of different types of childcare centers that may or may not require licensing (i.e. martial arts facility, religious exemptions, etc.).

Response Attributes:

Responses should include examples of childcare facilities that do and do not require licensing.

Sample Item:

Which childcare facilities may be exempt from licensing?

- A. Family Home Day Care
- B. NAEYC Accredited Preschool
- * C. Faith Based Childcare Center
- D. Head Start Program

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Item Specifications

Standard: 01.0 Identify rules and regulations governing childcare.

Benchmark: 1.03 Identify the major areas of the childcare standards.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include focus on major headings from the Florida Administrative Code Chapter # 65C-22 pertaining to childcare (i.e. health, safety, general requirements, licensing requirements).

Stimulus Attributes:

Stimulus may include descriptions of childcare standards.

Response Attributes:

Responses should include correct and incorrect headings of the childcare standards from the Florida Administrative Code.

Sample Item:

Which area is **NOT** included in the Florida Administrative Code pertaining to childcare standards?

- A. general information
- B. training for staff
- C. health related requirements
- * D. developmental milestones

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Item Specifications

Standard: 01.0 Identify rules and regulations governing childcare.

Benchmark: 1.04 Identify the local licensing agency and its responsibility.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include Department of Child and Families licensing responsibilities.

Stimulus Attributes:

Stimulus may include agencies related to childcare licensing.

Stimulus may include the role of the Department of Children and Families in childcare licensing.

Stimulus may include regulatory laws.

Stimulus may include responsibilities of the local licensing agency.

Response Attributes:

Responses may include agencies and non-agencies that develop rules and regulations for childcare facilities.

Responses may include roles and non-roles of the Department of Children and Families referring to childcare licensing.

Sample Item:

What agency regulates childcare licensing?

- * A. Department of Children and Families
- B. Department of Health and Safety
- C. Florida Legislatures
- D. Department of Education

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Item Specifications

Standard: 01.0 Identify rules and regulations governing childcare.

Benchmark: 1.05 Identify the local fire, safety, sanitation, and health regulations.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include overall or general requirements of the Department of Children and Families since county requirements differ.

Stimulus Attributes:

Stimulus may include the responsibilities of the fire and health departments.

Stimulus may include consequences for the failure to meet required fire, safety, sanitation, and health regulations.

Stimulus may include scenarios involving fire, safety, sanitation, and health regulations being met or not.

Response Attributes:

Responses may include timeframes for required inspections.

Responses may include descriptors of general fire, safety, sanitation and health regulations and non-requirements.

Responses may include descriptions of fire, safety, sanitation and health regulations being met or not met.

Sample Item:

How often does the fire department require childcare centers to conduct fire drills?

- * A. once a month
- B. every other month
- C. once a year
- D. twice a year

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Item Specifications

Standard: 01.0 Identify rules and regulations governing childcare.

Benchmark: 1.06 Identify minimum state standards for state screening owners, operators, staff, and volunteers of childcare centers.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include screening and background check requirements for childcare facility staff in the Florida Administrative Code 65C-22.006 Record Keeping.

Stimulus Attributes:

Stimulus may include the Florida Administrative Code record keeping regulations.

Stimulus may include a narrative text describing a situation regarding minimum state standards or screening owner, operators, staff, and volunteers of childcare centers.

Response Attributes:

Responses may include components of a background screening.

Responses may or may not include behaviors that would exclude an individual from meeting screening requirements.

Responses may include screening requirements and non-requirements for owners, operators, staff and volunteers of childcare facilities.

Sample Item:

What information is **NOT** included in a background screening for childcare workers?

- * A. a photo
- B. fingerprints
- C. state and local background checks
- D. two year work history

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Item Specifications

Standard: 01.0 Identify rules and regulations governing childcare.

Benchmark: 1.07 Identify current childcare issues and proposed laws and ordinances that govern state and local licensing and inspection of childcare facilities.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include most recent update of the Florida Administrative Code and Florida Statutes.

Stimulus Attributes:

Stimulus may include a narrative text that describes a situation regarding licensing and inspection at a childcare facility.

Stimulus may include a narrative that describes a current issue in childcare licensing and inspection.

Stimulus should not identify a specific law or ordinance.

Response Attributes:

Responses may include regulations and non-regulations included in childcare laws and ordinances.

Responses may include descriptions and non-descriptions of proposed laws and ordinances.

Sample Item:

Which childcare issue is governed by the Department of Children and Families in the state of Florida?

- * A. teacher to child ratios
- B. student achievement
- C. socioeconomic diversity
- D. strong ethics

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Item Specifications

Standard: 01.0 Identify rules and regulations governing childcare.

Benchmark: 1.08 Identify information concerning child discipline in state rule 65C-22.001-006.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to content within the State rule 65C-22.001-006.

Stimulus Attributes:

Stimulus may include what is prohibited in regards to child discipline.

Stimulus may include narrative text.

Stimulus may include positive ways of child discipline.

Response Attributes:

Responses may include multiple ways of communicating with parents.

Responses may include appropriate and inappropriate methods of child discipline.

Sample Item:

How should childcare centers notify parents of their discipline policies?

- A. in a news letter explaining discipline policies
- B. by posted materials in classroom
- C. in the welcome packet
- * D. in the center policies and procedures handbook

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Item Specifications

Standard: 01.0 Identify rules and regulations governing childcare.

Benchmark: 1.09 Demonstrate methods of compliance with rules and regulations governing childcare givers.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include the Facility Rules and Regulations coursework with focus on the following: ratio limits, training and certification requirements, health, and safety procedures. A demonstration may include the selection of behaviors or the performance of the required behavior.

Stimulus Attributes:

Stimulus should include the Florida Administrative Code governing childcare givers.
Stimulus should not include the identification of any specific rule or regulations.
Stimulus may include ratio limits, training and certification requirements or health and safety procedure requirements.
Stimulus may include a demonstration of knowledge regarding methods of compliance.

Response Attributes:

Responses may include correct and incorrect ratio limits, training and certification requirements, and/or health and safety procedures.

Sample Item:

Ms. Tina's mixed-age classroom has 3 infants, 2 one-year-olds and 5 two-year-olds. How many staff members should be in the room in order to be in compliance?

- A. 1
- B. 2
- * C. 3
- D. 4

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Item Specifications

Standard: 02.0 Plan, establish, and maintain a safe, clean, and healthy learning environment.

Benchmark: 02.01 Identify characteristics of, plan and establish a safe, sanitary, healthy childcare environment.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to safe, clean, and healthy childcare environments.

Stimulus Attributes:

Stimulus may include examples and non-examples of clean learning environments.

Stimulus may include scenarios that describe safe/unsafe or healthy/unhealthy environments.

Response Attributes:

Responses may include plans to create or the identification of safe, clean, and healthy learning environments.

Responses may include ways to modify or change negative learning environments.

Responses may include descriptions of healthy and/or unhealthy characteristics of childcare centers.

Sample Item:

Which policy promotes a healthy childcare environment?

- A. Staff members use a case-by-case basis when sending children home with fevers.
- B. Staff members sanitize toys at the beginning of each school year.
- * C. Staff members wear gloves when serving food and handling any bodily fluids.
- D. Staff members clean tables twice a day, after snack and after lunch time.

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Item Specifications

Standard: 02.0 Plan, establish, and maintain a safe, clean, and healthy learning environment.

Benchmark: 2.02 Describe ways to assist children with personal hygiene routines.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to inclusion of hand washing, toileting, and tooth brushing procedures. A description may include written or oral ideas or the selection of ideas.

Stimulus Attributes:

Stimulus may include pictures of diagrams of personal hygiene behaviors.

Stimulus may include scenarios that describe examples and non-examples of teacher behavior to support personal hygiene.

Stimulus may include outcomes of poor personal hygiene.

Stimulus may include descriptions of proper and improper hand washing, toileting, or toothbrush brushing procedures.

Response Attributes:

Responses may include teacher or student behaviors related to personal hygiene.

Responses may include consequences of personal hygiene.

Responses may include descriptions of proper and improper hand washing, toilet or tooth brush procedures.

Sample Item:

Which is the **MOST** effective technique to implement proper hand washing procedures with young children?

- A. Use hot water to wash their hands.
- B. Keep reusable hand towels available for children to dry their hands.
- C. Encourage children to sing their ABCs while in the bathroom.
- * D. Teach children to use a disposable paper towel to turn off the water faucet.

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Item Specifications

Standard: 02.0 Plan, establish, and maintain a safe, clean, and healthy learning environment.

Benchmark: 2.03 Develop a checklist for evaluations, safety, and sanitation features.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include evaluation of a childcare facility for safety and sanitary features.

Stimulus Attributes:

Stimulus may include scenarios that describe teacher behaviors to develop a checklist.

Stimulus may direct the student to create a checklist for specific criteria.

Stimulus may include features related to safety and sanitation.

Stimulus may include knowledge of steps in the development of a checklist.

Response Attributes:

Responses may be student generated to develop a safety and sanitation checklist.

Responses may include components of a safety and sanitation checklist.

Responses may include common components of an indoor or outdoor safety checklist.

Sample Item:

Amy is going to develop a checklist to be used by the staff at her childcare center when they have a fire drill. What is the **MOST** important thing that should be included on her checklist?

- * A. Count the students and make certain all students are out of the building.
- B. Make certain that the students exit the building quickly but orderly.
- C. Check to make sure that the class pet has been removed from the building.
- D. Instruct the children that it is only a drill and not to be afraid.

Sample Item 2:

When developing an outdoor safety checklist, what types of items should be checked daily on the checklist?

- * A. The playground is free from debris and broken glass.
- B. Tricycles and riding equipment are in good repair.
- C. Weeds and plants aren't growing where the children may want to play.
- D. Toys and outdoor equipment are cleaned up and put away.

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Item Specifications

Strand: 2.0 Plan, establish, and maintain a safe, clean, and healthy learning environment.

Benchmark: 2.04 Recognize potential safety and fire hazard problems and plan ways to prevent accidents.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include elements of a safe environment.

Stimulus Attributes:

Stimulus may describe situations where hazards exist or describe behaviors to remove hazards.

Stimulus may include graphics or pictures.

Stimulus may include a graphic, picture, or narrative displaying a potential safety hazard.

Stimulus may include explicit descriptions of a caregiver's responses to emergencies.

Response Attributes:

Responses may include proper and improper hazard prevention techniques.

Sample Item:

Ms. Eliza is new to Berry Bright Preschool. Upon her initial safety inspection, she notices that the bathroom door in her classroom for four-year-olds locks from the inside. What step should Ms. Eliza take next?

- A. Remove the door handle so that it cannot be locked.
- B. Teach the children to keep the door unlocked.
- * C. Install a lock that opens from the outside.
- D. Make sure she has a key to unlock the door.

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Item Specifications

Standard: 02.0 Plan, establish, and maintain a safe, clean, and healthy learning environment.

Benchmark: 2.05 Demonstrate evacuation procedures.

Depth of Knowledge: Moderate Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should include various evacuation drills as they refer to an early childhood education facility. A demonstration may include the selection of appropriate behaviors or the performance of the required behaviors.

Stimulus Attributes:

Stimulus may include scenarios that require the student to demonstrate the evacuation of a classroom or childcare center.

Response Attributes:

Responses may include teacher behavior to evacuate a classroom or childcare center.
Responses may include the steps taken to evacuate a classroom.

Sample Item:

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Item Specifications

Stimulus: Describe the steps that you would take to evacuate your children from a classroom during a fire drill.

Rubric:

- | | |
|----------|---|
| 4 Points | Response indicates a thorough and comprehensive understanding of the steps needed to evacuate students during a fire drill. Response indicates the student correctly identified the major steps to evacuating the children from the classroom. |
| 3 Points | Response indicates a correct understanding of the steps needed to evacuate students during a fire drill. Response indicates the student correctly identified most major steps to evacuating the children from the classroom but may have incorrectly identified or missed a step. |
| 2 Points | Response indicates a partial understanding of the steps needed to evacuate students during a fire drill. Response indicates the student correctly identified a few major steps to evacuating the children from the classroom but may have incorrectly identified or missed several steps. |
| 1 Point | Response indicates limited or no understanding of the steps needed to evacuate students during a fire drill. Response indicates the student incorrectly identified most, if not all, major steps to evacuating the children from the classroom. |

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Item Specifications

Standard: 02.0 Plan, establish, and maintain a safe, clean, and healthy learning environment.

Benchmark: 2.06 Identify the characteristics of a healthy child.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include the three main aspects of a healthy child (appetite, activity and appearance) as it relates to Early Childhood Education.

Stimulus Attributes:

Stimulus should address appetite, activity, and appearance.

Stimulus may include a scenario that describes attributes of healthy and unhealthy children.

Stimulus may address child or caregiver behaviors.

Response Attributes:

Responses may include symptoms of healthy and unhealthy children.

Responses may include caregiver behavior or children behaviors.

Sample Item:

Amber has always been a very active child. Today she didn't want to go outside and play with the other children. She ate very little of her lunch and seems withdrawn and tired. What would be the **BEST** thing for the teacher to do?

- A. Ignore her disinterest in playing outside because all children have times they don't want to do a normal activity.
- * B. Watch Amber for the rest of the day and let her mother know the symptoms that she exhibited.
- C. Ask Amber what is wrong and let her lay on her mat while the other children play outside.
- D. Tell Amber that she must go outside during play time in order to be supervised with the rest of her class.

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Item Specifications

Standard: 02.0 Plan, establish, and maintain a safe, clean, and healthy learning environment.

Benchmark: 2.07 Recognize symptoms of childhood illness.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address symptoms of the most common childhood illnesses found in early childhood education (i.e. runny nose, watery eyes, sore throat, fever, rashes, lethargy).

Stimulus Attributes:

Stimulus may include a scenario that describes the symptoms of common illnesses.

Stimulus may include childcare giver reaction to or child behaviors related to common illnesses.

Stimulus may include diagrams or graphics as they relate to early childhood education.

Response Attributes:

Responses may include childcare giver or child behaviors as related to illnesses found in early childhood education.

Responses may include names of uncommon ailments related to early childhood education.

Responses should NOT include names of specific illnesses.

Sample Item:

During reading time, Jenna laid her head down on her mat and her face appeared to be red. What is a reasonable conclusion for the childcare worker to make?

- A. Jenna is tired and didn't get enough sleep the night before.
- * B. Jenna may have a fever and she should take her temperature.
- C. Jenna is probably suffering from an allergic reaction.
- D. Jenna rubbed her face on her mat and made it red.

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Item Specifications

Standard: 02.0 Plan, establish, and maintain a safe, clean, and healthy learning environment.

Benchmark: 02.08 Identify communicable diseases.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include types of germs and the types of communicable diseases commonly found in early childhood education.

Stimulus Attributes:

Stimulus may include a scenario that identifies common diseases associated with early childhood education.

Stimulus should only include common diseases and their common names as they relate to early childhood education.

Stimulus should NOT identify treatment for diseases found in early childhood education.

Stimulus should NOT include childcare worker behavior to reduce spread of disease.

Response Attributes:

Responses may include diseases or symptoms of diseases found in early childhood education.

Responses should NOT include teacher behavior in order to reduce the spread of disease.

Sample Item:

What disease is considered the **MOST** prevalent communicable disease for children?

- * A. Measles
- B. Yellow fever
- C. Small pox
- D. Hepatitis B

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Item Specifications

Standard: 02.0 Plan, establish, and maintain a safe, clean, and healthy learning environment.

Benchmark: 02.09 Identify the components and how to perform the “10 second health check” for children.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include the “10 second health check” for young children in an early childhood education setting.

Stimulus Attributes:

Stimulus may include a scenario that describes childcare worker behaviors used to check the health of a child in an early childhood education setting.

Stimulus may include graphics, pictures, or diagrams as they relate to early childhood education protocols.

Stimulus that includes the term *daily health check* should be followed by (10 second health check) in parenthesis, or vice versa.

Response Attributes:

Responses may include childcare worker behaviors, which check the health of children in an early childhood education setting.

Responses may include multiple correct responses where one choice is more correct.

Responses that include the term *daily health check* should be followed by (10 second health check) in parenthesis, or vice versa.

Sample Item:

What three areas of a child’s well-being are included in a 10 second health check?

- A. appetite, attitude, and the appearance
- * B. face, body, and behavior
- C. appetite, energy levels, and behavior
- D. energy levels, hunger, and emotional state

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Item Specifications

Standard: 02.0 Plan, establish, and maintain a safe, clean, and healthy learning environment.

Benchmark: 02.10 Identify procedures for administering medication.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include specific procedures for giving medications to young children.

Stimulus Attributes:

Stimulus may include a scenario that includes correct and incorrect procedures to administer medication in an early childhood education facility.

Stimulus may include the term “5 Rights” only if followed by the explanation (five items that a caregiver should make sure are correct) in parenthesis (not all trainers/teachers use the term ‘5 rights.’).

Response Attributes:

Responses may include a childcare workers’ behavior associated with correctly or incorrectly administering medication in an early childhood education facility.

Responses may include the term “5 Rights” only if followed by the explanation (five items that a caregiver should make sure are correct) in parenthesis (not all trainers/teachers use the term ‘5 rights.’).

Sample Item:

What five items should a caregiver pay attention to when administering medication?

- * A. dosage, route, time, medicine, and the child’s name
- B. time, side effects, ingredients, labels, and pill size
- C. permission forms, parent signatures, closed bottle, time, and route
- D. dosage, time, medicine, side effects, and doctor’s note

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Item Specifications

Standard: 02.0 Plan, establish, and maintain a safe, clean, and healthy learning environment.

Benchmark: 02.11 Complete a medication permission form.

Depth of Knowledge: Moderate Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should include use of medication permission forms to administer medication in an early childhood education facility.

Stimulus Attributes:

Stimulus may include a parental permission form used in an early childhood education setting.

Response Attributes:

Responses may include the completion of a simulated permission form used in an early childhood education setting.

Sample Item:

Stimulus: Eric Johnson attends your childcare center and is on antibiotics for treatment of strep throat. He must take medication before lunch for a week. Please complete the Permission Form to administer medication along with Eric's parent using the information on the prescription label shown below.



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Item Specifications

CHILD DAY CARE LICENSING AUTHORIZATION FOR MEDICATION

No medication shall be given by day care personnel without the signed permission of parent or guardian. Please complete this form.

Child's Name: _____

Name of Medication or Prescription Number: _____

Amount of Medication to be given: _____

Time Medication is to be given: _____

Date: _____ Parent's Signature: _____

Date and time medication given:	Amount given: and staff members initials
_____	_____
_____	_____
_____	_____
_____	_____

HC CCL 24 (Rev. 1/95)

Permissions:

http://thinksmart.typepad.com/photos/uncategorized/new_pill_bottle.jpg

<http://www.hillsboroughcounty.org/childcarelicensing/resources/forms/authorizationformedication.pdf>

Rubric:

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| 4 Points | The student demonstrated a thorough understanding of the medication permission form by completing the form correctly. Information from the prescription was correctly copied, correct dates and signatures were used. NA or some other notation was made for information correctly left blank. |
| 3 Points | The student demonstrated a partial understanding of the medication permission form by generally completing the form correctly. Information from the prescription was correctly copied, correct dates and signatures were used. Some information was left blank without explanation. |
| 2 Points | The student demonstrated a minimal understanding of the medication permission form by completing the form with some incorrect pieces of information. Information from the prescription was incorrectly copied and/or incorrect dates or missing signatures. Some information was left blank without explanation. |
| 1 Point | The student demonstrated a poor understanding of the medication permission form by completing the form with many incorrect pieces of information. Information from the prescription was incorrectly copied and/or incorrect dates or missing signatures. Some information was left blank without explanation. |

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Item Specifications

Standard: 02.0 Plan, establish, and maintain a safe, clean, and healthy learning environment.

Benchmark: 02.12 Describe ways in which the spread of disease in childcare settings can be prevented.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include the role of sanitation in preventing the spread of diseases in an early childhood education setting. A description may include written/oral ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include a scenario which addresses behaviors or procedures used to prevent the spread of diseases in an early childhood education setting.

Stimulus may include graphics or diagrams to demonstrate the spread of diseases in an early childhood education setting.

Stimulus may include common preventions of diseases as it relates to early childhood education settings.

Response Attributes:

Responses may be teacher behaviors to prevent diseases in an early childhood education setting.

Sample Item:

A number of the children in your childcare center have runny noses and coughs. What is the **BEST** thing that you can do at the center to help stop the spread of diseases?

- * A. Teach the children proper personal hygiene, such as hand washing.
- B. Buy additional boxes of tissues and make sure they are around the center.
- C. Put away the toys so the children don't spread germs playing with toys.
- D. Wipe down hard surfaces at the center daily with an antibacterial solution.

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Standard: 02.0 Plan, establish, and maintain a safe, clean, and healthy learning environment.

Benchmark: 02.13 Identify how to communicate with parents who continue to send children to childcare when they are sick.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include specifically communicating with parents about taking their child to child care when sick.

Stimulus Attributes:

Stimulus should not include descriptions of the consequences of contagious children.
Stimulus may include scenarios that describe communications with parents may be included.

Response Attributes:

Responses should include proper and improper descriptions of caregiver communications with parents.

Sample Item:

Bethel is the director of a childcare center. The center has a policy that sick children must stay home. Which is the **BEST** example of effective communication that Bethel might have with a parent who continues to send their child to the childcare center with a temperature?

- A. "Mrs. Brown, our policy is that sick children cannot be at school, so you can't leave Jasmine here today."
- * B. "Mrs. Brown, I know that it is very difficult with your work schedule, but you may not bring Jasmine to school if she has had any signs of fever."
- C. "Mrs. Brown, You may leave Jasmine at school today, because I know you have to work. However, if her temperature does not go away within an hour, you must pick her up from school."
- D. "Mrs. Brown, I am going to allow you to leave Jasmine at school today as a favor this once, but cannot do it again."

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Item Specifications

Standard: 02.0 Plan, establish, and maintain a safe, clean, and healthy learning environment.

Benchmark: 02.14 Demonstrate responsibility for maintaining and organizing a safe and healthy facility.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should contain safety and health policies and procedures for childcare facilities. A demonstration may include the selection of behaviors or the performance of the required behavior.

Stimulus Attributes:

Stimulus should include safe and healthy policies and procedures for childcare facilities.

Stimulus may include descriptors of a safe and healthy childcare facility.

Stimulus may include a demonstration of knowledge regarding maintaining and/or organizing a safe and healthy facility.

Response Attributes:

Responses should include responsibilities and behaviors of caregivers.

Sample Item:

Janice is a childcare worker and has many roles during the day including maintaining child safety. What can she do to demonstrate responsibility for maintaining a safe and healthy facility during her daily safety checks?

- A. Ask parents to make sure they drop off at the same time each day so that the school is not in violation of any teacher student ratio problems.
- B. Check that the air conditioner is set to 75 degrees to ensure that the facility is consistently maintained at a reasonable temperature.
- C. Track which toys are popular with the students so that you can avoid ordering toys in the future that are not popular with the students.
- * D. Perform regular evacuation trainings and emergency procedure walk-throughs to make sure that all students and staff know what to do.

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Standard: 02.0 Plan, establish, and maintain a safe, clean, and healthy learning environment.

Benchmark: 02.15 Identify and report maintenance and repair needs for equipment, tools, facilities, and toys.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include types of safety equipment that require maintenance in a childcare facility.

Stimulus Attributes:

Stimulus should address types of safety equipment.

Stimulus may address maintenance schedules.

Stimulus should not include types of equipment unrelated to safety.

Stimulus may include scenarios that describe maintenance related activities.

Response Attributes:

Responses may reflect various safety related topics.

Responses may include correct and incorrect classroom maintenance and repair procedures.

Sample Item:

Barbara is picking up the toys and equipment at the end of the day at her childcare center. What would be a good thing to do when checking for maintenance concerns of the toys and equipment?

- * A. Check all of the toys for cracks, broken parts, and splinters.
- B. Check to make sure that all of the toy pieces are together.
- C. Check to make sure that all of the toys are age appropriate.
- D. Check all of the toys for potential choking hazards.

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 02.0 Plan, establish, and maintain a safe, clean, and healthy learning environment.

Benchmark: 02.16 Identify proper procedures for transporting children.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include safety requirements for children under the age of 6.

Stimulus Attributes:

Stimulus should address proper procedures for transporting children.

Stimulus may include the four key points to remember when installing a car seat.

Stimulus should not include specific brands of car seats should.

Response Attributes:

Responses may include proper transportation procedures.

Responses may include common errors made with car seats.

Sample Item:

What is a common misinterpretation of the procedures when transporting children?

- A. One seatbelt is okay for two children as long as they fit comfortably.
- B. Harness straps must be snug fitting.
- C. Lap belts alone are not allowed for transporting children.
- * D. Children can be placed in the front seat provided the airbag is turned off.

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 02.0 Plan, establish, and maintain a safe, clean, and healthy learning environment.

Benchmark: 02.17 Demonstrate use of fire extinguishers.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should include steps for using a fire extinguisher. A demonstration may include the selection of appropriate behaviors or the performance of the required behaviors.

Stimulus Attributes:

Stimulus should include appropriate or inappropriate procedures for operating a fire extinguisher.

Stimulus may include common mistakes when using a fire extinguisher.

Stimulus may include a narrative text.

Stimulus may include graphics or diagrams.

Stimulus may include a demonstration of knowledge regarding the use of fire extinguishers.

Response Attributes:

Responses should include examples of proper or improper use of a fire extinguisher.

Responses may include steps or procedures associated with fire extinguisher use.

Sample Item:

What is the **FIRST** step in operating a fire extinguisher?

- A. Aim at the top of to the fire.
- B. Squeeze the lever.
- * C. Pull the pin.
- D. Shake the extinguisher to activate.

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 02.0 Plan, establish, and maintain a safe, clean, and healthy learning environment.

Benchmark: 02.18 Practice universal precautions.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should include the application of universal precautions to prevent the spread of disease.

Stimulus Attributes:

Stimulus may include descriptors of safe or unsafe procedures for handling blood and bodily fluids.

Stimulus may include descriptions of appropriate and inappropriate latex glove removal.

Stimulus may include a narrative or text.

Stimulus may include diagrams or pictures.

Stimulus may include the knowledge of universal precaution practices.

Response Attributes:

Responses should include proper and improper descriptions of sanitation practices and behaviors.

Sample Item:

What is an effective **FIRST** strategy for treating potential sources of infection from a playground cut?

- A. Wipe the cut area with a paper towel.
- B. Pour hydrogen peroxide on the cut.
- C. Apply antibacterial ointment and cover the cut.
- * D. Use water to flush out the cut and wipe around the cut.

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 02.0 Plan, establish, and maintain a safe, clean, and healthy learning environment.

Benchmark: 02.19 Identify procedures for emergency scenarios in order to plan for emergency/disaster situations.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include policies for hurricanes, tornadoes, fires, and pre-disaster planning.

Stimulus Attributes:

Stimulus may include descriptors of appropriate or inappropriate emergency and disaster procedures.

Stimulus may include common emergency situations.

Stimulus may include a narrative text.

Response Attributes:

Responses may include descriptions of emergency procedures.

Responses may include behaviors and reactions during emergency situations.

Sample Item:

Seabird daycare center just received a phone call from the police department. A crime has occurred in the area and the police wanted to make sure the children were safe. What type of emergency procedure should the school implement?

- * A. lockdown
- B. shelter-in-place
- C. evacuation
- D. fire drill

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 02.0 Plan, establish, and maintain a safe, clean, and healthy learning environment.

Benchmark: 02.20 Use appropriate telephone numbers in a simulated emergency situation.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should include calling the appropriate agency, 9-1-1, poison control, and the fire department.

Stimulus Attributes:

Stimulus may include narrative text describing a simulated emergency situation.

Stimulus may include emergency agencies or phone numbers.

Stimulus should only include Universal emergency agencies when utilized.

Response Attributes:

Responses may include emergency contacts but should not include specific numbers.

Responses should include only universal emergency agencies with generic names.

Responses may include behaviors of the childcare worker.

Sample Item:

When preparing lunch for the students at a childcare center, Brenda, a childcare professional left a pot of boiling oil unattended on the stove. When she returned, there were flames coming uncontrollably from all around the pot. What would be the **FIRST** step that Beth should take?

- A. grab a fire extinguisher
- * B. call emergency services
- C. turn off the stove burner
- D. remove the pot from the stove

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 02.0 Plan, establish, and maintain a safe, clean, and healthy learning environment.

Benchmark: 02.21 Identify the need and responsible use of equipment and supplies.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include emergency equipment in childcare facilities, such as smoke detectors, fire extinguishers, first aid kits, and emergency phone lists.

Stimulus Attributes:

Stimulus may include common childcare facility equipment and supplies.

Stimulus may include descriptors of equipment and supplies.

Stimulus may include narrative text.

Stimulus may include diagrams or graphics.

Response Attributes:

Responses may include emergency equipment and/or supplies.

Responses should not include brands of equipment or supplies.

Sample Item:

Josie is purchasing first aid kits for the classrooms in her childcare center. Which item is **NOT** required to be contained in a first-aid kit?

- * A. antibiotic ointment
- B. thermometer
- C. scissors
- D. antibacterial soap

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 02.0 Plan, establish, and maintain a safe, clean, and healthy learning environment.

Benchmark: 02.22 Follow established procedures for reporting accidents/incidents.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include documenting accidents and incidents in childcare settings.

Stimulus Attributes:

Stimulus should include common information required on an accident/incident form.

Stimulus may include common mistakes in completing an accident/incident form.

Stimulus may include a narrative text or a picture of a form to complete.

Stimulus may include the knowledge of procedures for reporting accidents/incidents.

Response Attributes:

Responses may include descriptions of required and not required information to be recorded on an accident or incident form.

Responses may include teacher behaviors following an accident.

Sample Item:

The children in Miss Jessie's classroom were playing outside. Ashley fell from the top of the teeter-totter, prompting emergency services to be contacted. Miss Jessie will have to fill out an accident report form. What information will be needed for the form?

- A. weather conditions
- * B. witnesses to the accident
- C. who contacted the parent
- D. how long it took for medical personnel to arrive

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 02.0 Plan, establish, and maintain a safe, clean, and healthy learning environment.

Benchmark: 02.23 Discuss ways for children to develop positive attitudes and skills for daily routines.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include modeling positive attitudes and speech with young children. A discussion may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus should include descriptions of positive or negative attitudes and speech caregivers use with young children.

Stimulus may include examples of positive or negative attitudes and speech care givers use with young children.

Response Attributes:

Responses may include examples of positive or negative attitudes of a caregiver.

Responses may include examples of positive or negative verbal responses to appropriate or inappropriate behaviors by the caregiver.

Sample Item:

Several children in Miss Carol's four year old class were running inside the classroom. Which statement would be the most appropriate response from Miss Carol?

- A. "Running in the classroom is not allowed."
- * B. "We use our walking feet in the classroom."
- C. "Haven't I told you to walk when you are inside?"
- D. "We don't run while we are in the classroom."

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 02.0 Plan, establish, and maintain a safe, clean, and healthy learning environment.

Benchmark: 02.24 Discuss best practices within the center to conserve environmental resources.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include conserving energy and recycling policies in childcare centers. A discussion may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus should include descriptors and/or non-descriptors of ways to conserve energy and recycling policies.

Stimulus may include common recycling methods.

Stimulus may include diagrams or pictures.

Response Attributes:

Responses should include descriptions and non-descriptions of environmental conservation practices and behaviors.

Sample Item:

Alice would like for her child care center to be as environmentally conscious as possible. She has decided to take some first steps to conserve resources at the center. Which activity would **NOT** be consistent with her goal of conserving environmental resources at her child care center?

- A. wash the dishes with biodegradable dish cleaner
- * B. provide foam plates for the children's lunches
- C. utilize recycling bins
- D. install automatic lights

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 02.0 Plan, establish, and maintain a safe, clean, and healthy learning environment.

Benchmark: 02.25 List ways to make a playground safe.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include playground safety concerns commonly found at childcare centers.

Stimulus Attributes:

Stimulus should include descriptions of behaviors exhibited during a daily check of playground equipment.

Stimulus may include descriptions of safety hazards in a playground.

Stimulus may include a graphic, picture, diagram, or narrative text.

Response Attributes:

Responses should include descriptions of outdoor play items that should be checked daily.

Responses may include appropriate and inappropriate teacher behaviors to ensure a safe playground.

Sample Item:

Julie is checking the playground in her new child care center. When assessing the playground equipment, which safety regulation must she make certain has been followed?

- A. Obstructions must be a least three feet away from climbing equipment.
- B. There must be a three-foot fence around the playground.
- * C. Cushioning material under climbers, slides, and swings is installed.
- D. Tricycle riding paths are marked and located in the middle of large group play areas.

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 03.0 Plan and implement food service and nutrition education.

Benchmark: 03.01 Identify the nutritional needs of children; infants through school age (birth through age eight).

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include the differing nutritional needs of children between birth and age eight.

Stimulus Attributes:

Stimulus may include scenarios to describe nutritional situations of young children.

Stimulus should address common nutritional needs.

Stimulus may include diagrams or pictures.

Stimulus may include descriptors of how nutritional needs of children can be met.

Stimulus may include descriptors and non-descriptors of healthy diet.

Stimulus may include scenarios using a specific age group.

Response Attributes:

Responses may include the selection of appropriate and inappropriate food examples to meet the child's nutrition.

Responses may include an explanation as to why certain foods are good examples to meet nutritional needs.

Responses may include reference to the major food groups.

Sample Item:

Which afternoon snack would represent the **MOST** nutritional option for young children?

- A. gummy fruit snacks, apple, and orange juice
- B. graham crackers and a slice of bread with jelly, and water
- * C. crackers and peanut butter, string cheese, and apple juice
- D. vanilla yogurt, a slice of cheese, and whole milk

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 03.0 Plan and implement food service and nutrition education.

Benchmark: 03.02 Identify, plan for, and assist with the preparation of nutritious snacks and meals for infants through school age children.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should include food items that are appropriate for specific age groups.

Stimulus Attributes:

Stimulus may include scenarios to be used to describe nutritious and non-nutritious meals and snacks.

Stimulus may include graphics, narrative or pictures.

Stimulus may include the correct and incorrect selection and preparation of food.

Response Attributes:

Responses may include nutritious and non-nutritious foods

Responses may include graphics or pictures.

Sample Item:

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Task: Prepare a lunch for preschool and school-age children that are both appropriate and nutritious. Verbalize what could be placed in the lunch and how that lunch meets the nutritional needs of the children.

Rubric:

- | | |
|----------|--|
| 4 Points | Student demonstrates a comprehensive and correct understanding of lunch preparation that is appropriate and nutritious. Student demonstrates the knowledge of what correctly makes up the components of a nutritious lunch. Demonstration shows the inclusion of the four food groups. Student is able to thoroughly articulate how the lunch meets the nutritional needs of the children. |
| 3 Points | Student demonstrates a mostly correct understanding of lunch preparation that is appropriate and nutritious. Student demonstrates the knowledge of what correctly makes up most of the components of a nutritious lunch. Demonstration shows the inclusion of the four food groups. There may be minor errors in the food selected as a good representative of the food groups or a nutritious example. Student is able to correctly articulate how the lunch meets the nutritional needs of the children. |
| 2 Points | Student demonstrates a partially correct understanding of lunch preparation that is appropriate and/or nutritious. Student demonstrates the basic knowledge of what correctly makes up some of the components of a nutritious lunch. Demonstration shows the inclusion of several of the four food groups. There may be multiple errors in the food selected as a good representative of the group or a nutritious example. Student is able to partially articulate correctly how the lunch meets the nutritional needs of the children. |
| 1 Point | Student demonstrates a mostly incorrect understanding of lunch preparation that is appropriate and/or nutritious. Student demonstrates incorrect or incomplete knowledge of what correctly makes up the components of a nutritious lunch. Demonstration fails to show the inclusion of several of the four food groups. There may be multiple and major errors in the food selected as a good representative of the food group or a nutritious example. Student is not able to correctly articulate how the lunch meets the nutritional needs of the children. |

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 03.0 Plan and implement food service and nutrition education.

Benchmark: 03.03 Identify and practice safe and sanitary food service habits in assisting with mealtime routines.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should include sanitary food service habits before, during, and after mealtime.

Stimulus Attributes:

Stimulus may include scenarios to describe situations of safe and unsafe food handling procedures.

Stimulus should address teacher behavior and non-behaviors in handling food.

Stimulus may include graphics and diagrams.

Response Attributes:

Responses may include teacher behaviors of safe and unsafe food handling.

Sample Item:

When preparing a snack for her class, Miss Dianne practices safe and sanitary food service habits. Which of the following **BEST** describes safe and sanitary food service procedures?

- A. Miss Dianne reminds all of her students to wash their hands before snack, however she does not need to wash her hands because she will be using plastic gloves when serving.
- B. Miss Dianne washes her hands before serving the snack to the students to reduce the spread of germs.
- C. Miss Dianne asks her students to wash their hands if they played outside, or used the restroom.
- * D. Miss Dianne and her students wash hands, before and after their snack. When preparing and serving snack, Miss Dianne used plastic gloves to reduce the spread of germs.

Item Specifications

Standard: 03.0 Plan and implement food service and nutrition education.

Benchmark: 03.04 Identify foods that are potentially dangerous for young children's consumption.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should consider foods that are specifically dangerous for young children ages birth to 5.

Stimulus Attributes:

Stimulus may include scenarios that describe safe and unsafe foods.

Stimulus may include graphics or diagrams.

Stimulus may require the selection of the most appropriate or best choice.

Response Attributes:

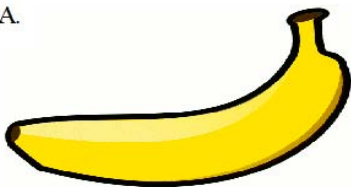
Responses may include graphics or diagrams.

Responses may include safe and unsafe foods.

Sample Item:

Which food item would possess the **MOST** danger to children under the age of three?

A.



B.



C.



D.



A. A

B. B

C. C

D. D

*

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 03.0 Plan and implement food service and nutrition education.

Benchmark: 03.05 Demonstrate techniques to encourage positive food choices and good eating habits for toddlers through school age children.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice

Content Limits: Items should include food choices and eating habits based on age level for children birth to age 5. A demonstration may include the selection of appropriate behaviors or performing the required behavior.

Stimulus Attributes:

Stimulus may include scenarios that describe appropriate and inappropriate techniques to encourage healthy food choices.

Stimulus may include positive and negative food choice examples.

Stimulus may include graphics and pictures to represent food.

Response Attributes:

Responses may include proper and improper teacher behavior that represents positive and negative food choices.

Responses may include graphics and pictures.

Sample Item:

Which activity would **BEST** teach toddlers about nutrition and positive food choices?

- A. Have the toddlers draw and write about their favorite food.
- B. List all the foods they ate for lunch (through drawing or writing) and share the list with the rest of the class.
- C. Interact in dramatic play, pretending to run a grocery store.
- * D. Cut out pictures of food items and sort between healthy choices and unhealthy choices.

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 03.0 Plan and implement food service and nutrition education.

Benchmark: 03.06 Recognize age appropriate nutrition education activities.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice

Content Limits: Items should include activities that focus on nutrition education for children ages birth to 5.

Stimulus Attributes:

Stimulus may include scenarios that include appropriate and inappropriate activities to teach nutrition.

Stimulus may include graphics or pictures.

Stimulus may include descriptors of developmentally appropriate and inappropriate activities.

Stimulus should include proper and improper descriptors of scenarios and examples that teach nutrition education to young children.

Response Attributes:

Responses may include activities that are related to nutrition or age appropriateness.

Responses may include multiple correct responses where the most correct should be selected.

Responses should include age groups that are appropriate for specific planned activities teaching children about nutrition.

Sample Item:

Miss Becky wants to introduce nutrition education to her 3-year olds. She sees the school age children do an activity cutting out pictures of food items, sorting them into different food groups and gluing them on a paper plate. How can she make this more developmentally appropriate for her class of 3-year olds?

- * A. Miss Becky can talk with the 3-year olds about different foods, and introduce new vocabulary, while letting the children feel the textures of different food items.
- B. Miss Becky can read a book about foods and different food groups to her 3-year olds.
- C. Miss Becky can have the school age children come in to share their projects with the 3-year olds.
- D. Miss Becky can cut out the pictures and give them to the 3-year olds to paste, thus giving them an opportunity to develop at their own pace.

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 04.0 Identify and report child abuse and neglect in accordance with state regulations.

Benchmark: 04.01 Describe physical abuse, physical neglect, sexual abuse, and emotional maltreatment as described by Florida law.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include a description of abuse/neglect according to Florida law. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include descriptors and non-descriptors of all types of abuse.
Stimulus should not include descriptions that are overly sensitive.

Response Attributes:

Responses may include examples and non-examples of child abuse and neglect.

Sample Item:

Which behavior is **NOT** considered physical abuse?

- * A. locking a child in the closet
- B. forcing a child to sit in scalding water
- C. pulling a child's hair
- D. spanking a child

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 04.0 Identify and report child abuse and neglect in accordance with state regulations.

Benchmark: 04.02 Identify the extent of the incidence of child maltreatment in the state and nation.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include current child abuse/neglect statistics from current childcare training modules.

Stimulus Attributes:

Stimulus may address any area of child abuse.

Stimulus may include charts and graphs that depict child abuse incidents.

Response Attributes:

Responses may include data related to child abuse.

Responses may include correct and incorrect interpretations of data.

Sample Item:

In 2006, approximately how many children died as a result of child abuse in the United States?

- A. 1 child each hour
- * B. 3 children each day
- C. 10 children each week
- D. 22 children each month

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 04.0 Identify and report child abuse and neglect in accordance with state regulations.

Benchmark: 04.03 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment and neglect.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include identification of the most common indicators of abuse.

Stimulus Attributes:

Stimulus may include indicators and non-indicators of all types of abuse and neglect.
Stimulus may include scenarios that describe the most common signs of all types of abuse.

Response Attributes:

Responses may include physical and behavioral indicators that result from abuse.
Responses may include indicators and non-indicators of all types of abuse and neglect.

Sample Item:

Kellie has always been a very outgoing child who willingly took a nap each day. She has been crying easily and isn't very interested in her lunch each day. She now seems very afraid, hesitant, and doesn't want to nap any longer. Which indicator suggests that Kellie may be sexually or otherwise abused?

- A. crying easily
- B. uninterested in food
- C. being afraid and hesitant to nap
- * D. sudden change in behaviors

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 04.0 Identify and report child abuse and neglect in accordance with state regulations.

Benchmark: 04.04 Identify the factors, multiple forces, and most common causes for child abuse and neglect.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include the most common causes, factors, and multiple forces for child abuse/neglect.

Stimulus Attributes:

Stimulus may describe correct and incorrect common causes of abuse.

Stimulus may include various risk factors that result in abuse.

Response Attributes:

Responses may include correct and incorrect common causes of child abuse and neglect.

Responses may include correct and incorrect risk factors associated with child abuse and neglect.

Sample Item:

What is a child risk factor that **increases** the chances of abuse and neglect?

- A. low socio-economic status
- * B. premature birth or chronic illness
- C. parent drug abuse
- D. lack of parent education

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 04.0 Identify and report child abuse and neglect in accordance with state regulations.

Benchmark: 04.05 Identify the characteristics of abusers.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include characteristics of people who abuse/neglect children.

Stimulus Attributes:

Stimulus may include characteristics and non-characteristics of child abusers.

Stimulus may include scenarios that describe characteristics of child abusers.

Response Attributes:

Responses should include characteristics and non-characteristics of child abusers.

Sample Item:

Which characteristic does **NOT** put parents at an increased risk for abusing their own children?

- * A. having many children
- B. being spanked
- C. being raised in poverty
- D. having been abused as a child

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 04.0 Identify and report child abuse and neglect in accordance with state regulations.

Benchmark: 04.06 Identify the impacts and effects of child abuse and neglect.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should include identification of the impact and effects of abuse and neglect using current childcare training modules.

Stimulus Attributes:

Stimulus should include the proper and improper identification of the impact and effects of child abuse and neglect.

Stimulus may include scenarios that describe the correct and incorrect outcomes of abuse and neglect.

Response Attributes:

Responses may include the proper and improper identification of the impact and effects of child abuse and neglect.

Responses may include the correct and incorrect impact of abuse.

Sample Item:

What is **NOT** a potential consequence for a parent that is found to have abused a child?

- A. The parent may be required to take parenting classes.
- B. The parent may lose the rights to other children in their house.
- C. The parent may be required to have supervised visitation with their children.
- * D. The parent may be required to pay support if a child is taken away.

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 04.0 Identify and report child abuse and neglect in accordance with state regulations.

Benchmark: 04.07 Describe the legal requirement and protection of child-care workers in reporting suspected child abuse and neglect according to Florida law.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include descriptions of the legal requirements and protection of childcare workers in reporting suspected child abuse and neglect according to Florida Law. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include descriptors of mandatory and non-mandatory reporters of child abuse and neglect.

Stimulus may include scenarios that specify legal requirements to report child abuse.

Stimulus may include correct and incorrect legal requirements for childcare workers in reporting child abuse.

Stimulus may include correct and incorrect legal protection of childcare workers in reporting child abuse and neglect.

Response Attributes:

Responses may include correct and incorrect legal protection of childcare workers in reporting child abuse and neglect.

Responses may include correct and incorrect legal requirements for childcare workers in reporting child abuse.

Responses may include descriptors of mandatory and non-mandatory reporters of child abuse and neglect.

Sample Item:

What does Florida law require of childcare workers regarding reporting suspected child abuse or neglect?

- A. Florida law states that childcare workers are required to complete an incident report after interviewing the child.
- B. Childcare workers are required by law to document evidence of abuse and notify the parents that they will be contacting authorities.
- C. Childcare workers, by law, are required to collect sufficient evidence before reporting to reduce likelihood of false accusations.
- * D. Laws state that childcare workers are immune from legal action provided they report child abuse in good faith.

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 04.0 Identify and report child abuse and neglect in accordance with state regulations.

Benchmark: 04.08 Identify state and local guidelines and procedures for reporting child abuse and neglect.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include protocol for reporting abuse at the provider level.

Stimulus Attributes:

Stimulus may include correct and incorrect procedures for reporting child abuse and neglect.
Stimulus may include scenarios that present different guidelines and procedures for reporting abuse and neglect.

Response Attributes:

Responses may include correct and incorrect procedures for reporting child abuse and neglect.
Responses may include correct and incorrect teacher behavior or rules in reporting child abuse or neglect.

Sample Item:

What is the **BEST** method of reporting child neglect in the state of Florida when a child is in imminent danger?

- A. complete and fax a report
- * B. use the abuse hotline
- C. report via the internet
- D. contact the parent

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 04.0 Identify and report child abuse and neglect in accordance with state regulations.

Benchmark: 04.09 Demonstrate (in a simulation) reporting evidence of suspected child abuse and neglect.

Depth of Knowledge: Moderate Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should include childcare worker procedures to report abuse. A demonstration may include the selection of appropriate behaviors or the performance of the required behaviors.

Stimulus Attributes:

Stimulus may include a scenario.

Stimulus may simulate the reporting of child abuse or neglect.

Stimulus may include instructions for the test taker to fill out a Florida Abuse Hotline Fax Transmittal Form.

Response Attributes:

Responses may include contacting the required public agency with specific observations of behavior that indicate possible abuse or neglect.

Responses may include proper procedures for filling out a Florida Abuse Hotline Fax Transmittal Form.

Response may include the proper completion of a Florida Abuse Hotline Fax Transmittal Form.

Sample Item:

Stimulus: You are employed at the Green Avenue Childcare Center. Sonia came to school today with 3 large red welts on her legs and arms. Complete the Florida Abuse Hotline Fax Transmittal Form for the above situation. Fill in dates, birthdates and unknown information with fictitious data.

Item Specifications

FLORIDA ABUSE HOTLINE Fax Transmittal Form
To Report Abuse/Abandonment/Neglect/Exploitation
Fax Number: 1-800-914-0004

Please do not fax multiple allegations of abuse or neglect for multiple families at a time. By submitting them one at a time, they will likely get processed faster.



REPORTER INFORMATION							
This information is required for mandatory reporters. Refer to Chapters 39 and 415, Florida Statutes.							
Your Last Name: _____	Your First Name: _____ MI: _____						
Your Occupation: _____	Your Agency: _____ Fax #: _____ Phone #: _____						
Address: Street # _____ Street Name: _____ City: _____ Zip Code: _____ County: _____ State: _____							
➤ Would you like to be notified as to whether or not an abuse report was accepted based on the information provided? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please indicate your preferred method of notification. <input type="checkbox"/> Telephone <input type="checkbox"/> U. S. Mail							
VICTIM INFORMATION							
If the victim is a child, list other children in the home. If the victim is an adult, describe disability and how he/she is impaired in the ability to care for or protect self in the DESCRIPTION OF INCIDENT section on page 2.							
ADDRESS where the victim is currently located:							
Street # _____ Street Name: _____ City: _____ Zip Code: _____ State: _____	Home Telephone Number: _____ Work Telephone Number: _____						
(1)	LAST NAME	FIRST NAME	DOB	SEX	RACE	SSN	IS THIS PERSON A VICTIM? <input type="checkbox"/> Yes <input type="checkbox"/> No
(2)							<input type="checkbox"/> Yes <input type="checkbox"/> No
(3)							<input type="checkbox"/> Yes <input type="checkbox"/> No
(4)							<input type="checkbox"/> Yes <input type="checkbox"/> No
(5)							<input type="checkbox"/> Yes <input type="checkbox"/> No
PERSON(S) RESPONSIBLE FOR ALLEGED ABUSE, NEGLECT, ABANDONMENT OR EXPLOITATION							
	NAME	DOB	SEX	RACE	SSN	RELATIONSHIP TO VICTIM	
(1)							
(2)							
(3)							

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Rubric:

- | | |
|----------|--|
| 4 Points | The student demonstrates a thorough understanding by correctly completing the Florida Abuse Hotline Fax Transmittal form. The form is completely filled in with the correct information. |
| 3 Points | The student demonstrates a partial understanding by completing the Florida Abuse Hotline Fax Transmittal form with minor errors or omissions. |
| 2 Points | The student demonstrates a minimal understanding by completing the Florida Abuse Hotline Fax Transmittal form with many errors or omissions. |
| 1 Point | The student demonstrates a poor understanding by completing the Florida Abuse Hotline Fax Transmittal form with substantial errors or omissions. |

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 04.0 Identify and report child abuse and neglect in accordance with state regulations.

Benchmark: 04.10 Identify local community resources that provide help for the abused and the abuser.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include community resources related to assistance for abused children and people who abuse.

Stimulus Attributes:

Stimulus may include community resources that provide and do not provide assistance for abused children and abusers.

Stimulus may include scenarios that describe situations in which resources for abused and abusers are and are not needed.

Response Attributes:

Responses should address community resources that provide and do not provide assistance for the abused and abusers.

Sample Item:

A child has come to your classroom with a large bruise on his lower back and lacerations on his upper legs. When you ask the child how they got the marks, the child starts to cry and won't talk with you. You suspect that the child has been abused by someone in the home. Which community resource would **NOT** directly provide assistance for the abused child or the abuser?

- A. Child Protective Services
- B. Department of Children and Families
- C. Community Mental Health Center
- * D. Emergency Services

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 05.0 Identify and apply principles of child development typical and atypical (birth through age eight).

Benchmark: 05.01 Describe the principles of development: development is similar for all, development is continuous, development proceeds at different rates, development can be correlated.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to the principles of development for young children. A description may include the selection of appropriate ideas or written ideas.

Stimulus Attributes:

Stimulus should include descriptions and non-descriptions of the principles of child development for young children.

Stimulus may include a narrative text that describes examples and non-examples of one of the principles of child development.

Response Attributes:

Responses should include descriptions and non-descriptions of the principles of child development.

Sample Item:

Alicia has three children in her child care center that are close to five years of age. Rob is reading independently, Anita likes to listen to stories, and Joshua likes to look at picture story books. Which principal of development accounts for the difference in the children?

- * A. Development proceeds at different rates.
- B. Development is similar for all.
- C. Development occurs until the age of five years old.
- D. Development is continuous.

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 05.0 Identify and apply principles of child development typical and atypical (birth through age eight).

Benchmark: 05.02 Describe the following characteristics of children ages birth to eight: physical development; approaches to learning; social emotional; language and communication; and cognitive development and general knowledge.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include knowledge about learning domains. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include descriptors and non-descriptors of each developmental domain.

Stimulus may include a narrative text describing an example of one of the developmental domains.

Stimulus may include examples and non-examples of behaviors within the domain.

Response Attributes:

Responses should include a description and non-description of each developmental domain.

Responses may include examples and non-examples of the learning domain.

Sample Item:

Given typical characteristics of a four-year old child, which aspect would “catching a ball” fall into?

- A. social emotional
- * B. physical development
- C. approaches to learning
- D. language and communication

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 05.0 Identify and apply principles of child development typical and atypical (birth through age eight).

Benchmark: 05.03 Discuss circumstances and factors that put a child at risk for developing disabling conditions.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include possible causes of developmental delays. A discussion may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus should include circumstances and factors that do and do not put a child at risk for developing disabling conditions.

Stimulus may include a narrative text describing an example of circumstances and factors that do or do not put a child at risk for developing disabling conditions.

Stimulus may present symptoms and non-symptoms of developmental delays.

Response Attributes:

Responses may include descriptors and non-descriptors of positive or negative results in malnutrition.

Responses may include a variety of correct and incorrect causes for developmental delays.

Responses may include the symptoms and non-symptoms of developmental delay.

Sample Item:

Jessica grew up in a very poor home and food was always limited. She was breast-fed, but her mother was frequently hungry. Which behavior is **NOT** likely a direct result of her limited nutrition?

- A. low birth weight
- B. lethargy
- C. no eye movement
- * D. slower development

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 06.0 Identify and apply principles of child development typical and atypical (birth through age eight).

Benchmark: 06.01 Identify and demonstrate various methods of curriculum planning for young children.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to methods of curriculum planning for children birth to age 5. A demonstration may include the selection of appropriate behaviors or the performance of the required behaviors.

Stimulus Attributes:

Stimulus may include components or steps in curriculum planning.

Stimulus may be a scenario in which a curriculum plan is required.

Stimulus may include student characteristics and objective on which to base a lesson plan.

Stimulus may include examples of lesson plans.

Response Attributes:

Responses may include correct or incorrect components of lesson plans.

Responses may not address requirements for a lesson plan.

Responses may be appropriate or inappropriate lesson plans for the students and objectives.

Sample Item:

When creating a lesson plan for young children, which component is **LEAST** important to focus on?

- A. cognitive/intellectual - numbers and shapes, counting, patterns and measurement
- B. social - cooperation, positive social relationships, respect for others
- C. physical - gross motor skills, fine motor skills, active play and health and safety
- * D. mentally appropriate – one grade level below, compensate for slow learners

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 06.0 Identify and apply principles of child development typical and atypical (birth through age eight).

Benchmark: 06.02 Define developmentally appropriate practices.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to developmentally appropriate practices.

Stimulus Attributes:

Stimulus may include correct and incorrect definitions of developmentally appropriate practices.

Stimulus may include appropriate and inappropriate developmental practices.

Stimulus may include a definition for terms.

Response Attributes:

Responses may include definitions of developmental and non-developmental appropriate practices.

Responses may include consideration in determining developmental appropriateness.

Sample Item:

Mr. Ken is the director of ABC Learning Center and is selecting furniture and materials for each classroom at his center. Which statement best describes preparing for a developmentally appropriate environment?

- * A. Mr. Ken should carefully select items that children of a specific age group could use physically, cognitively, and socially, at their developmental stage.
- B. Mr. Ken should purchase the exact same items for each classroom, to keep it fair for all teachers and children.
- C. Mr. Ken should purchase the same furniture for every classroom. Allow teachers to request a list of every-day materials they would like to use.
- D. Mr. Ken should leave all the decisions up to the teachers to purchase items based on equal budget for all teachers.

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 06.0 Identify and apply principles of child development typical and atypical (birth through age eight).

Benchmark: 06.03 Discuss the importance of learning through play.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to play and learning through play for children birth to age 5. A discussion may include the selection of appropriate ideas or written ideas.

Stimulus Attributes:

Stimulus should include descriptors of developmentally appropriate and inappropriate play opportunities for young children.

Stimulus may include descriptions of the importance of play in an early childhood classroom.

Stimulus may include scenarios of children interacting, playing with peers, or with an adult, or individually.

Response Attributes:

Responses may include a student description and non-description of learning during play.

Responses may include examples and non-examples of play that will result in student learning.

Sample Item:

Miss Brenda is teaching her class about pets this week. Miss Brenda is going to create a center with stuffed animals and pet supplies so the children can pretend to run a veterinarian office. What is the **MOST** likely approach to this learning method?

- A. reinforcing learning through real-life scenarios
- B. reinforcing learning through active role-playing
- * C. reinforcing learning through touch, see, and do
- D. reinforcing learning through active imagination

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 06.0 Identify and apply principles of child development typical and atypical (birth through age eight).

Benchmark: 06.04 Describe learning centers used in developmentally appropriate environments.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to learning centers used in developmentally appropriate environments for children ages birth to five. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include scenarios that describe appropriate and inappropriate leaning centers.
Stimulus may include correct and incorrect components of learning centers.

Response Attributes:

Responses may include the identification of developmentally appropriate and inappropriate learning centers.

Sample Item:

Which learning center would be appropriate for both a toddler class and a preschool class?

- * A. a sensory center with touchy, feely boxes that contain materials with different textures or shapes inside for children to feel, guess and describe
- B. a writing center with individual student journals and prompts for children to choose a writing topic
- C. a classroom reading center with only board books and books with sounds
- D. an art center stocked with paint, bottled glue, scissors, glitter, beads, markers, and tissue paper for children to use independently when creating their open ended art

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 06.0 Identify and apply principles of child development typical and atypical (birth through age eight).

Benchmark: 06.05 Identify the stages of play development.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address the different stages of play, specifically solitary, parallel, associative, and cooperative.

Stimulus Attributes:

Stimulus may include scenarios that describe different stages of play.

Stimulus may include diagrams or pictures to display stages of play development.

Stimulus may include examples and non-examples of play stages or the names of play stages.

Response Attributes:

Responses may include the identification of a stage of play.

Responses may include an example and non-example of a stage of play.

Responses may include correct and incorrect stages of play.

Sample Item:

The children in your childcare center are working to build a castle out of blocks. Johnny and Amy are both building castles at the same table. Johnny's castle is tall and thin while Amy's castle is round. Amy is interested in Johnny's castle and they have shared blocks with each other. What stage of play are Amy and Johnny exhibiting?

- A. parallel play
- * B. associative play
- C. cooperative play
- D. solitary play

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 06.0 Identify and apply principles of child development typical and atypical (birth through age eight).

Benchmark: 06.06 Define the concepts of active learning and active listening.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to active learning and/or active listening when working with children birth to age 5.

Stimulus Attributes:

Stimulus may include a description of active learning in an early childhood classroom.

Stimulus may include a description of active listening in a classroom.

Stimulus may include descriptions and non-descriptions or scenarios of guidance techniques teaching children how to actively listen, or give opportunities for children to actively learn.

Response Attributes:

Responses should include descriptions and non-descriptions of age specific opportunities with a focus of concepts of active learning and active listening.

Responses may include definitions or terms.

Sample Item:

In which situation do children have the opportunity to practice the concepts of active learning and active listening?

- * A. self-initiating as they learn through moving, listening, participating, and discovering
- B. listening to the teacher and then sharing what he or she has learned about a topic
- C. a child working one on one with an adult when problem solving
- D. watching a teacher demonstrate an activity

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 07.0 Identify and demonstrate communication skills related to childcare.

Benchmark: 07.01 Identify effective communication skills used with children including interacting positively with each child and dialog with children as a group, using active listening, open-ended questioning, activities, and spontaneous experiences.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to positive communication skills that would be appropriate between childcare workers and children.

Stimulus Attributes:

Stimulus may include descriptors and non-descriptors of positive interactions, open-ended questions, active listening, spontaneous experiences, and positive dialogue.

Stimulus may include communication skills and techniques appropriate for preschool age children.

Response Attributes:

Responses may include examples and non-examples of open-ended questions.

Responses may include examples and non-examples of effective communication skills.

Sample Item:

Why is the use of open-ended questioning effective in communication?

- A. It encourages increased vocabulary and builds self-esteem.
- * B. It promotes conversation and engages high level thinking.
- C. It builds social skills and enhances cognitive thinking.
- D. It improves literacy skills and supports listening skills.

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 07.0 Identify and demonstrate communication skills related to childcare.

Benchmark: 07.02 Describe ways to promote positive interaction between the family, childcare center and community.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should focus on interactions between the family, community and childcare center. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include a narrative text describing an example of positive interactions between families, childcare centers and communities.

Stimulus may include positive and negative communication skills.

Response Attributes:

Responses may include descriptors and non-descriptors of positive interaction between families, childcare centers and communities.

Sample Item:

Which of the following is **NOT** an appropriate way to promote positive interactions between the childcare center and the family?

- * A. discussing positive observations at pick-up
- B. monthly newsletter to keep family informed of events
- C. bulletin boards with posted announcements
- D. individualized teacher parent conferences

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 07.0 Identify and demonstrate communication skills related to childcare.

Benchmark: 07.03 Plan an environment that supports emergent reading and writing.

Depth of Knowledge: Moderate Complexity

Item Types: Constructed Response

Content Limits: Items should be limited to workplace environments. Items should be limited to the elements of learning and/or performing of reading and writing.

Stimulus Attributes:

Stimulus may include instructions for the test taker to provide examples or non-examples of items that support early reading skills.

Stimulus may include examples and non-examples of early learning environments.

Stimulus may include descriptions and non-descriptions of a print-rich environment.

Stimulus may include descriptions and non-descriptions of emergent reading and writing.

Response Attributes:

Responses may include descriptions and non-descriptions of a print rich classroom environment or materials that support early reading skills.

Responses may include items that can be found in a classroom to enhance reading skills.

Sample Item:

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Stimulus: In a paragraph describe at least five examples of items found in a classroom that would support and enhance early reading skills.

Rubric:

- | | |
|----------|--|
| 4 Points | Response describes a thorough and comprehensive understanding of elements that support and enhance early reading skills. Response correctly identifies and thoroughly describes five or more items that support and enhance early reading skills. |
| 3 Points | Response describes a correct and complete understanding of elements that support and enhance early reading skills. Response identifies and describes five or more items that support and enhance early reading skills. The description may contain small errors or the examples may not all support reading skills. |
| 2 Points | Response describes a partially correct understanding of elements that support and enhance early reading skills. Response identifies and partially describes three or more items that support and enhance early reading skills. The description may contain major errors or multiple examples may not support reading skills. |
| 1 Point | Response describes a mostly incorrect understanding of elements that support and enhance early reading skills. Response identifies or minimally describes one or more items that support and enhance reading skills. The description may contain major errors or most of the examples may not support reading skills. |

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 08.0 Identify various observation and recording methods.

Benchmark: 08.01 Identify observation techniques and methods used in a childcare setting.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to observation methods and techniques used in childcare settings.

Stimulus Attributes:

Stimulus may include observational terminology.

Stimulus may include descriptions and non-descriptions of observation methods.

Stimulus may include descriptions and non-descriptions of recording techniques.

Stimulus may include a diagram of observation and recording methods.

Response Attributes:

Responses may include descriptions and non-descriptions of observation techniques and recording methods.

Responses may include samples of observations.

Sample Item:

One observation method is to create an anecdotal record. What is done when creating an anecdotal record?

- A. observing more than one child at a time
- B. checking off the behavior exhibited by the child throughout the day
- C. writing everything the child says and does
- * D. documenting short, factual narrative descriptions of a child's behavior

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 08.0 Identify various observation and recording methods.

Benchmark: 08.02 Discuss the importance of, and create a plan for the confidentiality of child/family records.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address confidentiality of records commonly used in childcare settings. A discussion may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include correct and incorrect confidentiality guidelines for childcare.

Stimulus may include a narrative text describing an example or non-example of the confidential guidelines for a childcare center.

Stimulus may include examples and non-examples of confidential records.

Response Attributes:

Responses may include descriptions and non-descriptions of the confidentiality guidelines for the childcare setting.

Responses may include examples and non-examples of confidential records.

Sample Item:

Safe-guarding student information is an important aspect of confidentiality. What would be the **LEAST** effective plan for maintaining or communicating confidential student information?

- A. storing medication in an unlocked fridge
- B. limiting information sent through the internet
- * C. discussing accident/incident reports with all parents
- D. storing records in a locked file cabinet

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 08.0 Identify various observation and recording methods.

Benchmark: 08.03 Describe the differences between developmental screenings, developmental assessments, developmental evaluations, and program assessments.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to student and program assessments. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may compare and contrast development screenings, assessments, evaluations and program assessments.

Stimulus may include examples and non-examples of development screenings, assessments, evaluations and program assessment.

Stimulus may include components and non-components of developmental screenings, assessment, evaluations, and program assessment.

Response Attributes:

Responses may address the differences among screening, assessments, evaluations and program assessments.

Sample Item:

Mrs. Brown scheduled 10 minutes with one parent of each child at the Oak Street child care center to complete a developmental checklist. The use of the checklist was appropriate for Mrs. Brown's goals if she was attempting to conduct which process?

- * A. developmental screening
- B. developmental assessment
- C. developmental evaluation
- D. developmental work up

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 08.0 Identify various observation and recording methods.

Benchmark: 08.04 Discuss the importance of, and create a plan for including the family in the collection of information for observations.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include techniques for including families of young children ages birth to five in the collection of information for observations. A discussion may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include appropriate and inappropriate steps in including the family in the collection of information for observation.

Stimulus may include a scenario text explaining the steps for including the family in the collection of information for observation.

Response Attributes:

Responses may include appropriate and inappropriate description of the steps in including the family in the collection of information for observation.

Sample Item:

You are going to conduct a development screening and want to incorporate parent input. What is the best method to obtain parent input?

- * A. requesting information from the parent at the time of the screening
- B. providing questions to the parents prior to the screening
- C. asking the parents to complete a medical history
- D. requiring the parent to consent to the screening

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 09.0 Recognize appropriate methods of guidance.

Benchmark: 09.01 Describe methods of direct and indirect guidance.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to direct and/or indirect guidance techniques for children ages birth to five. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include descriptors and non-descriptors of direct and indirect guidance techniques.

Stimulus may include a list of direct and indirect guidance techniques student would label correctly.

Response Attributes:

Responses may include descriptions and non-descriptions of direct and indirect guidance techniques.

Sample Item:

Which is **NOT** an example of the indirect guidance method?

- A. using child friendly furniture in the classroom
- * B. suggesting that a child can start to eat lunch
- C. utilizing placemats with outlines for item placement
- D. placing the teacher's desk in the corner to see all students

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 09.0 Recognize appropriate methods of guidance.

Benchmark: 09.02 Identify preventative measures of direct and indirect guidance.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to direct and indirect guidance techniques used for children ages birth to five. Items should be limited to preventative measures.

Stimulus Attributes:

Stimulus should include descriptors and non-descriptors of direct and indirect guidance techniques.

Stimulus may include a narrative text giving an example or non-examples of direct and indirect guidance techniques.

Stimulus may include prevention measures and/or prevention steps involving direct and indirect guidance.

Response Attributes:

Responses may include descriptions or non-descriptions of direct and indirect guidance techniques.

Responses may include prevention measures for direct and indirect guidance.

Sample Item:

Which direct guidance technique is inappropriate to use to prevent children from demonstrating an undesired behavior?

- A. offering choices
- B. having eye contact
- * C. speaking in a loud voice
- D. being consistent

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 09.0 Recognize appropriate methods of guidance.

Benchmark: 09.03 Identify methods of direct and indirect guidance to include routines, transitions, and room arrangements.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to direct and indirect guidance techniques used for young children birth to age five.

Stimulus Attributes:

Stimulus may include descriptors and non-descriptors of direct and indirect guidance techniques.

Stimulus may include a narrative text giving an example or non-example of direct and indirect guidance techniques.

Response Attributes:

Responses may include descriptions and non-descriptions of direct and indirect guidance techniques.

Responses may include situations where the need for guidance exists.

Sample Item:

In a small group classroom, which activity is an example of indirect guidance?

- A. removing labels from shelves
- * B. situating desks in groups for collaboration
- C. telling students to form groups on their own
- D. suggesting students work together to solve problems

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 09.0 Recognize appropriate methods of guidance.

Benchmark: 09.04 Identify acceptable and unacceptable methods of guiding behavior.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should focus on acceptable and unacceptable methods of guiding behavior in children ages birth to age five.

Stimulus Attributes:

Stimulus may include descriptors of appropriate and inappropriate guidance techniques.
Stimulus may include a narrative text giving an example of appropriate or inappropriate guidance techniques.

Response Attributes:

Responses may include the description of appropriate or inappropriate guidance techniques.

Sample Item:

Identify the guidance method used in the following statement. "I really appreciate how well you listened to the directions for this activity."

- A. negative reinforcement
- B. giving a warning
- * C. positive reinforcement
- D. redirection

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 10.0 Plan, establish and implement a developmentally appropriate emergent literacy program.

Benchmark: 10.01 Identify characteristics of a classroom environment that motivates children to read.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice

Content Limits: Items should be limited to childcare environments as they relate to motivation to read.

Stimulus Attributes:

Stimulus may include scenarios that describe characteristics of reading conducive to learning environments.

Stimulus may include reasons children are motivated to read.

Stimulus may include reasons children are not motivated to read.

Response Attributes:

Responses may include descriptors and non-descriptors of classrooms with stimulating reading environments.

Responses may include positive and negative motivators that affect children's interest in reading.

Sample Item:

Which classroom characteristic does **NOT** motivate children to read?

- A. a variety of high quality books available throughout the day
- B. a teacher models a joy of reading with the children
- * C. books are read when needed as a reward for good behavior
- D. the teacher reads to children daily

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 10.0 Plan, establish and implement a developmentally appropriate emergent literacy program.

Benchmark: 10.02 Demonstrate appropriate phonological awareness teaching practices.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to phonological awareness practices appropriate for young children ages birth through age 8. A demonstration may include the selection of appropriate behaviors or the performance of the required behaviors.

Stimulus Attributes:

Stimulus may include examples and non-examples of phonological awareness activities.
Stimulus may include descriptions of age appropriate phonological awareness activities.
Stimulus may include teaching practices focusing on phonological awareness.
Stimulus may include a demonstration of knowledge regarding phonological awareness teaching practices.

Response Attributes:

Responses may include activities that demonstrate phonological awareness techniques.
Responses may include examples of literacy components other than phonological awareness.
Responses may include teaching practices, but not limited to phonological awareness.

Sample Item:

Which activity demonstrates a phonological teaching practice that is age appropriate?

- * A. Miss Allie sings "Baby Blue Bird, bbbbb" to a 6 month old infant.
- B. Miss Ann teaches her class of two-year olds the ABC song.
- C. Mr. Bryan asks his preschool class to write words that begin with the letter M.
- D. Miss Josie's 3-year old children use play dough to mold letters.

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 10.0 Plan, establish and implement a developmentally appropriate emergent literacy program.

Benchmark: 10.03 Demonstrate appropriate teaching practices for alphabet knowledge.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should focus on environments related to reading. A demonstration may include the selection of appropriate behaviors or the performance of the required behaviors.

Stimulus Attributes:

Stimulus may guide the student to demonstrate teaching the alphabet.

Stimulus may include appropriate and inappropriate teaching practices.

Stimulus may include narratives or scenarios.

Stimulus may include a demonstration of knowledge of teaching practices for alphabet knowledge.

Response Attributes:

Responses may be recorded on lesson planning document.

Responses may include appropriate and inappropriate teaching practices.

Responses may include creating activity plans to teach children letters in their name.

Sample Item:

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Task: Create and demonstrate a developmentally appropriate activity that focuses on teaching children the beginning letter of their first name.

Rubric:

- | | |
|----------|--|
| 4 Points | Student demonstrates a thorough understanding of how to structure and conduct a developmentally appropriate lesson plan. Student displays a correct method of delivering the lesson plan that incorporates teaching children the beginning letter of their first name. |
| 3 Points | Student demonstrates a correct and complete understanding of how to structure and conduct a developmentally appropriate lesson plan. Student displays a partially correct method of delivering the lesson plan that incorporates teaching children the beginning letter of their first name. The activity is generally appropriate but may include some slightly incorrect components. |
| 2 Points | Student demonstrates a partially correct understanding of how to structure and conduct a developmentally appropriate lesson plan. Student displays a method of delivering the lesson plan that partially incorporates teaching children the beginning letter of their first name. The activity may be somewhat inappropriate or includes multiple incorrect components. |
| 1 Point | Student demonstrates a mostly incorrect understanding of how to structure and conduct a developmentally appropriate lesson plan. Student displays a method of delivering the lesson plan that mostly fails to incorporate teaching children the beginning letter of their first name. The activity is generally inappropriate. |

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 10.0 Plan, establish and implement a developmentally appropriate emergent literacy program.

Benchmark: 10.04 Demonstrate appropriate comprehension strategies.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to comprehension strategies appropriate for young children. A demonstration may include the selection of appropriate behaviors or the performance of the required behavior.

Stimulus Attributes:

Stimulus may include instructions for the test taker to supply comprehension strategies.

Stimulus may include examples and non-examples of comprehension activities.

Stimulus may include descriptions of age appropriate and inappropriate comprehension activities.

Stimulus may include a demonstration of knowledge regarding appropriate comprehension strategies.

Response Attributes:

Responses may include activities that demonstrate and do not demonstrate comprehension techniques.

Responses may include examples of literacy components other than literacy comprehension.

Responses may include samples of test taker suggestions for comprehension activities.

Sample Item:

Which lesson would be the **MOST** appropriate for teaching literacy comprehension strategies to 4-year olds?

- A. The teacher reads a poem to the children and asks them to find words that begin with the letter "S".
- * B. The teacher asks the children to identify the characters and setting of a story that she reads to the class.
- C. The children are encouraged to sing nursery rhymes they have heard throughout the week.
- D. The children use magnetic letters to build words that they have seen in the story that the teacher read during circle time.

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 10.0 Plan, establish and implement a developmentally appropriate emergent literacy program.

Benchmark: 10.05 Identify characteristics of an environment that motivates children to use written expression.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address characteristics of an environment that motivate toddler and preschool children to use written expression.

Stimulus Attributes:

Stimulus may include scenarios of examples and non-examples of an environment that stimulates written expression.

Stimulus may direct the student to describe a classroom that encourages written expression.

Response Attributes:

Responses may include examples and non-examples of environments that encourage written expression.

Responses may include descriptions and non-descriptions of a classroom that encourages written expression.

Sample Item:

What items would you find in a classroom where preschool children are encouraged to use written expression?

- * A. unlined paper and jumbo pencils or crayons
- B. numerous picture books and number flash cards
- C. coloring books and crayons
- D. puzzles with words and decks of cards with the ABCs

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 10.0 Plan, establish and implement a developmentally appropriate emergent literacy program.

Benchmark: 10.06 Identify and describe the characteristics of the emergent writing continuum.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to the characteristics and/or the identification of the emergent writing continuum.

Stimulus Attributes:

Stimulus may include characteristics and non-characteristics of the writing continuum.

Stimulus may include scenarios used to describe an emergent writing continuum.

Stimulus may include the order of learning through the writing continuum.

Response Attributes:

Responses may include a description and/or non-description of the writing continuum.

Responses may include characteristics associated with the writing continuum.

Responses may include the order of learning through the writing continuum.

Sample Item:

What is the correct sequence of student learning in the writing continuum?

- * A. use pictures for meaning, add words to pictures, make marks other than scribbles, and write random recognizable letters
- B. add words to pictures, use pictures for meaning, make marks other than scribbles, and write random recognizable letters
- C. make marks other than scribbles, add words to pictures, and write random recognizable letters, use pictures for meaning
- D. write random recognizable letters, add words to pictures, use pictures for meaning, and make marks other than scribbles

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: Plan, establish and implement a developmentally appropriate emergent literacy program.

Benchmark: 10.07 Identify an environment that supports age-appropriate letter writing.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to identifying an environment that supports age appropriate letter writing, and/or the characteristics of said environment.

Stimulus Attributes:

Stimulus may include scenarios of examples and non-examples of an environment that stimulates letter writing.

Stimulus may direct the student to describe a classroom that encourages letter writing.

Response Attributes:

Responses may include examples and non-examples of environments that encourage letter writing.

Responses may include descriptions and non-descriptions of a classroom that encourages letter writing.

Sample Item:

Ms. Sandy's preschool classroom is considered to be age-appropriate for letter writing. What are the correct elements included in her classroom to confirm this?

- A. magnetic boards, crayons, and coloring books
- * B. alphabet blocks, stamps, and dry erase boards
- C. stamps, blank books, and lined paper
- D. letter tiles, ditto sheets, and envelopes

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 10.0 Plan, establish and implement a developmentally appropriate emergent literacy program.

Benchmark: 10.08 Model appropriate structure of written composition.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should be limited to written compositions commonly used in childcare settings, including but not limited to, classroom stories, newsletters, lesson plans, permission forms, and accident/incident reports.

Stimulus Attributes:

Stimulus may include a narrative, scenario, or graphic.

Stimulus may provide instructions for the test taker to provide samples of written compositions.

Stimulus may include samples of test taker written work that may be collected.

Response Attributes:

Responses may include samples of test taker written compositions.

Sample Item:

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Stimulus: Using the theme “Dinosaurs,” construct a written composition that is appropriate for a classroom of four-year-olds. The writing should model appropriate writing structures and allow the children in the classroom to successfully learn effective writing skills.

Rubric:

- | | |
|----------|---|
| 4 Points | Response includes a thorough and well-structured writing sample. Response includes a correctly written composition based on the theme of “Dinosaurs” that is age-appropriate for a classroom of four-year-olds. Response includes effective writing structures that allow for four year-old classroom students to mimic. |
| 3 Points | Response includes a well-structured writing sample. Response includes a correctly written composition based on the theme of “Dinosaurs” that is mostly age-appropriate for a classroom of four year-olds. Response includes effective writing structures that allow for four-year-old classroom students to mimic. There may be small errors in the structure or writing. |
| 2 Points | Response includes a partially proper structured writing sample. Response includes a partially correct written composition based on the theme of “Dinosaurs” that is mostly age-appropriate for a classroom of four year-olds. Response includes mostly ineffective writing structure that does not consistently allow for four-year-old classroom students to mimic. |
| 1 Point | Response includes a poorly structured writing sample. Response generally does not include a correct written composition based on the theme of “Dinosaurs” that is age-appropriate for a classroom of four year-olds. Response includes an ineffective writing structure that does not consistently allow for four-year-old classroom students to mimic. |

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 11.0 Identify the characteristics of an environment that is conducive to language use and acquisition.

Benchmark: 11.01 Use an appropriate vocabulary that increases in complexity and variety.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address appropriate vocabulary use for young children.

Stimulus Attributes:

Stimulus may include descriptors and non-descriptors of an environment that encourages language use and acquisition in an early childhood setting.

Stimulus may include a scenario of opportunities for young children to practice and use language as well as teachers modeling language in the classroom.

Stimulus may include appropriate and inappropriate vocabulary usage.

Stimulus may include instructions for the test taker to be observed using appropriate vocabulary with children.

Response Attributes:

Responses may include samples of teacher oral communications with students.

Responses may include examples of appropriate and inappropriate vocabulary usage with young children.

Sample Item:

Mr. Mike teaches a class consisting of four and five year olds. He wants to create a developmentally appropriate lesson that teaches vocabulary and encourages the children to use the new words in context and in their everyday language. Which activity would be a good choice for Mr. Mike?

- A. The children write a list of five vocabulary words each week and draw a picture to go with each word in their daily notebooks.
- * B. Mr. Mike introduces new words as the topics are discussed. He emphasizes the word each time it is used with the children.
- C. The children are taught new vocabulary words when they specifically ask Mr. Mike what the meaning of the words are.
- D. The children practice spelling and writing words chosen by Mr. Mike.

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 11.0 Identify the characteristics of an environment that is conducive to language use and acquisition.

Benchmark: 11.02 Describe the importance of vocabulary development in young children.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address vocabulary development in young children birth to age five. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus should address the importance of vocabulary development in children.

Stimulus should not address specific vocabulary based activities or lessons used with young children.

Stimulus may include consequences and/or benefits of proper vocabulary development in young children.

Response Attributes:

Responses may include consequences and/or benefits of proper vocabulary development in young children.

Responses may include the importance of vocabulary development.

Sample Item:

Tesha is a five year old child in kindergarten. On the kindergarten readiness screening, Tesha scored very low in reading comprehension. What may occur if Tesha continues to have low reading comprehension?

- A. limited phonemic awareness
- B. poor spelling skills
- C. increased fluency
- * D. weak content understanding

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 11.0 Identify the characteristics of an environment that is conducive to language use and acquisition.

Benchmark: 11.03 Use proper grammar when speaking to parents and/or children.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should focus on grammar usage in common situations with children ages birth to five, and parents of children ages birth to five.

Stimulus Attributes:

Stimulus may include instructions for the test taker to be observed communicating with parents and children.

Stimulus may include correct and incorrect grammar examples appropriate to use with children and parents.

Response Attributes:

Responses may include observations of the test taker communicating with parents and children.
Responses may include examples of correct and incorrect grammar usage.

Sample Item:

The following are statements made by a childcare worker to a parent. Which statement is grammatically correct?

- A. "Sam and Jane is the best artists in the class."
- B. "Aren't I a great childcare worker?"
- C. "Today we are gonna do painting with sponges."
- * D. "The children enjoyed planting a garden."

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 11.0 Identify the characteristics of an environment that is conducive to language use and acquisition.

Benchmark: 11.04 Identify age-appropriate grammar.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to grammar and language typical within specific developmental stages of children birth to age five.

Stimulus Attributes:

Stimulus may include description of age appropriate and inappropriate grammar.

Stimulus may include instructions for test taker to classify examples of grammar to specific age groups.

Stimulus may include scenarios of different age groups and how language may be used.

Stimulus should not include descriptions of grammar activities being taught to children.

Response Attributes:

Responses may include descriptions of appropriate and inappropriate teacher responses to children's use of grammar.

Responses may include examples of children's correct or incorrect use of grammar.

Responses may include age classified grammar examples.

Sample Item:

Jonas is 21 months old. He sees his teacher with a ball in her hand. He points to the ball and says, "Me ball." Knowing that Jonas is communicating to the teacher that he wants the ball, how should the teacher respond?

- * A. Teacher responds by modeling correct grammar, "Jonas, do want this ball? Now, Jonas has the ball!"
- B. Teacher responds in "baby talk," "Jonas Ball." This way she can respond on his level.
- C. Teacher does not give the ball to Jonas because he did not ask in a complete sentence. She wants him to learn that he has to use a complete sentence to get what he wants.
- D. Teacher hands the ball to Jonas, and then walks away.

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 11.0 Identify the characteristics of an environment that is conducive to language use and acquisition.

Benchmark: 11.05 Model appropriate language and style for context.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to appropriate language specific and appropriate to young children birth to age five. Items should be limited to modeling from a teacher, mentor, and/or peer.

Stimulus Attributes:

Stimulus may include description of age appropriate and inappropriate language.

Stimulus may include scenarios showing different age groups and how language may be used.

Stimulus may include instructions for observations of test taker using appropriate language and style for context.

Stimulus may include a narrative, video or audio clip.

Stimulus should not include descriptions of language activities being taught to children.

Response Attributes:

Responses may include descriptors of appropriate and inappropriate teacher and child interactions of a specific age group.

Responses may include observations of test taker modeling appropriate language and style for context.

Responses may include descriptions of appropriate and inappropriate teacher responses to children's use of language.

Sample Item:

Miss Roxi knows it is important to teach language acquisition skills at an early age. She wants to find a way to include language activities for the infants under her care. Which activity for infants would be the **LEAST** appropriate to model language in context?

- A. Miss Roxi tells a story using finger puppets, with a clear and enthusiastic voice.
- B. Miss Roxi recites nursery rhymes to the infants closely, one on one, emphasizing sounds and the movements of her mouth.
- C. Miss Roxi lets the infants feel textured items, such as a feather, and says, "The feather is soft"
- * D. Miss Roxi recites a poem to the infants, in small groups, focusing on students that need more help.

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Standard: 11.0 Identify the characteristics of an environment that is conducive to language use and acquisition.

Benchmark: 11.06 Provide a sample lesson plan and a child's work product.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Performance Task

Content Limits: Items should be limited to lesson planning for children birth to age five.

Stimulus Attributes:

Stimulus may instruct the childcare worker to provide a sample lesson plan and a sample of the child's work product after implementing the lesson plan.

Stimulus may require the capturing of a lesson plan and/or child's work product.

Response Attributes:

Responses may include a sample lesson plan and a sample of the child's work product after implementation of the lesson plan.

Responses may include objectives for the development of language skills.

Sample Item:

Course Name: Early Childhood Education 1

Course Number: 8405110

Item Specifications

Task: Develop and implement a lesson plan focusing on the development of artistic skills. Collect a sample of the children's work at the completion of the lesson to determine the effectiveness of your instruction.

Rubric:

- | | |
|----------|---|
| 4 Points | Student is able to create and implement a thorough and complete lesson plan that focuses on the development of artistic skills. Student demonstrates the ability to develop a lesson plan that focuses on artistic skill development. Student demonstrates a very effective transition between planning and delivery through the outcome of the children's product. |
| 3 Points | Student is able to create and implement a complete lesson plan that focuses on the development of artistic skills. Student demonstrates the ability to develop a lesson plan that focuses on artistic skill development. Student demonstrates a partially effective transition between planning and delivery through the outcome of the children's product. |
| 2 Points | Student is able to create and implement a partially complete lesson plan that focuses on the development of artistic skills. Student demonstrates the ability to develop a lesson plan that includes artistic skills. Student demonstrates an ineffective transition between planning and delivery through the outcome of the children's product. |
| 1 Point | Student fails to demonstrate the ability to develop a lesson plan that includes artistic skills. Student may implement a lesson plan that is not on the topic. Student demonstrates an ineffective transition between planning and delivery through the outcome of the children's product. |