

Course Name: Early Childhood Education 2

Course Number: 8405120

Item Specifications

Standard: 12.0 Demonstrate professionalism.

Benchmark: 12.01 Identify the components of being a professional that aid professional growth in a child caregiver (i.e. professional development, follow a set of ethical standards, accreditation, professional organization membership/participation, self-reflection, etc.).

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items may address professional behavior related to the child care industry (i.e. professional development, set of ethical standards, accreditation, professional organization membership/participation, self-reflection, etc. as a child care giver).

Stimulus Attributes:

Stimulus may include scenarios that include references to various resources that promote knowledge of ECE, DAP, current trends and knowledge of self, such as their textbook, professional journal articles, etc.

Stimulus may include description and/or names of mandated certifications.

Stimulus may include scenarios and questions reflecting concepts from mandated courses.

Stimulus may include descriptions reflecting concepts from mandated courses.

Stimulus may include descriptions of professional development activities: sets of ethical standards; accreditation; professional organization membership/participation; and/or self-reflection, etc., as a child care giver.

Response Attributes:

Responses may include references and resources that promote personal and professional growth and behavior.

Responses may include behaviors and actions that reflect personal and professional growth.

Responses may include descriptions reflecting concepts from mandated courses.

Responses may include descriptions of: professional development; sets of ethical standards; accreditation; professional organization membership/participation; and/or self-reflection, etc., as a child care giver.

Sample Item:

The **MOST** important component in growing professionally as a child care professional is to

- A. join a professional organization.
- B. create an on-line blog about ECE issues and concerns.
- C. document 480 hours of experience working with children.
- * D. take care of one's mind, body, and spirit.

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Standard: 12.0 Demonstrate professionalism.

Benchmark: 12.02 Identify and use job-related child care terminology.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items may include terminology related to working in the child care setting (i.e. DAP, Domains, NAEYC, etc.). Items may include general terms used to describe children.

Stimulus Attributes:

Stimulus should include descriptors of vocabulary and terminology specific and unique to the child care industry and ECE.

Stimulus may include descriptors noting appropriate use and understanding of terminology in the child care industry.

Stimulus may include a picture or vignette describing best practices.

Response Attributes:

Responses may include choices of job-related terminology and acronyms in the early childhood field.

Responses may include descriptions regarding the interpreting of best practices in a picture or graphic.

Sample Item:

Rosalee described a child in her preschool as “clammy”. What characteristic would the child display?

- A. The child has a temperature.
- * B. The child feels cold and damp.
- C. The child is vomiting.
- D. The child is quiet and shy.

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Standard: 12.0 Demonstrate professionalism.

Benchmark: 12.03 Identify effective communication skills to use with personnel and parents/guardians of children.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items may address how to communicate with personnel in the child care setting and parents/guardians.

Stimulus Attributes:

Stimulus may include scenarios reflecting communication styles, skills and techniques both positive/effective and not.

Stimulus may include descriptors of fostering positive communication with children, co-workers, administrators and parents or guardians.

Stimulus may include a description of challenging behaviors facing child care personnel; these interactions could include worker/child interactions, worker/ co-worker interactions, worker/parents or guardian interactions and worker/other personnel.

Stimulus may include identifying barriers to communication.

Response Attributes:

Responses may include positive and effective communication strategies, skills, and techniques.

Responses may include examples of positive and effective communications facing child care personnel. These interactions may include: worker/child interactions; worker/ co-worker interactions; and/or worker/parents or guardian interactions.

Sample Item:

When communicating with parents or guardians about a challenging behavior of their child, what is the **BEST** communication skill to start the dialogue?

- A. Use an "I" message with the parent.
- * B. Say something positive about the child.
- C. Explain agencies that can assist the parent.
- D. Discuss your diagnosis of the child.

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Standard: 12.0 Demonstrate professionalism.

Benchmark: 12.04 Assess one's attitude and performance.

Depth of Knowledge: Moderate Complexity

Item Types: Performance Task

Content Limits: Items may address the ability to self-assess attitude and performance as a child care professional.

Stimulus Attributes:

Stimulus may include descriptors of the values, principles and ideals from the NAEYC Code of Ethical Conduct.

Stimulus may include scenarios of on-the-job behaviors; for example reflecting on how you react to unexpected situations, reflecting on how you identify emotions expressed by children and self, reflecting on both positive attitudes and performance on-the-job and negative attitudes and performance while on-the-job.

Stimulus may include how and what to present in a portfolio.

Stimulus may include how to self-assess attitude and performance as a child care professional.

Response Attributes:

Responses may include values, principles and ideals from the NAEYC Code of Ethical Conduct.

Responses may include application of positive attitude and performance demonstrated while working in a child care center.

Responses may include defining both negative performance and positive performance.

Responses may include defining both negative attitudes and positive attitudes.

Responses may include defining effective reactions to unexpected situations.

Responses may include completing a portfolio.

Responses may include how to self-assess attitude and performance.

Sample Item:

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Task: After implementing an activity with children, complete the following self-assessment form. In one paragraph, analyze, and then describe your attitude and performance based on the self-assessment.

	1	2	3	4
Gave clear directions				
Taught concepts, key experiences				
Interacted and helped children				
Showed interest in children				
Took initiative				
Had a positive attitude				
Was a team player / cooperative. Modeled leadership				
Sufficient review/closure; asked open ended questions				
Manages transitions				
Good guidance skills				
Followed time schedule				
Fulfilled responsibility in cleaning up				
On task				
Patient with children and others				
Supervised appropriately				
Helpful, looked for ways to help				
Utilized constructive criticism graciously				

1) Unsatisfactory

2) Needs Improvement

3) Satisfactory

4) Outstanding

Rubric:

- 4 Points The student successfully completes all parts of the self-assessment and analyzes his or her performance. The analysis is thorough and includes both strengths and weaknesses that are based on the data.
- 3 Points The student partially completes the self-assessment but lacks variation or omits one or more areas. The analysis is based on the data and includes both strengths and weaknesses.
- 2 Points The student partially completes the self-assessment but lacks variation or omits multiple areas. The analysis is very limited and focuses on strengths or weaknesses.
- 1 Point The student lacks understanding of the self-assessment process, or self-assessment form is missing many components. The analysis is inaccurate or may not be based on the data.

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Standard: 12.0 Demonstrate professionalism.

Benchmark: 12.05 Define and demonstrate professionalism. Identify the exemplary behavior and social skills needed as a role model for children.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to behavior and social skills needed to be a role model for children in the child care setting.

Stimulus Attributes:

Stimulus may include descriptors defining professionalism.

Stimulus may include identifying scenarios, concepts and skills that define exemplary behavior needed to be a role model for children, for example: teacher intentionality; kindness; nurture; and/or effectiveness.

Stimulus may include demonstration of characteristics needed to be an exemplary role model for children and professionalism and their application in a practicum.

Response Attributes:

Responses may include examples that are professional in nature.

Responses may include concepts and skills that define exemplary behavior needed to be a role model for children.

Responses may include intentional and effective practices defining social skills needed to be a positive role model.

Responses may include demonstration of exemplary professionalism and skills needed to be a role model.

Sample Item:

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Item Specifications

Stimulus: A class is on a field trip to the zoo. The bus has ten parents attending along with the students. Describe, from the standpoint of a child care worker, at least five points to remember in order to follow professionalism skills while on the trip.

Rubric:

- | | |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The student cites five or more appropriate responses that indicate knowledge of the professional skills used by early child care workers, including but not limited to modeling and parent communication skills. |
| 3 Points | The student cites four appropriate responses that indicate knowledge of the professional skills used by early child care workers, including but not limited to modeling and parent communication skills. |
| 2 Points | The student cites three responses that indicate knowledge of the professional skills used by early child care workers, including but not limited to modeling and parent communication skills. |
| 1 Point | The student cites less than three responses that indicate knowledge of the professional skills used by early child care workers. |

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Item Specifications

Standard: 12.0 Demonstrate professionalism.

Benchmark: 12.06 Describe legal issues and liability as they relate to the child care worker.

Depth of Knowledge: Moderate Complexity

Item Types: Constructed Response

Content Limits: Items should address legal issues as related to the child care industries in Florida.

Stimulus Attributes:

Stimulus may include knowing the Florida agencies that enact, regulate and enforce laws in the child care industry.

Stimulus may include descriptions of responsibilities of a mandated reporter.

Stimulus may include contrasting ethics with legalities.

Stimulus may include comparing beliefs and values versus laws and codes.

Stimulus may include scenarios and questions requiring knowledge of rules and regulations and laws governing the child care industry.

Response Attributes:

Responses may include responsibilities of Florida legislative, administrative, regulatory and enforcement agencies pertaining to the child care industry, especially regarding the health and safety of our children.

Responses may include behaviors and actions that reflect ethical behavior.

Responses may include vignettes of human conduct reflecting ethics, complying with laws and regulations.

Responses may include scenarios of human conduct creating ethical conflicts which may cause liability issues for child care centers.

Responses may include compliance with and knowledge of, through job performance, Florida laws governing the child care industry.

Sample Item:

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Stimulus: Miss Lily is the co-teacher in the infant room with four babies under 12 months in age. Another baby and his mom arrive. Describe what rule Miss Lily must follow in order to be in compliance with Child Care licensing specifically in the area of the legal issues and liabilities for non-compliance.

Rubric:

- | | |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The student correctly identifies the DCF regulation regarding teacher to children ratios, describes potential legal issues that may result due to an unacceptable ratio and the liability to both the child care worker and the child care provider. The response demonstrates a thorough understanding of the legal issues and liabilities. |
| 3 Points | The student correctly identifies the DCF regulation regarding teacher to children ratios. The response describes some of the potential legal issues that may result due to unacceptable ratios. The response partially describes the liability to both the child care worker and the child care provider, demonstrating a partial understanding of the legal issues and liabilities. |
| 2 Points | The student correctly identifies the DCF regulation regarding teacher to children ratios. The response describes few of the potential legal issues that may result due to unacceptable ratios. The response minimally describes the liability to both the child care worker and the child care provider, demonstrating basic understanding of the legal issues and liabilities. |
| 1 Point | The student may not correctly identify the DCF regulation regarding teacher to children ratios. The response may fail to correctly describe the potential legal issues that may result due to unacceptable ratios. The response fails to correctly describe the liability to both the child care worker and the child care provider. |

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Item Specifications

Standard: 12.0 Demonstrate professionalism.

Benchmark: 12.07 Review the National Association for the Education of Young Children (NAEYC) Code of Ethics (www.naeyc.org). Using vignettes identify problems in how teachers handled situations and using the code of ethics how these problems should have been handled.

Depth of Knowledge: Low Complexity, Moderate Complexity, High Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should address the application of the code of ethics according to the NAEYC in a child care setting.

Stimulus Attributes:

Stimulus may include vignettes of conflicts within the child care workplace that describe inappropriate conduct and/or actions.

Stimulus may include techniques and strategies for handling a variety of usual and customary issues as well as unexpected problems.

Stimulus may include values, principles and ideals from the NAEYC Code of Ethics.

Response Attributes:

Responses should include ethical choices to be made in various day to day situations in the ECE industry.

Responses should include behaviors and actions that reflect exemplary professionalism, values, ideals, and principles as defined in the NAEYC Code of Ethics.

Responses will include expected ideals and principles demonstrated by child care professionals.

Sample Item:

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Task: Review the National Association for the Education of Young Children's (NAEYC) Code of Ethics. Read and/or view four vignettes or scenarios with examples of teachers handling problems ineffectively. Identify the problems found in the readings and provide solutions to the problems in accordance with the NAEYC Code of Ethics.

Rubric:

- | | |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The student correctly identifies three or more problems with the vignettes that conflict with the NAEYC Code of Ethics. Response thoroughly and correctly describes a solution to each problem in accordance with the NAEYC Code of Ethics. |
| 3 Points | The student correctly identifies at least two problems with vignettes that conflict with the NAEYC Code of Ethics. Response effectively describes a solution to at least two problems in accordance with the NAEYC Code of Ethics. |
| 2 Points | The student correctly identifies at least one problem with vignettes that conflict with the NAEYC Code of Ethics. Response partially describes a solution to at least one problem in accordance with the NAEYC Code of Ethics. |
| 1 Point | The student incorrectly identifies all problems with vignettes that conflict with the NAEYC Code of Ethics. Response fails to describe a solution to at least one problem in accordance with the NAEYC Code of Ethics. |

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Item Specifications

Standard: 12.0 Demonstrate professionalism.

Benchmark: 12.08 Recognize the NAEYC guidelines for effective teaching practices.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address teaching best practices according to the NAEYC.

Stimulus Attributes:

Stimulus may include identifying the five guidelines for effective teaching practices identified by NAEYC.

Stimulus may include scenarios that include elements for creating a caring community of learners, for example, by valuing all others, building positive relationships, respecting others, etc.

Stimulus may include scenarios that include elements for teaching to enhance development and learning, for example: establishing positive personal relationships with each child and their families; planning and assessing activities that include all domains and disciplines; providing many opportunities for play; and/or meeting all children's needs, etc.

Stimulus may include scenarios that include elements for planning curriculum to achieve important goals, for example, planning, creating, and implementing DAP lesson plans, helping children make meaningful connections, scaffolding lessons, etc.

Stimulus may include scenarios that include elements for assessing children's development and learning, for example, monitoring each child's progress toward meeting program's goals, assessing what teaching is effective, using tools to record child's learning on an ongoing basis, etc.

Stimulus may include scenarios that include elements for establishing reciprocal relationships with families, for example: sunshine phone calls; e-mails to parents/guardians; and/or parent helpers in classroom, etc.

Response Attributes:

Responses may include elements contained in NAEYC's five guidelines for effective teaching practices.

Responses may include identifying the five guidelines for effective teaching practices.

Sample Item:

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After assessing a student, the child care provider found that the results indicated that the student may have special learning needs and/or developmental delays. Which NAEYC guideline of effective teaching practices was used in this situation?

- A. creating a caring community of learners
- B. teaching to enhance development and learning
- * C. assessing children's development and learning
- D. establishing reciprocal relationships with families

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Item Specifications

Standard: 12.0 Demonstrate professionalism.

Benchmark: 12.09 Demonstrate employability skills including a job search.

Depth of Knowledge: Moderate Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should address best practices to seek and obtain employment in the child care industry.

Stimulus Attributes:

Stimulus may include minimum education requirements to work in the child care industry, for example certification in the DCF mandated 40 hours of Introductory Child Care courses.

Stimulus may include additional child care certifications and/or credentials, for example Florida Staff Credential, Director's Credential, National CDA, Associates degree in Early Childhood, Bachelor's degree, etc.

Stimulus may include minimum education requirements to work in various child care programs accredited by NAEYC.

Stimulus may include performance tasks such as lesson planning, engaging and meaningful interactions with children, leading activities with children, providing a safe and nurturing environment, etc.

Stimulus may include descriptors essential to a resume.

Stimulus may include descriptors of how to find a child care industry related job/career.

Response Attributes:

Responses may include the minimum education requirements to work in the child care industry. Responses may include additional educational credentials desired and sometimes required in the child care industry.

Responses may include descriptors of resume writing.

Responses may include descriptors of job-searching strategies and processes.

Responses may include behaviors and actions that reflect a commitment to personal and professional growth.

Sample Item:

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Stimulus: You are planning to begin a job search and want to develop a professional portfolio. Identify four components or items that you would include in your professional portfolio. In a one page essay, describe how each item will demonstrate your abilities to a future employer.

Rubric:

- | | |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The student correctly identifies four appropriate components of a professional portfolio for school age child care workers. The response correctly and thoroughly describes how each item will demonstrate his/her abilities. |
| 3 Points | The student correctly identifies three or more appropriate components of a professional portfolio for school age child care workers. The response correctly describes how each item will demonstrate his/her abilities. |
| 2 Points | The student correctly identifies two or more appropriate components of a professional portfolio for school age child care workers. The response partially describes how each item will demonstrate his/her abilities. |
| 1 Point | The student correctly identifies less than two appropriate components of a professional portfolio for school age child care workers. The response describes minimally, if at all, how each item will demonstrate his/her abilities. |

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Standard: 12.0 Demonstrate professionalism.

Benchmark: 12.10 Define the early childhood education profession.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address knowledge of the child care industry.

Stimulus Attributes:

Stimulus may include descriptions of the ECE profession.

Stimulus may include scenarios and questions reflecting concepts about the ECE profession.

Response Attributes:

Responses may include definition of ECE profession.

Responses may include concepts and skills that define exemplary behavior needed to be a role model and an effective child care professional.

Responses may include intentional and effective practices defining social skills needed to be a positive role model in the ECE profession.

Responses may include demonstration of exemplary professionalism and skills needed to be a role model during an internship in ECE.

Sample Item:

The early childhood education profession is **BEST** defined as groups of people that

- A. play with children in a classroom setting.
- B. work with children.
- * C. guide children to learn through play.
- D. teach young children.

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Standard: 12.0 Demonstrate professionalism.

Benchmark: 12.11 Identify early childhood education career opportunities.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should focus on career opportunities in child care.

Stimulus Attributes:

Stimulus may include descriptors of careers that are unique to the child care industry.

Stimulus may include descriptors of what these jobs entail i.e. health, safety, nutrition & development.

Stimulus may include various opportunities in the child care industry, for example nanny, director, child care professional, etc.

Response Attributes:

Responses should include career choices that are available in the early childhood education field.

Responses may include descriptions of what these jobs entail, i.e. health, safety, nutrition and development.

Sample Item:

Which is the highest center or school based professional opportunity in the Early Childhood Education field?

- A. teacher
- B. child development associate
- * C. director
- D. assistant teacher

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Standard: 12.0 Demonstrate professionalism.

Benchmark: 12.12 Compare roles and responsibilities of the child care center team members.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should focus on the tasks and duties of the different team members in the child care center.

Stimulus Attributes:

Stimulus may include two or more child care center team members and address specific roles or responsibilities.

Stimulus may include descriptors of what these jobs entail.

Stimulus may include descriptors of various child care professionals, i.e. director, lead teacher, teacher aide, etc.

Stimulus may include ways to look at various ECE career opportunities and distinguish the difference between them.

Response Attributes:

Responses may include descriptions of various ECE career opportunities.

Responses may include different child care center team member roles and responsibilities.

Responses may include a comparison among job responsibilities (i.e. director vs. teacher, teacher vs. teacher aide, etc.).

Sample Item:

There was a communicable disease outbreak at the Bates preschool. Who has the responsibility to address this problem at the child care center?

- A. lead teacher
- * B. preschool director
- C. state inspector
- D. classroom teacher

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Standard: 12.0 Demonstrate professionalism.

Benchmark: 12.13 Identify the important role child caregivers play in the development of each child in care.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should reflect knowledge of children and the typical developmental needs for their ages and stages. Items may include best practices associated with child caregivers' roles/actions.

Stimulus Attributes:

Stimulus may include scenarios of effective and non-effective ways to assist in the development of children in the child care setting.

Stimulus may include descriptions of behaviors necessary to foster the development of young children.

Response Attributes:

Responses may include effective and non-effective ways to assist children in appropriate developmental practices.

Responses may include developmental milestones at certain ages.

Sample Item:

While Mrs. Patty is working with her pre-kindergarten children in the child care center, a child needs some assistance with developing letter recognition skills. Mrs. Patty works individually with this child. What child caregiver role is Mrs. Patty demonstrating?

- A. teaching the child cooperation
- * B. facilitating learning
- C. guiding fair play
- D. pronouncing letters

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Item Specifications

Standard: 13.0 Identify community resources that provide services or assistance to children in the community.

Benchmark: 13.01 Identify state organizations and agencies that serve children and families.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address names of state organizations and agencies that serve children and families.

Stimulus Attributes:

Stimulus may include listing state organizations and agencies that serve children and families, for example DCF, WIC, Easter Seals, State University Cooperative Extension Services, etc.
Stimulus may include identifying roles and responsibilities of state organizations and agencies, i.e. who they serve, what services they provide, etc.

Response Attributes:

Responses may include naming state organizations and agencies that serve children and families.

Responses may include identifying services, roles and responsibilities of state agencies serving children and families.

Sample Item:

Which agency provides free training to certify childcare professionals to plan menus and cook for children in licensed child care centers?

- A. The Health Councils Inc.
- B. OPPAGA
- C. Florida KidCare
- * D. State University Cooperative Extension Services

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Item Specifications

Standard: 13.0 Identify community resources that provide services or assistance to children in the community.

Benchmark: 13.02 Identify local community resources that serve children and families.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items may include local community resources that serve children and families.

Stimulus Attributes:

Stimulus may include naming local community resources that serve children and families to assist them with health, safety, nutrition and financial challenges.

Stimulus may include identifying roles and responsibilities of community resources, i.e. who they serve, what services they provide, etc.

Response Attributes:

Responses may include naming local community resources that serve children and families.

Responses may include identifying services, roles and responsibilities of local community resources serving children and families.

Responses may include identifying local community resources that serve children and families to assist them with health, safety, nutrition and financial challenges.

Sample Item:

What local community resource provides after-school care for kindergarten children?

- A. American Red Cross
- B. School Readiness
- C. Early Childhood Coalition
- * D. YMCA

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Standard: 13.0 Identify community resources that provide services or assistance to children in the community.

Benchmark: 13.03 Identify organizations and agencies that provide services or assistance to children with special needs and their families.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address organizations and agencies that provide services or assistance to children with special needs and their families.

Stimulus Attributes:

Stimulus may include listing organizations that provide services and/or assistance to children with special needs and their families, for example Easter Seals, FDLRS, USF CARD, Florida Developmental Disabilities Council, EELP, etc.

Stimulus may include identifying roles and responsibilities of organizations providing services and/or assistance to children with special needs and their families, i.e. who they serve, what services they provide, age range of clients they serve etc.

Response Attributes:

Responses may include naming organizations that provide services and/or assistance to children with special needs and their families.

Responses may include identifying services, roles, responsibilities and criteria of organizations providing services and/or assisting children with special needs and their families.

Sample Item:

Miss Ann completes an observation of Kylie, age four, and recognizes signs of an autism spectrum disorder. Which organization can help Kylie's parents with services and assistance?

- A. EELP
- * B. FDLRS
- C. DCF
- D. HOST

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Standard: 13.0 Identify community resources that provide services or assistance to children in the community.

Benchmark: 13.04 Organize and develop community resource information.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Performance Task

Content Limits: Items should address community resources providing services or assistance to children.

Stimulus Attributes:

Stimulus may include organizations that provide assistance to children and their families for health, safety, nutrition and/or financial concerns.

Stimulus may include a list of agencies, their services provided and who they serve.

Response Attributes:

Responses should include various community organizations providing assistance to children and their families.

Responses may include community related resources.

Sample Item:

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Task: Create a binder that contains at least ten items with contact information for various local and community organizations that provide assistance and support to parents. Include a brief description of the services provided by the organization.

Rubric:

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|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The student creates a binder with local community resources that provide services and assistance to families (i.e. medical, special needs, nutrition, recreational, translation, literacy, music, art, dance and financial). The student correctly describes the services provided by the organization. |
| 3 Points | The student creates a binder with seven to nine local community resources that provide services and assistance to families. The student correctly describes the services provided by the organizations listed. |
| 2 Points | The student creates a binder with four to six local community resources that provide services and assistance to families. The student correctly describes the services provided by the organizations listed. |
| 1 Point | The student creates a binder with less than three local community resources that provide services and assistance to families. |

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Standard: 14.0 Display interpersonal relationship skills.

Benchmark: 14.01 Maintain positive view of self.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address self-perception of the child care professional.

Stimulus Attributes:

Stimulus may include ways to have a positive self-view.

Stimulus may include ways to compare and contrast positive and negative views of self.

Stimulus may include ways to improve an individual's view of self.

Response Attributes:

Responses may include ways to have a positive self-concept.

Responses may include descriptions of ways to be positive.

Sample Item:

Which statement reflects a child care worker with a positive self-image?

- A. Students are ready to begin letter sounds.
- B. The children don't follow the rules at home or at school.
- C. I just can't seem to stop the children from yelling in the playground.
- * D. The children in my class are learning.

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Standard: 14.0 Display interpersonal relationship skills.

Benchmark: 14.02 Exhibit responsibility toward achieving goals.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should address goal setting options for child care professionals.

Stimulus Attributes:

Stimulus may include the proper steps to take when setting a goal.

Stimulus may include ways to achieve a goal.

Stimulus may include the difference between long-term and short-term goals.

Response Attributes:

Responses may include short-term and long-term goals.

Responses may include using an action timeline.

Sample Item:

Stimulus: In a one-page paper discuss the following: the goals you have achieved in the past year; the evidence you have to show your accomplishments; and the responsibilities associated with reaching your goals. The goals should pertain to achieving goals related to the child care industry.

Rubric:

4 Points	The student answers include responses to the three questions, reflecting goals and achievement, demonstrating taking responsibility toward achieving goals. The response includes a thorough and comprehensive process for reaching goals.
3 Points	The student answers include responses to the three questions. The response includes a structured process for reaching goals.
2 Points	The student answers include responses to the two of the three questions. The response may not include a structured process for reaching goals.
1 Point	The student answers include responses to the less than two of the three questions. The response may not include a process for reaching goals.

Course Name: Early Childhood Education 2

Course Number: 8405120

Item Specifications

Standard: 14.0 Display interpersonal relationship skills.

Benchmark: 14.03 Display sociability, empathy, understanding and caring.

Depth of Knowledge: Low Complexity

Item Types: Performance Task

Content Limits: Items should address interpersonal behaviors in the child care setting.

Stimulus Attributes:

Stimulus may include scenarios of descriptors of events that concern typical child behavior.

Response Attributes:

Responses may include positive social interaction and choices.

Responses may include empathetic options that reflect a caring and understanding child care professional.

Sample Item:

Task: Student is presented with the following role playing scenario in a classroom of two-year olds. Maddy and Jada are playing when Maddy grabbed a doll away from Jada. Jada began to cry from the doll being stolen away. Demonstrate the actions and behaviors that a child care worker should display in order to reflect caring, understanding, empathy, and appropriate social skills.

Rubric:

4 Points	Student displays and demonstrates four or more developmentally appropriate responses to the children involved.
3 Points	Student displays and demonstrates two to three developmentally appropriate responses to the children involved.
2 Points	Student displays and demonstrates one or more developmentally appropriate response to one of the children involved. May not adequately guide the social/emotional needs of both children.
1 Point	Student fails to display and/or demonstrate one correct developmentally appropriate response to at least one of the children involved. May not adequately guide the social/emotional needs of both children.

Course Name: Early Childhood Education 2

Course Number: 8405120

Item Specifications

Standard: 14.0 Display interpersonal relationship skills.

Benchmark: 14.04 Display ability to manage personal resources to maintain goals.

Depth of Knowledge: Moderate Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should be limited to available resources that allow child care professionals to establish their goals.

Stimulus Attributes:

Stimulus may address resources such as the National Association for the Education of Young Children and The Florida Department of Children & Families.

Stimulus may include specific ways to set goals.

Response Attributes:

Responses may include specific resources that are well known and established that support developmentally appropriate practices, i.e. NAEYC, DCF, textbook, etc.

Responses may also include descriptions of appropriate goals.

Sample Item:

Course Name: Early Childhood Education 2

Course Number: 8405120

Item Specifications

Task: Create a binder with at least ten general resources of various local, community or professional organizations that provide training and information for child care workers. Select resources that provide training and information in different areas of need. Describe the type of training or resources provided by each source.

Rubric:

- | | |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The student creates a thorough and comprehensive binder with 10 resources of various local, community or professional organizations that provide training and information for child care workers. (i.e. NAEYC, DCF, local early learning coalitions, and colleges). The resources are clearly described and represent a variety of areas. |
| 3 Points | The student creates a complete binder with seven to nine resources of various local, community or professional organizations that provide training and information for child care workers. (i.e. NAEYC, DCF, local early learning coalitions, and colleges). The resources are clearly described and represent some variety in the areas represented. |
| 2 Points | The student creates a binder with four to six resources of various local, community or professional organizations that provide training and information for child care workers. (i.e. NAEYC, DCF, local early learning coalitions, and colleges). The resources are described and represent some variety in the services. |
| 1 Point | The student creates a binder with less than four resources of various local, community or professional organizations that provide training and information for child care workers. (i.e. NAEYC, DCF, local early learning coalitions, and colleges). The resources may not be clearly described or may not represent variety. |

Course Name: Early Childhood Education 2

Course Number: 8405120

Item Specifications

Standard: 14.0 Display interpersonal relationship skills.

Benchmark: 14.05 Display honesty and integrity in interacting with children and families, as well as, with co-workers.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to reflect ethical interactions with children, their families, and co-workers in the child care industry.

Stimulus Attributes:

Stimulus may include the definition of integrity and appropriate examples of scenarios where integrity was exhibited.

Stimulus may include typical interactions where child care professionals display honesty and integrity with families and co-workers.

Response Attributes:

Responses may include appropriate job-related practices and situations in which integrity and honesty are specific to the early childhood profession.

Sample Item:

Miss Shannon sees her co-teacher, Ms. Kristy smoke a cigarette during her break. The children are also able to watch Ms. Kristy smoke. The center has a clear no smoking on campus policy. What should Miss Shannon do?

- A. Tell Ms. Kristy to put the cigarette out now because it's against campus policy.
- B. Ignore the violation and block the view of the children so they don't see Ms. Kristy smoking.
- * C. Ask Ms. Kristy to put the cigarette out now and report the violation to the director.
- D. Let Ms. Kristy know that if she sees her smoking on school property again she will report her.

Course Name: Early Childhood Education 2

Course Number: 8405120

Item Specifications

Standard: 14.0 Display interpersonal relationship skills.

Benchmark: 14.06 Describe the needs and strengths of the multi-ethnic work place.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items may be limited to diversity in the child care work place. Items should look at strengths and weaknesses of cultural diversity.

Stimulus Attributes:

Stimulus may include descriptions of typical characteristics of a variety of ethnicities, i.e. music, food, clothing, celebrations, etc.

Stimulus may include specific examples of multi-ethnic integration in the early childhood classroom and throughout the entire center.

Stimulus may include books, posters, pictures, food, languages, and music from various ethnicities.

Response Attributes:

Responses may include appropriate multi-ethnic examples and materials.

Responses may include NAEYC standards regarding multiculturalism.

Sample Item:

Course Name: Early Childhood Education 2

Course Number: 8405120

Item Specifications

Stimulus: Creating a diverse, multi-ethnic workplace is an important aspect of a child care environment. Describe in a one-page response, five common needs and five common strengths associated with an anti-bias environment and workplace. In addition, summarize why an anti-bias environment is important in a child care setting.

Rubric:

- | | |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The student accurately and thoroughly describes five needs and five strengths of an effective multi-ethnic child care environment. The response thoroughly summarizes why an anti-bias environment is in important in a child care setting. |
| 3 Points | The student accurately describes six to eight total needs and/or strengths of an effective multi-ethnic child care environment. The response summarizes why an anti-bias environment is in important in a child care setting. |
| 2 Points | The student accurately describes three to five total needs and/or strengths of an effective multi-ethnic child care environment. The response partially summarizes why an anti-bias environment is in important in a child care setting. |
| 1 Point | The student accurately describes less than three needs and/or strengths of an effective multi-ethnic child care environment. The response provides little to no ideas as to why an anti-bias environment is in important in a child care setting. |

Course Name: Early Childhood Education 2

Course Number: 8405120

Item Specifications

Standard: 15.0 Develop intercommunication with family.

Benchmark: 15.01 Identify ways of communicating with the family.

Depth of Knowledge : Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to current communication strategies and methods in the child care field.

Stimulus Attributes:

Stimulus may include descriptors of positive and effective communications styles, strategies and methods, for example active listening, using positive language and expression, “I” messages, etc. Stimulus may include various mediums to communicate with the family, i.e. bulletin boards, volunteer and project sign-up boards, e-mails, newsletters, sunshine calls, etc.

Response Attributes:

Responses may include positive and effective communication styles, strategies, and methods to communicate with families.

Responses may include various methods of communication, i.e. bulletin boards, volunteer and project sign-up boards, e-mails, newsletters, sunshine calls, etc.

Sample Item:

Mr. Alex is the lead teacher in a two-year-old classroom. Mikayla has bitten six children during the past week. In addition to sending a written report of the biting incidents to the parents of all children involved, Mr. Alex wants to have a conference with Mikayla’s parents. What is the **BEST** action for Mr. Alex to take in the communication process?

- A. Call the parents at their workplace and give them the date and time of the conference.
- B. E-mail the parents with various meeting time choices that fit your schedule.
- * C. Write down a choice of meeting times on a report and follow-up to confirm the appointment.
- D. Text the parents requiring their attendance at a conference.

Course Name: Early Childhood Education 2

Course Number: 8405120

Item Specifications

Standard: 15.0 Develop intercommunication with family.

Benchmark: 15.02 Explore and use ideas for establishing a healthy relationship with each child's family. Plan and implement parental involvement activities to meet the diverse needs of families.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should relate to parental involvement activities meeting the diverse needs for flexibility for families to foster healthy relationships.

Stimulus Attributes:

Stimulus may include a description of tasks demonstrating appreciation for all families and their culture.

Scenarios may include activities and tasks that foster positive relationships among all families.

Stimulus may have descriptors that explore methods of building healthy and positive relationships with families of diverse cultures.

Stimulus may include descriptors of traditional and non-traditional families, i.e. single-parent, grandparent caretaker, same gender parents, etc.

Response Attributes:

Responses may include describing cultural sensitivity and appreciation for all families and their cultures.

Responses may include activities, tasks and communication methods to foster positive relationships among all families.

Responses may include a vignette describing traditional and non-traditional families, i.e. single-parent, grandparent caretaker, same gender parents, etc.

Sample Item:

Course Name: Early Childhood Education 2

Course Number: 8405120

Item Specifications

Stimulus: Create a plan to involve parents in the child care setting by listing ten appropriate parent involvement strategies that also meet the diverse needs of families and promote healthy relationships with families. In a one-page response briefly describe how each strategy may increase parental involvement.

Rubric:

- | | |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The student accurately lists ten appropriate parent involvement strategies that also meet the diverse needs of families and promote healthy relationships with families. Response includes a comprehensive one-page response describing each strategy. |
| 3 Points | The student accurately lists seven to nine appropriate parent involvement strategies that also meet the diverse needs of families and promote healthy relationships with families. Response includes a one-page response describing each strategy. |
| 2 Points | The student accurately lists four to six appropriate parent involvement strategies that also meet the diverse needs of families and promote healthy relationships with families. Response includes a one-page response describing each strategy. |
| 1 Point | The student accurately lists less than four appropriate parent involvement strategies that also meet the diverse needs of families and promote healthy relationships with families. Response is not a one-page response or is severely flawed in describing each strategy. |

Standard: 15.0 Develop intercommunication with family.

Course Name: Early Childhood Education 2

Course Number: 8405120

Item Specifications

Benchmark: 15.03 Identify intentional practices and strategies to become acquainted with the family; describe ways parents can be involved in the program; ways to share goals for the child with the family and teacher, the philosophy of the center, and curriculum objectives.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address best practices for child care center operations, communications with families, and goals for each child as defined by local, state, and national child care industry standards, and curriculum objectives.

Stimulus Attributes:

Stimulus may include descriptors of intentional practices and strategies that build relationships with families.

Stimulus may include descriptors defining different activities and responsibilities of the program involving parents.

Stimulus may describe ways to share goals for the child with the family.

Stimulus may identify ways to share center philosophy and curriculum objectives.

Response Attributes:

Responses may include intentional practices, techniques and strategies that build relationships with families, i.e. inviting parents to share books, songs, stories with the children, sharing resources with other families, etc.

Responses may include ways to share goals for the child with the family, i.e. posted lesson plans, daily reports sent home, realia sent home each day, daily conversations with parents at pick up and drop off, newsletters, e-mails, etc.

Responses may identify resources at center defining policies, philosophy and curriculum, i.e. parent handbook, website, etc.

Sample Item:

All parents at the Wescott Preschool receive a parent handbook. Which items are the most essential to be part of the handbook?

- A. school policy, lunch time, and teacher email
- * B. school philosophy, major policies, and curriculum
- C. school address, meal options, and teachers' names
- D. school curriculum, philosophy, and holidays

Course Name: Early Childhood Education 2

Course Number: 8405120

Item Specifications

Standard: 16.0 Demonstrate observation and recording methods.

Benchmark: 16.01 Using various techniques observe, record, and report the behavior of children of various ages on an observation form.

Depth of Knowledge: Moderate Complexity

Item Types: Performance Task

Content Limits: Items should be based on child care industry strategies for observing, recording and reporting child behaviors of children of various ages.

Stimulus Attributes:

Stimulus may include types of observation tools to record and report a child's learning and development for ongoing assessment i.e. anecdotal records, checklists, running records, etc. Stimulus may include descriptors of objective statements concerning observed behaviors, for example things that can be seen or heard.

Stimulus may include scenarios depicting objective statements and subjective statements.

Stimulus may identify developmental milestones for various ages.

Stimulus may include measurable progress by utilizing observation tools.

Stimulus may include observations of children's behaviors, learning, and/or development.

Response Attributes:

Responses may include defining and recognizing different types of observation tools, i.e. pictures of various forms could be used, or listing types of forms.

Responses may include identifying objective statements, a best practice, subjective statements, or an inappropriate practice.

Responses may include analyzing an observation scenario as to its measurability and age appropriate developmental connections.

Responses may include identifying behaviors typical for various ages.

Responses may include analyzing on-going observations for progress.

Responses may include completing an observation.

Sample Item:

Item Specifications

Task: Complete the checklist on a child.

Four Year Old Checklist

This check list should be done twice during the school year, October and May.

Child's Name: _____ Birth date: _____

Teacher / Observer: _____ Date tested: 1. _____ 2. _____

Intellectual Development:

1. Can identify colors? Red, orange, yellow, green, blue, purple, black, white, brown, gray, pink.
2. Can Identify numbers
3. Can count rote
4. Can count objects
5. Can Write numbers
6. Can identify geometric shapes
7. Can draw geometric shapes
8. Can recognize own name
9. Can state full name (first & last)
10. Can spell own name aloud
11. Can print own name
12. Can identify upper case letters
 1. (fall) A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z
 2. (spring) A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z
13. Can identify lower case letters
 1. (fall) a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z
 2. (spring) a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z
14. Can write upper case letters
 1. (fall) A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z
 2. (spring) A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z
15. Can write lower case letters
 1. (fall) a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z
 2. (spring) a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z
16. Can draw a person or other recognizable objects
17. Can identify all visible parts of the body
18. Can state his/her own address
19. Can state his/her own phone number
20. Can state his/her own birthday
21. Can match pictures and shape
22. Shows hand preference (which is _____)
23. Can recognize difference in size
24. Shows interest in books
25. Can retells the main idea of a story
26. Can put story cards in sequence
27. Can arrange objects in series according to a pattern
28. Understands spatial relationships (behind, beside, under...)
29. Recalls words to song / chant

Course Name: Early Childhood Education 2

Course Number: 8405120

Item Specifications

Rubric:

- | | |
|----------|---------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The student successfully completes all parts of the checklist. The student does not need any assistance from the teacher. |
| 3 Points | The student completes the checklist but makes minor errors or needs minor direction or assistance from the teacher. |
| 2 Points | The student completes the checklist but may make major errors or need assistance from the teacher on multiple occasions. |
| 1 Point | The student is generally unable to complete the checklist without significant assistance from the teacher. |

Course Name: Early Childhood Education 2

Course Number: 8405120

Item Specifications

Standard: 16.0 Demonstrate observation and recording methods.

Benchmark: 16.02 Interpret a child observation.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should address child observations performed in the child care setting.

Stimulus Attributes:

Stimulus may include descriptors of measurable behaviors, i.e. behaviors and actions that are seen or heard.

Scenarios may include analyzing observation recordings, i.e. learning gains and developmental levels.

Stimulus may include solutions and recommendations based on observation notes appropriate to child's age.

Stimulus may include realia of observations in portfolio.

Stimulus may include analyzing a photo or vignette of a completed child observation.

Stimulus may include a video of an observation of a child.

Response Attributes:

Responses may include identifying developmental milestones appropriate for various ages.

Responses may include comparing and contrasting recorded behaviors with learning and developmental goals appropriate for various ages.

Responses may include problem-solving steps to interpret any anomalies from observations.

Responses may include an image of a completed child observation.

Sample Item:

Item Specifications

Sample Anecdotal Record to Document Play

Child's name or children's names: Rosa

Date of birth: August, 3, 2001

Age: 4 years 2 months

Observer Name: Susan

Date: August 30, 2005

Time: 2:30 p.m.

Setting: Rosa plays alone in the water table under the tree in the back yard during outdoor free play.

Rosa is playing with a boat at the water table under the shade tree. She slowly pushes the boat down and looks as the drops of water gradually fill it. She watches it sink, whispering, "Come up now." She lifts it up. She collects small rocks and bark chips from the base of the tree and fills the boat with six large bark chips. "Here you go - Toot! Toot!" she adds three rocks and the boat slowly begins to take on water. Quickly, she piles on two more rocks and the boat sinks. The rocks go down with the ship, but the bark chips come floating to the top. "Pop! Pop!" Rosa pushes one of the chips down again and watches as it pops up as soon as she lets it go (Van Hoorn, 2003. pg 144).

Course Name: Early Childhood Education 2

Course Number: 8405120

Item Specifications

Stimulus: Read the provided anecdotal record. Describe the most appropriate action Rosa's teacher should take (recommendations). Include in your response the rationale for this action?

Rubric:

- | | |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The response includes thorough and comprehensive recommendations with rationale. Response includes the correct identification of the most appropriate action for Rosa's teacher to take. The response includes a thorough and correct rationale for why this action is most appropriate. |
| 3 Points | The response includes complete recommendations with rationale. The response includes the correct identification of the most appropriate action for Rosa's teacher to take. The response includes a mostly correct rationale for why this action is most appropriate. |
| 2 Points | The response includes partially complete recommendations with rationales. The response includes the incorrect identification of the most appropriate action for Rosa's teacher to take. The response includes a mostly correct rationale for why this action is appropriate. |
| 1 Point | The response includes minimal recommendations with rationale. The response includes the incorrect identification of the most appropriate action for Rosa's teacher to take. The response includes a mostly incorrect rationale for why this action is appropriate. |

Course Name: Early Childhood Education 2

Course Number: 8405120

Item Specifications

Standard: 17.0 Demonstrate appropriate use of technology for the child care profession.

Benchmark: 17.01 Demonstrate appropriate use of technology for the child care profession.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Performance Task

Content Limits: Items should address current technology used in a child care setting. A demonstration may include the selection of appropriate behaviors or the performance of the required behaviors.

Stimulus Attributes:

Stimulus may include identifying and using various digital mediums appropriate for use by children, i.e. iPads, mp3 players, computers, digital cameras, audio equipment, etc.

Stimulus may include identifying and using various digital mediums appropriate for use by teachers and administrators, i.e. iPads and other tablets, mp3 players, computers, digital cameras, audio equipment, software programs to enrich curriculum, software programs to facilitate operation of a child care facility, etc.

Stimulus may identify various technology appropriate for activities and tasks in the child care setting.

Response Attributes:

Responses may include a description of the use of technology by children, teachers and other personnel in the child care setting.

Responses may include identifying types of technology to use for activities and tasks in a child care setting.

Sample Item:

Course Name: Early Childhood Education 2

Course Number: 8405120

Item Specifications

Task: Student will demonstrate using a created lesson plan that incorporates appropriate use of current technology (CD player or DVD) and computers, during an observation.

Rubric:

- | | |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The student thoroughly and successfully demonstrates appropriate use of technology by enhancing the lesson with a CD and/or a DVD player. The student effectively and correctly integrates computers into the lesson. |
| 3 Points | The student successfully demonstrates appropriate use of technology by enhancing the lesson with a CD and/or a DVD player. The student partially integrates computers into the lesson. |
| 2 Points | The student partially demonstrates appropriate use of technology by enhancing the lesson with a CD and/or a DVD player. The student minimally integrates computers into the lesson. |
| 1 Point | The student does not demonstrate appropriate use of technology by failing to enhance the lesson with a CD and/or a DVD player. Student does not correctly integrate computers into the lesson. |

Course Name: Early Childhood Education 2

Course Number: 8405120

Item Specifications

Standard: 17.0 Demonstrate appropriate use of technology for the child care profession.

Benchmark: 17.02 Analyze appropriate uses of current technology in a child care setting.

Depth of Knowledge: High Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should address current technology used in the child care setting.

Stimulus Attributes:

Stimulus may include defining how current technology will enrich curriculum.

Stimulus may include defining how current technology may facilitate operations in a child care setting.

Stimulus may include a vignette describing or showing how technology is used in a child care setting.

Response Attributes:

Responses may include cause and effect of utilization of various technology, for example TV, DVDs, computers, cell phones, etc.

Responses may include identification of technology that enhances experiences for children in the early child care setting.

Responses may include identification of technology that facilitates the operations of a child care program.

Sample Item:

Course Name: Early Childhood Education 2

Course Number: 8405120

Item Specifications

Stimulus: Miss Cohen teaches a class of 3-year old children. She uses the computer as a reward for positive behavior reinforcement. Analyze and describe her use of the current technology by citing at least three developmentally appropriate practices.

Rubric:

- | | |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The student thoroughly and correctly analyzes and describes Miss Cohen's use of technology. The response correctly cites at least three developmentally appropriate practices. |
| 3 Points | The student correctly analyzes and describes Miss Cohen's use of technology. The response correctly cites at least two developmentally appropriate practices. |
| 2 Points | The student correctly describes Miss Cohen's use of technology. The response correctly cites at least one developmentally appropriate practice. |
| 1 Point | The student incorrectly describes Miss Cohen's use of technology. The response fails to correctly cite at least one developmentally appropriate practice. |

Course Name: Early Childhood Education 2

Course Number: 8405120

Item Specifications

Standard: 17.0 Demonstrate appropriate use of technology for the child care profession.

Benchmark: 17.03 Demonstrate the ability to use computers for e-mail, recordkeeping, internet research, and utilization of resources such as websites and online training and transcripts.

Depth of Knowledge: Moderate Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should address utilization of current technology in the child care setting.

Stimulus Attributes:

Stimulus may identify what technology is appropriate for various activities and tasks in the child care setting such as e-mails, recordkeeping, research, etc.

Stimulus may include tasks done on computers such as lesson planning, e-mailing parents, creating newsletters, recordkeeping, etc.

Stimulus may include age-appropriate research articles from ECE websites.

Stimulus may include items identifying ECE blogs, websites, and professional associations aiding the child care professional.

Response Attributes:

Responses may include documentation of tasks requiring technology i.e. newsletters e-mailed to parents, e-mail list of parents, etc.

Responses may include identification software facilitating recordkeeping of attendance and reports used in day to day operations of a child care center.

Responses may include articles obtained from ECE websites.

Responses may include identifying sites appropriate for use in the ECE setting, i.e. blogs, web sites, social networks, etc.

Sample Item:

Course Name: Early Childhood Education 2

Course Number: 8405120

Item Specifications

Task: Student will complete the following tasks:

- A. send an e-mail,
- B. electronic recordkeeping of 5 emergency contacts,
- C. copy one article from the internet to help parents understand the developmental milestones during the age of 12 months-24 months
- D. identify URLs of three early childhood education websites that can be used as resources
- E. identify one website address that provides on-line training, and
- F. print a copy of their Department of Children and Families transcript

Rubric:

- 4 Points The student completed all six of the tasks successfully.
- 3 Points The student completed four to five of the tasks successfully.
- 2 Points The student completed two to three of the tasks successfully.
- 1 Point The student completed less than two of the tasks successfully.