

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

**Standard:** 18.0 Create, implement and evaluate lesson plans.

**Benchmark:** 18.01 Research criteria for creating an age-appropriate curriculum plan.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to criteria for creating age-appropriate curriculum plans.

### **Stimulus Attributes:**

Stimulus may include criteria for creating age-appropriate curriculum plans including goals, objectives, activity materials evaluation and check for understanding.

Stimulus may include resources describing appropriate curriculum plans (i.e. textbooks, websites, professional association blogs, and social pages).

Stimulus may include successful and unsuccessful plans.

### **Response Attributes:**

Responses may include criteria for creating age-appropriate curriculum plans.

Responses may include results of research (i.e. weekly lesson plans, block lesson plans, goals, objectives, etc.).

### **Sample Item:**

Which component of the lesson plan states the purpose of the activity?

- \* A. objectives
- B. procedures
- C. closure
- D. evaluation

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Stimulus: Conduct research using the course material or the internet to identify and describe the components of a curriculum plan. Include three references and the identification of the required components of a curriculum plan.

Rubric:

- |          |   |
|----------|---|
| 4 Points | The response includes the identification of three references. The response identifies and thoroughly describes the components required to construct a curriculum plan.  |
| 3 Points | The response may include the identification of 3 references. The response identifies and describes the components needed to construct a curriculum plan. The response may include incorrect components or omission of components. |
| 2 Points | The response includes the identification of at least 2 references. The response may identify and describe some of the components needed to construct a curriculum plan. The response includes incorrect components.               |
| 1 Point  | The response includes the identification of fewer than 2 references. The response may not correctly identify or describe the components needed to construct a curriculum plan.  |

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## **Item Specifications**

**Standard:** 18.0 Create, implement and evaluate lesson plans.

**Benchmark:** 18.02 Develop an age-appropriate language lesson plan.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to developing an age-appropriate language lesson plan.

### **Stimulus Attributes:**

Stimulus may include developing an age-appropriate language lesson plan including goals, objectives, activity materials evaluation and check for understanding.

Stimulus may include language developmental milestones typical for age of child.

### **Response Attributes:**

Responses may represent an age-appropriate language lesson plan.

Responses may include language developmental milestones dependent on the age of the children.

Responses may include effective strategies for the development of children.

### **Sample Item:**

Which is an appropriate language development activity for infants?

- \* A. watching an alphabet DVD
- B. throwing a ball
- C. shaking a rattle
- D. playing with baby-safe play dough

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## **Item Specifications**

Stimulus: Create an age-appropriate language lesson plan for a 3-year old classroom. Include a rubric to evaluate the effectiveness of the lesson plan.

Rubric:

- |          |  |
|----------|--|
| 4 Points | The response includes a written lesson plan that has clearly defined objectives, procedures, closure, and evaluation of the activity. The response includes an evaluation rubric to assess the effectiveness of the lesson plan. The lesson plan is age-appropriate and on topic.  |
| 3 Points | The response includes a written lesson plan that has defined objectives, procedures, closure, and evaluation of the activity. The response includes a somewhat clear evaluation rubric to assess the effectiveness of the lesson plan. The lesson plan is age-appropriate but may not address language.                            |
| 2 Points | The response includes a written lesson plan that includes most if not all of the elements: objectives, procedures, closure, and evaluation of the activity. The response may include an evaluation rubric to assess the effectiveness of the lesson plan. The lesson plan may not be age-appropriate and may not address language. |
| 1 Point  | The response includes a written lesson plan that is missing most if not all of the elements. The response may not include an evaluation rubric to assess the effectiveness of the plan. The lesson plan is not age-appropriate and may not address language.   |

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## **Item Specifications**

**Standard:** 18.0 Create, implement and evaluate lesson plans.

**Benchmark:** 18.03 Develop evaluation criteria for the lesson.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to developing evaluation criteria for the lesson.

### **Stimulus Attributes:**

Stimulus may include evaluation criteria for the lesson (i.e. meeting/ not meeting goals/objectives, children's response, and skills gained).

Stimulus may include skills associated with developmental milestones.

Stimulus may include a checklist that includes at least three of the criteria for the evaluation of a lesson plan (i.e. goals, objectives, activity materials).

### **Response Attributes:**

Responses may represent evaluation criteria for the lesson including but not limited to goals, objectives, activity materials, evaluation, and check for understanding.

Responses may include identifying skills associated with developmental milestones.

Responses should include at least three of the listed criteria.

### **Sample Item:**

Stimulus: Create a checklist that includes at least eight of the evaluation criteria for a lesson plan.

Rubric:

4 Points            The response identifies 8 or more criteria for the evaluation checklist.

3 Points            The response identifies 5-7 criteria for the evaluation checklist.

2 Points            The response identifies 3-4 criteria for the evaluation checklist.

1 Point             The response identifies less than 3 criteria for the evaluation checklist.

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## Item Specifications

**Standard:** 19.0 Analyze theories of child development.

**Benchmark:** 19.01 Identify human development theories: cognitive, psychosocial, psychoanalytical, and behaviorist.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to identifying human development theories: cognitive, psychosocial, psychoanalytical, and behaviorist.

### Stimulus Attributes:

Stimulus may include identification of human development theories: cognitive, psychosocial, psychoanalytical, and behaviorist.

Stimulus may include child development theorists and what they are known for.

### Response Attributes:

Responses should represent human development theories: cognitive, psychosocial, psychoanalytical, and behaviorist.

### Sample Item:

Who is the father of cognitive theory?

- A. Freud
- \* B. Piaget
- C. Erikson
- D. Vygotsky

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Stimulus: List and describe the four stages of Jean Piaget's cognitive theory. Describe how one of the stages can be directly applied to a 3 year-old classroom.

Rubric:

- |          |   |
|----------|---|
| 4 Points | The response includes the correct identification and description of the four stages of Piaget's cognitive theory. The response includes a thorough description of how one stage can be directly applied to a 3 year-old classroom.  |
| 3 Points | The response includes the correct identification and description of three or more stages of Piaget's cognitive theory. The response includes a reasonable description of how one stage can be directly applied to a 3 year-old classroom. The response may have minor inaccuracies.         |
| 2 Points | The response includes the correct identification and description of two or more stages of Piaget's cognitive theory. The response may include a description of how one stage can be directly applied to a 3 year-old classroom. The response may have inaccuracies.                         |
| 1 Point  | The response includes the correct identification and description of fewer than two stages of Piaget's cognitive theory. The response may not include a description of how one stage can be directly applied to a 3 year-old classroom. The response has multiple inaccuracies or omissions. |

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## **Item Specifications**

**Standard:** 19.0 Analyze theories of child development.

**Benchmark:** 19.02 Describe how major theories of human development provide a basis for planning a program.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to describing how the major theories of human development provide a basis for planning a program.

### **Stimulus Attributes:**

Stimulus may address how the major theories of human development provide a basis for planning a program.

Stimulus may include how childcare professionals implement theories into classroom practices.

Stimulus may include recognizing a particular theorist's research during a classroom activity.

### **Response Attributes:**

Responses may address how the major theories of human development provide a basis for planning a program.

Responses may include how childcare professionals implement theories into classroom practices.

Responses may include recognizing a particular theorist's research during a classroom activity.

### **Sample Item:**



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### **Item Specifications**

Stimulus: You have entered into a classroom where the teacher was following Vygotsky's approach. In a one paragraph essay, describe what style of teaching you would expect to see and why?

Rubric:

- |          |  |
|----------|--|
| 4 Points | The response includes a comprehensive and accurate description of an approach of the theorist. The response includes details of what would be seen in a classroom following this approach.                               |
| 3 Points | The response includes an accurate description of an approach of the theorist. The response may include some details of what would be seen in a classroom following this approach. There may be a few inaccuracies.       |
| 2 Points | The response includes a description of an approach which belongs to the theorist. The response may include few details of what would be seen in a classroom following this approach. The response has many inaccuracies. |
| 1 Point  | The response includes a description of an approach which may not belong to the theorist. The response may have incorrect or missing details of what would be seen in a classroom following this approach.                |

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## Item Specifications

**Standard:** 20.0 Analyze how nutrition, environment, heredity, and health status influence the development of the child.

**Benchmark:** 20.01 Discuss current information on child nutrition, the environment, heredity and analyze their effect upon the development of a child.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to current information on child nutrition, the environment, and/or heredity. Items should be limited to the effect upon child development.

### Stimulus Attributes:

Stimulus may include current information on child nutrition, the environment, heredity and analyze their effect upon the development of a child.

### Response Attributes:

Responses may include current information on child nutrition, the environment, and heredity issues.

Responses may represent the effect of child nutrition, the environment, and heredity upon the development of a child.

### Sample Item:

In Florida, some counties have decided not to add fluoride to the water supply. What effect could this have on a child's development?

- A. recurring ear infections
- B. nose and throat soreness
- \* C. increase in tooth decay
- D. developmental delays

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## **Item Specifications**

Stimulus: A child's development is impacted by genetic and environmental influences. Describe how nutrition, environment, heredity, and health status influence the development of the child. In your essay, include at least one example of each.

Rubric:

- |          |  |
|----------|--|
| 4 Points | The response includes a description of all four elements and how they influence the development of the child. The response includes at least one example from each of the four elements.   |
| 3 Points | The response includes a description of at least three of the elements and their influence on the development of the child. The response includes at least one example from at least three of the four elements. The response may have minor inaccuracies, some details, and omissions.                     |
| 2 Points | The response includes a description of at least two of the elements and their influence on the development of the child. The response includes at least one example from at least two of the four elements. The response may have incorrect examples or inaccurate information. Few details are included.  |
| 1 Point  | The response includes a description of fewer than two of the elements and their influence on the development of the child. The response includes at least one example from at least one of the four elements. The response does not indicate a clear understanding of the influences on child development. |

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## **Item Specifications**

**Standard:** 20.0 Analyze how nutrition, environment, heredity, and health status influence the development of the child.

**Benchmark:** 20.02 Discuss how a child's health status influences development.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to how a child's health status influences development.

### **Stimulus Attributes:**

Stimulus may address how a child's health status influences development.

Stimulus may include how a child's health status can negatively or positively influence a child's development.

### **Response Attributes:**

Responses may represent how a child's health status influences development.

Responses may include how a child's health status can negatively or positively influence a child's development.

### **Sample Item:**

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### **Item Specifications**

Stimulus: You are a caregiver for 12 three-year old children. Describe at least three factors that promote healthy physical development.

Rubric:

- |          |  |
|----------|--|
| 4 Points | The response includes a thorough and accurate description of at least three correct factors that promote healthy physical development.   |
| 3 Points | The response includes a description of at least two correct factors that promote healthy physical development. The response may include factors that do not promote healthy development. |
| 2 Points | The response includes a description of two factors that promote healthy physical development. The response may omit factors or include factors that do not promote healthy development.  |
| 1 Point  | The response includes a correct description of fewer than two correct factors that promote healthy physical development.   |

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## **Item Specifications**

**Standard:** 20.0 Analyze how nutrition, environment, heredity, and health status influence the development of the child.

**Benchmark:** 20.03 Describe the importance of physical fitness to health status and development.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to the importance of physical fitness to health status and development.

### **Stimulus Attributes:**

Stimulus may address the importance of physical fitness to health status and development.  
Stimulus may describe various physical fitness activities and/or health activities.

### **Response Attributes:**

Responses may represent the importance of physical fitness to health status and development.  
Responses may include physical fitness activities at various development stages.

### **Sample Item:**

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Stimulus: Physical fitness is important in early childhood years. Describe a physical fitness activity appropriate for four and five year-olds and explain how this activity affects a child's health status and development.

Rubric:

- |          |   |
|----------|---|
| 4 Points | The response includes a thorough description of a physical fitness activity that is age-appropriate. The response includes a detailed explanation as to how the selected activity affects a child's health status and development.            |
| 3 Points | The response includes a reasonable description of a physical fitness activity that is age-appropriate. The response includes a correct explanation as to how the selected activity affects a child's health status and development.           |
| 2 Points | The response includes a description of a physical fitness activity in limited detail that may be age-appropriate. The response includes an explanation as to how the selected activity affects a child's health status and development.       |
| 1 Point  | The response may include a description of a physical fitness activity that is age-appropriate, but lacks detail. The response may not include an explanation as to how the selected activity affects a child's health status and development. |

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## **Item Specifications**

**Standard:** 21.0 Describe developmentally appropriate guidance and activities for infants and toddlers.

**Benchmark:** 21.01 Explain visual, auditory, olfactory, gustatory, and tactile stimulation activities.

**Depth of Knowledge:** Moderate Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to explaining visual, auditory, olfactory, gustatory, and tactile stimulation activities.

**Stimulus Attributes:**

Stimulus may address the visual, auditory, olfactory, gustatory, and tactile stimulation activities.

**Response Attributes:**

Responses may represent visual, auditory, olfactory, gustatory, and tactile stimulation activities.

**Sample Item:**

What is the purpose of introducing sensory integration activities such as tactile, visual, auditory, vestibular, gustatory, and oral motor during various times of the day in a program?

- \* A. to assist the brain in regulating attention
- B. to keep the student engaged
- C. to break the monotony of the day care center
- D. to maintain gender equity



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## **Item Specifications**

**Standard:** 21.0 Describe developmentally appropriate guidance and activities for infants and toddlers.

**Benchmark:** 21.02 Describe activities that stimulate gross and fine motor development.

**Depth of Knowledge:** Moderate Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to activities that stimulate gross and fine motor development.

### **Stimulus Attributes:**

Stimulus should address activities that stimulate gross and fine motor development.  
Stimulus may ask about skills and skill deficits associated with gross motor development.

### **Response Attributes:**

Responses should represent activities that stimulate gross and fine motor development.  
Responses may include activities of various development stages.  
Responses may include skills/skill deficits associated with gross motor development.

### **Sample Item:**

What might a teacher expect to observe in a toddler with gross motor delays?

- \* A. difficulty throwing and catching a ball
- B. the inability to ride a bike
- C. standing and kicking a ball
- D. a lack of confidence as a speaker and listener

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## **Item Specifications**

**Standard:** 21.0 Describe developmentally appropriate guidance and activities for infants and toddlers.

**Benchmark:** 21.03 Identify age-appropriate nutritional snacks and an activity related to nutrition.

**Depth of Knowledge:** Low Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to identifying age-appropriate nutritional snacks and an activity related to nutrition.

### **Stimulus Attributes:**

Stimulus should address age-appropriate nutritional snacks and/or an activity related to nutrition.

Stimulus may include activities that lead to healthy lifestyles.

Stimulus may include snacks both nutritious and non-nutritious.

### **Response Attributes:**

Responses should represent age-appropriate nutritional snacks and an activity related to nutrition.

Responses may include snacks.

Responses may include activities.

### **Sample Item:**

Which is an example of a healthy, balanced snack for a toddler?

- A. bread and crackers
- B. candy and chips
- \* C. fruit and yogurt
- D. bananas and grapes

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## Item Specifications

**Standard:** 21.0 Describe developmentally appropriate guidance and activities for infants and toddlers.

**Benchmark:** 21.04 Review appropriate feeding, diapering, toilet training, bathing, dressing, and grooming techniques.

**Depth of Knowledge:** Low Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to appropriate feeding, diapering, toilet training, bathing, dressing, and grooming techniques.

### Stimulus Attributes:

Stimulus should address appropriate feeding, diapering, toilet training, bathing, dressing, and grooming techniques.

### Response Attributes:

Responses should represent appropriate feeding, diapering, toilet training, bathing, dressing, and grooming techniques.

### Sample Item:

Which is the **MOST** appropriate for feeding an infant?

- A. propping the bottle
- B. feeding the baby on a strict schedule
- \* C. holding the child in your arms
- D. feeding the baby once a day

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## Item Specifications

**Standard:** 21.0 Describe developmentally appropriate guidance and activities for infants and toddlers.

**Benchmark:** 21.05 Demonstrate sanitary procedures in feeding, changing diapers, toileting, and maintaining the environment for infants and toddlers.

**Depth of Knowledge:** Moderate Complexity

**Item Types:** Constructed Response, Performance Task

**Content Limits:** Items should be limited to demonstrations of sanitary procedures in feeding, changing diapers, toileting, and maintaining the environment for infants and toddlers.

### Stimulus Attributes:

Stimulus may address sanitary procedures in feeding, changing diapers, toileting, and maintaining the environment for infants and toddlers.

### Response Attributes:

Responses may represent information about sanitary procedures in feeding, changing diapers, toileting, and maintaining the environment for infants and toddlers.

Responses may represent demonstrations of sanitary procedures in feeding, changing diapers, toileting, and maintaining the environment for infants and toddlers.

### Sample Item:

Stimulus: Write an essay demonstrating your knowledge of the sanitary procedures for feeding an infant.

Rubric:

4 Points	The response demonstrates a thorough understanding of the sanitary procedures required for feeding an infant. The response includes the procedures for before, during, and after feeding. The response is detailed and includes accurate information.
3 Points	The response demonstrates a basic understanding of the sanitary procedures required for feeding an infant. The response includes the procedures for before, during, and after feeding. The response has some details and may have minor inaccuracies.
2 Points	The response demonstrates a partial understanding of the sanitary procedures required for feeding an infant. The response may omit or include incorrect procedures for before, during, and after feeding. The response has few details.
1 Point	The response demonstrates a lack of understanding of the sanitary procedures required for feeding an infant. The response includes few, if any, of the correct procedures for before, during, and after feeding.

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## **Item Specifications**

**Standard:** 22.0 Plan and implement developmentally appropriate motor development activities for preschool children.

**Benchmark:** 22.01 Describe the stages of physical development.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to describing the stages of physical development.

**Stimulus Attributes:**

Stimulus may address the stages of physical development.

**Response Attributes:**

Responses may represent the stages of physical development.

Responses may include activities or common traits associated with physical development.

**Sample Item:**

What is the expected order of physical development in a preschool age child?

- \* A. walking, hopping on one foot, and skipping
- B. grasping a bottle, writing their name, and brushing their teeth
- C. squatting, tying shoes, and walking a balance beam
- D. pulling up their pants, crossing the midline, and holding a cup

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## **Item Specifications**

**Standard:** 22.0 Plan and implement developmentally appropriate motor development activities for preschool children.

**Benchmark:** 22.02 Plan, implement and evaluate developmentally appropriate gross motor activities.

**Depth of Knowledge:** High Complexity

**Item Types:** Constructed Response, Performance Task

**Content Limits:** Items should be limited to planning, implementing, and evaluating developmentally appropriate gross motor activities.

### **Stimulus Attributes:**

Stimulus may address planning, implementing, and evaluating developmentally appropriate gross motor activities.

### **Response Attributes:**

Responses may represent the planning, implementing and evaluating developmentally appropriate gross motor activities.

### **Sample Item:**

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Stimulus: Write a lesson plan for one developmentally appropriate gross motor activity for a group of four- and five-year-olds. Implement the lesson with a group of children the same age. Include in your response the steps necessary to evaluate the lesson's effectiveness.

Rubric:

- |          |   |
|----------|---|
| 4 Points | The response includes a developmentally appropriate gross motor activity lesson plan, proper implementation of the lesson, and a thorough and comprehensive evaluation of the lesson's effectiveness. |
| 3 Points | The response includes a developmentally appropriate gross motor activity lesson plan, proper implementation of the lesson, and a correct evaluation of the lesson's effectiveness.                    |
| 2 Points | The response may include an activity lesson plan that involves gross motor skills and a partial implementation of the lesson. The response includes an evaluation of the lesson's effectiveness.      |
| 1 Point  | The response may include an activity lesson plan and a partial implementation of the lesson. The response does not include an evaluation of the lesson's effectiveness.                               |

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## **Item Specifications**

**Standard:** 22.0 Plan and implement developmentally appropriate motor development activities for preschool children.

**Benchmark:** 22.03 Plan, implement and evaluate developmentally appropriate fine motor activities.

**Depth of Knowledge:** Moderate Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to planning, implementing, and/or evaluating developmentally appropriate fine motor activities.

**Stimulus Attributes:**

Stimulus may address the planning, implementing and evaluating of developmentally appropriate fine motor activities.

**Response Attributes:**

Responses may represent the planning, implementing and evaluating developmentally appropriate fine motor activities.

**Sample Item:**



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### **Item Specifications**

Task: Write a lesson plan for one developmentally appropriate fine motor activity for a group of four- and five-year-olds. Implement the plan with a group of four and five year olds, and then evaluate the lesson's effectiveness.

Rubric:

- |          |   |
|----------|---|
| 4 Points | The response includes a developmentally appropriate fine motor activity lesson plan, proper implementation of the lesson, and a thorough and comprehensive evaluation of the lesson's effectiveness.    |
| 3 Points | The response may include a developmentally appropriate fine motor activity lesson plan, proper implementation of the lesson and a correct evaluation of the lesson's effectiveness.                     |
| 2 Points | The response may include a lesson plan that does not involve fine motor skills. The response may include partial implementation of the lesson and an evaluation of the lesson's effectiveness.          |
| 1 Point  | The response may include a lesson plan that does not involve fine motor skills. The response may not include implementation of the lesson and may not have an evaluation of the lesson's effectiveness. |

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## Item Specifications

**Standard:** 22.0 Plan and implement developmentally appropriate motor development activities for preschool children.

**Benchmark:** 22.04 Select and use appropriate equipment and materials for physical development.

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

**Item Types:** Multiple Choice, Constructed Response, Performance Task

**Content Limits:** Items should be limited to selecting and using appropriate equipment and materials for physical development.

**Stimulus Attributes:**

Stimulus may address appropriate equipment and materials for physical development.  
Stimulus may include selection process for equipment and/or materials.

**Response Attributes:**

Responses may represent appropriate equipment and materials for physical development.

**Sample Item:**

When deciding on equipment to foster physical development, which is the best choice to purchase?

- A. scissors
- \* B. jump rope
- C. chess board
- D. whistle

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## **Item Specifications**

**Stimulus:** Given an early childhood catalogue, select at least four pieces of appropriate equipment or materials used to aid in a child's physical development. Describe how you would use each in a developmentally appropriate lesson.

**Rubric:**

- |          |  |
|----------|--|
| 4 Points | The response includes the selection of at least four developmentally appropriate pieces of equipment or materials for physical development. The response includes a clear description of how the equipment or material would be used in the lesson.              |
| 3 Points | The response includes the selection of at least three developmentally appropriate pieces of equipment or materials for physical development. The response includes a somewhat clear description of how the equipment or material would be used in the lesson.    |
| 2 Points | The response includes the selection of at least two developmentally appropriate pieces of equipment or materials for physical development. The response may include a somewhat unclear description of how the equipment or material would be used in the lesson. |
| 1 Point  | The response includes the selection of fewer than two developmentally appropriate pieces of equipment or materials for physical development. The description of how the equipment or material would be used is unclear.  |

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## Item Specifications

**Standard:** 23.0 Guide the cognitive development and general knowledge of preschool children.

**Benchmark:** 23.01 Explain the development of cognitive ability and general knowledge.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to the development of cognitive ability and general knowledge.

**Stimulus Attributes:**

Stimulus may address the development of cognitive ability and general knowledge.

**Response Attributes:**

Responses may represent the development of cognitive ability and general knowledge.

**Sample Item:**

Jean Piaget was one of the more important and influential people in the field of developmental psychology. He believed that humans are unique in comparison to animals because we have the ability to do abstract symbolic reasoning. Which stage of development is in his work of cognitive development?

- \* A. sensorimotor stage
- B. operational back stage
- C. trust vs. mistrust
- D. self-actualization

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## **Item Specifications**

**Standard:** 23.0 Guide the cognitive development and general knowledge of preschool children.

**Benchmark:** 23.02 Plan, implement and evaluate developmentally appropriate math activities.

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

**Item Types:** Constructed Response, Performance Task

**Content Limits:** Items should be limited to planning, implementing, and evaluating developmentally appropriate math activities.

### **Stimulus Attributes:**

Stimulus should address developmentally appropriate math activities.

Stimulus may include mathematic operations.

### **Response Attributes:**

Responses should represent developmentally appropriate math activities.

Responses may include mathematical calculations and/or pictures or charts representing calculations.

### **Sample Item:**

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## **Item Specifications**

Stimulus: Using a song, develop and perform a lesson plan of counting by 2's (to 24) and by 5's (to 60) for 4-year-olds. Develop a rubric to evaluate the effectiveness of the lesson plan and then apply it to the lesson plan following the performance.

Rubric:

- |          |   |
|----------|---|
| 4 Points | The response includes a written lesson plan that has clearly defined objectives, procedures, closure, and evaluation of the activity. The response utilizes an age-appropriate song. The response includes an evaluation rubric that measures the effectiveness of the lesson plan. |
| 3 Points | The response includes a written lesson plan that has objectives, procedures, closure, and evaluation of the activity. The response utilizes an age-appropriate song. The response may include an evaluation rubric that measures the effectiveness of the lesson plan.              |
| 2 Points | The response includes a written lesson plan that has most of the required elements. The response uses an age-appropriate song. The response may not include an evaluation rubric that measures the effectiveness of the lesson plan.  |
| 1 Point  | The response includes a written lesson plan that has few of the required elements. The response does not use an age-appropriate song. The response may not include an evaluation rubric that measures the effectiveness of the lesson plan.   |

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

**Standard:** 23.0 Guide the cognitive development and general knowledge of preschool children.

**Benchmark:** 23.03 Plan, implement and evaluate developmentally appropriate scientific thinking activities.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to planning, implementing, and evaluating developmentally appropriate scientific thinking activities.

### **Stimulus Attributes:**

Stimulus may address developmentally appropriate scientific thinking activities.

Stimulus may include a scenario to demonstrate the steps necessary to plan, implement, and evaluate activities.

### **Response Attributes:**

Responses may represent developmentally appropriate scientific thinking activities.

Responses may include developmental goals and/or activities.

### **Sample Item:**

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## Item Specifications

**Stimulus:** Develop and implement a lesson plan for a pre-K class using scientific methods to observe the growth of plants. Develop a rubric to evaluate the effectiveness of the lesson and then apply it to the lesson. Include a summary of the implementation of the plan.

**Rubric:**

- |          |  |
|----------|--|
| 4 Points | The response includes a written lesson plan that has clearly defined objectives, procedures, closure, and evaluation of the activity based on using scientific methods for observing the growth of a plant. The response includes an evaluation rubric that measures the effectiveness of the lesson. The response includes a summary of the implementation of the lesson plan.                    |
| 3 Points | The response includes a written lesson plan that has defined objectives, procedures, closure, and evaluation of the activity based on using scientific methods for observing the growth of a plant. The response includes an evaluation rubric that measures the effectiveness of the lesson. The response may include a summary of the implementation of the lesson plan.                         |
| 2 Points | The response includes a written lesson plan that includes most if not all of the elements: objectives, procedures, closure, and evaluation of the activity based on using scientific methods for observing the growth of a plant. The response may not include an evaluation rubric that measures the effectiveness of the lesson. The response may not include implementation of the lesson plan. |
| 1 Point  | The response includes a written lesson plan that includes few if any of the required elements. The response does not include an evaluation rubric that measures the effectiveness of the lesson. The response may not include a summary of the implementation of the lesson plan.  |



**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

**Standard:** 23.0 Guide the cognitive development and general knowledge of preschool children.

**Benchmark:** 23.04 Plan, implement and evaluate developmentally appropriate social studies activities that foster critical thinking skills.

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

**Item Types:** Constructed Response, Performance Task

**Content Limits:** Items should be limited to planning, implementing, and/or evaluating developmentally appropriate social studies activities that foster critical thinking skills.

### **Stimulus Attributes:**

Stimulus may address developmentally appropriate social studies activities that foster critical thinking skills.

Stimulus may include a lesson plan of appropriate preschool social studies activities that foster critical thinking.

### **Response Attributes:**

Responses may include developmentally appropriate social studies activities that foster critical thinking skills.

Responses may include analyzing a lesson plan or of appropriate preschool social studies activities that fosters critical thinking.

### **Sample Item:**

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## Item Specifications

Stimulus: Choose a developmentally appropriate social studies activity to implement in a preschool class. Write a summary of the activity and evaluate its effectiveness for fostering critical thinking skills.

Rubric:

- |          |  |
|----------|--|
| 4 Points | The response includes a detailed summary of a developmentally appropriate social studies activity. The response includes an evaluation of the activity. The response includes how the lesson fostered critical thinking skills.    |
| 3 Points | The response includes a summary of a social studies activity. The activity may not be developmentally appropriate or may not foster critical thinking skills. The response includes an evaluation of the activity.                 |
| 2 Points | The response includes a brief summary of a social studies activity. The activity may not be developmentally appropriate and may not foster critical thinking skills. The response includes a poor evaluation of the activity.      |
| 1 Point  | The response may not include a summary of a social studies activity. The activity may not be developmentally appropriate and does not foster critical thinking skills. The response may include a poor evaluation of the activity. |

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

**Standard:** 23.0 Guide the cognitive development and general knowledge of preschool children.

**Benchmark:** 23.05 Plan, implement, and evaluate developmentally appropriate art activities.

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

**Item Types:** Constructed Response, Performance Task

**Content Limits:** Items should be limited to planning, implementing, and evaluating developmentally appropriate art activities.

### **Stimulus Attributes:**

Stimulus may include developmentally appropriate art activities.

Stimulus may include the steps necessary to plan, implement, and evaluate activities.

### **Response Attributes:**

Responses may include developmentally appropriate art activities.

Responses may include creative expression.

### **Sample Item:**

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

### **Item Specifications**

Stimulus: Mrs. Ann is a teacher in a three-year-old classroom. She had each child at the table cutting, gluing, and coloring at the same time. They made many flowers that looked similar to the model provided by Mrs. Ann. Based on the information above, write a lesson plan that will make this scenario more developmentally age-appropriate. Develop a rubric to evaluate the effectiveness of the lesson.

Rubric:

- |          |   |
|----------|---|
| 4 Points | The response includes a written lesson plan that has clearly defined objectives, procedures, closure, and evaluation of the art activity. The response includes a developmentally appropriate activity. The response includes an evaluation rubric that measures the effectiveness of the lesson plan to be assessed and it is applied.                 |
| 3 Points | The response includes a written lesson plan that has defined objectives, procedures, closure, and evaluation of the art activity. The response may include a developmentally appropriate activity. The response includes an evaluation rubric that allows for the effectiveness of the lesson plan to be assessed which may be applied.                 |
| 2 Points | The response includes a written lesson plan that includes most if not all of the elements: objectives, procedures, closure, and evaluation of the art activity. The response may not include a developmentally appropriate activity. The response may include an evaluation rubric that allows for the effectiveness of the lesson plan to be assessed. |
| 1 Point  | The response includes a written lesson plan that includes a few if any of the required elements. The response may not include a developmentally appropriate activity. The response may not include an evaluation rubric that allows for the effectiveness of the lesson plan to be assessed and it is not applied.                                      |

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

**Standard:** 24.0 Guide the creative development of preschool children which reflects various approaches to learning.

**Benchmark:** 24.01 Plan, implement, and evaluate developmentally appropriate music activities.

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

**Item Types:** Constructed Response, Performance Task

**Content Limits:** Items should be limited to planning, implementing, and evaluating developmentally appropriate music activities.

### **Stimulus Attributes:**

Stimulus may include developmentally appropriate music activities.

Stimulus may include the steps necessary to plan, implement, and evaluate activities.

### **Response Attributes:**

Responses may include developmentally appropriate music activities.

Responses may include steps to plan, implement, and evaluate activities.

### **Sample Item:**

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## Item Specifications

Stimulus: Develop and implement a lesson plan for a four-year old class that compares the sounds of various percussion instruments. Develop a rubric to evaluate the effectiveness of the lesson plan and then apply it to the lesson plan following the implementation.

Rubric:

- |          |  |
|----------|--|
| 4 Points | The response includes a written lesson plan that has clearly defined objectives, procedures, closure, and evaluation of the music activity. The response includes a comparison of the sounds of various percussion instruments. The response includes an evaluation rubric that measures the effectiveness of the lesson plan and it is applied.                                       |
| 3 Points | The response includes a written lesson plan that has defined objectives, procedures, closure, and evaluation of the music activity. The response includes a comparison of the sounds of various percussion instruments. The response includes an evaluation rubric that measures the effectiveness of the lesson plan which may be applied.  |
| 2 Points | The response includes a written lesson plan that includes most if not all of the elements: objectives, procedures, closure, and evaluation of the music activity. The response does not include a comparison of the sounds of various instruments. The response may include an evaluation rubric that measures the effectiveness of the lesson plan that may not be applied correctly. |
| 1 Point  | The response includes a written lesson plan that includes few if any of the required elements. The response does not include a comparison of the sounds of various instruments. The response may not include an evaluation rubric that allows for the effectiveness of the lesson plan to be assessed and it is not applied.   |

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

**Standard:** 24.0 Guide the creative development of preschool children which reflects various approaches to learning.

**Benchmark:** 24.02 Plan, implement, and evaluate developmentally appropriate art activities.

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

**Item Types:** Constructed Response, Performance Task

**Content Limits:** Items should be limited to planning, implementing, and evaluating various approaches to implementing age-appropriate art activities.

### **Stimulus Attributes:**

Stimulus may include developmentally appropriate art activities.

Stimulus may include various ways to approach an art activity.

Stimulus may include planning implementing and evaluating an art lesson plan.

### **Response Attributes:**

Responses may include developmentally appropriate art activities.

Responses may include various ways to approach an art activity.

Responses may include planning, implementing, and evaluating an art lesson plan.

### **Sample Item:**

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## Item Specifications

Stimulus: You are a teacher of four-year olds and are implementing an art activity in your classroom. Develop a lesson plan to guide the children through the creative process as well as a rubric to evaluate the effectiveness of the lesson plan.

Rubric:

- |          |   |
|----------|---|
| 4 Points | The response includes a written lesson plan that has clearly defined objectives, procedures, closure, and evaluation of the art activity. The response includes an evaluation rubric that allows for the effectiveness of the lesson plan to be assessed. The response includes a developmentally appropriate art activity.   |
| 3 Points | The response includes a written lesson plan that has defined objectives, procedures, closure, and evaluation of the art activity. The response includes an evaluation rubric that allows for the effectiveness of the lesson plan to be assessed. The response includes an art activity that may not be developmentally appropriate.                                      |
| 2 Points | The response includes a written lesson plan that includes most if not all of the elements: objectives, procedures, closure, and evaluation of the art activity. The response does not include an evaluation rubric that allows for the effectiveness of the lesson plan to be assessed. The response may include an art activity that is not developmentally appropriate. |
| 1 Point  | The response includes a written lesson plan that includes few if any of the required elements. The response does not include an evaluation rubric that allows for the effectiveness of the lesson plan to be assessed. The response does not include a developmentally appropriate art activity.  |



**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

**Standard:** 24.0 Guide the creative development of preschool children which reflects various approaches to learning.

**Benchmark:** 24.03 Plan, implement, and evaluate developmentally appropriate creative movement activities.

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

**Item Types:** Constructed Response, Performance Task

**Content Limits:** Items should be limited to planning, implementing, and evaluating developmentally appropriate creative movement activities.

### **Stimulus Attributes:**

Stimulus may include developmentally appropriate creative movement activities.

Stimulus may include the steps necessary to plan, implement, and evaluate activities.

### **Response Attributes:**

Responses may include developmentally appropriate creative movement activities.

Responses may include elements associated with planning, implementing, and/or evaluating activities.

### **Sample Item:**

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## Item Specifications

**Stimulus:** Write a lesson plan and deliver the lesson for a pre-school class that includes choosing one approach to creative movement. Develop a rubric to evaluate the effectiveness of the lesson plan and then apply it to the lesson plan following the implementation.

**Rubric:**

- |          |  |
|----------|--|
| 4 Points | The response includes a written lesson plan that has clearly defined objectives, procedures, closure, and evaluation of the creative movement activity. The response utilizes age-appropriate vocabulary. The response includes an appropriate creative movement. The response includes an evaluation rubric that includes a rating of the effectiveness of the lesson plan. |
| 3 Points | The response includes a written lesson plan that has defined objectives, procedures, closure, and evaluation of the creative movement activity. The response utilizes age-appropriate vocabulary. The response includes a creative movement activity and includes an evaluation rubric that includes a rating of the effectiveness of the lesson plan.                       |
| 2 Points | The response includes a written lesson plan that includes most of the required elements. The response utilizes some age-appropriate vocabulary. The response may include an appropriate creative movement activity. The response may not include an evaluation rubric that allows for the effectiveness of the lesson plan.  |
| 1 Point  | The response includes a written lesson plan that includes few if any of the required elements. The response utilizes some age-appropriate vocabulary. The response may not include an appropriate creative movement. The response may not include a rated evaluation rubric.   |

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

**Standard:** 25.0 Guide the social and emotional development of preschool children.

**Benchmark:** 25.01 Identify and explain the stages of social and emotional development.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to identifying and explaining the stages of social and emotional development.

### **Stimulus Attributes:**

Stimulus may address the stages of social and emotional development.

Stimulus may address elements associated with social and/or emotional development.

Stimulus may include theorists associated with social and/or emotional development.

### **Response Attributes:**

Responses may represent the stages of social and emotional development.

Responses may include elements of social and/or emotional development.

Responses may include the name of theorists and/or their attributed theories.

Responses may include defining aspects of a theorist's theory.

### **Sample Item:**

Young children develop social-emotional abilities in small steps over time. What should a caregiver using Erikson's theories allow children ages birth to two to do?

- A. participate in whole group activities
- B. follow rules in games
- \* C. be cared for when crying
- D. be offered food and drink

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## Item Specifications

**Standard:** 25.0 Guide the social and emotional development of preschool children.

**Benchmark:** 25.02 Demonstrate effective, positive guidance techniques for guiding behavior.

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

**Item Types:** Multiple Choice, Constructed Response, Performance Task

**Content Limits:** Items should be limited to demonstrating effective, positive guidance techniques for guiding behavior. A demonstration may include selecting an appropriate behavior or performing the required behavior.

### Stimulus Attributes:

Stimulus may include effective, positive guidance techniques for guiding behavior.

Stimulus may include a vignette that displays examples of positive guidance for behavior.

### Response Attributes:

Responses may include effective, positive guidance techniques for guiding behavior.

Responses may include demonstrations of effective, positive guidance techniques for guiding behavior.

Responses may include analyzing a vignette that provides examples of guiding behavior.

### Sample Item:

Two students want the same book in your pre-school classroom. Which is the **BEST** positive guidance technique to use to resolve the issue?

- A. Tell the students to share the book.
- \* B. Encourage the students to solve the problem on their own.
- C. Tell the students to take turns with the book.
- D. Encourage the students to select different toys to play with.

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

**Standard:** 25.0 Guide the social and emotional development of preschool children.

**Benchmark:** 25.03 Plan, implement, and evaluate activities that help children to develop interpersonal skills with adults and peers (including those of various generations).

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

**Item Types:** Constructed Response, Performance Task

**Content Limits:** Items should be limited to planning, implementing, and evaluating activities that help children to develop interpersonal skills with adults and peers (including those of various generations).

### **Stimulus Attributes:**

Stimulus may include activities that help children develop interpersonal skills with adults and peers (including those of various generations).

Stimulus may include activities that span generations.

### **Response Attributes:**

Responses may include activities that help children to develop interpersonal skills with adults and peers (including those of various generations).

Responses may include interpersonal skill sets.

Responses may include steps in developing interpersonal skills.

### **Sample Item:**

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## Item Specifications

Task: Create and implement an age-appropriate activity for 4-year-olds that emphasizes inter-personal skills with peers, adults, and/or the elderly. Develop a rubric to evaluate the effectiveness of the lesson plan.

Rubric:

- |          |  |
|----------|--|
| 4 Points | The response includes the identification of an activity that is age-appropriate and that promotes inter-personal skills with peers and adults. The response includes the implementation of a lesson that emphasizes friendships and interpersonal skills with peers and adults. The response includes an evaluation of the effectiveness of the lesson plan. |
| 3 Points | The response includes the identification of an activity that is age-appropriate and that promotes inter-personal skills with peers and adults. The response includes the implementation of a lesson emphasizing friendships and interpersonal skills with peers and adults. The response may not include a plan to evaluate the effectiveness of the lesson. |
| 2 Points | The response includes the identification of an activity that is mostly age-appropriate and that promotes inter-personal skills with peers or adults. The response may include the implementation of the lesson. The response may not include a plan to evaluate the effectiveness of the lesson.   |
| 1 Point  | The response does not include the identification of an activity that is age-appropriate or that promotes inter-personal skills. The response may include the implementation of the lesson. The response may not include a plan to evaluate the effectiveness of the lesson.  |

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

**Standard:** 25.0 Guide the social and emotional development of preschool children.

**Benchmark:** 25.04 Plan, implement, and evaluate developmentally appropriate self-concept activities.

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

**Item Types:** Constructed Response, Performance Task

**Content Limits:** Items should be limited to planning, implementing, and evaluating developmentally appropriate self-concept activities.

**Stimulus Attributes:**

Stimulus may include developmentally appropriate self-concept activities.

**Response Attributes:**

Responses may include developmentally appropriate self-concept activities.

Responses may include elements associated with activities.

**Sample Item:**

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## Item Specifications

Stimulus: Describe at least four activities you could utilize in a three-year old classroom to help promote self-concept. List any materials that would be needed in order to perform the stated activities.

Rubric:

- |          |   |
|----------|---|
| 4 Points | The response includes the identification of four or more activities that are age-appropriate and that promote self-concept. The response includes a thorough description of the activities selected, the materials needed, and a description of how each can be used to promote self-concept. |
| 3 Points | The response includes the identification of three or more activities that are age-appropriate and that promote self-concept. The response includes a description of the activities selected, the materials needed, and a description of how each can be used to promote self-concept.         |
| 2 Points | The response includes the identification of two or more activities that are age-appropriate and that promote self-concept. The response may include a description of the activities selected, the materials needed, and a description of how each can be used to promote self-concept.        |
| 1 Point  | The response includes the identification of fewer than two activities that are age-appropriate and that promote self-concept. The response may not include a description of the activities selected, the materials needed, or how each can be used to promote self-concept.                   |



**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

**Standard:** 25.0 Guide the social and emotional development of preschool children.

**Benchmark:** 25.05 Plan, implement, and evaluate developmentally appropriate activities that promote multicultural awareness.

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

**Item Types:** Constructed Response, Performance Task

**Content Limits:** Items should be limited to planning, implementing, and evaluating developmentally appropriate activities that promote multicultural awareness.

### **Stimulus Attributes:**

Stimulus may include developmentally appropriate activities that promote multicultural awareness.

Stimulus may include a scenario involving the understanding of cultural customs.

### **Response Attributes:**

Responses may include developmentally appropriate activities that promote multicultural awareness.

Responses may include multicultural diverse activities and/or awareness.

### **Sample Item:**

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

Stimulus: Choose a center in a pre-school classroom and develop a plan to implement multicultural awareness for children. In a two paragraph essay, describe the center to be used and what you will do to create multicultural awareness. Develop a rubric to evaluate the effectiveness of the lesson and then apply it to the lesson following the implementation.

Rubric:

- |          |   |
|----------|---|
| 4 Points | The response includes the identification of the center to be used for the activity and a thorough description of the activities to promote multicultural awareness. The activities are developmentally appropriate. The response includes a plan to evaluate the effectiveness of the lesson.                                     |
| 3 Points | The response includes the identification of the center to be used for the activity. The response includes a partial description of the activities to promote multicultural awareness. The activities may not be developmentally appropriate. The response includes a plan to evaluate the effectiveness of the lesson.            |
| 2 Points | The response may include the identification of the center to be used for the activity. The response includes a partial description of the activities to promote multicultural awareness. The activities may not be developmentally appropriate. The response does not include a plan to evaluate the effectiveness of the lesson. |
| 1 Point  | The response may include the identification of the center to be used for the activity. The response includes a minimal description of the activities to promote multicultural awareness. The activities may not be developmentally appropriate. The response does not include a plan to evaluate the effectiveness of the lesson. |

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

**Standard:** 25.0 Guide the social and emotional development of preschool children.

**Benchmark:** 25.06 Plan, implement, and evaluate developmentally appropriate dramatic play activities.

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

**Item Types:** Constructed Response, Performance Task

**Content Limits:** Items should be limited to planning, implementing, and evaluating developmentally appropriate dramatic play activities.

### **Stimulus Attributes:**

Stimulus may include developmentally appropriate dramatic play activities.

Stimulus may include elements of dramatic play.

Stimulus may include a scenario allowing for creativity and individualism.

### **Response Attributes:**

Responses may include developmentally appropriate dramatic play activities.

Responses may include artistic presentations, representations, and/or modeling of an activity.

### **Sample Item:**

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

Task: Create and implement a lesson plan for a developmentally appropriate dramatic play activity. Develop a rubric to evaluate the effectiveness of the lesson and then apply it to the lesson following the implementation.

Rubric:

- |          |   |
|----------|---|
| 4 Points | The response includes the creation of and implementation of a developmentally appropriate dramatic play activity. The response includes a rubric-based evaluation of the effectiveness of the lesson.                                 |
| 3 Points | The response includes the creation of and implementation of a dramatic play activity that may not be developmentally appropriate. The response includes a rubric-based evaluation of the effectiveness of the lesson.                 |
| 2 Points | The response includes the creation of and implementation of a dramatic play activity. The activity may not be developmentally appropriate. The response may not include a rubric or plan to evaluate the effectiveness of the lesson. |
| 1 Point  | The response includes the implementation of a dramatic play activity. The activity is not developmentally appropriate. The response may not include a rubric or plan to evaluate the effectiveness of the lesson.                     |

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

**Standard:** 25.0 Guide the social and emotional development of preschool children.

**Benchmark:** 25.07 Plan and implement developmentally appropriate group play.

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

**Item Types:** Constructed Response, Performance Task

**Content Limits:** Items should be limited to planning and implementing developmentally appropriate group play.

### **Stimulus Attributes:**

Stimulus may include developmentally appropriate group play.

Stimulus may include elements of group play.

Stimulus may include aspects of developmental participation.

### **Response Attributes:**

Responses may include developmentally appropriate group play.

Responses may include outcomes of associated with general or specific group play.

### **Sample Item:**

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

### **Item Specifications**

Stimulus: Miss Terri has been implementing group activities with her three-year old children including “Duck, Duck, Goose,” and “Musical Chairs.” She notices the students are making up their own rules to the games. Describe an approach that you could take to help the children follow the rules of the games.

Rubric:

- |          |   |
|----------|---|
| 4 Points | The written response includes the description of a revised plan that is comprehensive and addresses key elements of group play that would keep the children engaged in an age-appropriate situation so they learn and follow the rules of simple games. |
| 3 Points | The written response includes the description of a revised plan that is reasonable and addresses key elements of group play that would keep the children engaged in an age-appropriate situation and following the rules of simple games.               |
| 2 Points | The written response includes a partial description of a plan that addresses the key elements of group play with rules.   |
| 1 Point  | The written response may include a description of age-appropriate group play, but may not address games with rules.   |

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

**Standard:** 25.0 Guide the social and emotional development of preschool children.

**Benchmark:** 25.08 Plan, implement, and evaluate activities that guide children in developing self-control and social problem solving.

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

**Item Types:** Constructed Response, Performance Task

**Content Limits:** Items should be limited to planning, implementing, and evaluating activities that guide children in developing self-control and social problem solving.

### **Stimulus Attributes:**

Stimulus may include the activities that guide children in developing self-control and social problem solving.

Stimulus may include scenarios that guide children in developing self-control and social problem solving.

### **Response Attributes:**

Responses may include the activities that guide children in developing self-control and social problem solving.

Responses may include steps that guide children in developing self-control and social problem solving.

### **Sample Item:**

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## Item Specifications

Task: Create and implement an age-appropriate activity to teach during circle time that focuses on helping children to develop self-control and social problem solving skills. Develop a rubric to evaluate the effectiveness of the lesson and then apply it to the lesson following the implementation.

Rubric:

- |          |  |
|----------|--|
| 4 Points | The response includes the creation and implementation of an activity that focuses on developing self-control and social problem solving skills. The response includes the use of self-calming techniques. The response includes a plan to evaluate the effectiveness of the lesson and the actual lesson evaluation.                     |
| 3 Points | The response includes the creation and implementation of an activity that focuses on developing self-control and social problem solving skills. The response may include the use of self-calming techniques. The response includes a plan to evaluate the effectiveness of the lesson, but may not include the actual lesson evaluation. |
| 2 Points | The response includes the creation and implementation of an activity that may not focus on developing self-control and social problem solving skills. The response may include the minimal use of self-calming techniques. The response may not include a plan to evaluate or an actual evaluation of the effectiveness of the lesson.   |
| 1 Point  | The response includes the creation and implementation of an activity that does not focus on developing self-control and social problem solving skills. The response does not include the use of self-calming techniques. The response may not include a plan to evaluate or an actual evaluation of the effectiveness of the lesson.     |



**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

**Standard:** 25.0 Guide the social and emotional development of preschool children.

**Benchmark:** 25.09 Demonstrate effective, positive guidance techniques for guiding behavior.

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

**Item Types:** Constructed Response, Performance Task

**Content Limits:** Items should be limited to demonstrating effective, positive guidance techniques for guiding behavior.

### **Stimulus Attributes:**

Stimulus may include effective, positive guidance techniques for guiding behavior.

Stimulus may include modeling and/or guidance techniques for behavior.

Stimulus may include elements of behaviors.

### **Response Attributes:**

Responses may include effective, positive guidance techniques for guiding behavior.

Responses may include positive and/or negative behaviors.

Responses may include methods of guiding behavior.

### **Sample Item:**

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

### **Item Specifications**

Task: You are presented with a 5-minute role-play scenario in which to demonstrate at least 5 positive guidance techniques.

Rubric:

- |          |   |
|----------|---|
| 4 Points | The response includes a demonstration of at least five positive guidance techniques. The response displays appropriate actions, words, and handling of the situation.     |
| 3 Points | The response includes a demonstration of at least four positive guidance techniques. The response displays appropriate actions, words, and handling of the situation.     |
| 2 Points | The response includes a demonstration of at least three positive guidance techniques. The response may display appropriate actions, words, and handling of the situation. |
| 1 Point  | The response includes a demonstration of fewer than two positive guidance techniques. The response displays inappropriate actions, words, or handling of the situation.   |

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

**Standard:** 25.0 Guide the social and emotional development of preschool children.

**Benchmark:** 25.10 Demonstrate behavior toward children that is caring, non-abusive, and builds self-esteem and responsibility (ego building).

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

**Item Types:** Constructed Response, Performance Task

**Content Limits:** Items should be limited to demonstrating behavior toward children that is caring, non-abusive, and builds self-esteem and responsibility (ego building).

### **Stimulus Attributes:**

Stimulus may include behaviors toward children that are caring, non-abusive, and build self-esteem and responsibility (ego building).

### **Response Attributes:**

Responses may include behaviors toward children that are caring, non-abusive, and build self-esteem and responsibility (ego-building).

Responses may not include "good job", "good boy", and other evaluative phrases.

### **Sample Item:**

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

**Stimulus:** In a two paragraph essay, compare evaluative praise and positive encouragement and describe a scenario where you could utilize a positive reinforcement. The response should include at least 3 similarities and 3 differences. The response should demonstrate a thorough knowledge of appropriate behavior towards children.

**Rubric:**

- |          |   |
|----------|---|
| 4 Points | The response includes at least three differences and three similarities between evaluative praise and positive encouragement. The response includes a detailed and accurate description of a scenario that allows for positive reinforcement. |
| 3 Points | The response includes at least two differences and two similarities between evaluative praise and positive encouragement. The response includes a description of a scenario that allows for positive reinforcement.                           |
| 2 Points | The response includes at least one difference and one similarity between evaluative praise and positive reinforcement. The response may not include a description of a scenario that allows for positive reinforcement.                       |
| 1 Point  | The response does not include any differences or similarities between evaluative praise and positive encouragement. The response may not include a description of a scenario that allows for positive reinforcement.                          |

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## Item Specifications

**Standard:** 26.0 Describe the history of school-age childcare and the development and diversity of school-age children.

**Benchmark:** 26.01 Describe the need for school-age childcare and how it has evolved.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to describing the need for school-age childcare and how it has evolved.

### Stimulus Attributes:

Stimulus may include the need for school-age childcare and how childcare has evolved.  
Stimulus may include a timeline of school-age childcare.

### Response Attributes:

Responses may include the need for school-age childcare and how it has evolved.  
Responses may include placing on a timeline.

### Sample Item:

What is the **MOST** important reason for having school-age programs in the community?

- A. They provide care for children after school.
- B. They prevent children from committing crimes.
- C. They create a place for children to do homework.
- \* D. They ensure a safe and healthy place to go.

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

**Standard:** 26.0 Describe the history of school-age childcare and the development and diversity of school-age children.

**Benchmark:** 26.02 Describe different types of programs available for children before and after school, during the summer and on school holidays.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to describing different types of programs available for children before and after school, during the summer and on school holidays.

### **Stimulus Attributes:**

Stimulus may include the different types of programs available for children before and after school, during the summer and on school holidays.

### **Response Attributes:**

Responses may include the different types of programs available for children before and after school, during the summer and on school holidays.

### **Sample Item:**

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

### **Item Specifications**

**Stimulus:** Compare two before and/or after-school programs in your area. In a one-page essay, discuss at least two differences and two similarities of two programs and discuss how each program can benefit students.

**Rubric:**

- |          |  |
|----------|--|
| 4 Points | The response includes a thorough description of two before or after-school programs. The response includes at least two differences and two similarities between the programs. The response includes a description of how each of the two programs can benefit students. |
| 3 Points | The response includes a partial description of two before or after-school programs. The response may include at least two differences and two similarities between the programs. The response includes a description of how each of the programs can benefit students.   |
| 2 Points | The response includes a minimal description of two before or after-school programs. The response includes at least one difference and one similarity between the programs. The response may include a description of how each of the two programs can benefit students.  |
| 1 Point  | The response includes a poor description of one before or after- school program. The response may include one difference and one similarity between the programs. The response may include a description of how the programs can benefit students.                       |

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

**Standard:** 26.0 Describe the history of school-age childcare and the development and diversity of school-age children.

**Benchmark:** 26.03 Explain the personal and professional characteristics of a school-age caregiver.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to explaining the personal and professional characteristics of a school-age caregiver.

### **Stimulus Attributes:**

Stimulus may include the personal and professional characteristics of a school-age childcare professional.

Stimulus may include professional qualifications necessary for school-age caregivers.

### **Response Attributes:**

Responses may include the personal and professional characteristics of a school-age childcare professional.

Responses may include personal and/or professional characteristics, traits, qualifications, and expectations commonly found in school-age caregivers.

### **Sample Item:**



**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

### **Item Specifications**

Stimulus: An employer is hiring a school age caregiver for an after-school program. Identify and describe at least three professional and at least three personal characteristics for which the employer will be looking.

Rubric:

- |          |   |
|----------|---|
| 4 Points | The response includes the identification and description of at least three professional and three personal characteristics that employers are looking for in a caregiver. |
| 3 Points | The response includes the identification and description of at least two professional and two personal characteristics that employers are looking for in a caregiver.     |
| 2 Points | The response includes the identification and description of at least one professional and one personal characteristic that employers are looking for in a caregiver.      |
| 1 Point  | The response includes the identification and description of at least one professional or one personal characteristic that employers are looking for in a caregiver.       |

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## Item Specifications

**Standard:** 26.0 Describe the history of school-age child care and the development and diversity of school-age children.

**Benchmark:** 26.04 Describe how major theories of human development provide a basis for planning programs.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to describing how major theories of human development provide a basis for planning programs.

### Stimulus Attributes:

Stimulus may include how major theories of human development provide a basis for planning school-age programs.

Stimulus may include theorists and theories directly related to the early childhood profession.

Stimulus may include information pertaining to Erikson, Maslow, Piaget, and Vygotsky.

Stimulus may include scenarios in how to directly apply theories in classroom practices and planning.

### Response Attributes:

Responses may include how major theories of human development provide a basis for planning school-age programs.

Responses may include descriptions of theorists and theories.

Responses may also include implementing specific theories when working with children and families in school-age environments.

### Sample Item:

Which scenario would be implemented in a Vygotskian-style classroom?

- A. play is offered when the rules are followed
- B. children do all activities as a large group
- \* C. scaffolding occurs during activities
- D. centers rotate every fifteen minutes

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## Item Specifications

Stimulus: Choose one of the following theorists of human development and describe his or her basic theories. Describe how this theory impacts the planning process in a school-age classroom.

Theorist Choices:

Lev Vygotsky

Jean Piaget

Abraham Maslow

Erik Erikson

Maria Montessori

Mary Ainsworth

John Dewey

Sigmund Freud

Rubric:

- |          |   |
|----------|---|
| 4 points | The response thoroughly and accurately describes a theorist's basic developmental theory. The response describes how the theory impacts the planning process in a school-age classroom.                         |
| 3 points | The response reasonably and accurately describes a theorist's basic developmental theory with minor inaccuracies. The response describes how the theory impacts the planning process in a school-age classroom. |
| 2 points | The response describes a theorist's basic developmental theory with multiple inaccuracies. The response may not adequately describe how the theory impacts the planning process in a school-age classroom.      |
| 1 point  | The response may not describe a theorist's basic developmental theory. The response may not adequately describe how the theory impacts the planning process in a school-age classroom.                          |

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

**Standard:** 26.0 Describe the history of school-age child care and the development and diversity of school-age children.

**Benchmark:** 26.05 Explain why and how individual children may overlap both younger and older chronological programs.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to explaining why and how individual children may overlap both younger and older chronological programs.

### **Stimulus Attributes:**

Stimulus may include why and how individual children may overlap both younger and older chronological programs.

Stimulus may include the benefits and challenges of diverse age groups interacting in a school age environment.

Stimulus may also include ages and stages that pertain to school-age children.

### **Response Attributes:**

Responses may include why and how individual children may overlap both younger and older chronological programs.

Responses may include how to integrate multiple age groups into one setting.

Responses should include expectations of school-age children and how to prepare environments to be safe for diverse ages.

Responses may include how children develop at their own rate.

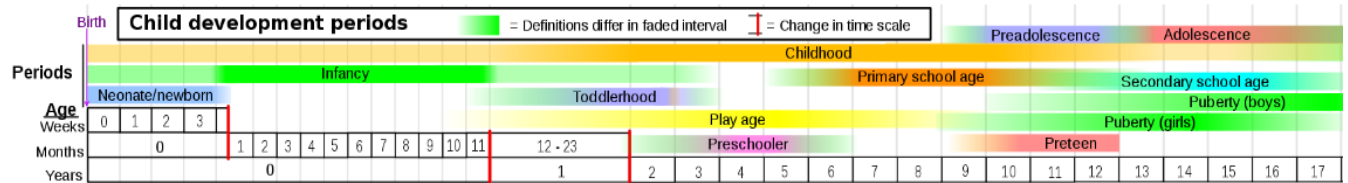
### **Sample Item:**

Course Name: Early Childhood Education New 3

Course Number: 8405130

## Item Specifications

Stimulus: Although developmental change typically runs parallel with chronological age, age itself cannot cause development. Use the given chart to provide an explanation of how individual children may overlap both younger and older chronological programs.



Rubric:

- 4 Points The response includes a thorough and comprehensive description of how children can overlap both younger and older chronological programs. The response provides at least two examples.
- 3 Points The response includes a partial description of how children can overlap both younger and older chronological programs. The response provides at least one example.
- 2 Points The response includes a minimal description of how children can overlap both younger and older chronological programs. The response may provide one correct example.
- 1 Point The response includes an inaccurate description of how children can overlap both younger and older chronological programs. The response does not provide at least one correct example.

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

**Standard:** 26.0 Describe the history of school-age child care and the development and diversity of school-age children.

**Benchmark:** 26.06 Demonstrate how a caregiver can plan to meet the social, emotional, physical, and cognitive needs of each child.

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

**Item Types:** Constructed Response, Performance Task

**Content Limits:** Items should be limited to demonstrating how a caregiver can plan to meet the social, emotional, physical, and cognitive needs of each child.

### **Stimulus Attributes:**

Stimulus may include how a caregiver can plan to meet the social, emotional, physical, and cognitive needs of each child.

Stimulus may include the demonstration of how a caregiver can plan to meet the social, emotional, physical, and cognitive needs of each child.

### **Response Attributes:**

Responses may include how a caregiver can plan to meet the social, emotional, physical, and cognitive needs of each child.

Responses may include a demonstration of how a caregiver can plan to meet the social, emotional, physical, and cognitive needs of each child.

### **Sample Item:**

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

Stimulus: Choose three activities that demonstrate how a caregiver can meet the social, emotional, physical, and cognitive needs of each child in a classroom. In a one page essay, thoroughly discuss the activities and describe how each will meet the needs of the children.

Rubric:

- |          |   |
|----------|---|
| 4 Points | The written response includes a thorough description of three specific activities designed to meet the social, emotional, physical, or cognitive needs of school-age children. The response includes a through description as to how each activity meets the needs of the children. |
| 3 Points | The written response includes a partial description of three specific activities designed to meet the social, emotional, physical, or cognitive needs of school-age children. The response includes a partial description as to how each activity meets the needs of the children.  |
| 2 Points | The written response includes a partial description of at least one specific activity designed to meet the social, emotional, physical or cognitive needs of school-age children. The response may not include a description of how each activity meets the needs of the children.  |
| 1 Point  | The written response includes a poor description of one activity designed to meet social, emotional, physical, or cognitive needs of school-age children. The response may not include a description of how the activity meets the needs of the children.                           |

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## Item Specifications

**Standard:** 27.0 Plan and provide for developmentally appropriate care giving environments for students with special needs.

**Benchmark:** 27.01 Maintain safe, healthy, and developmentally appropriate supplies, materials, and equipment.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to maintaining safe, healthy, and developmentally appropriate supplies, materials, and equipment.

### Stimulus Attributes:

Stimulus may include maintenance of safe, healthy, and developmentally appropriate supplies, materials, and equipment.

Stimulus items will include procedures to keep a child care center safe, healthy, and supplied with DAP materials and equipment.

Stimulus items will include determining which procedures take priority over others.

Stimulus items will include products for keeping center clean, sanitized, and disinfected.

### Response Attributes:

Responses may include the maintenance of safe, healthy, and developmentally appropriate supplies, materials, and equipment.

Responses will include procedures to keep a child care center safe, healthy, and supplied with DAP materials and equipment.

Responses will include what procedures take precedence over other procedures.

Responses will include identifying products that are safe and provide sanitation and disinfecting.

### Sample Item:

Upon arrival at the center each day, which routine should be mandatory?

- A. Clean and sanitize the bathroom. Make sure there are enough supplies including soap, paper, and towels.
- \* B. Walk-around the room with a checklist and make sure there are no hazards present.
- C. Start a load of laundry and sanitize all sheets and blankets to be used each day.
- D. Check all supplies, materials, and toys to make sure there is an ample supply.



**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## Item Specifications

**Standard:** 27.0 Plan and provide for developmentally appropriate care giving environments for students with special needs.

**Benchmark:** 27.02 Provide safe, healthy, and developmentally appropriate environments within the care giving setting.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to providing safe, healthy, and developmentally appropriate environments within the care giving setting.

### Stimulus Attributes:

Stimulus may include a safe, healthy, and developmentally appropriate environment within the care giving setting.

Stimulus items may include descriptors of developmentally appropriate environments that are safe.

Stimulus items may identify safe and unsafe practices.

Stimulus items may include descriptors of developmentally appropriate environments that are healthy.

Stimulus items may identify healthy practices and may include unhealthy practices.

### Response Attributes:

Responses may include the safe, healthy, and developmentally appropriate environments within the care giving setting.

Responses may include developmentally appropriate activities that are safe.

Responses may include environments that are developmentally appropriate and safe.

Responses may exclude practices that are unsafe.

Responses may exclude environments that are unsafe.

Responses may include developmentally appropriate activities environments that are healthy.

Responses may identify healthy and safe developmentally appropriate activities.

### Sample Item:

One aspect of providing developmentally appropriate and healthy environments is to help children take care of their dental needs. This can be **BEST** accomplished by

- A. asking parents to pack a toothbrush and toothpaste each day for their child and kept in their backpack.
- B. keeping all labeled toothbrushes hanging on the wall in the bathroom.
- \* C. keeping all toothbrushes in the bathroom in a covered container, labeled with each child's name.
- D. keeping all toothbrushes in a mug near the bathroom sink.

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

**Standard:** 27.0 Plan and provide for developmentally appropriate care giving environments for students with special needs.

**Benchmark:** 27.03 Demonstrate adaptations to include children with special needs in classroom activities.

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

**Item Types:** Constructed Response, Performance Task

**Content Limits:** Items should be limited to demonstrating adaptations to include children with special needs in classroom activities.

### **Stimulus Attributes:**

Stimulus may include adaptations to include children with special needs in classroom activities.

Stimulus may include demonstrations of adaptations to include children with special needs in classroom activities.

Stimulus may include scenarios that include items requiring accommodations.

Stimulus may have descriptors that define accommodations for specific special needs.

Stimulus may include scenarios with descriptors of the environment requiring analysis to determine appropriate adaptation(s).

### **Response Attributes:**

Responses may include adaptations to include children with special needs in classroom activities.

Responses may include demonstrations of adaptations to include children with special needs in classroom activities.

Responses may include items needed to make accommodations.

Responses may define specific accommodations for specific special needs.

Responses may include identifying appropriate room arrangement (environment) and inappropriate room arrangement.

Responses may include identifying items that meet children's special needs requirements.

### **Sample Item:**

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## Item Specifications

Stimulus: In the one-year old classroom, Miss Sophie has an 18-month old named Tyler, who is not able to pick up pieces of a puzzle very well or do other fine motor activities. Describe what adaptation you could use to help the 18-month old develop stronger fine motor skills and specifically how that adaptation would help Tyler?

Rubric:

- |          |   |
|----------|---|
| 4 Points | The response includes an adaptation that is age-appropriate. The response includes an adaptation that is appropriate for developing fine motor skills. The response includes a thorough explanation as to how the specific adaptation would help Tyler. |
| 3 Points | The response includes an adaptation that is age-appropriate. The response includes an adaptation that is appropriate for developing fine motor skills. The response includes a partial explanation as to how an adaptation would help Tyler.            |
| 2 Points | The response includes an adaptation that may not be appropriate for developing fine motor skills. The response may not include an explanation of how the adaptation would help Tyler.   |
| 1 Point  | The response does not include an adaptation appropriate for developing fine motor skills. The response may not include an explanation of how an adaptation would help Tyler.  |

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## Item Specifications

**Standard:** 27.0 Plan and provide for developmentally appropriate care giving environments for students with special needs.

**Benchmark:** 27.04 Identify the steps or process for working with parents when a developmental delay is suspected.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to identifying the steps or process for working with parents when a developmental delay is suspected.

### Stimulus Attributes:

Stimulus may include the steps or process for working with parents when a developmental delay is suspected.

Stimulus items may include descriptors identifying agencies that screen, serve, and assist children with developmental delays and their families.

Stimulus items may include descriptors identifying assessment tools designed to help determine if developmental delays may be present.

Stimulus items may include communication skills needed to inform parents a developmental delay is suspected.

Stimulus items may include descriptors of referral process and resources available to assist and/or agencies who can help diagnose any delays in development.

### Response Attributes:

Responses may reflect the steps or process for working with parents when a developmental delay is suspected.

Responses may include identification of agencies that screen, serve, and assist children with developmental delays and their families.

Responses may include naming assessment and observation forms to use when developmental delays are suspected.

Responses may include identifying communication skills to notify families of suspected delays.

Responses may include identifying resources available to assist children with developmental delays and their families.

Responses may include identifying agencies who can screen, diagnose, serve, and assist children with developmental delays and their families.

### Sample Item:

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

### **Item Specifications**

Miss Vera has a three-year-old girl in her classroom who struggles to see books, toys, her own artwork, and outdoor toys such as soccer balls. When she tries to see pictures, she holds the picture so close to her eyes the picture almost touches her face. Miss Vera talks to the parent about agencies that can give the child a free vision screening. What agency would Miss Vera tell the parent about?

- A. a center for autism and related disabilities
- B. Early Childhood Coalition
- C. Women, Infants, and Children
- \* D. Florida Diagnostic and Learning Resource System

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

**Standard:** 27.0 Plan and provide for developmentally appropriate care giving environments for students with special needs.

**Benchmark:** 27.05 Demonstrate care-giving skills related to Universal Infection Control System.

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

**Item Types:** Constructed Response, Performance Task

**Content Limits:** Items should be limited to demonstrating care-giving skills related to Universal Infection Control System.

### **Stimulus Attributes:**

Stimulus may address care-giving skills related to Universal Infection Control System.

Stimulus may address demonstrations of care-giving skills related to Universal Infection Control System.

### **Response Attributes:**

Responses may reflect the care-giving skills related to Universal Infection Control System.

Responses may reflect a demonstration of the care-giving skills related to Universal Infection Control System.

### **Sample Item:**

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

### **Item Specifications**

Stimulus: While the children are playing in centers, Mrs. Cindy notices that one of the children is showing signs of a fever and seems to have a rash. Demonstrate care-giving skills by describing and detailing the procedures and process to use in accordance with the Universal Infection Control System.

- |          |   |
|----------|---|
| 4 Points | The response indicates a thorough understanding of the procedures and process used in the situation in accordance with the Universal Infection Control System. The response includes a correct rationale as to why a particular action should be taken. |
| 3 Points | The response indicates a partial understanding of the procedures and process used in the situation in accordance with the Universal Infection Control System. The response includes a correct rationale as to why a particular action should be taken.  |
| 2 Points | The response indicates an minimal understanding of the procedures and process used in the situation in accordance with the Universal Infection Control System. The response may not include rationale as to why a particular action should be taken.    |
| 1 Point  | The response indicates a poor understanding of the procedures and process used in the situation in accordance with the Universal Infection Control System. The response does not include rationale as to why a particular action should be taken.       |

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

**Standard:** 27.0 Plan and provide for developmentally appropriate care giving environments for students with special needs.

**Benchmark:** 27.06 Demonstrate appropriate techniques for seizure management and positioning techniques.

**Depth of Knowledge:** Moderate Complexity

**Item Types:** Constructed Response, Performance Task

**Content Limits:** Items should be limited to demonstration of appropriate techniques for seizure management and positioning techniques.

### **Stimulus Attributes:**

Stimulus may address appropriate techniques for seizure management and positioning techniques.

Stimulus may address a demonstration of the appropriate techniques for seizure management and positioning techniques.

### **Response Attributes:**

Responses may reflect appropriate techniques for seizure management and positioning techniques.

Responses may reflect a demonstration of the appropriate techniques for seizure management and positioning techniques.

### **Sample Item:**



**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

Task: A child has just had a seizure on the playground. Demonstrate the steps to follow to treat the child appropriately. The role-play should include proper care and positioning of the victim and thorough understanding of proper procedures.

Rubric:

- |          |   |
|----------|---|
| 4 Points | The role-play demonstrates the proper steps to follow to treat the child. The response includes a correct demonstration of the proper care and positioning techniques for the victim. The response displays a thorough understanding of proper care procedures. |
| 3 Points | The role-play demonstrates the proper steps to treat the child. The response includes a partial demonstration of the proper care and positioning techniques for the victim. The response displays a partial understanding of proper care procedures.            |
| 2 Points | The role-play demonstrates most of the proper steps to follow to treat the child. The response includes a minimal demonstration of care and positioning techniques for the victim. The response displays a minimal understanding of proper care procedures.     |
| 1 Point  | The role-play demonstrates few of the proper steps to follow to treat the child. The response includes a poor demonstration of care and positioning techniques for the victim. The response may not display an understanding of proper care procedures.         |

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

**Standard:** 28.0 Plan and implement classroom management techniques for preschoolers.

**Benchmark:** 28.01 Develop and implement a plan to meet short and long term goals.

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

**Item Types:** Constructed Response, Performance Task

**Content Limits:** Items should be limited to developing and implementing a plan to meet short and long term goals.

### **Stimulus Attributes:**

Stimulus may address developing and implementing a plan to meet short and long term goals.

Stimulus items may include information on appropriate goals for caregivers to seek in classroom management.

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

### **Response Attributes:**

Responses may represent developing and implementing a plan to meet short and long term goals.

Responses may include a list of goals for classroom management.

Responses may include comparing and contrasting short and long term goals.

### **Sample Item:**

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

### **Item Specifications**

Stimulus: In a one-page essay, identify and describe three appropriate short term goals and your plan to implement them to meet the established long term goal of a well-managed preschool class.

Rubric:

- |          |  |
|----------|--|
| 4 Points | The response will include the identification of three appropriate short term goals to meet the long term goal of a well-managed preschool class. A thorough and accurate description of the actions planned to accomplish each short term goal is presented. |
| 3 Points | The response will include the identification of two appropriate short term goals to meet the long term goal of a well-managed preschool class. A partial and accurate description of the actions planned to accomplish each short term goal is presented.    |
| 2 Points | The response will include the identification of one appropriate short term goal to meet the long term goal of a well-managed preschool class. An accurate but minimal description of the actions planned to accomplish the short term goal is presented.     |
| 1 Point  | The response may include the identification of a short term goal to meet the long term goal of a well-managed preschool class. A poor description or inaccurate description of actions planned to accomplish the short term goal is presented.               |

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## Item Specifications

**Standard:** 28.0 Plan and implement classroom management techniques for preschoolers.

**Benchmark:** 28.02 Identify appropriate teaching techniques to meet various learning styles.

**Depth of Knowledge:** Low Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to identifying appropriate teaching techniques to meet various learning styles.

### Stimulus Attributes:

Stimulus may address the appropriate teaching techniques to meet various learning styles.

Stimulus items may include positive guidance, redirection, and choices.

Stimulus items may include what these are and how to implement in into the classroom.

### Response Attributes:

Responses may reflect the appropriate teaching techniques to meet various learning styles.

Responses may include specific examples and/or scenarios of positive guidance, redirection, and choices.

### Sample Item:

Which would be considered an appropriate choice of statements for a teacher to say to a preschool child?

- A. "Sit down and cross your legs."
- \* B. "Clean the art area or the block area."
- C. "Clean up or go to time out."
- D. "Would you like to clean up now?"

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## Item Specifications

**Standard:** 28.0 Plan and implement classroom management techniques for preschoolers.

**Benchmark:** 28.03 Identify developmentally appropriate supplies and teaching materials.

**Depth of Knowledge:** Low Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to identifying developmentally appropriate supplies and teaching materials.

### Stimulus Attributes:

Stimulus may address identifying developmentally appropriate supplies and teaching materials.

Stimulus items may include suggested preschool materials listed in NAEYC developmental appropriate classrooms.

Stimulus items may inform caregivers where materials could be placed in the classroom.

### Response Attributes:

Responses may reflect identifying developmentally appropriate supplies and teaching materials.

Responses may include items and materials that are recommended in preschool classrooms.

Responses may include scenarios of where a caregiver could place the materials.

### Sample Item:

Mr. Thompson was taking his daughter Mariah to her first day of preschool. When Mr. Thompson and Mariah walked in to the school, Mr. Thompson stated that it looked very similar to what he had envisioned. What did Mr. Thompson **MOST** expect to see?

- A. flashcards, paint, children working at desks
- B. worksheets, television, puzzles
- \* C. blocks, dress up clothes, children in centers
- D. dittos, ABC cards, radio

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

**Standard:** 28.0 Plan and implement classroom management techniques for preschoolers.

**Benchmark:** 28.04 Arrange learning centers for a variety of activities.

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

**Item Types:** Constructed Response, Performance Task

**Content Limits:** Items should be limited to arranging learning centers for a variety of activities.

### **Stimulus Attributes:**

Stimulus may address arranging learning centers for a variety of activities.

Stimulus may reflect demonstrations of the arrangement of learning centers for a variety of activities.

Stimulus items may include NAYEC recommendations on preparing learning centers.

Stimulus items may include activities and materials appropriate for each center.

### **Response Attributes:**

Responses may reflect arranging learning centers for a variety of activities.

Responses may reflect demonstrations of the arrangement of learning centers for a variety of activities.

Responses may include choosing materials to be placed in each center.

Responses may include activities for each center.

### **Sample Item:**

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

**Task:** The student is provided with a design of the center and cut-outs representing key elements of learning centers. Create a room arrangement that takes into account all aspects of design including, but not limited to room flow, classroom management, and inviting environment. After creating the arrangement, the student will present the plan and articulate the rationale for cut-out placements.

**Rubric:**

- |          |   |
|----------|---|
| 4 Points | The response includes a complete and comprehensive design plan. The response includes placement of cut-outs in a complete and effective manner. The response includes a presentation in which the student effectively articulates the rationale for placements. The rationale is soundly based on what is commonly considered effective classroom makeup. |
| 3 Points | The response includes a complete and reasonable design plan. The response includes placement of cut-outs in a complete and effective manner. The response includes a presentation in which the student correctly articulates the rationale for placements. The response may be based on effective classroom makeup.                                       |
| 2 Points | The response includes a complete design plan. The response includes placement of cut-outs in a complete manner. The response does not include a presentation in which the student articulates the rationale for placements.   |
| 1 Point  | The response does not include a complete design plan. The response includes placement of cut-outs in an incorrect manner. The response does not include a presentation in which the student articulates the rationale for placements.   |

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

**Standard:** 28.0 Plan and implement classroom management techniques for preschoolers.

**Benchmark:** 28.05 Assist with planning and implementing developmentally appropriate special events such as field trips, cultural activities, and holiday programs.

**Depth of Knowledge:** Moderate Complexity

**Item Types:** Constructed Response, Performance Task

**Content Limits:** Items should be limited to assist with planning and implementing developmentally appropriate special events such as field trips, cultural activities, and holiday programs.

### **Stimulus Attributes:**

Stimulus may address the planning and implementation of developmentally appropriate special events such as field trips, cultural activities, and holiday programs.

Stimulus items may include the importance of special events.

Stimulus items may include the objectives of special events.

Stimulus items may include recommendations from NAEYC concerning special events.

### **Response Attributes:**

Responses may reflect the planning and implementation of developmentally appropriate special events such as field trips, cultural activities, and holiday programs.

Responses may include how to implement special events.

Responses may include appropriate practices for special events.

### **Sample Item:**



**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

Stimulus: Mr. Rivera was planning to take his students on a field trip to a nearby tree farm to identify trees and leaves. Assist Mr. Rivera with this field trip by listing the steps needed to plan the field trip, the essential items that should be taken, and how this trip would tie into curriculum.

Rubric:

- |          |   |
|----------|---|
| 4 Points | The response identifies all of the necessary steps to plan and carry out a field trip. The response includes a thorough and comprehensive list of items that should be taken on the field trip. The response includes a description of how the field trip would tie into the curriculum being used. |
| 3 Points | The response identifies most if not all of the necessary steps to plan and carry out a field trip. The response includes a complete list of items that should be taken on the field trip. The response includes a description of how the field trip would tie into the curriculum being used.       |
| 2 Points | The response identifies some of the necessary steps to plan and carry out a field trip. The response includes a list of items that should be taken on the field trip. The response does not include a description of how the field trip would tie into the curriculum being used.                   |
| 1 Point  | The response identifies few of the necessary steps to plan and carry out a field trip. The response does not include a list of items that should be taken on the field trip. The response does not include a description of how the field trip would tie into the curriculum being used.            |

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

**Standard:** 28.0 Plan and implement classroom management techniques for preschoolers.

**Benchmark:** 28.06 Maintain children's records.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to maintaining children's records.

### **Stimulus Attributes:**

Stimulus may address the skills needed to maintain children's records.

Stimulus items may include state regulation policies on maintaining student records.

Stimulus items may include the importance of maintaining children's records.

### **Response Attributes:**

Responses may reflect the skills needed to maintain children's records.

Responses may include how to maintain records and where to maintain records.

### **Sample Item:**

According to best practices for teachers, where should children's records be maintained?

- A. in close proximity to the door
- B. on the wall next to the exit
- \* C. in a private place easy to access
- D. in two locations in the center

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

**Standard:** 28.0 Plan and implement classroom management techniques for preschoolers.

**Benchmark:** 28.07 Participants will evaluate and demonstrate how teacher intentionality promotes development and enhances learning for children birth-age 8.

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

**Item Types:** Constructed Response, Performance Task

**Content Limits:** Items should be limited to evaluating and demonstrating how teacher intentionality promotes development and enhances learning for children birth-age 8.

### **Stimulus Attributes:**

Stimulus may address how teacher intentionality promotes development and enhances learning for children birth-age 8.

Stimulus items may include NAEYC developmental appropriate recommendations regarding children's assessment.

Stimulus items may include how to promote learning by implementing appropriate activities for children birth-age 8.

### **Response Attributes:**

Response may reflect how teacher intentionality promotes development and enhances learning for children birth-age 8.

Responses may include appropriate scenarios for assessment.

Responses may include a compare and contrast of activities for specific age groups.

### **Sample Item:**

### Item Specifications

Stimulus: A child starts saying nonsense words that rhyme. Looking at a developmental milestone chart, identify and describe what domain and in what age range this skill typically develops. In addition, describe how a teacher can intentionally promote development and enhance learning for children, birth to age 8.

#### Language & Communication

Characteristic	Birth to 8 Months	8 to 18 Months	18 to 24 Months	24 to 36 Months
Listening and understanding	<ul style="list-style-type: none"> <li>Responding to frequently heard sounds and words</li> <li>Moving their arms and legs when they hear a familiar voice</li> <li>Turning their head toward a sound</li> <li>Paying attention to the language used in their home</li> </ul>	<ul style="list-style-type: none"> <li>Showing increased understanding of gestures and words</li> <li>Stopping, sometimes, when told</li> <li>Looking in the right way when asked, "Where is the kitty?"</li> <li>Paying attention to interesting things in the environment when prompted</li> </ul>	<ul style="list-style-type: none"> <li>Gaining meaning through listening</li> <li>Pointing to body parts when asked</li> <li>Patting a picture of a dog in a book when asked, "Where is the dog?"</li> <li>Finding their shoes when its time to get dressed</li> </ul>	<ul style="list-style-type: none"> <li>Listening for longer periods of time</li> <li>Reacting to funny parts of stories by laughing or smiling</li> <li>Responding appropriately to questions about picture books</li> <li>Understanding and reacting to gestures</li> </ul>
Demonstrates communication and developing speaking abilities	<ul style="list-style-type: none"> <li>Using a variety of sounds and movements to communicate</li> <li>Beginning to coo and babble</li> <li>Experimenting with different types of sounds</li> </ul>	<ul style="list-style-type: none"> <li>Using consistent sounds, gestures and some words to communicate</li> <li>Pointing, gesturing or making sounds to indicate wants and needs</li> <li>Saying a few words such as "mama" and "dada"</li> </ul>	<ul style="list-style-type: none"> <li>Using a growing number of words and puts words together</li> <li>Using two-word sentences</li> <li>Attending to and tries to take part in conversations</li> </ul>	<ul style="list-style-type: none"> <li>Speaks clearly enough to be understood by most listeners</li> <li>Beginning to use the rules of grammar, descriptive words, personal pronouns and position words (such as up, under or behind) in their speech</li> <li>Using questions to keep conversations going</li> </ul>
Demonstrates emergent literacy	<ul style="list-style-type: none"> <li>Enjoying the sounds and rhythms of language</li> <li>Exploring books by chewing, shaking and banging</li> <li>Babbling while looking at books with parents, caregivers or teachers</li> </ul>	<ul style="list-style-type: none"> <li>Building and using vocabulary through direct experiences and involvement with pictures and books</li> <li>Enjoying patterns of rhythm and repetition in their home language</li> <li>Showing a memory of parts of stories and songs</li> </ul>	<ul style="list-style-type: none"> <li>Showing motivation to read and asking that favorite stories and rhymes are repeated</li> <li>Learns that pictures represent real objects, events, and ideas</li> <li>Beginning to make connections between their own experiences and ideas in books and stories</li> </ul>	<ul style="list-style-type: none"> <li>Shows growing interest in print and books</li> <li>Demonstrating some book-reading skills</li> <li>Sometimes choosing books over other activities</li> </ul>
Demonstrates developing writing ability	<ul style="list-style-type: none"> <li>Developing eye-hand coordination and more intentional hand control</li> <li>Passing objects from one hand to the other</li> <li>Mimicking hand clapping and waving "bye-bye"</li> <li>Watching activities of others and imitates sounds, facial expressions and actions</li> </ul>	<ul style="list-style-type: none"> <li>Uses tools to make scribbles</li> <li>Showing their own marks made on paper to others</li> <li>Repeats actions that symbolize meaningful ideas</li> <li>Moving toward the door when their parents get ready to leave</li> </ul>	<ul style="list-style-type: none"> <li>Makes purposeful marks on paper</li> <li>Uses a variety of tools such as pencils, markers, crayons and paints</li> <li>Drawing horizontal and some vertical lines</li> <li>Using beginning representation through play that imitates familiar routines</li> </ul>	<ul style="list-style-type: none"> <li>Uses scribbles and unconventional shapes to convey messages</li> <li>Holding a pencil with thumb and forefinger instead of their fist</li> <li>Telling others about their drawings and asking adults to write their stories</li> <li>Using more complicated initiative play as symbolic thought processes and mental concepts or pictures are developed</li> </ul>

#### Language & Communication

Characteristics	3 Year Olds	4 Year Olds	5 Year Olds	School Age
Gains meaning through listening and follows directions	<ul style="list-style-type: none"> <li>Listening attentively to stories</li> <li>Conversing with a teacher</li> <li>Following two-step directions</li> <li>Matching movements and actions to the music and directions in a song</li> </ul>	<ul style="list-style-type: none"> <li>Carrying on a conversation later that extends a thought expressed to the group earlier</li> <li>Understanding an announcement made by the teacher</li> <li>Understanding audio-taped stories</li> <li>Following two- or three-step directions</li> </ul>	<ul style="list-style-type: none"> <li>Listens for meaning in discussions and conversations</li> <li>Asking questions to clarify their understanding</li> <li>Recognizing the intent behind the words of their peers, such as an apology</li> <li>Following directions that involve a series of actions</li> </ul>	<ul style="list-style-type: none"> <li>Understanding and carrying out multiple step directions</li> <li>Asking increasingly sophisticated questions to expand their understanding</li> <li>Understanding of the role of context in stories or speech</li> </ul>
Show speaking ability	<ul style="list-style-type: none"> <li>Speaking clearly enough to be understood by most listeners</li> <li>Being understood when requesting information</li> <li>Describing a recent event and answering questions about it</li> </ul>	<ul style="list-style-type: none"> <li>Speaking clearly enough to be understood without contextual clues</li> <li>Accurately delivering a message from home to the teacher</li> <li>Using common social conventions, such as "please" and "thank you" with reminders</li> </ul>	<ul style="list-style-type: none"> <li>Speaking clearly and conveys ideas effectively</li> <li>Retelling events using more than short phrases</li> <li>Participating in conversations on the playground, speaking loudly enough to be heard by the group</li> </ul>	<ul style="list-style-type: none"> <li>Speaking clearly and convincingly with emotion and/or logic</li> <li>Imitating slang</li> <li>Following the rules of conventional grammar in conversation</li> <li>Conversing fluently with adults</li> </ul>
Uses expanded vocabulary and language for a variety of purposes	<ul style="list-style-type: none"> <li>Using a word learned from a story book</li> <li>Making up silly sounding words</li> <li>Repeating short rhyming verses</li> </ul>	<ul style="list-style-type: none"> <li>Using words to communicate their feelings</li> <li>Asking questions related to the topic of discussion</li> </ul>	<ul style="list-style-type: none"> <li>Trying out a new word</li> <li>Telling a friend a joke or making up new jokes</li> <li>Noticing a word they don't know and trying to decode it from contextual clues</li> </ul>	<ul style="list-style-type: none"> <li>Learning as many as five to ten new words each day</li> <li>Using appropriate verb tenses, word order and sentence structure</li> <li>Language becoming more precise and elaborate with a greater use of descriptive adjectives and adverbs</li> </ul>

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

Rubric:

- |          |  |
|----------|--|
| 4 Points | The response correctly identifies the domain that is associated with the action. The response correctly identifies the age range in which the skill develops. The response thoroughly describes how a teacher can promote development and enhance learning of children. The description has many details.      |
| 3 Points | The response may correctly identify the domain that is associated with the action or the response may correctly identify the age range in which the skills develop. The response correctly describes how a teacher can promote development and enhance learning of children. The description has some details. |
| 2 Points | The response may identify the domain that is associated with the action and/or correctly identify the age range in which the skill develops. The response correctly describes how a teacher can promote development and enhance learning of children. The description has few details.                         |
| 1 Point  | The response does not identify the domain that is associated with the action and/or correctly identify the age range in which the skill develops. The response incorrectly describes how a teacher can promote development and enhance learning of children.   |

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## Item Specifications

**Standard:** 29.0 Demonstrate how schedules, spaces, and experiences create environments that promote children's total growth and development.

**Benchmark:** 29.01 Evaluate all aspects of an environment that provides opportunities for children to learn through their play.

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

**Item Types:** Constructed Response, Performance Task

**Content Limits:** Items should be limited to evaluating all aspects of an environment that provides opportunities for children to learn through their play.

### Stimulus Attributes:

Stimulus may address all aspects of an environment that provides opportunities for children to learn through their play.

Stimulus may include assessment tools to evaluate a child-care setting environment, for example ECRS.

Stimulus may include descriptors of problem-solving opportunities that occur during play.

Stimulus may include descriptors of critical thinking skills that occur during play.

Stimulus may include descriptors identifying environmental elements of room arrangement that facilitate learning through play.

### Response Attributes:

Responses may reflect all aspects of an environment that provides opportunities for children to learn through their play.

Responses include identifying and using assessment tools to evaluate the environment in a childcare setting.

Responses may include problem-solving steps that occur during play.

Responses may include critical-thinking and verbal language skills that develop through play.

Responses may include identifying elements of the environment that facilitate learning, including room arrangement.

### Sample Item:

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## Item Specifications

Stimulus: Ms. Veronica's class has 12-month to 15-month old babies. Half of her room is taken up by cribs, and the other half is an open space with a row of shelves with age-appropriate toys. In an essay, evaluate Ms. Veronica's classroom environment and describe how she can improve her classroom set-up to encourage gross motor development. Provide at least four specific examples for how she might improve the classroom environment and explain how these changes will encourage gross motor development.

Rubric:

- |          |   |
|----------|---|
| 4 Points | The response shows a thorough understanding of how to create an environment that encourages gross motor development. The response accurately describes four changes to the classroom set up. The response provides an accurate and comprehensive explanation of how these changes will encourage gross motor development.   |
| 3 Points | The response shows basic understanding of how to create an environment that encourages gross motor development. The response accurately describes three changes to the classroom set up. The response provides an accurate explanation of how these three changes will encourage gross motor development. The explanation may include a few minor inaccuracies.   |
| 2 Points | The response shows a partial understanding of how to create an environment that encourages gross motor development. The response accurately describes two changes to make to the classroom environment. The response includes an explanation of how these changes will encourage gross motor development, but there may be some inaccuracies in the explanation.  |
| 1 Point  | The response shows a poor understanding of how to create an environment that encourages gross motor development. The response accurately describes fewer than two appropriate changes to make to the classroom which would encourage gross motor development. The response may include a brief explanation of how these changes will encourage gross motor development, but the explanation includes many inaccuracies and errors. The response may be minimal and vague. |

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## Item Specifications

**Standard:** 29.0 Demonstrate how schedules, spaces, and experiences create environments that promote children's total growth and development.

**Benchmark:** 29.02 Assist with planning and implementing schedules that include active and quiet times, individual, small, and large group experiences, as well as, child and adult initiated activities.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to planning and implementing schedules that include active and quiet times, individual, small, and large group experiences, as well as, child and adult initiated activities.

### Stimulus Attributes:

Stimulus may address the planning and implementing schedules that include active and quiet times, individual, small, and large group experiences, as well as, child and adult initiated activities.

Stimulus may include descriptors of concepts required to meet the learning and developmental goals of children.

Stimulus may include scenarios of best practices in planning and implementing schedules and activities.

Stimulus may include descriptors that identify child and adult initiated activities.

Stimulus may include identifying various ways to create and implement schedules (visual daily schedule, pictorial daily schedule, schedule by hour, etc).

### Response Attributes:

Responses may reflect the planning and implementing schedules that include active and quiet times, individual, small, and large group experiences, as well as, child and adult initiated activities.

Responses may include methods to plan goals and effective activities for children.

Responses may include best practices in planning schedules and activities.

Responses may include identifying child-initiated and adult-initiated activities.

Responses may include identifying various types of schedules.

### Sample Item:



**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## Item Specifications

Stimulus: Create a weekly block lesson plan. The lesson plan for a five-day week must include active and quiet times; individual, small, and large group experiences, as well as child and adult initiated activities.

Rubric:

- |          |  |
|----------|--|
| 4 Points | The response is a comprehensive weekly block lesson plan. The lesson plan is age-appropriate and includes activities suited to the topics. Each day's plan includes active and quiet times; individual, small, and large group experiences; and child and adult initiated activities.  |
| 3 Points | The response is a weekly block lesson plan. The lesson plan includes many activities that are age-appropriate and suited to the topic, but a few activities may not be age-appropriate or appropriate for the topic. The plans for four days of the week include active and quiet times; individual, small, and large group experiences; and child and adult initiated activities. |
| 2 Points | The response is a weekly block lesson plan. The lesson plan includes some activities that are age-appropriate and related to the lesson. The plans for at least two of the days include each of the following: active and quiet times; individual, small, and large group experiences; and child and adult initiated activities. The plan may be difficult to follow.              |
| 1 Point  | The response is a partially complete weekly block lesson plan. The lesson plan for the week is missing required components. Fewer than two days of the week include each of the following in their daily plan: active and quiet times, individual, small, or large group experiences, child and adult initiated activities. The plan is difficult to follow.                       |

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

**Standard:** 29.0 Demonstrate how schedules, spaces, and experiences create environments that promote children's total growth and development.

**Benchmark:** 29.03 Assist with planning and implementing techniques for facilitating children's successful participation in all aspects of a program.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to the planning and implementing techniques for facilitating children's successful participation in all aspects of a program.

### **Stimulus Attributes:**

Stimulus may address the techniques for facilitating children's successful participation in all aspects of a program.

Stimulus may include scenarios for implementing and facilitating learning experiences for children.

Stimulus may include descriptors of concepts to plan and implement schedules and activities effectively.

Stimulus may include a variety of formats for creating lesson plans.

Stimulus may include identifying developmentally appropriate practices for individual, small group, and large group experiences.

Stimulus may include identifying child-led activities and adult-led activities.

Stimulus may include identifying best practices in establishing and maintaining routines and schedules.

### **Response Attributes:**

Response may reflect the techniques for facilitating children's successful participation in all aspects of a program.

Responses may include concepts needed to plan and implement schedules and activities effectively.

Responses may include a variety of type lesson planning forms.

Responses may include activities appropriate for individuals, small groups, and large group experiences.

Responses may include child-led activities and adult-led activities.

Responses may include best practices regarding routines and schedules.

### **Sample Item:**

**Course Name:** Early Childhood Education New 3

**Course Number:** 8405130

## **Item Specifications**

Stimulus: Ms. Daisy is responsible for the three-year old classroom. The parent/guardians of the children in her classroom are always volunteering to help and know exactly what they can bring to supplement the planned learning experiences. Develop a lesson plan which includes parent/guardian contributions and participation to help facilitate the children's successful participation in all aspects of a program.

Rubric:

- |          |   |
|----------|---|
| 4 Points | The response is a comprehensive and complete lesson plan which includes many techniques to encourage the participation of the children in all aspects of the program. The activities effectively facilitate successful participation of the children by utilizing the parents/guardians in an appropriate way.  |
| 3 Points | The response is a complete lesson plan which includes some techniques to encourage the participation of the children in all aspects of the program. For the most part, the activities planned effectively facilitate participation of the children by utilizing the parents/guardians.  |
| 2 Points | The response is a lesson plan that uses a few techniques to encourage the successful participation of children in all aspects of the program. The activities are not effective at facilitating the participation of the children in all aspects of the program. The plan utilizes parents/guardians but there are many times where the children and adults are standing around or are not involved. |
| 1 Point  | The response is a lesson plan that poorly incorporates parents/guardians to facilitate the successful participation of the children in all aspects of the program. The plan includes few, if any, activities that encourage the participation of the children in all aspects of the program or utilize parents/guardians.   |