

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

**Standard:** 01.0 Identify rules and regulations which govern child care.

**Benchmark:** 01.01 Identify the need for child care.

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should be limited to information on major changes in the need for child care from 1940 to present.

**Stimulus Attributes:**

Stimulus may include examples of reasons why child care is needed.

Stimulus may represent a comparison between child care in the 1940s and today.

**Response Attributes:**

Responses may include descriptions of correct and incorrect reasons for why the need for child care has increased.

**Sample Item:**

Which statement is the primary reason for the increased need for child care over the last 10 years?

- \* A. more parents needing to take on second jobs
- B. a decrease in the number of single parents
- C. parents are feeling a greater need for more socialization in their lives
- D. increase in infant births requiring more centers to be opened

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## **Item Specifications**

**Standard:** 01.0 Identify rules and regulations which govern child care.

**Benchmark:** 01.02 Identify child care facilities that require licensing.

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should be limited to types of child care centers.

**Stimulus Attributes:**

Stimulus may include descriptions of child care facilities that require licensing.

Stimulus may include scenarios of different centers that may or may not require licensing.

**Response Attributes:**

Responses may include reasons child care facilities are required to be licensed.

Responses may include examples of child care facilities that do and do not require licensing.

**Sample Item:**

Which child care facility is exempt from child care licensing?

- \* A. home care with less than 3 students
- B. national child care chains
- C. Head Start facilities
- D. faith-based facilities

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

**Standard:** 01.0 Identify rules and regulations which govern child care.

**Benchmark:** 01.03 Identify the major areas of the child care standards.

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should be limited to major headings (i.e. health, safety, general requirements, and licensing requirements) from the Florida Administrative Code pertaining to child care.

**Stimulus Attributes:**

Stimulus may include descriptions of child care standards.

**Response Attributes:**

Responses may include correct and incorrect headings of the child care standards from the Florida Administrative Code.

**Sample Item:**

Which category is included in the Florida Administrative Code pertaining to child care standards?

- A. achievements
- \* B. training
- C. attendance expectations
- D. developmental milestones

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## **Item Specifications**

**Standard:** 01.0 Identify rules and regulations which govern child care.

**Benchmark:** 01.04 Identify the local licensing agency and its responsibilities.

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should be limited to Department of Child and Families licensing responsibilities.

### **Stimulus Attributes:**

Stimulus may include agencies and materials related to child care licensing.

Stimulus may include Department of Children and Families role in child care licensing.

Stimulus should not include regulatory laws.

Stimulus may include responsibilities of the local licensing agency.

### **Response Attributes:**

Responses may include agencies that do and do not develop rules and regulations for child care facilities.

Responses may include roles and non-roles of the department of Children and Families related to child care licensing.

### **Sample Item:**

What is a responsibility of the Department of Children and Families regarding child care?

- A. applying justice
- B. removing parental rights
- C. enforcing parental involvement
- \* D. licensing centers

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

**Standard:** 01.0 Identify rules and regulations which govern child care.

**Benchmark:** 01.05 Identify local fire, safety, sanitation, and health regulations.

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should be limited to overall or general requirements of the Department of Children and Families since counties differ.

### Stimulus Attributes:

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

Stimulus may include consequences of not following required fire, safety, sanitation and health regulations.

Stimulus may include scenarios of fire, safety, sanitation and health regulations that are being met and not met.

### Response Attributes:

Responses may include timeframes for required inspections.

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

Responses may include consequences of an unsafe environment.

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

### Sample Item:

How often does the health department regulation require child care centers to be inspected?

- A. once a month
- \* B. every six months
- C. once a year
- D. every two years

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

**Standard:** 01.0 Identify rules and regulations which govern child care.

**Benchmark:** 01.06 Identify minimum state standards for state screening owners, operators, staff, and volunteers of child care centers.

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should be limited to screening and background check requirements for school age child care facility staff in the Florida Administrative Code (65C-22006 Recordkeeping).

**Stimulus Attributes:**

Stimulus may include the Florida Administrative Code recordkeeping regulations.

Stimulus may include a narrative text describing a situation regarding minimum state standards or screening owners, operators, staff, and volunteers for school age child care facilities.

**Response Attributes:**

Responses may include components of a background screening.

Responses may include behaviors that would include or exclude an individual from meeting screening requirements.

Responses may include screening requirement and non-requirements of owners, operators, staff, and volunteers of child care facilities.

**Sample Item:**

John would like to volunteer at a local child care center. What will John need to do prior to volunteering?

- A. Register with the Department of Children and Families.
- B. Show proof of graduating from high school.
- \* C. Submit to a background check.
- D. Provide a copy of his driver's license to the school.

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

**Standard:** 01.0 Identify rules and regulations which govern child care.

**Benchmark:** 01.07 Identify current child care issues and proposed laws and ordinances that govern state and local licensing and inspection of child care facilities.

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should be limited to most recent update of the Florida Administrative Code and Florida Statutes.

### Stimulus Attributes:

Stimulus may include a narrative text that describes a situation regarding licensing and inspections at a school aged child care facility.

Stimulus should not identify a specific law or ordinance.

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

### Response Attributes:

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

Responses may include correct and incorrect descriptions of proposed laws and ordinances.

### Sample Item:

What group is responsible for creating the minimum child care standards for licensing?

- A. Office of Program Policy Analysis and Government Accountability
- \* B. Florida Legislature
- C. each independent child care provider
- D. Department of Children and Families

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## **Item Specifications**

**Standard:** 01.0 Identify rules and regulations which govern child care.

**Benchmark:** 01.08 Identify information concerning child discipline in state rule 65C-22.001-006.

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should be limited to content within the state rule 65C-22-001-006.

**Stimulus Attributes:**

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

Stimulus may include positive ways of child discipline.

**Response Attributes:**

Responses may include multiple ways of communicating discipline with parents.

Responses may include appropriate and inappropriate methods of child discipline.

**Sample Item:**

According to state rule 65C-22-001-006, which of the following discipline techniques is allowed in a child care setting?

- A. slapping their wrist when they touch things they shouldn't
- B. scaring the child to do the right thing
- C. telling them they can't leave the bathroom until they potty in the toilet
- \* D. placing a child in time-out to think about their actions



**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

**Standard:** 01.0 Identify rules and regulations which govern child care.

**Benchmark:** 01.09 Demonstrate methods of compliance with rules and regulations governing child caregivers.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should be limited to the Facility Rules and Regulations coursework. The following are most important: ratio limits, training and certification requirements, and health and safety procedures.

### Stimulus Attributes:

Stimulus may include the Florida Administrative Code governing child caregivers.

Stimulus may include ratio limits, training and certification requirements, and health and safety procedures.

Stimulus should not include the identification of any specific rules or regulations.

Stimulus may include a demonstration of knowledge regarding methods of compliance.

### Response Attributes:

Responses may include requirements detailed within the Facility Rules and Regulations coursework.

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

### Sample Item:

In Miss Sally's mixed age classroom she has 2 two-year olds, 5 three- year olds, and 6 four-year olds. How many staff members, in addition to Miss Sally, must be in the room in order to be in compliance?

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

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

**Standard:** 01.0 Identify rules and regulations which govern child care.

**Benchmark:** 01.10 Discuss professional ethics for the child and youth care field.

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should be limited to the ethical behavior of child caregivers. Items may include a discussion that includes an exchange of written ideas or the selection of appropriate ideas.

### Stimulus Attributes:

Stimulus may include examples of ethical and non-ethical behaviors of child caregivers.  
Stimulus may include scenarios used to present ethical and non-ethical behaviors of child caregivers.

### Response Attributes:

Responses may include ethical and/or non-ethical behaviors.

### Sample Item:

Which is an example of unethical behavior for a school aged child caregiver?

- A. helping a 2<sup>nd</sup> grade student complete his homework
- B. taking away a toy over which two children are fighting
- C. sending a child to time out for swearing
- \* D. placing a child in a room alone to think about their behavior

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

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

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

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

**Content Limits:** Items should be limited to creating clean work and play areas, proper hygiene practices, and implementation of written health policy. Items should be limited to safe, clean and healthy child care environments.

**Stimulus Attributes:**

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

Stimulus may include scenarios used to describe unsafe or unhealthy environments.

**Response Attributes:**

Responses may include descriptions of healthy and/or unhealthy characteristics of school aged child care centers.

Responses may include plans to create or the identification of positive learning environments.

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

**Sample Item:**

Which policy promotes the characteristics of a healthy child care environment?

- A. Staff members determine when to send children home with fevers.
- \* B. Staff members wash their hands before serving food.
- C. Staff members deal with injuries to children right away.
- D. Staff members clean tables twice a day, after snack and after lunch time.

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

**Benchmark:** 02.02 Describe ways to assist children with personal hygiene routines.

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

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

**Content Limits:** Items should be limited to hand washing procedures, toileting and tooth brushing procedures. Items may include a description that includes written ideas or the selection of appropriate ideas.

### Stimulus Attributes:

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

Stimulus may include pictures or diagrams of personal hygiene behaviors.

Stimulus may include outcomes of poor personal hygiene.

### Response Attributes:

Responses may include proper and/or improper activities to teach school aged children effective hand washing.

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

Responses may include consequences associated with personal hygiene.

### Sample Item:

Which is the **MOST** effective technique to properly wash hands for young children?

- \* A. Use soap and hot water to wash their hands.
- B. Keep reusable hand towels available for children to dry their hands.
- C. Encourage children to sing their ABCs while in the bathroom.
- D. Place sanitizer in the bathrooms for their use.

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## **Item Specifications**

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

**Benchmark:** 02.03 Develop a checklist for evaluations, safety, and sanitation features.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should address evaluation safety and sanitation requirements of a school age child care facility.

### **Stimulus Attributes:**

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

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

Stimulus may include features related to safety and sanitation.

Stimulus may include knowledge of the process to develop a checklist.

### **Response Attributes:**

Responses may include developing a safety and/or sanitation checklist.

Responses may include components of a safety and/or sanitation checklist.

### **Sample Item:**

When developing an outdoor safety checklist, what type of item should be checked on a daily basis?

- A. the amount of sand in the sandbox
- B. the condition of the bicycles and swings
- C. reasonable maintenance of the grass
- \* D. removal or repair of trip hazards

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## **Item Specifications**

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

**Benchmark:** 02.04 Recognize potential safety and fire hazard problems and plan ways to prevent accidents.

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

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

**Content Limits:** Items should be limited to elements of a safe environment.

### **Stimulus Attributes:**

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

Stimulus may include graphics, pictures or video material.

### **Response Attributes:**

Responses may address potential hazards or behaviors to remove hazards.

### **Sample Item:**

Ms. Deanna is new to Unlimited Learning After School. She completed a fire inspection and noticed that the classroom emergency exit does not accommodate the wheelchair that one of the students has to use. What should Ms. Deanna do next?

- A. Do nothing as long as the primary exit is adequate.
- B. Create a new emergency plan to utilize a different emergency exit.
- \* C. Have the emergency exit modified to accommodate the wheelchair.
- D. Move the wheelchair student to another classroom.

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

**Benchmark:** 02.05 Demonstrate evacuation procedures.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should be limited to evacuation drill procedures. Items may include a demonstration of knowledge through the selection of correct behaviors or performing required behaviors.

**Stimulus Attributes:**

Stimulus may include a scenario that requires the student to demonstrate the evacuation of a classroom or child care center.

**Response Attributes:**

Responses may include teacher behavior to evacuate a classroom or school aged child care center.

**Sample Item:**

Stimulus: Describe in two or three paragraphs the steps that you would take to evacuate your children from a classroom during a hurricane drill.

**Rubric:**

- |          |   |
|----------|---|
| 4 Points | Response demonstrates a thorough understanding of evacuation procedures. Response clearly explains all of the steps necessary. Response contains few grammatical errors.  |
| 3 Points | Response demonstrates a partial understanding of evacuation procedures. Response correctly explains most of the steps necessary. Response contains minor grammatical errors. Response may omit a step or include an incorrect step. |
| 2 Points | Response demonstrates a minimal understanding of evacuation procedures. The response explains some of the steps necessary. Response contains multiple grammatical errors. The response is incomplete or includes incorrect steps.   |
| 1 Point  | Response demonstrates a poor understanding of evacuation procedures. The response explains few of the steps necessary. Response contains major grammatical errors. The response is generally incorrect.                             |

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## **Item Specifications**

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

**Benchmark:** 02.06 Identify characteristics of a healthy child.

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should be limited to the three main aspects of a healthy child (appetite, activity and appearance).

### **Stimulus Attributes:**

Stimulus may address appetite, activity, and/or appearance.

Stimulus may include scenarios used to describe characteristics of healthy and unhealthy children.

Stimulus may address child or caregiver behaviors.

### **Response Attributes:**

Responses may include symptoms of healthy and/or unhealthy children.

Responses may include care giver behavior or children behaviors.

### **Sample Item:**

Tomas is a very outgoing 4-year-old. Today, he continually complained of not wanting to play various activities because he was tired. What should the teacher do?

- A. Have Tomas take a nap to see if he feels better.
- \* B. Watch Tomas for any other signs that he may not be well.
- C. Allow Tomas to watch a movie and rest while other children play outside.
- D. Tell him to keep playing and his energy will return.



**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

**Benchmark:** 02.07 Recognize symptoms of childhood illness.

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

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

**Content Limits:** Items should be limited to symptoms of the most common childhood illnesses (runny nose, watery eyes, sore throat, fever, rashes, lethargy).

### Stimulus Attributes:

Stimulus may include scenarios used to describe the symptoms of common illnesses.

Stimulus may include child care giver or child behaviors related to common illness.

Stimulus may include diagrams or graphics.

### Response Attributes:

Responses may include child care giver or child behaviors.

Responses should not include the names of uncommon specific illnesses.

Responses may include symptoms and/or causes of illness.

### Sample Item:

What are some symptoms of the common cold?

- A. hyperactivity, easily distracted, and non-compliant
- \* B. runny nose, sore throat, and fever
- C. vomiting, diarrhea, and clammy to the touch
- D. weak pulse, lethargy, and lack of urination

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## **Item Specifications**

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

**Benchmark:** 02.08 Identify communicable diseases.

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should be limited to types of germs and the types of communicable diseases.

### **Stimulus Attributes:**

Stimulus may include scenarios used to identify diseases and how they are spread.

Stimulus should only include common diseases and their common names.

Stimulus should not identify treatment for diseases.

Stimulus should not include child care worker behavior to reduce spread of disease.

### **Response Attributes:**

Responses may include diseases or symptoms of diseases.

Responses should not include teacher behavior to reduce spread of disease.

### **Sample Item:**

Which disease is considered to be communicable?

- A. asthma
- B. Autism
- C. Diabetes
- \* D. Hepatitis B

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

**Benchmark:** 02.09 Identify procedures for administering and documenting medication.

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should be limited to specific procedures for giving medications to school aged children.

### Stimulus Attributes:

Stimulus may include scenarios relating to correct and incorrect procedures to administer medication.

### Response Attributes:

Responses may include child care worker behavior and/or actions to correctly and/or incorrectly administer medication.

### Sample Item:

The East Side After School Child Care Center has three children who take medication daily. What is the **BEST** procedure for the school to use to administer the medicine on a daily basis?

- A. Parents should be required to bring the medication and give it to the child care worker daily.
- \* B. The center director should pass out the medicine each day to the child care worker to Administer.
- C. Medication should be placed on the child's tray at lunch so the children can take the medicine themselves.
- D. Children who take daily medication have needs that should be served in special needs centers.

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## **Item Specifications**

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

**Benchmark:** 02.10 Complete a medication permission form.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should include use of medication permission forms to administer medication. Items may require the student to complete a form or to identify correct or incorrect information to complete the form.

**Stimulus Attributes:**

Stimulus should present a permission form to be completed by a parent.

**Response Attributes:**

Responses should include the completion of a simulated permission form.

**Sample Item:**

## Item Specifications

Stimulus: Raphael Mendez attends your child care center and is on antibiotics for treatment of an infection. He must take medication before lunch for a week. With Raphael's parent, complete the Permission Form to administer medication using the information on the prescription label shown below.



### Rubric:

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

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

### Permission Form to Administer Medication Sunshine Children's Center

Student's Name: \_\_\_\_\_ Birthdate: \_\_\_\_\_

Medication MUST be labeled by physician or pharmacist or be in original container.

Date of Prescription: \_\_\_\_\_ Discontinue Date: \_\_\_\_\_

Disease, Illness or Injury: \_\_\_\_\_

Medication: \_\_\_\_\_

Reason that necessitates the medication be given during school hours: \_\_\_\_\_  
\_\_\_\_\_

Daily: \_\_\_\_\_ PRN: \_\_\_\_\_ Emergency: \_\_\_\_\_

Strength: \_\_\_\_\_ Dosage: \_\_\_\_\_ Frequency: \_\_\_\_\_ Time: \_\_\_\_\_

Route of administration: \_\_\_\_\_

Intended effect of medication: \_\_\_\_\_

Side effects(from medication) student should be observed for: \_\_\_\_\_  
\_\_\_\_\_

Additional instructions from physician: \_\_\_\_\_

Consent of Parent or Guardian for above administration of medication:

\_\_\_\_\_  
Parent/Guardian signature

\_\_\_\_\_  
Physician Signature

\_\_\_\_\_  
Emergency phone #

\_\_\_\_\_  
Physician phone #

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

Parental Waiver of Liability:

I herewith acknowledge that I am primarily responsible for administering medication to my child. However, in my absence, I hereby authorize Sunshine Children's Center and its employees to administer to my child the above noted medication. I further acknowledge and agree that when the above medication is administered, I waive any claims I might have against Sunshine Children's Center and its employees arising out of the administration of said medication. In addition, I agree to hold harmless and indemnify the Sunshine Children's Center and its employees, either jointly or severally, from and against any and all claims, damages, causes of action or injuries incurred or resulting from the administration of said medication.

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Home phone

\_\_\_\_\_  
Address

\_\_\_\_\_  
Date

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

**Benchmark:** 02.11 Describe ways in which the spread of disease in child care settings can be prevented.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should be limited to the role of sanitation in preventing disease. Items may include a description that includes written ideas or the selection of appropriate ideas.

### Stimulus Attributes:

Stimulus may include scenarios used to address behaviors or procedures to prevent the spread of diseases.

Stimulus may include graphics or diagrams used to demonstrate the spread of diseases.

Stimulus may include common preventions of diseases should be included.

### Response Attributes:

Responses may be behaviors done to prevent diseases.

Responses may include procedures and/or prevention techniques.

### Sample Item:

After lunch, a child care worker notices one of the students seems to have the symptoms of pink eye. What course of action should the child care worker take?

- A. Watch the child for the remainder of the day and ask the parent to take them to a doctor.
- B. Ask the student to rest on a mat so that they are not so tired.
- \* C. Call the parent(s) and have them pick up the student right away.
- D. Wipe down hard surfaces at the center daily with an antibacterial solution.



**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

**Benchmark:** 02.12 Demonstrate responsibility for maintaining and organizing a safe and healthy facility.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should contain safety and health policies and procedures for child care facilities. Items may include a demonstration of knowledge that includes the selection of correct behaviors or performing the required behaviors.

### Stimulus Attributes:

Stimulus may include safe and healthy policies and procedures for school aged child care facilities.

Stimulus may include descriptors of a safe and healthy school aged child care facility.

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

### Response Attributes:

Responses may include responsibilities and/or behaviors of caregivers.

### Sample Item:

Janice is a child care worker who has many roles during the day including maintaining child safety.

Which child care worker behavior is **MOST** effective in preventing injuries?

- A. Keep the children under her direct supervision at all times.
- B. Maintain a safe and orderly environment.
- C. Provide age and skill-level appropriate toys and games.
- \* D. Perform a daily safety check of the facility.

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

**Benchmark:** 02.13 Identify and report maintenance and repair needs for equipment, tools, facilities and toys.

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should be limited to types of safety equipment that require maintenance in a school aged child care facility.

### Stimulus Attributes:

Stimulus may address types of safety equipment.

Stimulus may address maintenance schedules.

Stimulus may not include types of equipment unrelated to safety.

Stimulus may include scenarios used to describe maintenance related activities.

### Response Attributes:

Responses may reflect various safety related topics.

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

### Sample Item:

Carol is checking the lighting in the child care center and decides to check the emergency lighting and exits at the same time. What action must be taken if the emergency exit sign light is not working?

- A. A temporary battery operated light must be placed at the exit until the light is fixed.
- B. The center has 24 hours to repair the light that does not work.
- \* C. The center should fix the light as soon as possible.
- D. Until the light is fixed, the center must close entirely.

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

**Benchmark:** 02.14 Identify proper procedures for transporting children.

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should address transportation safety requirements for children in the state of Florida.

### Stimulus Attributes:

Stimulus may address types of safety equipment related to transportation.

Stimulus may include scenarios that include examples of safe and unsafe ways to transport school aged children.

Stimulus may address teacher behaviors to safely transport school aged children.

### Response Attributes:

Responses should reflect various safe and/or unsafe methods of transportation for school aged children.

### Sample Item:

Which is **NOT** an example of a procedure for safely transporting children?

- \* A. allowing two children to share a seatbelt
- B. allowing children to eat a snack on the bus
- C. requiring children to stay in their seat while riding
- D. requiring children to have a parent signed permission form

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

**Benchmark:** 02.15 Demonstrate use of fire extinguishers.

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should be limited to the steps for using a fire extinguisher and/or techniques for using a fire extinguisher. Items may include a demonstration of knowledge through the selection of correct behaviors or performing the required behaviors.

### Stimulus Attributes:

Stimulus may include appropriate/inappropriate procedures for operating a fire extinguisher.

Stimulus may include common mistakes when using a fire extinguisher.

Stimulus may include graphics or diagrams.

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

### Response Attributes:

Responses may include examples of proper/improper use of a fire extinguisher.

Responses may include steps to using a fire extinguisher.

### Sample Item:

What is the second step in operating a fire extinguisher?

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

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

**Benchmark:** 02.16 Practice universal precautions.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should be limited to the application of universal precautions to prevent the spread of diseases.

### Stimulus Attributes:

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

Stimulus may include descriptions of appropriate latex glove removal.

Stimulus may include diagrams or pictures may be used in the stimulus.

Stimulus may include the knowledge of universal precaution practices.

### Response Attributes:

Responses may include descriptions of appropriate and inappropriate sanitation practices and behaviors.

Responses may include information about universal precautions.

### Sample Item:

Sarah is learning to be a child care worker. What will she learn about when studying universal precautions?

- A. directions for how to sanitize tables with bleach solution
- B. steps to disinfecting toys
- C. proper techniques for effective hand washing
- \* D. strategies to treat potential sources of infection

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

**Benchmark:** 02.17 Visualize and plan for emergency/disaster situations.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should be limited to policies/procedures for hurricanes, tornadoes, fires, and pre-disaster planning.

### Stimulus Attributes:

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

Stimulus may include common emergency situations.

### Response Attributes:

Responses may include descriptions of emergency procedures.

Responses may include behaviors and/or reactions during emergency situations.

### Sample Item:

The Happy Child care facility is practicing emergency procedures. The teacher locks the door and sits in the middle of the classroom quietly. What kind of emergency procedure is the teacher **MOST** likely implementing?

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

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

**Benchmark:** 02.18 Use appropriate telephone numbers in a simulated emergency situation.

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should be limited to calling the appropriate agency, 9-1-1, poison control, physicians, parents, and/or the fire department.

### Stimulus Attributes:

Stimulus may include narrative text describing a simulated emergency situation.

Stimulus may include emergency agencies/phone numbers.

Stimulus may include universal emergency agencies.

### Response Attributes:

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

Responses may include only universal emergency agencies with generic names.

Responses may include behaviors of the child care worker.

### Sample Item:

Children at North Point Child care Center were playing outside where the temperature was 60 degrees. After 10 minutes on the playground, a child care worker noticed that three-year old Frank was lying face down on the ground. The child care worker went to Frank and found him unconscious but breathing. How should the caregiver respond?

- \* A. Call emergency services.
- B. Call Frank's father.
- C. Begin CPR.
- D. Begin mouth to mouth.

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

**Benchmark:** 02.19 Identify the need and responsible use of equipment and supplies.

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should be limited to emergency equipment and supplies in school aged child care facilities.

### Stimulus Attributes:

Stimulus may include common child care facility equipment and supplies.

Stimulus may include descriptors of equipment and supplies.

Stimulus may include diagrams or graphics.

### Response Attributes:

Responses may include emergency equipment and/or supplies.

Responses should not include brands of equipment or supplies.

Responses may include eco-friendly and/or age appropriate supply choices.

### Sample Item:

Mr. Ryan is looking to purchase art paint sets and equipment for the ABC Daycare. Which type of paint would be the best choice for him to purchase for use with four year-olds?

- A. acrylic
- B. aerosol spray
- C. oil based
- \* D. tempera



**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

**Benchmark:** 02.20 Follow established procedures for reporting accidents/incidents.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should be limited to documenting accidents and incidents in school aged child care settings.

### Stimulus Attributes:

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

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

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

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

### Response Attributes:

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

Responses may include teacher behaviors following an accident.

### Sample Item:

Angelica was playing on the jungle gym when she slipped and fell off. Her fall was about two feet and she landed on her back. She cried for several minutes and then was better and continued to play. At the end of the day the worker let Angelica's dad know that she had fallen but was okay. What should the child care worker have done differently?

- A. She should have called the parent right away to let them know about the fall.
- \* B. She should have completed an accident form and documented the details.
- C. She should have called 9-1-1 and let them decide what to do.
- D. She should not have not let Angelica continue to play until a doctor had seen her.

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

**Benchmark:** 02.21 Discuss ways for children to develop positive attitudes and skills for daily routines.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should be limited to modeling positive attitudes and speech with young children. Items may include a discussion that includes written ideas or the selection of appropriate ideas.

### Stimulus Attributes:

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

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

### Response Attributes:

Responses may include examples of positive or negative caregiver attitudes.

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

### Sample Item:

Several children were playing a game during recess. One student did not seem to be very good at the game and was not enjoying the game. When the student came back into the class she continued to be in a bad mood. What should the teacher do so the child does not continue to return from recess in a bad mood?

- A. Ask the student to choose a different sport to play, perhaps one she is better at.
- \* B. Practice the game with the student so that she becomes better at it.
- C. Remind the student that she needs to leave recess outside and be ready to learn inside.
- D. Have the student play a game with the teacher and make sure the student is winning.

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

**Benchmark:** 02.22 Practice environmentally sound procedures within the facility.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should be limited to conserving energy and recycling policies in child care centers.

### Stimulus Attributes:

Stimulus may include descriptors of ways to conserve energy and recycling policies.

Stimulus may include common recycling methods.

Stimulus may include diagrams or pictures may be used in the stimulus.

### Response Attributes:

Responses may include descriptions of environmental conservation practices and behaviors.

### Sample Item:

Which is **NOT** an example of an environmentally friendly procedure that can be used in a school age child care setting?

- \* A. using bleach wipes to clean the tables after each activity
- B. designating a student helper as the 'light switcher'
- C. washing dishes with biodegradable 'green' dish cleaner
- D. encouraging families to use snack containers rather than bags

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

**Benchmark:** 02.23 List ways to make a playground safe.

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should focus on playground safety concerns commonly found at school age child care centers.

### Stimulus Attributes:

Stimulus may include descriptors of outdoor play items that should be checked daily.  
Stimulus may include teacher behaviors to ensure a safe playground.

### Response Attributes:

Responses may include descriptions of outdoor play items that should be checked daily.  
Responses may include teacher behaviors to ensure a safe playground.

### Sample Item:

Julio is checking the playground in the child care center. What should he be looking for when checking the playground to ensure the area is safe for the children?

- A. that the hours of operation are posted at the entrance
- \* B. that the equipment was checked for proper functionality
- C. that each equipment piece is tested out to make sure students will enjoy it
- D. that there are at least two adults present when the children are playing

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## **Item Specifications**

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

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

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should address student knowledge of the nutritional needs of different age groups.

**Stimulus Attributes:**

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

Stimulus should address common nutritional needs.

Stimulus may include diagrams or pictures.

**Response Attributes:**

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

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

**Sample Item:**

Which breakfast items would be the **MOST** nutritional option for school aged children?

- \* A. a granola bar and a yogurt
- B. a fruit bar and an apple
- C. a breakfast bar and a processed cheese slice
- D. hash browns and scrambled eggs

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## **Item Specifications**

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

**Benchmark:** 03.02 Identify, plan for, and assist with the preparation of nutritious snacks and meals for infants through school age children, with emphasis on K-5<sup>th</sup> grade.

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

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

**Content Limits:** Items should be limited to food items/choices that are appropriate for specific age groups.

**Stimulus Attributes:**

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

Stimulus may include graphics, narrative or picture.

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

**Response Attributes:**

Responses may include nutritious and non-nutritious foods.

Responses may include graphics or pictures.

Responses may include meal planning and/or nutritional meal balancing.

**Sample Item:**

## **Item Specifications**

**Task:** Think about what it would take to prepare a nutritious snack for a group of infants that is both appropriate and nutritious. Choose at least three snack options and explain how they meet the nutritional needs of the children.

**Rubric:**

- |          |   |
|----------|---|
| 4 Points | Response clearly and thoroughly details at least three age appropriate snacks that are nutritious. Response includes a thorough explanation of how those three options meet the nutritional needs of the children. Response is free from most grammatical errors. |
| 3 Points | Response clearly details at least two age appropriate snacks that are nutritious. Response includes a correct explanation of how at least two of those options meet the nutritional needs of the children. Response may have a few minor grammatical errors.      |
| 2 Points | Response partially details at least two age appropriate snacks that are nutritious. Response includes a correct explanation of how at least one of those options meets the nutritional needs of the children. Response may have several minor grammatical errors. |
| 1 Point  | Response fails to detail at least two age appropriate snacks that are nutritious. Response may include an incorrect explanation of how the option meets the nutritional needs of the children. Response may have major grammatical errors.                        |

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

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

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

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

**Content Limits:** Items should be limited to sanitary food service habits before, during, and/or after mealtime.

**Stimulus Attributes:**

Stimulus may include scenarios used to describe situations of safe and unsafe food habits.

Stimulus may address teacher behavior in handling food.

Stimulus may include graphics and diagrams.

**Response Attributes:**

Responses may include teacher behaviors of safe and unsafe food handling

**Sample Item:**

When preparing lunch for her students Ms. Lisa cooked too many chicken breasts. Instead of wasting them she placed them back in a container with thawed chicken breasts in the cooler. What could be a consequence of her actions in regards to safe and sanitary food service actions?

- A. Ms. Lisa has adequately stored the chicken and is not being wasteful.
- B. Ms. Lisa's actions may have caused a toxic process called botulism to occur.
- C. Ms. Lisa should have rinsed the chicken off before placing it back with the other chicken.
- \* D. Ms. Lisa has contaminated all of the chicken through potential salmonella.



**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

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

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should include foods that are potentially dangerous for young children, ages 5 through 12 years.

### Stimulus Attributes:

Stimulus may include scenarios used to describe safe and unsafe foods.

Stimulus may include graphics or diagrams.

### Response Attributes:

Responses may include graphics or diagrams.

Responses may include safe and unsafe foods.

### Sample Item:

Which beverage would be the **LEAST** safe and/or healthy option for a young child to drink?

- A. sports drinks
- \* B. iced coffee
- C. orange juice
- D. fruit punch

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

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

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

**Item Types:** Multiple Choice

**Content Limits:** Items should be limited to food choices and eating habits based on age level. Items may include a demonstration that includes the selection of correct behaviors or performing required behaviors.

**Stimulus Attributes:**

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

Stimulus may include positive and negative food choice examples.

Stimulus may include graphics and pictures to represent food.

**Response Attributes:**

Responses may include proper and/or improper teacher behavior around food selection/habits.

Responses may include graphics and/or pictures.

**Sample Item:**

Which activity would **BEST** encourage toddlers to select positive food choices?

- \* A. make a game to have the child eat from each color of the rainbow
- B. enforce their requirement to eat healthy options
- C. offer a high calorie dessert if they eat their vegetables
- D. wait until at least three years old before asking children to make choices

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

**Benchmark:** 03.06 Recognize age appropriate nutrition education activities.

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

**Item Types:** Multiple Choice

**Content Limits:** Items should be limited to activities that focus on nutrition education.

### Stimulus Attributes:

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

Stimulus may include graphics or picture.

Stimulus may include descriptors of developmentally appropriate and inappropriate activities.

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

### Response Attributes:

Responses may include activities that are not related to nutrition or age appropriate.

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

### Sample Item:

Which activity is appropriate to teach school age children about nutrition?

- A. Allow the children to cook vegetables for lunch.
- B. Show the children pictures of nutritious food.
- C. Review the food labels of different examples of nutritious food.
- \* D. Bring in a variety of fruits and vegetables and have a tasting party.

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

**Benchmark:** 03.07 Recognize special food needs and/or food allergies.

**Depth of Knowledge:** Low Complexity

**Item Types:** Multiple Choice

**Content Limits:** Items should be limited to recognizing special food needs and/or food allergies with children ages 5 to 12.

**Stimulus Attributes:**

Stimulus may include food scenarios common to school age eating areas or classrooms.  
Stimulus may include identifying the need to recognize food allergies as a potential hazard.  
Stimulus may require identifying correct or incorrect steps for handling student food allergies.

**Response Attributes:**

Responses may include correct or incorrect criteria for recognizing food needs and allergies.  
Responses may include hazards or non-hazards that are a result of a food allergy.  
Responses may include precautions to reduce risk of allergic reactions.

**Sample Item:**

Which precaution should **NOT** be taken in regard to a student with a severe peanut allergy?

- A. Keep an Epi Pen available in case of an exposure emergency.
- B. Prohibit students from sharing food in the classroom.
- \* C. Prohibit any student in the class from eating products with peanuts.
- D. Clean any surfaces where food containing peanuts was prepared.

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

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

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

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

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

**Stimulus Attributes:**

Stimulus may include scenarios used to identify correct and incorrect descriptions of all types of abuse.

Stimulus may include student behaviors that result from abuse.

**Response Attributes:**

Responses may include student behaviors and effects of abuse.

Responses may include types/characteristics of abuse.

**Sample Item:**

According to Florida Law, what type of student mistreatment occurs when the parent or other person responsible for the child's welfare fails to supply the child with adequate food, clothing, shelter, or health care?

- \* A. physical neglect
- B. physical abuse
- C. abandonment
- D. emotional maltreatment

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

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

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

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

**Content Limits:** Items should be limited to current child abuse/neglect statistics.

**Stimulus Attributes:**

Stimulus may address any area of child abuse.

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

**Response Attributes:**

Responses may include data related to child abuse.

Responses may include correct and incorrect interpretations of data.

**Sample Item:**

According to the United States Department of Health and Human Services, the state of Florida has reported the following data:

**Report on the change in number of cases of Abuse and Neglect logged in Florida  
from 1992 to 2007 and 2006 to 2007**

	Recent Trends: Change from 2006 to 2007			Long-term Trends: Change from 1992 to 2007		
	Sexual Abuse	Physical Abuse	Neglect	Sexual Abuse	Physical Abuse	Neglect
Florida	-49%	-66%	-39%	-79%	-73%	-52%

What statement **BEST** synthesizes the findings from this report?

- A. Florida, in 2006 to 2007, chose not to report all of its maltreatment incidents, resulting in a decline in rates.
- B. Florida had a greater rate of neglect cases reported from 1992 to 2007 than 2006 to 2007.
- \* C. Florida had a greater rate of decline in cases of maltreatment from 1992 to 2007 than in 2006 to 2007.
- D. Florida, in 2006 to 2007, had fewer cases of physical abuse than they had cases of neglect or sexual abuse.

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

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

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should be limited to identification of the most common indicators of abuse.

### Stimulus Attributes:

Stimulus may include indicators and non-indicators of all types of abuse and neglect.

Stimulus may include scenarios that describe the most common signs of all types of abuse.

### Response Attributes:

Responses may include student behaviors that result from abuse.

Responses may include indicators and non-indicators of all types of abuse and neglect.

### Sample Item:

What is a common behavioral indicator of physical abuse?

- A. unexplained bruises
- \* B. fear of going home
- C. begging or stealing food
- D. constantly falling asleep

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

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

**Depth of Knowledge:** Low Complexity

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

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

**Stimulus Attributes:**

Stimulus may describe correct and incorrect causes of abuse.

Stimulus may include various risk factors that result in abuse.

**Response Attributes:**

Responses may include causes for child abuse.

Responses may include correct and incorrect causes of abuse.

Responses may include correct and incorrect risk factors of abuse.

**Sample Item:**

Which is a common cause of child abuse?

- A. single-parent households
- B. long work hours
- C. children living with a father only
- \* D. stressful work



**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## **Item Specifications**

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

**Benchmark:** 04.05 Identify the characteristics of abusers.

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should be limited to characteristics of people who abuse/neglect children.

**Stimulus Attributes:**

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

Stimulus may include scenarios that describe characteristics of child abusers.

**Response Attributes:**

Responses may include characteristics of child abusers.

**Sample Item:**

Which is **NOT** a typical abuser characteristic?

- \* A. high self-esteem
- B. hypersensitivity
- C. self-centered
- D. quick relationships

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

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

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should be limited to identification of the impact and effects of abuse and neglect using current division of child care training modules.

### Stimulus Attributes:

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

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

### Response Attributes:

Responses may include the impact of abuse.

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

### Sample Item:

What is **NOT** a common long term impact of abuse on a child?

- A. Abused children tend to have higher rates of divorce than non-abused children.
- B. Abused children tend to be abusers more frequently than non-abused children.
- C. Abused children tend to be incarcerated more frequently than non-abused children.
- \* D. Abused children tend to have more children than non-abused children.

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

**Benchmark:** 4.07 Describe the legal requirement and protection of child-care workers in reporting suspected child abuse and neglect according to Florida law.

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

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

**Content Limits:** Items should be limited to descriptions of the legal requirements and protection of child care workers in reporting child abuse and neglect according to Florida law. Items may include a description of written ideas or the selection of appropriate ideas.

### Stimulus Attributes:

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

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

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

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

### Response Attributes:

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

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

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

Responses may include consequences of reporting and/or non-reporting.

### Sample Item:

What is the potential legal punishment if a child care worker fails to make the necessary contact to report a suspected case of child abuse?

- A. a jail term equal to half of a normal perpetrator's jail time
- B. the worker is protected as a mandatory reporter
- C. loss of their job and one year in jail
- \* D. one year in jail and a \$1000 fine

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

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

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should be limited to the protocol for reporting abuse at the provider level.

### Stimulus Attributes:

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

### Response Attributes:

Responses may include correct and incorrect child care worker behavior or rules in reporting abuse or neglect.

### Sample Item:

When a child care worker reports a case of suspected abuse on the abuse website, what information does the worker **NOT** have to provide to authorities?

- A. the reporter's first and last name
- \* B. the victim's phone number
- C. if the reporter is a Florida resident or not
- D. if the reporter would like to be notified if the report was accepted

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

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

**Depth of Knowledge:** Moderate Complexity

**Item Types:** Performance Task

**Content Limits:** Items should be limited to child care worker procedures to report abuse. Items may include a demonstration of knowledge through the selection of correct behaviors or performing the required behaviors.

**Stimulus Attributes:**

Stimulus may simulate the reporting of child abuse or neglect.

Stimulus may include instructions to complete a Florida Abuse Hotline Fax Transmittal Form.

**Response Attributes:**

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

Responses may include correct and incorrect procedures to complete a Florida Abuse Hotline Fax Transmittal Form.

**Sample Item:**

Task: A student has come to you alleging that she was abused at home by her mother. You tend to not believe her story, but you are a mandatory reporter. Complete the Fax Transmittal form as necessary to begin the investigation process.

Rubric:

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

### Item Specifications

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

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



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

CONFIDENTIAL



**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

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

**Depth of Knowledge:** Low Complexity

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

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

### Stimulus Attributes:

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

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

### Response Attributes:

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

### Sample Item:

Andrea has been coming to school dressed in the same clothes for many days in a row and she is unclean. It seems that she is being neglected. When you asked her what is going on she explains that she and her mom have been living in a car since her mom and dad got into a fist fight. Which community resource would **MOST** likely provide assistance for Andrea?

- A. a local motel
- B. a local YMCA
- C. Child Protective Services
- \* D. Department of Children and Families



**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

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

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

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

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

### Stimulus Attributes:

Stimulus may include correct and incorrect descriptions of the principles of child development for young children.

Stimulus may include a narrative text that correctly and incorrectly describes an example of one of the principles of child development.

### Response Attributes:

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

### Sample Item:

Suzanne has a class of children in her child care center who are close to five years of age. She is preparing the students for kindergarten and in particular she is focusing on the students learning to print their name. Some students are learning the first letter of their name, while other students are learning all of the letters in their name. What principle of development is being demonstrated in this example?

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

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

**Benchmark:** 05.02 Describe the physical, social-emotional, cognitive, and language characteristics of children from birth through age twelve, with emphasis on school age children 5-12 years old.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should be limited to knowledge about learning domains. Items may include a description of written ideas or the selection of appropriate ideas.

### Stimulus Attributes:

Stimulus may include correct and incorrect descriptors of each developmental domain.

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

Stimulus may include correct and incorrect examples of behaviors within the domain.

### Response Attributes:

Responses may include correct and incorrect descriptions of each developmental domain.

Responses may include correct and incorrect examples of learning domains.

### Sample Item:

Given typical characteristics of a seven year old child, which aspect would 'playing with a friend' fall into?

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

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

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

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

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

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

**Content Limits:** Items should be limited to possible causes of developmental delays. Items may include a discussion for the exchange of written ideas or the selection of correct ideas.

### Stimulus Attributes:

Stimulus may include circumstances and factors that put a child at risk for developing disabling conditions.

Stimulus may include a narrative text describing a correct or incorrect example of circumstances and factors that put a child at risk for developing disabling conditions.

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

### Response Attributes:

Responses may include correct and incorrect descriptions of positive or negative results in malnutrition.

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

Responses may include the symptoms of developmental delay.

### Sample Item:

Carl was raised by a single mother who could not afford many groceries. As a result Carl went without a properly balanced meal and healthy options for most of his adolescence. What is a potential condition that could result from poor nutrition?

- \* A. obesity
- B. cancer
- C. stroke
- D. gout

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

**Standard:** 06.0 Exhibit skills in implementing developmentally appropriate practices for programs serving children from birth through age twelve.

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

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

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

**Content Limits:** Items will be limited to methods of curriculum planning for children 5 to 12 years of age attending a school aged child care facility. Items may include a demonstration of knowledge through the selection of correct behaviors or performing the required behaviors.

### Stimulus Attributes:

Stimulus may include components or steps in curriculum planning.

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

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

Stimulus may include examples of lesson plans.

### Response Attributes:

Responses may include correct or incorrect components of lesson plans.

Responses may not address requirements for a lesson plan.

Responses may include methods of lesson planning.

### Sample Item:

What is the method of curriculum planning in which assessments are created before lesson plans?

- A. traditional curriculum design
- \* B. backward design
- C. universal design
- D. correlated curriculum design

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

**Standard:** 06.0 Exhibit skills in implementing developmentally appropriate practices for programs serving children from birth through age twelve.

**Benchmark:** 06.02 Define developmentally appropriate practices.

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

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

**Content Limits:** Items should focus on developmental appropriateness of practices in a school aged child care facility.

### Stimulus Attributes:

Stimulus may include appropriate and inappropriate developmental practices.

Stimulus may include a definition for terms.

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

### Response Attributes:

Responses may include definitions of developmental appropriate practices.

Responses may include consideration in determining developmental appropriateness.

Responses may include descriptions of developmental practices.

### Sample Item:

A classroom teacher is new to the school. The teacher would like to set up a developmentally appropriate classroom. Which statement indicates a practice centered on being developmentally appropriate?

- \* A. The teacher should become aware of the strengths and weaknesses of each child in the class.
- B. The teacher should establish a curriculum that will be appropriate for the lowest level children.
- C. The teacher should purchase the best computers possible to facilitate learning.
- D. The teacher should develop a set of minimum standards for each student to obtain.

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

**Standard:** 06.0 Exhibit skills in implementing developmentally appropriate practices for programs serving children from birth through age twelve.

**Benchmark:** 06.03 Discuss the importance of learning through play.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should be limited to play and learning through play for children ages 5 through 12. Items may include a discussion of written ideas or the selection of appropriate ideas.

### Stimulus Attributes:

Stimulus may include scenarios that will present and encourage a description of play and student learning.

Stimulus may present learning desired or the play setting.

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

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

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

### Response Attributes:

Responses may include a correct and incorrect description of student learning during play.

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

### Sample Item:

Miss Kristen is teaching her class about musical instruments this week. Miss Kristen will place different instruments in a center so the children can play the instruments. Miss Kristen shows and demonstrates how to hold and play each instrument. What is the approach to this learning method?

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

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

**Standard:** 06.0 Exhibit skills in implementing developmentally appropriate practices for programs serving children from birth through age twelve.

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

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should address developmentally appropriate learning centers in a school aged child care facility. Items may include a description of written ideas or the selection of appropriate ideas.

**Stimulus Attributes:**

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

**Response Attributes:**

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

**Sample Item:**

Which center type would be described as one that “greatly enhances a child’s social and emotional development”?

- A. blocks center
- B. science discovery center
- \* C. dramatic play center
- D. literacy center

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

**Standard:** 07.0 Identify communication skills related to child care.

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

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should focus on positive communication that would occur between child care workers and school aged children ages 5-12.

**Stimulus Attributes:**

Stimulus may include correct and incorrect descriptors of positive interactions, open-ended questions, active listening, spontaneous experiences, and positive dialogue.  
Stimulus may include communication skills and techniques appropriate for school age children.

**Response Attributes:**

Responses may include correct and incorrect examples of effective communication skills.

**Sample Item:**

Why is open-ended questioning effective in communication?

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



**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

**Standard:** 07.0 Identify communication skills related to child care.

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

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should focus on interactions between the family, the community and the child care center. Items may include a description of written ideas or the selection of correct ideas.

### Stimulus Attributes:

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

Stimulus may include positive and negative communication skills.

### Response Attributes:

Responses may include descriptors of positive and negative interaction between families, child care centers and communities.

### Sample Item:

Which is an appropriate way to promote positive interactions between the child care center and the family?

- A. discussing positive observations with the parents at pick-up from the center
- \* B. a monthly newsletter to keep the family informed of events at the center
- C. providing community businesses with family names in order to provide services
- D. posting children's performance grades on the bulletin board for parents to see

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

**Standard:** 08.0 Identify various observation and recording methods.

**Benchmark:** 08.01 Identify observation techniques and methods used in a child care setting.

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should address observation methods and techniques used in a school aged child care facility.

### Stimulus Attributes:

Stimulus may include correct and incorrect descriptions of observation methods.

Stimulus may include correct and incorrect descriptions of recording techniques.

Stimulus may include a diagram of observation and recording methods.

### Response Attributes:

Responses may include descriptions of correct and incorrect observation techniques and recording methods.

Responses may include samples of observations.

Responses may include types of observation techniques.

### Sample Item:

A child care worker is conducting an observation of a child. The observation is being done over regular intervals in order to collect as much data as possible. What observation technique is being used?

- A. checklists
- B. event sampling
- C. narrative reports
- \* D. time sampling

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## **Item Specifications**

**Standard:** 08.0 Identify various observation and recording methods.

**Benchmark:** 08.02 Interpret and evaluate a child observation form.

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

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

**Content Limits:** Items should be limited to observation forms used with school age children.

### **Stimulus Attributes:**

Stimulus may include a completed child observation form.

Stimulus may require interpretation or evaluation of a completed child evaluation form.

Stimulus may require evaluation of the effectiveness of an informal evaluation form.

### **Response Attributes:**

Responses may include appropriate or inappropriate interpretations of a completed child evaluation form.

Responses may include appropriate or inappropriate evaluations of a child evaluation form.

### **Sample Item:**

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## **Item Specifications**

Stimulus: Mary is looking at a student's observation record and she is reading a section on physical and motor development. Identify at least three physical or motor skills that she could find in this area and how that information can be used to improve a student's development process.

Rubric:

- |          |   |
|----------|---|
| 4 Points | Response clearly and thoroughly details three or more physical and/or motor skills that could be found in this area of the observation form. Response thoroughly and effectively discusses the use of this information and correctly applies it to the student development process.       |
| 3 Points | Response clearly and correctly details three or more physical and/or motor skills that could be found in this area of the observation form. Response discusses the use of this information and applies it to the student development process. Response may have minor inaccuracies.       |
| 2 Points | Response correctly details two or more physical and/or motor skills that could be found in this area of the observation form. Response partially discusses the use of this information and partially applies it to the student development process. Response has many minor inaccuracies. |
| 1 Point  | Response incorrectly details two or more physical and/or motor skills that could be found in this area of the observation form. Response may fail to discuss the use of this information and may not apply it to the student development process. Response has major inaccuracies.        |

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## **Item Specifications**

**Standard:** 08.0 Identify various observation and recording methods.

**Benchmark:** 08.03 Observe, record, and report the behavior of children of various ages on an observation form.

**Depth of Knowledge:** High Complexity

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

**Content Limits:** Items should focus on observing, recording and reporting school age behaviors in a school aged child care facility.

**Stimulus Attributes:**

Stimulus may include a screening tool filled out for identifying results.

Stimulus may include description of mastery level, demonstrates sometimes, and not yet developed.

**Response Attributes:**

Responses may include a description of mastery level, demonstrates sometimes, and not yet developed.

**Sample Item:**

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

Task: The student will observe a child at the same time as a trained professional. Student must complete the behavioral observation form.

Date:

Observer:

Start time:

End time:

Setting:

Activity	Duration	Antecedent	Behavior	Consequence	Details

Misc. considerations:

Rubric:

- 4 Points      The student demonstrates a thorough understanding of observing and recording student behaviors. The form was completely filled out, and there was a high rate of agreement with the observations made by the student and the trained professional observer.
- 3 Points      The student demonstrates a partial understanding of observing and recording student behaviors. The form was completely filled out, and there were only a few minor areas of disagreement between the observations made by the student and the trained professional observer.
- 2 Points      The student demonstrates a minimal understanding of observing and recording student behaviors. The form was filled out, but there were substantial areas of disagreement between the observations made by the student and the trained professional observer.
- 1 Point      The student demonstrates a poor understanding of observing and/or recording student behaviors. The form was not completely filled out, and there were substantial areas of disagreement between the observations made by the student and an additional observer.

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## **Item Specifications**

**Standard:** 08.0 Identify various observation and recording methods.

**Benchmark:** 08.04 Discuss the importance of, and create a plan for the confidentiality of child/family records.

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

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

**Content Limits:** Items should address confidentiality of records maintained in a school aged child care facility. Items may include a discussion of written ideas or the selection of appropriate ideas.

### **Stimulus Attributes:**

Stimulus may include the confidentiality guidelines for school age child care.

Stimulus may include a narrative text describing an example of the confidential guidelines for a school age child care center.

Stimulus may include examples of confidential records.

### **Response Attributes:**

Responses may include descriptions of the confidentiality guidelines for the school age child care setting.

Responses may include examples of confidential records.

### **Sample Item:**

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## **Item Specifications**

Stimulus: In a one-page essay, discuss the steps in creating a plan to safeguard the information contained in children's records. Include in the response at least three reasons why safeguarding information is so imperative.

Rubric:

- |          |   |
|----------|---|
| 4 Points | Response includes a thorough and comprehensive approach to safeguarding student information. Response includes a thorough rationale of at least three reasons why safeguarding information is imperative. |
| 3 Points | Response includes a comprehensive approach to safeguarding student information. Response includes a thorough rationale of at least two2 reasons why safeguarding information is imperative.               |
| 2 Points | Response includes a minimal approach to safeguarding student information. Response includes a rationale for at least one reason why safeguarding information is imperative.                               |
| 1 Point  | Response may include an incorrect approach to safeguarding student information. Response may not include a correct rationale of any reason why safeguarding information is imperative.                    |



**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

**Standard:** 08.0 Identify various observation and recording methods.

**Benchmark:** 08.05 Differentiate between developmental screenings, developmental assessments, developmental evaluations, and program evaluation.

**Depth of Knowledge:** Moderate Complexity

**Item Types:** Multiple Choice

**Content Limits:** Items should include student and program assessments in a school aged child care facility.

**Stimulus Attributes:**

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

Stimulus may include the results of developmental screenings, assessment, evaluations, and program assessment.

**Response Attributes:**

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

Responses may include types of assessments.

**Sample Item:**

Mrs. Brown scheduled 10 minutes with one parent of each child at the Oak Street Child Care Center to complete a developmental checklist. Mrs. Brown wanted to get an overview of the child's development. What type of developmental process did the interview serve?

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

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

**Standard:** 09.0 Recognize appropriate methods of guidance.

**Benchmark:** 09.01 Describe methods of direct and indirect guidance.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should address direct and indirect guidance as used in a school aged child care facility. Items may include a description of written ideas or the selection of appropriate ideas.

### Stimulus Attributes:

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

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

### Response Attributes:

Response may include descriptions and non-descriptions of indirect and/or indirect guidance techniques.

### Sample Item:

Which example shows an indirect guidance method?

- \* A. arranging a classroom with both busy and quiet areas
- B. removing the hot water tap from the faucet to avoid children being burned
- C. pointing students in the direction of the restrooms
- D. telling the students to line up for recess

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

**Standard:** 09.0 Recognize appropriate methods of guidance.

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

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should address preventive direct and indirect guidance as used in a school aged child care facility. Items should be limited to preventative measures.

### Stimulus Attributes:

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

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

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

### Response Attributes:

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

Responses may include prevention measures for direct and/or indirect guidance.

### Sample Item:

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

- \* A. offering choices
- B. demeaning the child
- C. speaking in a loud voice
- D. threatening to call parents

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

**Standard:** 09.0 Recognize appropriate methods of guidance.

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

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

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

**Content Limits:** Items should address direct and indirect guidance as used in a school aged child care facility. Items may include a demonstration of knowledge through the selection of appropriate behavior or performing the required behavior.

### Stimulus Attributes:

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

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

Stimulus may include the demonstration of knowledge of the methods or direct and/or indirect guidance.

### Response Attributes:

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

### Sample Item:

Which teacher behavior is an example of direct guidance?

- A. removing a hot sauce pan from the cooking area
- \* B. reminding a child to cover his/her mouth when he/she coughs
- C. placing a picture of the toy wagon on the shelf where it belongs
- D. keeping your desk against the wall so you can see all the children in the classroom

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

**Standard:** 09.0 Recognize appropriate methods of guidance.

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

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should focus on guiding student behavior in a school aged child care facility.

**Stimulus Attributes:**

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

Stimulus may include a narrative text giving an example of direct and indirect guidance techniques

**Response Attributes:**

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

**Sample Item:**

Identify which statement is used in an acceptable guidance method for a five year-old.

- A. "Johnny, I told you already, put that toy away".
- B. "Johnny, I'm going to count to three. Now put that toy away".
- C. "Johnny, let's go call your mother and you can talk to her".
- \* D. "Johnny, all the others put their toys away. We are just waiting for you".

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## **Item Specifications**

**Standard:** 09.0 Recognize appropriate methods of guidance.

**Benchmark:** 09.05 Demonstrate effective, positive guidance techniques for guiding behavior.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should address positive guidance strategies for children age 5 to 12 in a school aged child care facility. Items may include a demonstration of knowledge through the selection of correct behaviors or performing the required behaviors.

### **Stimulus Attributes:**

Stimulus may include classroom scenarios in which behavior modification is necessary.

Stimulus may include appropriate and inappropriate behavior modification plans.

Stimulus may include demonstrations of appropriate and inappropriate behavior modification techniques.

### **Response Attributes:**

Responses may be recorded observations of positive guidance techniques for guiding behavior.

Responses may be behavior modification plans.

### **Sample Item:**

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## Item Specifications

Stimulus: A five-year-old student in the class has been persistently and forcibly taking away toys from other children during recess. Outline a behavior modification plan using positive guidance techniques to guide this student's behavior.

Rubric:

- |          |   |
|----------|---|
| 4 Points | The response demonstrates a thorough understanding of behavior modification plans by creating a thorough plan that addresses the student problem using positive guidance techniques. The plan has a good expectation of success based on positive guidance techniques.  |
| 3 Points | The response demonstrates a partial understanding of behavior modification plans by creating a plan that addresses the student problem using positive guidance techniques. A few negative guidance techniques are included. The plan has a fair expectation of success based on positive guidance techniques.                       |
| 2 Points | The response demonstrates a minimal understanding of behavior modification plans by creating a plan that somewhat addresses the student problem using a few positive guidance techniques. Many negative guidance techniques were included. The techniques selected are not necessarily the best techniques to use for this problem. |
| 1 Point  | The response demonstrates a poor understanding of behavior modification plans by creating a plan that does not address the student problem using a few positive guidance techniques. Many negative guidance techniques are included. The techniques selected are not necessarily the best techniques to use for this problem.       |

**Course Name:** Secondary School Age Certification Training 1

**Course Number:** 8500175

## **Item Specifications**

**Standard:** 09.0 Recognize appropriate methods of guidance.

**Benchmark:** 09.06 Demonstrate behavior toward children that is caring, non-abusive, and builds self-esteem and responsibility (ego-building).

**Depth of Knowledge:** Moderate Complexity

**Item Types:** Performance Task

**Content Limits:** Items should address positive guidance strategies for children age 5 to 12 in a school aged child care facility. Items may include a demonstration of knowledge through the selection of appropriate behaviors or performing required behaviors.

**Stimulus Attributes:**

Stimulus may include real or mock classroom scenarios.

Stimulus may include the use of written or video recording of demonstration.

**Response Attributes:**

Responses may include observations that include written or recorded observations of behavior toward children that is caring, non-abusive, and builds self-esteem and responsibility (ego-building).

**Sample Item:**



## **Item Specifications**

**Task:** In this observation we will be recording a video of your interaction with the children. After viewing the video we will discuss specific observations focusing on your behavior toward children that displays caring, is non-abusive, builds self-esteem, and inspires responsibility (ego-building). After viewing the video, describe your specific interactions with the child that are attributed to those areas. Include in your oral response at least two aspects of your interaction that you would like to improve and how improvement in those aspects would have created a better outcome.

**Rubric:**

- |          |   |
|----------|---|
| 4 Points | Response indicates that the student thoroughly understands and fully incorporates caring, non-abusive interactions with the child that are designed to build self-esteem and/or responsibility. Response correctly identifies interactions and their attributes. Response describes and details at least two aspects of the interaction that could be improved. Response clearly and correctly identifies how improvement in the two aspects would have created a better outcome. |
| 3 Points | Response indicates that the student understands and incorporates caring, non-abusive interactions with the child that are designed to build self-esteem and/or responsibility. Response correctly identifies most instructions and their attributes. Response is fairly clear. Response describes at least two aspects of the interaction that could be improved. Response correctly identifies how improvement in the two aspects would have created a better outcome.           |
| 2 Points | Response indicates that the student mostly understands and partially incorporates caring, non-abusive interactions with the child that are designed to build self-esteem and/or responsibility. Response may incorrectly identify interactions and their attributes. Response describes at least one aspect of the interaction that could be improved. Response may not correctly identify how improvement in any aspect would have created a better outcome.                     |
| 1 Point  | Response indicates that the student partially understands and does not incorporate interactions with the child that are designed to build self-esteem and/or responsibility. Response incorrectly identifies interactions and their attributes. Response is generally unclear. Response may not describe at least one aspect of the interaction that could be improved. Response may not correctly identify how improvement in any aspect would have created a better outcome.    |