

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## Item Specifications

**Standard:** 10.0 Demonstrate professionalism, ongoing professional growth, leadership and advocacy.

**Benchmark:** 10.01 Identify factors that aid professional growth of a school-age child care worker.

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should address the factors that aid in the professional growth of a school-age child care worker. Items should exclude factors that aid in professional growth of adult-care workers or early childhood care workers, if they are not applicable to school-age child care workers.

### Stimulus Attributes:

Stimulus may include reference to various resources that promote professional development for school-age child care providers, including but not limited to professional journal articles, blogs, seminars, courses, or certifications related to secondary school-age child care.

Stimulus may include actions that school-age child care workers can take to aid in professional growth, including but not limited to gaining certifications, joining a professional organization, attending workshops and conferences, reading journals, etc.

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

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

### Response Attributes:

Responses should be descriptions of factors, references, resources, behaviors or actions that promote and do not promote the professional growth of a school-age child care worker.

### Sample Item:

Carla is in her first year as an after-school program coordinator for an elementary school. What behavior is **LEAST** likely to improve her professional growth?

- A. join a professional organization such as NAEYC
- B. attend a teaching conference
- C. take additional child-care courses
- \* D. hold an information night for parents/guardians

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**Standard:** 10.0 Demonstrate professionalism, ongoing professional growth, leadership and advocacy.

**Benchmark:** 10.02 Identify and use job-related school-age child care terminology.

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

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

**Content Limits:** Items should be limited to job-related terminology related to professional growth, leadership and advocacy for school-age child care.

### Stimulus Attributes:

Stimulus may include descriptors of vocabulary and terminology specific and unique to school-age child care terminology.

Stimulus may include a scenario in which job-related terminology is used or discussed appropriately.

Stimulus may ask the test taker to use a job-related terms in the appropriate way.

Stimulus may include a picture or vignette describing best practices.

### Response Attributes:

Responses may include correct and incorrect definitions of job-related terminology.

Responses may include correct and incorrect job-related terms.

Responses may include descriptions of or about best practices in a picture or graphic, using appropriate child-care terminology.

### Sample Item:

Lisa works with 5-year old children at the children's center. She wants to have a better understanding of a child's thought processes. Which topic would be most beneficial?

- A. the social and emotional development of children
- B. fine motor skills-delayed development
- \* C. cognitive and intellectual development in children
- D. gross motor skills development

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**Standard:** 10.0 Demonstrate professionalism, ongoing professional growth, leadership and advocacy.

**Benchmark:** 10.03 Identify and demonstrate effective communication skills to use with personnel and parents/guardians of school-age children.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should be limited to effective communication skills used with personnel and parents/guardians of school-age children.

### Stimulus Attributes:

Stimulus may include scenarios used to include positive and effective communication styles, skills and techniques.

Stimulus may include scenarios used to describe a complex, realistic situation at a school-age program, which requires effective communication skills to assuage.

Stimulus may require the student to role-play a scenario between a school-age child care provider and his/her staff, or a scenario between a school-age child care provider and parent(s)/guardian(s) of school-age children.

### Response Attributes:

Responses may include examples of effective and ineffective ways to communicate with personnel, and with parents/guardians of school-age children.

Responses may include names of communication strategies.

Responses may include performance of skill in job setting.

### Sample Item:

Mr. Brooks is a concerned parent. His daughter was very upset because she was being picked on by another student in your after-school program. Mr. Brooks angrily addresses you, demanding to know what you are doing about the situation. What is the best way to start the dialogue?

- \* A. Use an "I" Message to acknowledge Mr. Brook's concern.
- B. Say something the child does well.
- C. Explain a referral to an outside agency is recommended.
- D. Give your honest opinion including a diagnosis.

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**Standard:** 10.0 Demonstrate professionalism, ongoing professional growth, leadership and advocacy.

**Benchmark:** 10.04 Identify opportunities for continuing education in the area of school-age care.

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items are limited to opportunities related to continuing education in the area of school-age child care.

### Stimulus Attributes:

Stimulus should require the student to identify opportunities for continuing education in the area of school-age care.

### Response Attributes:

Responses should include names of programs, workshops, courses, certifications, or other opportunities for continuing education in the area of school-age child care.

### Sample Item:

Albert has been working with a school-age child care program for five years. He wants to improve his professional growth and resume. What is the **BEST** option for Albert to continue his education?

- A. speak to a colleague once a week about behavior issues
- B. join a professional organization
- C. watch an educational video on eliminating aggressive biting in young children
- \* D. enroll and participate in child care training courses

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**Standard:** 10.0 Demonstrate professionalism, ongoing professional growth, leadership and advocacy.

**Benchmark:** 10.05 Develop a plan for professional development.

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

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

**Content Limits:** Items should be limited to professional development opportunities related to school-age child care workers.

### **Stimulus Attributes:**

Stimulus may present a scenario that identifies gaps in a teacher's performance/knowledge.

Stimulus may describe a problem or situation a teacher is facing which he/she would like to address attending professional development.

Stimulus may include principal/mentor/peer observations.

### **Response Attributes:**

Responses must address the problems/situations presented in the stimulus.

Responses may be descriptions or names of professional development opportunities.

Responses may describe a complete plan or steps that may be included on a professional development plan.

### **Sample Item:**

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Stimulus: Susie has been teaching for five years at the same after-school program. However, there has recently been a shift in the student population, and she now has many more English Language Learners than she did in the past. Identify two professional goals for Susie. In two paragraphs, describe a professional development plan that will help her meet these goals.

Rubric:

- |          |   |
|----------|---|
| 4 Points | The student response shows a thorough understanding of appropriate professional development. The response includes two goals. Both goals are appropriate to Susie's situation. The response includes a detailed plan to meet the goals. The response is clear.      |
| 3 Points | The response shows a partial understanding of professional development. The response includes two goals. Both goals may not be appropriate to Susie's situation. The response includes a plan to meet the goals. The response is somewhat clear.                    |
| 2 Points | The response shows a minimal understanding of professional development. The response may not include appropriate goals. The response includes a plan which may be lacking in details. The response is somewhat unclear.   |
| 1 Point  | The response shows a poor understanding of professional development. The response includes inappropriate goals. The response is lacking in details. The response may not include a plan or one that is appropriate to the goals. The response is generally unclear. |

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**Standard:** 10.0 Demonstrate professionalism, ongoing professional growth, leadership and advocacy.

**Benchmark:** 10.06 Assess one's attitude and performance in school-age care.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should be limited to assessing performance and attitude in school-age child care. Items should not include an assessment of test taker's attitude and performance in the school-age training course.

### **Stimulus Attributes:**

Stimulus may include a scenario describing a school-age care-taker's behaviors, thoughts, actions, etc.

Stimulus may include a video clip of a school-age child care worker.

Stimulus may include a rubric or other scoring criteria, with details and descriptions of the various categories on the rating tool.

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

### **Response Attributes:**

Responses may be ratings, based on the categories from the scoring tool used in the stimulus.

Responses may include defining both negative and positive performance.

Responses may be statements about one's behaviors, attitudes, or actions in a school related situation.

Responses may include completing a portfolio.

Responses may include completing a self-reflection form.

### **Sample Item:**

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Task: You have completed your 90-day probationary period at the Little Kids After-School Program. Your supervisor has asked you to evaluate your performance. Using a scale of 1 to 4, with one being the lowest, complete the following self-assessment form. Then in one paragraph, analyze your attitude and performance based on the self-assessment. Include at least two areas that you want to work on.

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



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Rubric:

- |          |  |
|----------|--|
| 4 Points | The student successfully completes all parts of the evaluation. The evaluation includes the self-assessment form and a paragraph analyzing the student's attitude and performance. The paragraph includes at least two areas that the student would like to work on. |
| 3 Points | The student completes all parts of the evaluation. The evaluation includes the self-assessment and a brief paragraph analyzing the student's attitude and performance. The paragraph includes at least one area that the student would like to work on.              |
| 2 Points | The student completes the evaluation. The evaluation includes the self-assessment and a paragraph analyzing the student's attitude and performance. The paragraph may not address both attitude and performance and may omit two areas to work on.                   |
| 1 Point  | The student only completes the self-assessment form.   |

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**Standard:** 10.0 Demonstrate professionalism, ongoing professional growth, leadership and advocacy.

**Benchmark:** 10.07 Identify and demonstrate the exemplary behavior, and social skills needed as a role model for school-age children.

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

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

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

### Stimulus Attributes:

Stimulus may include descriptors defining professionalism.

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

Stimulus may include scenarios and questions demonstrating intentionality, kindness, nurture, and effectiveness.

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

### Response Attributes:

Responses may include examples that are professional in nature.

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

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

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

### Sample Item:

Miss Laura sits at the lunch table with the eight 5-year olds in her classroom. Whenever she eats the vegetables Miss Laura exclaims, "These vegetables are fantastic, mmm, mmm, mmm!" Now when the children eat their vegetables, an onlooker may hear from the children, "These vegeables are fantastic!" What is this an example of?

- A. all children eating their vegetables
- \* B. mirroring the behavior of an adult
- C. excellent table manners
- D. inappropriate language skills

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Task: You are preparing for a class field trip to the zoo. Ten parents are coming along to chaperone the students. Explain to the class at least five guidelines to follow in order to demonstrate professionalism as a childcare worker.

Rubric:

- |          |  |
|----------|--|
| 4 Points | The student cites five or more appropriate responses that indicate knowledge of the professional skills used by early child care workers, including but not limited to modeling and parent communication skills. The student presentation is complete and needs no teacher assistance.                                 |
| 3 Points | The student cites four appropriate responses that indicate knowledge of the professional skills used by early child care workers, including but not limited to modeling and parent communication skills. The presentation may have few inappropriate responses. The student may need some assistance from the teacher. |
| 2 Points | The student cites three responses that indicate knowledge of the professional skills used by early child care workers, including but not limited to modeling and parent communication skills. The presentation may omit some appropriate responses. The student requires assistance to complete the presentation.      |
| 1 Point  | The student cites less than three responses that indicate knowledge of the professional skills used by early child care workers. The student requires major assistance from the teacher to complete the presentation.  |

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**Standard:** 10.0 Demonstrate professionalism, ongoing professional growth, leadership and advocacy.

**Benchmark:** 10.08 Analyze legal issues and liability as they relate to a school-age child care worker.

**Depth of Knowledge:** High Complexity

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

**Content Limits:** Items should be limited to legal and liability issues that relate to school-age child care workers in Florida.

### **Stimulus Attributes:**

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

Stimulus may include descriptions of responsibilities of a mandatory reporter.

Stimulus may include contrasting ethics with legalities.

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

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

### **Response Attributes:**

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

Responses should include behaviors and actions that reflect strong ethical behavior.

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

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

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

### **Sample Item:**

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**Stimulus:** The student will create a written response to the following scenario. Mrs. Liza has noticed a coworker inappropriately disciplining children. She decides to videotape her coworker to catch her in action and then share the video tape with her supervisor. What legal issues have been violated and what would be a more appropriate response by Mrs. Liza?

**Rubric:**

- |          |   |
|----------|---|
| 4 Points | The student shows a thorough understanding of the legal issues related to child care workers. The student answer shows a thorough understanding of the situation by identifying the breach of confidentiality and the lack of intervention by Mrs. Liza. The response suggests appropriate interventions by Mrs. Liza to report the incident to the supervisor. The response is detailed. |
| 3 Points | The student shows a partial understanding of the legal issues related to child care workers. The student answer shows a partial understanding of the situation by including only three of the issues. The student's descriptions are limited. The suggested interventions may not be appropriate.   |
| 2 Points | The student response shows a minimal understanding of the legal issues. The student answer shows a minimal understanding of the situation by including only two of the issues. The student's descriptions are limited. The response may not include suggested interventions.  |
| 1 Point  | The response shows a lack of understanding of the legal issues. The student answer shows a poor understanding of the situation by including only one of the issues. The student's descriptions may be limited or incorrect. The response may not include appropriate suggested interventions.   |

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## **Item Specifications**

**Standard:** 10.0 Demonstrate professionalism, ongoing professional growth, leadership and advocacy.

**Benchmark:** 10.09 Demonstrate employability skills including a job search.

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

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

**Content Limits:** Items should address the skills needed for employment in a school-age child care position, and best practices within the profession.

### **Stimulus Attributes:**

Stimulus may include minimum education requirements to work in the childcare industry.  
Stimulus may include performance tasks such as lesson planning, engaging in meaningful conversations with children, leading activities with children, and demonstrating appropriate teacher-student interactions.  
Stimulus may include descriptions essential to a resume.

### **Response Attributes:**

Responses should be skills, actions, or behaviors that may or may not demonstrate employability as a child care provider.  
Responses may include descriptors of resume writing.  
Responses may include descriptors of job-searching strategies and processes.  
Responses may include behaviors and actions that reflect a commitment to personal and professional growth.

### **Sample Item:**

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Stimulus: In a response that is no longer than half a page, list and describe the usefulness of four components to include in a professional portfolio.

Rubric:

**4 Points**            The student correctly identifies four appropriate components of a professional portfolio for school-age child care workers and thoroughly articulates each component's usefulness. The response is detailed.

**3 Points**            The student correctly identifies three or more appropriate components of a professional portfolio for school-age child care workers and partially articulates each component's usefulness. The response may include some inaccuracies or omissions. The response has some details.

**2 Points**            The student correctly identifies two or more appropriate components of a professional portfolio for school-age child care workers and partially articulates each component's usefulness. The response may have inappropriate components. The response has few details.

**1 Point**             The student correctly identifies less than two appropriate components of a professional portfolio for school-age child care workers and minimally articulates each component's usefulness.

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**Standard:** 10.0 Demonstrate professionalism, ongoing professional growth, leadership and advocacy.

**Benchmark:** 10.10 Research professional organizations related to school-age children care.

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

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

**Content Limits:** Items should be limited to professional organizations for individuals or organizations working with school-age children.

### **Stimulus Attributes:**

Stimulus may include descriptions of professional organizations for individuals or organizations working with school-age children.

Stimulus may include qualities of the professional organization.

Stimulus may include instructions for conducting research on professional organizations related to school-age children care.

### **Response Attributes:**

Responses may be names of professional organizations related to school-age children care.

Responses may be statements about various aspects of school-age child care professional organizations, including but not limited to, mission statements, services provided, and organization accomplishments.

Responses should not include names of organization members, insignificant dates, or minor details about the organization.

### **Sample Item:**



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Stimulus: Research a professional organization related to school-age child care. Write a five paragraph essay about this organization, covering important dates, their mission statement, and how this organization helps the profession.

Rubric:

- |          |   |
|----------|---|
| 4 Points | The student answer shows a thorough understanding of the topic. The response includes an appropriate professional organization. The response includes research documenting the organization and its relationship to school-age child care.  |
| 3 Points | The student answer shows a partial understanding of the topic. The response includes an appropriate professional organization. The response includes research documenting the organization and its relationship to school-age child care. One element may be missing or incorrect (key dates, mission statement and benefit to the profession). |
| 2 Points | The student answer shows a minimal understanding of the topic. The response includes a professional organization. The response includes research documenting the organization and its relationship to school-age child care. Two elements may be missing or incorrect (key dates, mission statement and benefit to the profession).             |
| 1 Point  | The student answer shows a minimal understanding of the topic. The response may not include an appropriate professional organization. The response lacks research documenting the relationship to school-age child care. More than two elements are missing or incorrect (key dates, mission statement and benefit to the profession).          |

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## **Item Specifications**

**Standard:** 11.0 Provide a safe environment.

**Benchmark:** 11.01 Follow Florida safety regulations designed to keep children safe.

**Depth of Knowledge:** Low Complexity

**Item Types:** Performance Task

**Content Limits:** Items should be limited to regulations within the Florida Administrative Code, and the Florida Statutes.

### **Stimulus Attributes:**

Stimulus should include descriptors of regulations that keep children safe.

Stimulus should include descriptors of an environment with children (age five through age twelve).

Stimulus could include scenarios or video clips with examples of Florida Safety Regulations being used to keep children safe.

### **Response Attributes:**

Responses should include descriptions of behaviors that ensure safe practices, with a focus on safety regulations being followed.

Responses may also describe behaviors that are not safe.

### **Sample Item:**

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Task: During a formal observation, the student will demonstrate compliance of the following safety rules and regulations designed to keep children safe.

1. appropriate staff to child ratios
2. minimum square footage indoors
3. minimum square footage outdoors
4. shaded area is provided outdoors
5. fences meet state regulations
6. medications are properly stored and away from children's reach
7. first aid available
8. at least one staff member certified in first aid/CPR
9. water is available for children
10. fire extinguisher and smoke detectors have passed safety inspections

Rubric:

- |          |   |
|----------|---|
| 4 Points | The student observation demonstrates compliance in all ten areas.   |
| 3 Points | The student observation demonstrates compliance in at least eight of the ten areas. Minimal coaching was needed.  |
| 2 Points | The student observation demonstrates compliance in five to seven of the ten areas. Coaching was needed on multiple occasions.                                   |
| 1 Point  | The student observation demonstrates compliance in less than five of the ten areas. The observation could not be completed without assistance from the teacher. |

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## **Item Specifications**

**Standard:** 11.0 Provide a safe environment.

**Benchmark:** 11.02 Conduct safety checks, indoor and outdoors.

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

**Item Types:** Performance Task

**Content Limits:** Items are limited to the safe environment for indoors and outdoors for school-age programs.

### **Stimulus Attributes:**

Stimulus may include descriptors of how safety checks should be conducted.

Stimulus may include scenarios of indoor and outdoor examples, where safety checks should be conducted.

### **Response Attributes:**

Responses may include descriptions and non-descriptions of the components of a safety checklist.

Responses may include descriptions and non-descriptions of when a safety checklist is used.

### **Sample Item:**

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Task: Complete the following safety checklist by performing all the tasks.

#### Safety Checklist for Child Care Settings

Indoor Safety Checklist: Check Daily	Yes	No
The lesson plan and room arrangement allows for supervision of children at all times.		
Electrical outlets are childproof.		
Cleaning materials and other poisons are stored only in locked cabinets or out of the room.		
Furniture has no sharp edges or corners at children's eye level.		
Inclines are clearly marked.		
Steps and platforms are padded and have protective railings.		
Pillows, mattresses, or mats are below high places where children might climb.		
Teacher's scissors, knives, and other sharp objects are out of children's reach.		
The room contains no highly flammable furnishings or decorations.		
Children have enough space to play in each area.		
Timers, signs, and other items that help children play safely are in their appropriate places.		
Floors are dry.		
Children are supervised at all times; required child-adult ratios are maintained; teachers interact with children rather than congregating with each other.		
Indoor Safety Checklist: Check Monthly	Yes	No
Blocks are smooth and splinter free.		
Toys' moving parts (wheels, knobs) are securely fastened and working properly.		
Potential poisons, such as detergent and cleaning products, stored out of reach of children and separate from food.		
Children's scissors and food preparation knives are sharp enough for children to use them easily.		
Hinges, screws, and bolts on furniture and equipment are securely fastened.		
Electrical wires are not frayed.		
Radiators and hot water pipes are covered or insulated.		
Smoke detectors and fire extinguishers are working properly.		
Emergency phone numbers of police, fire, rescue, abuse registry, county health department, and poison control center are kept next to the telephone.		
The fire exit plan is posted.		
A fire drill is held every month.		

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Rubric:

- |          |   |
|----------|---|
| 4 Points | The student successfully completes all parts of the safety checklist. All checklist items have a “yes” on the daily section.                          |
| 3 Points | The student partially completes the safety checklist but may omit one to five items. The checklist may have “no” on a few items on the daily section. |
| 2 Points | The student partially completes the safety checklist but may omit six to ten items. The checklist has multiple “no’s” in the daily section.           |
| 1 Point  | The student completes the safety checklist but omits more than ten items. The checklist has more “no’s” than “yes’s”.                                 |

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**Standard:** 11.0 Provide a safe environment.

**Benchmark:** 11.03 Remove or repair unsafe items.

**Depth of Knowledge:** Moderate Complexity

**Item Types:** Performance Task

**Content Limits:** Items should be limited to environments at or around a school-age child care setting.

**Stimulus Attributes:**

Stimulus may include descriptors of safe and unsafe items that can be present in a child care setting.

Stimulus may include scenarios, pictures or video clips of safe removal or repair of unsafe items that could harm children and/or caregivers.

**Response Attributes:**

Responses should include proper and improper decision making for removing or repairing items that could be potentially hazardous to children.

**Sample Item:**

**Task:** The student is presented with a situation in which unsafe items are in need of repair or removal. (Examples include rusty nails on a playground or medicine within reach of children). The student is then asked to identify any safety hazards and resolve the problem to create a safe environment for children.

**Rubric:**

4 Points	The student clearly identifies all safety hazards and effectively resolves all issues. No assistance is needed.
3 Points	The student clearly identifies all safety hazards and partially resolves some issues. Some assistance may be needed.
2 Points	The student identifies some but not all safety hazards and partially resolves some issues. Teacher assistance is needed.
1 Point	The student identifies few safety hazards and does not resolve any issues. Student cannot complete the task without teacher assistance.

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## **Item Specifications**

**Standard:** 11.0 Provide a safe environment.

**Benchmark:** 11.04 Create a safe environment for school-age program including traffic patterns, quiet and active play areas, sign-in areas.

**Depth of Knowledge:** Moderate Complexity

**Item Types:** Performance Task

**Content Limits:** Items should address safe after-school environments.

**Stimulus Attributes:**

Stimulus may include descriptions and non-descriptions of safe or unsafe after-school environments.

Stimulus may include graphics, video clip, or diagrams of a safe or unsafe environment for school-age programs.

**Response Attributes:**

Responses may include a description of a safe or unsafe after-school learning environment designed for school-age children.

Responses may include graphics or diagrams.

**Sample Item:**



## **Item Specifications**

**Task:** Create a diagram of a safe environment for a school-age program. The diagram should include traffic patterns, quiet areas, active play areas, and sign-in areas.

**Rubric:**

- |          |  |
|----------|--|
| 4 Points | The student demonstrates a thorough understanding of a safe environment for a school-age program by including the correct components of a safe environment. The diagram excludes unsafe components. The plan includes traffic patterns, active and quiet areas, and a sign-in area.  |
| 3 Points | The student demonstrates a partial understanding of a safe environment for a school-age program by including components of a safe environment. The plan includes traffic patterns, active and quiet areas, and a sign-in area. One area may be incorrectly described or missing.   |
| 2 Points | The student demonstrates a minimal understanding of a safe environment for a school-age program by including components of a safe environment. The diagram may include unsafe components. The plan includes traffic patterns, active and quiet areas, and a sign-in area. Two areas may be incorrectly described.            |
| 1 Point  | The student demonstrates a poor understanding of a safe environment for a school-age program by omitting some components of a safe environment and including unsafe components. The plan includes traffic patterns, active and quiet areas, and a sign-in area. Three or more areas may be incorrectly described or missing. |

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**Standard:** 11.0 Provide a safe environment.

**Benchmark:** 11.05 Create a daily schedule that provides time for active and quiet play.

**Depth of Knowledge:** Moderate Complexity

**Item Types:** Performance Task

**Content Limits:** Items should be limited to activities appropriate to the developmental needs of children in a school-age program.

**Stimulus Attributes:**

Stimulus may include descriptors of activities encouraging a variety of active and quiet play.

Stimulus may include scenarios of school-age children participating in daily routines that meet children's intellectual and social needs.

**Response Attributes:**

Responses may include a descriptor of daily routines and opportunities that meet the needs of school-age children academically, socially, and physically.

Responses may be examples of daily schedules.

**Sample Item:**

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## **Item Specifications**

**Task:** Create a safe daily schedule for an after-school program for children between the ages of five to twelve. The program will run from 2:30 pm to 6:00 pm.

**Rubric:**

- |          |   |
|----------|---|
| 4 Points | The student answer shows a thorough understanding of daily scheduling by creating a schedule that includes active and quiet time, separation of activities by age group, and homework completion. The schedule is appropriate for the age group.  |
| 3 Points | The student answer shows a basic understanding of daily scheduling by creating a schedule that may exclude one component (active and quiet time, separation of activities by age group, and homework completion). The student's descriptions are limited and may not take into consideration the age groups.                    |
| 2 Points | The student answer shows a limited understanding of daily scheduling by creating a schedule that may exclude two components (active and quiet time, separation of activities by age group, and homework completion). The student's descriptions are limited. The schedule may not be appropriate for the age group.             |
| 1 Point  | The student answer shows a poor understanding of daily scheduling by creating a schedule that excludes two components (active and quiet time, separation of activities by age group, and homework completion). The student's descriptions are incorrect. The schedule is incomplete and may be inappropriate for the age group. |

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## Item Specifications

**Standard:** 11.0 Provide a safe environment.

**Benchmark:** 11.06 Conduct safety training with children including their input into rules.

**Depth of Knowledge:** Moderate Complexity

**Item Types:** Performance Task

**Content Limits:** Items should be limited to safe practices within a school-age program.

### Stimulus Attributes:

Stimulus may include descriptors of types of training activities that can teach children about safety.

Stimulus may include opportunities for children to have input in creating rules.

Stimulus may include scenarios or video clips of caregivers conducting safety training with school-age children.

### Response Attributes:

Responses may include appropriate and inappropriate descriptions of children's input into classroom rules.

Responses may include demonstrations of a safety training being conducted with school-age children.

### Sample Item:

Task: Write and conduct a lesson plan to use with school-age children that will teach children safety rules and include the children's input.

Rubric:

4 Points	The student writes an effective lesson plan, appropriately conducts the lesson plan and fully includes children's ideas for appropriate safety rules.
3 Points	The student writes an effective lesson plan and appropriately conducts the lesson plan, but may not fully include the children's ideas for appropriate safety rules.
2 Points	The student does not adequately complete one of the following: write an effective lesson plan, conduct the lesson plan or include the children's ideas for appropriate safety rules.
1 Point	The student does not adequately complete several of the following: write an effective lesson plan, conduct the lesson plan or include children's ideas for appropriate safety rules.

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## Item Specifications

**Standard:** 11.0 Provide a safe environment.

**Benchmark:** 11.07 Recognize and ensure appropriate staff to child ratios and group sizes.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items are limited to staff and child ratios based on the age of the child as regulated by the Florida Administrative Code.

### Stimulus Attributes:

Stimulus may include appropriate and correct staff to child ratios as regulated by the Florida Administrative Code.

Stimulus may include scenarios when caregivers need to adjust the number of children in their care in order to adhere to appropriate staff to child ratios.

### Response Attributes:

Responses may include correct and incorrect descriptors of ways to ensure appropriate staff to child ratios are being met.

Responses may include correct and incorrect staff to child ratios as defined in the Florida Administrative Code.

### Sample Item:

Miss Terry has a class of 35 school-age children (ages ranging from five to nine years old) under her care. The indoor space she has available is 1,250 square feet, and the outdoor space available is 1,600 square feet. Her daily routine consists of 20 minutes of snack time, 30 minutes of homework time, 45 minutes of outdoor play time, and the remaining time in indoor choice centers.

Under these circumstances, which standard under the Florida Administrative Code has not been followed?

- \* A. Miss Terry is not meeting the required staff to child ratio.
- B. Children are exceeding the number of minutes allowed during outdoor play time.
- C. Indoor space does not meet the minimum requirements.
- D. Outdoor space does not meet the minimum requirements.

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## **Item Specifications**

**Standard:** 11.0 Provide a safe environment.

**Benchmark:** 11.08 Explain rules and procedures for sports and activities.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should be limited to rules and procedures specifically for sports and activities.

### **Stimulus Attributes:**

Stimulus should include descriptors of rules and procedures for sports and activities in which school-age children are involved.

Stimulus may include descriptions of safe and unsafe practices and prevention of harmful situations.

### **Response Attributes:**

Responses may include correct and incorrect explanations of rules and procedures created to prevent harm to school-age children when participating in sports or activities.

Responses may include appropriate and inappropriate child care worker behaviors when explaining rules and procedures for sports and activities.

### **Sample Item:**

## **Item Specifications**

Stimulus: Miss Robyn has several school-age children that want to play football. Miss Robyn wants the children to participate in what they like, however, she worries there may be injuries. List and explain at least five rules and procedures that Miss Robyn should give the children for playing football that will help to reduce any injuries.

Rubric:

- |          |   |
|----------|---|
| 4 Points | The student clearly identifies five or more appropriate safety rules and procedures to give school-age children when playing football, and clearly articulates the expectations of the rules and procedures to be followed.   |
| 3 Points | The student clearly identifies four appropriate safety rules and procedures to give school-age children when playing football, and adequately articulates the expectations of the rules and procedures to be followed.  |
| 2 Points | The student clearly identifies three appropriate safety rules and procedures to give school-age children when playing football. The expectations of the rules and procedures to be followed may not be clearly stated. The response may include inappropriate rules and procedures. |
| 1 Point  | The student identifies less than three appropriate safety rules and procedures to give school-age children when playing football. The response fails to adequately articulate the expectations of the rules and procedures to be followed. The response is generally unclear.       |

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## **Item Specifications**

**Standard:** 11.0 Provide a safe environment.

**Benchmark:** 11.09 Create and carry out an emergency plan for accidents, injuries, illness, fire and weather related acts.

**Depth of Knowledge:** High Complexity

**Item Types:** Performance Task

**Content Limits:** Items are limited to emergency plans for accidents, injuries, illness, and natural disasters, such as fire, and weather related acts.

### **Stimulus Attributes:**

Stimulus should include a description on how to create and carryout an emergency plan for accidents, injuries, illness, fire and weather related acts that can cause children to be in harmful situations.

Stimulus may include examples of an emergency plan.

Stimulus may include scenarios where a caregiver ensures there are emergency and evacuation plans in a school-age setting to keep staff and children safe in a school-age program.

### **Response Attributes:**

Responses should include descriptions of procederes that will keep children safe and parents and staff notified with up to date information during an emergency situation.

### **Sample Item:**



## **Item Specifications**

Task: Demonstrate the proper actions to take in an emergency situation in which a child has a seizure while indoors.

Rubric:

- |          |   |
|----------|---|
| 4 Points | The student demonstrates a thorough understanding of the emergency plan by following the proper procedures for a life threatening injury including contacting 911, contacting the child's parents, contacting appropriate center staff, and ensuring the safety of other children. The student demonstrates proper procedures for the child's safety. The demonstration is completed without teacher assistance.                                  |
| 3 Points | The student demonstrates a partial understanding of the emergency plan by following proper procedures for a life threatening injury that includes most of the required elements (contacting 911, contacting the child's parents, contacting appropriate center staff, and ensuring the safety of other children). The demonstration may have minimal errors and may need some teacher assistance. All steps are completed for the child's safety. |
| 2 Points | The student demonstrates a minimal understanding of the emergency plan by following procedures for a life threatening injury. The student excludes many of the required elements (contacting 911, contacting the child's parents, contacting appropriate center staff, and ensuring the safety of other children). The demonstration may have many errors. The demonstration is performed with major assistance from the teacher.                 |
| 1 Point  | The student fails to demonstrate a basic understanding of a plan for a life threatening injury. The demonstration excludes many of the required elements (contacting 911, contacting the child's parents, contacting appropriate center staff, and ensuring the safety of other children). The demonstration cannot be performed without teacher assistance.  |

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## **Item Specifications**

**Standard:** 11.0 Provide a safe environment.

**Benchmark:** 11.10 Create and carry out a plan for children's safety during field trips.

**Depth of Knowledge:** High Complexity

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

**Content Limits:** Items should be limited to rules and procedures specifically dealing with children traveling from one location to another, or off campus.

### **Stimulus Attributes:**

Stimulus may include a focus on carrying out a plan that keeps school-age children safe at all times during field trips off campus or when traveling.

Stimulus may include scenarios or video clips of common safety issues that arise when children are off campus from their childcare facility or home.

### **Response Attributes:**

Responses may include descriptors of safety issues that can be prevented while traveling from one location to another.

### **Sample Item:**

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## **Item Specifications**

Stimulus: Create a safety plan for transporting school-age children during field trips.

Rubric:

- |          |  |
|----------|--|
| 4 Points | The student demonstrates a thorough understanding of student transportation safety by creating a checklist with required information (sign-in and sign-out sheets, first aid equipment, emergency procedures and student directions, a second staff signature).                                |
| 3 Points | The student demonstrates a partial understanding of student transportation safety by creating a checklist with required information (sign-in and sign-out sheets, first aid equipment, emergency procedures and student directions). One area may be missing or incorrectly described.         |
| 2 Points | The student demonstrates a partial understanding of student transportation safety by creating a checklist with required information (sign-in and sign-out sheets, first aid equipment, emergency procedures and student directions). Two areas may be missing or incorrectly described.        |
| 1 Point  | The student demonstrates a minimal understanding of student transportation safety by creating a checklist with required information (sign-in and sign-out sheets, first aid equipment, emergency procedures and student directions). More than two areas are missing or incorrectly described. |

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## **Item Specifications**

**Standard:** 11.0 Provide a safe environment.

**Benchmark:** 11.11 Prepare and demonstrate the proper use of a first aid kit.

**Depth of Knowledge:** Moderate Complexity

**Item Types:** Performance Task

**Content Limits:** Items should be limited to first aid supplies specifically for use of young children, and staff of a school-age program.

### **Stimulus Attributes:**

Stimulus may include a description of the required and not required contents and location of a first aid kit, including gauze, bandages, etc.

Stimulus may include a scenario, video clip or graphic of a situation requiring first aid.

### **Response Attributes:**

Responses may include descriptors of a first aid kit.

Responses may describe the appropriate and inappropriate ways to use the contents of a first aid kit.

Responses may include a demonstration of the proper and improper use of a first aid kit.

Responses may include graphics of first aid kits and/or components.

### **Sample Item:**

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## **Item Specifications**

Task: Your class is preparing for a field trip to the zoo. Prepare a first aid and emergency kit containing eleven essential items to carry in a backpack while your class is at the zoo.

Items should include a minimum of the following:

1. Soap
2. Adhesive bandage strips or equivalent
3. Disposable non-porous gloves
4. Cotton balls or applicators
5. Sterile gauze pads and rolls
6. Adhesive tape
7. Thermometer
8. Tweezers
9. Pre-moistened wipes
10. Scissors
11. A current resource guide on first aid and CPR procedures

Rubric:

- |          |  |
|----------|--|
| 4 Points | The student properly packs all eleven items .                |
| 3 Points | The students omits packing one to three of the eleven items. |
| 2 Points | The student omits packing four to six of the eleven items.   |
| 1 Point  | The student omits packing more than six of the eleven items. |

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## **Item Specifications**

**Standard:** 11.0 Provide a safe environment.

**Benchmark:** 11.12 Create an emergency phone list.

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should be limited to the contents of an emergency list for contacting important individuals during an emergency within a school-age program.

### **Stimulus Attributes:**

Stimulus may include descriptors of appropriate agencies that should be included on an emergency phone list.

Stimulus may include descriptors of appropriate and inappropriate emergency phone list contacts.

Stimulus may include a scenario of an emergency situation where an emergency phone list may be used.

### **Response Attributes:**

Responses may include names and contact information that would and would not be on a center's emergency phone list.

### **Sample Item:**

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## **Item Specifications**

Stimulus: Create an emergency phone list that includes the six required phone numbers and four required pieces of information for a school-age program.

Rubric:

- |          |   |
|----------|---|
| 4 Points | The student accurately identifies the six required phone numbers (fire, police, ambulance, poison control, child abuse hotline and county health department) and the four required pieces of information (center's name, address, telephone and directions to the program). |
| 3 Points | The student identifies six phone numbers but they may not include the required six phone numbers. The student accurately identifies the four required pieces of information.  |
| 2 Points | The student incorrectly identifies the required six phone numbers or omits some. The student may incorrectly identify the four required pieces of information or omits one or two pieces.   |
| 1 Point  | The student incorrectly identifies three or more of the required six numbers and omits or incorrectly identifies two or more of the four required pieces of information.  |

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## Item Specifications

**Standard:** 12.0 Provide and promote an environment that contributes to good health, physical fitness, and nutrition.

**Benchmark:** 12.01 Follow Florida Child Care Regulations that address health, sanitation, and food handling practices.

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should reflect regulations regarding healthy practices within the Florida Administrative Code regarding school-age child care.

**Stimulus Attributes:**

Stimulus may include information directly from the Florida Child Care Regulations.  
Stimulus may include descriptions and non-descriptions of sanitation procedures.  
Stimulus may include appropriate and inappropriate food handling practices.

**Response Attributes:**

Responses may include correct and incorrect criteria for sanitizing.  
Responses may include correct and incorrect steps for food handling practices.

**Sample Item:**

What are the proper steps for sanitizing plastic toys?

- A. Spray the toy area with a bleach and water solution and wipe area immediately.
- B. Place the toys in boiling water for 5 seconds.
- \* C. Spray the toy area with a bleach and water solution and allow to air dry.
- D. Place the toys in boiling water for 8 seconds.



**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## Item Specifications

**Standard:** 12.0 Provide and promote an environment that contributes to good health, physical fitness, and nutrition.

**Benchmark:** 12.02 Model and teach habits that promote good health, physical fitness, and nutrition.

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

**Item Type:** Performance Task

**Content Limits:** Items should reflect how to practice and plan to teach school-age students good health, physical fitness, and nutrition.

**Stimulus Attributes:**

Stimulus may include correct and incorrect practices for teaching good health, physical fitness, and nutrition.

Stimulus may include a narrative, video clip, or scenario.

**Response Attributes:**

Responses may include correct and incorrect behaviors to teach good health, physical fitness, and nutrition to school-age children.

**Sample Item:**

Task: Your co-worker regularly brings in candy bars to eat during snack time. In a role-playing situation demonstrate how you would respond to your co-worker so that you can model and teach good nutritional habits.

Rubric:

- |          |   |
|----------|---|
| 4 Points | The student thoroughly demonstrates a proper strategy for the situation and provides strong rationale as to how this would teach good nutritional habits.     |
| 3 Points | The student adequately demonstrates a proper strategy for the situation and provides a valid rationale as to how this would teach good nutritional habits.    |
| 2 Points | The student partially demonstrates a proper strategy for the situation and provides rationale as to how this would teach good nutritional habits.             |
| 1 Point  | The student does not demonstrate a proper strategy for the situation and does not provide valid rationale as to how this would teach good nutritional habits. |

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## Item Specifications

**Standard:** 12.0 Provide and promote an environment that contributes to good health, physical fitness, and nutrition.

**Benchmark:** 12.03 Create a supply list that helps children practice healthy habits.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should reflect items in the classroom that assist the students with the practice of healthy habits.

**Stimulus Attributes:**

Stimulus may include correct and incorrect items needed in the school-age classroom to practice healthy habits.

Stimulus may include a scenario.

**Response Attributes:**

Responses may include samples of items necessary and unnecessary for healthy habits.

**Sample Item:**

Stimulus: Create a supply list of ten items that help children practice healthy habits.

Rubric:

4 Points	The student correctly identifies eight or more common classroom items that help children practice healthy habits, including but not limited to: soap, paper towels, hand sanitizer, gloves, and toothbrushes.
3 Points	The student correctly identifies six to seven common classroom items that help children practice healthy habits including but not limited to: soap, paper towels, hand sanitizer, gloves, and toothbrushes.
2 Points	The student correctly identifies four to five common classroom items that help children practice healthy habits, including but not limited to: soap, paper towels, hand sanitizer, gloves, and toothbrushes.
1 Point	The student identifies less than four common classroom items that help children practice healthy habits, including but not limited to: soap, paper towels, hand sanitizer, gloves, and toothbrushes.

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## **Item Specifications**

**Standard:** 12.0 Provide and promote an environment that contributes to good health, physical fitness, and nutrition.

**Benchmark:** 12.04 Act to detect and prevent maltreatment of children.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should reflect the ability to detect and prevent the maltreatment of school-age children.

**Stimulus Attributes:**

Stimulus may include procedures to identify signs of child abuse and neglect.

Stimulus may include steps in child abuse and neglect prevention.

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

**Response Attributes:**

Responses may include scenarios that include identifying signs of abuse and neglect

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

**Sample Item:**

## **Item Specifications**

Stimulus: One of the children in your program arrives one morning with bruises on his arm. He is normally cheerful and animated, but today he is acting quieter than usual. When questioned in the morning he tells you that he fell off his bike the previous day. Later in the day you hear him telling another child that he fell down some stairs. The child lives with his father and an older brother who is in high school and plays on the football team. The child's father is a mason and works very long hours, he is often in a hurry when he drops the child off in the morning and picks him up in the afternoon.

Given the scenario, describe the appropriate actions for a child care worker to take in order to prevent potential maltreatment of the child.

**Rubric:**

- |          |  |
|----------|--|
| 4 Points | The student thoroughly describes the proper and appropriate steps for a child care worker to take. The response is detailed and all steps are accurate.                              |
| 3 Points | The student describes the proper and appropriate steps for a child care worker to take. Response may have minor inaccuracies. The response has some details.                         |
| 2 Points | The student partially describes some of the appropriate steps for a child care worker to take. Some of the steps may be incorrect or omitted. The response has few specific details. |
| 1 Point  | The student describes few, if any appropriate steps for a child care worker to take. The response shows a general lack of knowledge of preventing the maltreatment of a child.       |

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## Item Specifications

**Standard:** 12.0 Provide and promote an environment that contributes to good health, physical fitness, and nutrition.

**Benchmark:** 12.05 Ensure high standard of cleanliness and sanitation of facility.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should reflect an understanding of clean and sanitized school-age facilities.

### Stimulus Attributes:

Stimulus may include directions on how to keep a school-age environment clean and sanitized.

Stimulus may include a scenario or video clip related to cleanliness and sanitization.

Stimulus may describe the differences between clean and sanitized.

Stimulus may include a narrative or scenario.

### Response Attributes:

Responses may include specific actions to keep a school-age environment clean.

Responses may include comparisons of the characteristics of clean and sanitized surfaces.

### Sample Item:

Which behavior is the best example of sanitizing in a school-age facility?

- A. Mary cut her finger and bled on the floor. The teacher wiped it up with a wet wipe.
- B. Josh cleaned up after the birthday party by washing the dishes in hot soapy water in the sink.
- C. Liz washed all the blankets from the field trip in hot water and dried them on a low temperature setting in the dryer.
- \* D. When the toilet overflowed, the custodian came in to mop, let a bleach solution sit for two minutes, and then mopped again.

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## Item Specifications

Sample Item 2:

Stimulus: Construct a section in a program employee handbook that describes health and sanitation policies that school-age child care centers should follow. Include the topics of sanitizing procedures, daily clean up, and hand washing.

Rubric:

- |          |   |
|----------|---|
| 4 Points | The student creates a thorough and comprehensive section of an employee handbook dealing with health and sanitation policies. The response includes all necessary areas including sanitizing procedures, daily clean up, and hand washing techniques.   |
| 3 Points | The student creates a completed section of an employee handbook dealing with health and sanitation policies. The response includes many of the necessary areas including sanitizing procedures, daily clean up, and hand washing techniques. The response may have minor inaccuracies.                          |
| 2 Points | The student creates a partially completed section of an employee handbook dealing with health and sanitation policies. The response includes some of the necessary areas including sanitizing procedures, daily clean up, and hand washing techniques. The response may have incorrect procedures or omissions. |
| 1 Point  | The student creates an incomplete section of an employee handbook dealing with health and sanitation policies. The response includes few if any of the necessary areas including sanitizing procedures, daily clean up, and hand washing techniques. The response has multiple omissions.                       |

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## **Item Specifications**

**Standard:** 12.0 Provide and promote an environment that contributes to good health, physical fitness, and nutrition.

**Benchmark:** 12.06 Create a plan to deal with medical emergencies or illness.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should reflect examples of emergencies and illnesses and appropriate responses.

### **Stimulus Attributes:**

Stimulus may include a narrative, scenario or video clip describing appropriate and inappropriate responses to medical emergencies or illness.

Stimulus may include instructions for creating a plan to deal with medical emergencies or illnesses.

### **Response Attributes:**

Responses may include correct and incorrect scenarios depicting emergencies and illnesses.

Responses may include correct and incorrect descriptions responses to medical emergencies or illnesses.

Responses may include a plan for dealing with medical emergencies.

### **Sample Item:**

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## **Item Specifications**

Stimulus: Create a plan for medical emergencies and illness used in a school-age child care facility employee handbook. Include the topics of first aid treatment for minor injuries, serious and life threatening injuries, bodily fluid contact or exposure, and the isolation of sick children.

Rubric:

- |          |  |
|----------|--|
| 4 Points | The student creates a comprehensive plan for medical emergencies. The plan includes all of the required topics of first aid treatment for minor injuries, serious and life threatening injuries, bodily fluid contact or exposure, and the isolation of sick children.   |
| 3 Points | The student creates a complete plan for medical emergencies. The plan includes most of the required topics of first aid treatment for minor injuries, serious and life threatening injuries, bodily fluid contact or exposure, and the isolation of sick children. The response may have omissions or minor inaccuracies.  |
| 2 Points | The student creates a partial plan for medical emergencies. The plan includes some of the required topics of first aid treatment for minor injuries, serious and life threatening injuries, bodily fluid contact or exposure, and the isolation of sick children. The response may have several incorrect procedures or omissions.   |
| 1 Point  | The student creates a plan for medical emergencies that lacks most requirements. The plan fails to include most of the required topics of first aid treatment for minor injuries, serious and life threatening injuries, bodily fluid contact or exposure, and the isolation of sick children. The response indicates a general lack of appropriate responses for medical emergencies. |



**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## **Item Specifications**

**Standard:** 12.0 Provide and promote an environment that contributes to good health, physical fitness, and nutrition.

**Benchmark:** 12.07 Provide healthful, nutritious and pleasant snack food experiences for school-age children.

**Depth of Knowledge:** Moderate Complexity

**Item Type:** Performance Task

**Content Limits:** Items should reflect appropriate healthful, nutritious and pleasant snack food experiences for school-age children.

### **Stimulus Attributes:**

Stimulus may include descriptors of nutritious or non-nutritious and healthful or unhealthy snacks for school-age children.

Stimulus may include descriptors of positive and negative snack time experiences for school-age children.

Stimulus may include a narrative or scenario.

### **Response Attributes:**

Responses may include scenarios that describe healthy and unhealthy snacks.

Responses may include descriptors of nutritious and non-nutritious and healthy and unhealthy snacks for school-age children.

Responses may include descriptors of positive and negative snack time experiences for school-age children.

### **Sample Item:**

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## **Item Specifications**

**Task:** Create a month-long healthy snack menu (four weeks) that includes serving size amounts which can be used in a school-age child care facility and appropriate and fun topics to be discussed during snack time.

**Rubric:**

- |          |   |
|----------|---|
| 4 Points | The student completes a menu of four weeks of snack ideas which demonstrates an understanding of healthful and nutritious snack foods appropriate for school-age children by following USDA serving size guidelines and including a variety of snack choices from each food group. The response also includes interesting appropriate topics for school-age children during snack time. |
| 3 Points | The student completes a menu of snack ideas which demonstrates an understanding of healthful and nutritious snack foods appropriate for school-age children by following USDA serving size guidelines and including a variety of snack choices from each food group. The response may not include all four weeks of snack choices or may include some inappropriate choices.            |
| 2 points | The student fails to complete a menu of four weeks of snack ideas. The response shows partial understanding of healthful and nutritious snack foods appropriate for school-age children by showing incorrect USDA serving sizes or including snack ideas from only one or two food groups. The response includes fewer than three weeks of menus.                                       |
| 1 Point  | The student fails to complete four weeks of snack ideas and fails to show understanding of healthful and nutritious snack foods appropriate for school-age children. The student fails to include USDA serving sizes and/or snack ideas.  |

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## Item Specifications

**Standard:** 12.0 Provide and promote an environment that contributes to good health, physical fitness, and nutrition.

**Benchmark:** 12.08 Create a list of resources on health and hygiene, such as magazines, books, and guest health professionals.

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should reflect appropriate resources that would promote good health for school-age children.

### Stimulus Attributes:

Stimulus may include appropriate or inappropriate resources to assist in promoting good health. Stimulus should not include an exploration of resources.

### Response Attributes:

Responses may include appropriate and inappropriate resources to assist in promoting good health.

### Sample Item:

Stimulus: Create a list of ten resources on health and hygiene.

Rubric:

4 Points	The student identifies eight or more resources on health and hygiene, such as specific magazines, books, and guest health professionals.
3 Points	The student identifies six to seven resources on health and hygiene, such as specific magazines, books, and guest health professionals.
2 Points	The student identifies four to five resources on health and hygiene, such as specific magazines, books, and guest health professionals.
1 Point	The student identifies less than four resources on health and hygiene, such as specific magazines, books, and guest health professionals.

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## **Item Specifications**

**Standard:** 13.00 Use space, relationships, materials and routines as resources for constructing enriching environments.

**Benchmark:** 13.01 Create a variety of well-equipped, inviting, and responsive interest areas.

**Depth of Knowledge:** Moderate Complexity

**Item Types:** Performance Task

**Content Limits:** Items should be limited to learning environment interest areas designed for school-age children, ages five to twelve.

### **Stimulus Attributes:**

Stimulus may include instructions for creating well-equipped, inviting, and responsive interest areas.

Stimulus may describe high quality or low quality interest areas.

Stimulus may include a narrative, video clip, or diagram.

### **Response Attributes:**

Responses should include a variety of interest areas that are well-equipped, inviting, and responsive which are age appropriate.

Responses may include diagrams, photographs, or other graphics of interest areas designed for school-age children, ages five to twelve.

Responses may include descriptions of high quality and low quality interest areas.

### **Sample Item:**

## **Item Specifications**

**Task:** (The student is provided with a design of the program's areas and cut-outs representing key elements of interest areas) Create an arrangement that takes into account a variety of well-equipped areas and is responsive to the children's needs. The response should include all aspects of design including but not limited to room flow, classroom management, inviting environment, etc. After creating the arrangement, the student will present the plan and articulate the rationale for cut out placements.

**Rubric:**

- |          |   |
|----------|---|
| 4 Points | The response includes a variety of well-equipped, inviting and responsive interest areas. The response includes placement of cut-outs in a reasonable and effective manner. The response includes a presentation in which the student effectively articulates the rationale for placements and is soundly based on what is commonly considered effective classroom makeup.  |
| 3 Points | The response includes a variety of well-equipped, inviting and responsive interest areas. The response includes placement of cut-outs in a reasonable and effective manner. The response includes a presentation in which the student articulates the rationale for placements and that the rationale is based on what is commonly considered effective classroom makeup. The student may have minimal assistance from the teacher.             |
| 2 Points | The response includes a variety of interest areas. The response includes placement of cut-outs. The response does not include a presentation in which the student articulates the rationale for placements based on what is commonly considered effective classroom makeup. The response omits several aspects of design. The student needs assistance from the teacher to make the presentation.   |
| 1 Point  | The response does not include a variety of interest areas. The response does not include placement of cut-outs. The response does not include a presentation in which the student presents the rationale for placements or rationale that is based on what is commonly considered effective classroom makeup. The student presentation includes a general lack of understanding of learning environments. Major teacher assistance is required. |

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## Item Specifications

**Standard:** 13.00 Use space, relationships, materials and routines as resources for constructing enriching environments.

**Benchmark:** 13.02 Separate interest areas so that simultaneous activities can occur.

**Depth of Knowledge:** Low Complexity

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

**Content Limits:** Items should focus on learning environment interest areas designed for school-age children, ages five to twelve.

### Stimulus Attributes:

Stimulus may describe a situation where several different kinds of activities are occurring.  
Stimulus may require the test taker to determine the best way to organize and separate the interest areas.

Stimulus may include a graphic, narrative, video clip, or diagram of a learning environment.  
Stimulus may include both learning centers and interest areas.

### Response Attributes:

Responses may include correct and incorrect ways to separate or organize the interest areas.

Responses may include graphics or diagrams.

Responses may include descriptions of items commonly included and excluded in interest areas.

### Sample Item:

Mr. Tim is opening an after-school program at an existent child care center. He has materials for an art center, manipulative/table games, blocks, homework supplies, music, four computers and a library. How can he and the other counselors separate the centers so that they can occur simultaneously?

- \* A. include partitions to separate the activities from one another
- B. allow the children to take center bins of materials and decide where to go
- C. only place the homework center by itself so that children may concentrate
- D. allow the children to take center bins to a designated table or rug

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## **Item Specifications**

**Standard:** 13.00 Use space, relationships, materials and routines as resources for constructing enriching environments.

**Benchmark:** 13.03 Plan interest areas and resources for quiet and noisy activities.

**Depth of Knowledge:** Moderate Complexity

**Item Types:** Constructed Response

**Content Limits:** Items should be limited to school-age child care environment interest areas for noisy and quiet activities.

**Stimulus Attributes:**

Stimulus may include a scenario or video related to interest areas.

Stimulus may include a narrative or diagram.

Stimulus may include various quiet and noisy interest areas.

Stimulus may include both learning centers and interest areas.

**Response Attributes:**

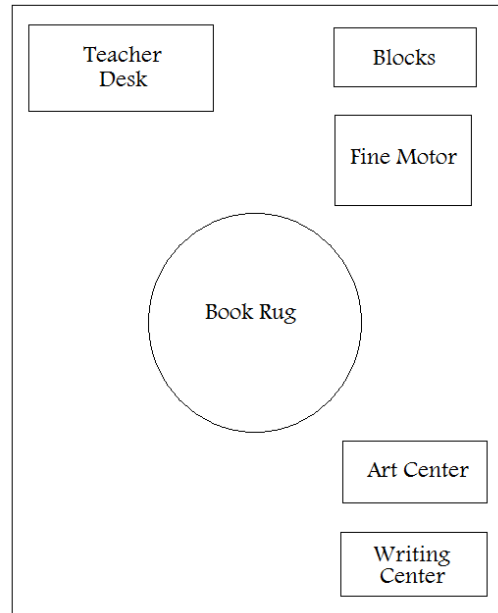
Responses may include descriptions or names of activities that are quiet or noisy.

Responses may include names or descriptions of resources needed in interest areas.

**Sample Item:**

## Item Specifications

Stimulus: Review the room layout diagram. Describe two problems with the layout of the learning centers in the diagram and provide a suggestion for an improvement to each problem.



### Rubric:

- |          |  |
|----------|--|
| 4 Points | The response shows a thorough understanding of a school-age child care learning environment. The student acknowledges two of the following problems and provides a proper suggestion for each: too much open area space which promotes running/noisy activity; the book rug (quiet activity) is right next to the fine motor/block area (noisy activity); the art center (noisy activity) is right next to the writing center (quiet activity); the teacher's desk is not appropriately situated to control all of the quiet/noisy activities. The response includes detailed suggestions for improvement. |
| 3 Points | The student correctly acknowledges two of the following problems and provides a partial or inadequate suggestion for either: too much open area space which promotes running/noisy activity; the book rug (quiet activity) is right next to the fine motor/block area (noisy activity); the art center (noisy activity) is right next to the writing center (quiet activity); the teacher's desk is not appropriately situated to control all of the quiet/noisy activities.   |
| 2 Points | The student fails to correctly acknowledge one of the following problems and provides a partial or inadequate suggestion: too much open area space which promotes running/noisy activity; the book rug (quiet activity) is right next to the fine motor/block area (noisy activity); the art center (noisy activity) is right next to the writing center (quiet activity); the teacher's desk is not appropriately situated to control all of the quiet/noisy activities. The response may include incorrect problems or incorrect solutions for improvement.  |
| 1 Point  | The student fails to correctly acknowledge two problems and/or provide adequate suggestions for improvement.   |



**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## **Item Specifications**

**Standard:** 13.00 Use space, relationships, materials and routines as resources for constructing enriching environments.

**Benchmark:** 13.04 Plan designated spaces for age appropriate activities.

**Depth of Knowledge:** Moderate Complexity

**Item Types:** Constructed Response

**Content Limits:** Items should be related to school-age child care environments designated for older children (ages eight to twelve).

### **Stimulus Attributes:**

Stimulus may describe a scenario or video clip in which older children need to be engaged in activities.

Stimulus may include instructions for designing a designated space for older children's use.

Stimulus may include accurate and inaccurate descriptions of learning centers and/or materials for school-age settings.

### **Response Attributes:**

Responses may include descriptions of what should and should not be included in a space designated for older children's use.

Responses may include accurate and inaccurate descriptions of materials and/or adaptations made for older children in school-age settings.

Responses may include appropriate and inappropriate activities for older school-age children.

### **Sample Item:**

## Item Specifications

Stimulus: In a large gym, there are 60 students in grades K-6. There are plenty of activities for students in the younger grades, but many of the older students are standing in the corner, talking. Others are starting to play rough, and one older student almost ran over a kindergarten child.

Describe the **BEST** way to address this situation so that the older students are actively engaged? Suggest two solutions and describe how you would implement them.

Rubric:

- |          |  |
|----------|--|
| 4 Points | The student accurately addresses the situation by providing two different solutions to engage the students. The response accurately describes the implementation process, including but not limited to introducing additional age appropriate materials, implementing a tutoring or mentoring program for the older children, or beginning a club for the older children to join (such as book clubs or sports clubs).   |
| 3 Points | The student accurately addresses the situation by providing two different solutions to engage the students. The response describes the implementation process, including but not limited to introducing additional age appropriate materials, implementing a tutoring or mentoring program for the older children, or beginning a club for the older children to join (such as book clubs or sports clubs). The response may include an inappropriate solution or lack of details to support the implementation of the solution. |
| 2 Points | The student addresses the situation with one solution. The response partially describes the implementation process, including but not limited to introducing additional age appropriate materials, implementing a tutoring or mentoring program for the older children, or beginning a club for the older children to join (such as book clubs or sports clubs).   |
| 1 point  | The student fails to address the situation with an appropriate solution. The response fails to describe an appropriate implementation process. The response may include inappropriate solutions to the situation. The response indicates a lack of understanding of appropriate age-related child care environments.   |

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## Item Specifications

**Standard:** 13.00 Use space, relationships, materials and routines as resources for constructing enriching environments.

**Benchmark:** 13.05 Gain children’s input and ideas for arranging the environment.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should be limited to school-age child care room arrangement techniques.

### Stimulus Attributes:

Stimulus may include instructions for the test taker on how to elicit children’s input.  
Stimulus may include a narrative, scenario or video clip.

### Response Attributes:

Responses may include a list of questions that elicit or fail to elicit children’s input on arranging the environment.  
Responses may include a variety of appropriate and inappropriate methods for eliciting student input.

### Sample Item:

Stimulus: Create a lesson plan that can be used in a school-age setting with the objective of gaining children’s input and ideas for arranging the environment. Describe your method for gaining input and how you will follow up your lesson with the children.

Rubric:

- |          |   |
|----------|---|
| 4 Points | The student creates a developmentally appropriate lesson that focuses on the objective. The response uses age appropriate methods for gathering input and describes an effective follow up technique. |
| 3 Points | The student creates a developmentally appropriate lesson that focuses on the objective. The response may include methods or follow up that are not effective or age appropriate.                      |
| 2 Points | The student creates a lesson plan that may not be developmentally appropriate. The plan includes methods or follow up that are not effective or age appropriate.                                      |
| 1 Point  | The student creates a lesson plan that is not developmentally appropriate. The plan includes methods and follow up that are not effective and/or age appropriate.                                     |

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## **Item Specifications**

**Standard:** 13.00 Use space, relationships, materials and routines as resources for constructing enriching environments.

**Benchmark** 13.06 Adapt the environment to make appropriate for children with special needs.

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

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

**Content Limits:** Items are limited to adaptations appropriate for children ages five through twelve with special needs including, but not limited to children with autism, hearing impairments, sight impairments, and students with other physical disabilities.

### **Stimulus Attributes:**

Stimulus may describe a situation in which a student with special needs is present and the situation or environment requires adaptation.

Stimulus may require the test taker to perform the adaptation.

Stimulus may include a graphic, diagram, video clip, or scenario with an associated scenario.

Stimulus may include appropriate and inappropriate adaptations for children ages five through twelve with special needs.

### **Response Attributes:**

Responses may describe correct and incorrect adaptations for the student.

### **Sample Item:**

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## **Item Specifications**

Stimulus: Respond to the following scenario. Mr. Les is the after-school coordinator at Hartville Elementary School. The after-school program uses the cafeteria and playground and also shares a classroom with a fifth grade teacher. Explain how Mr. Les can adapt the environments of the after-school program for each of the following special needs: students that are hearing impaired, students that are wheelchair bound, and students who are non-verbal. Provide at least two environmental accommodations for each special need.

Rubric:

- |          |   |
|----------|---|
| 4 Points | The response indicates a thorough understanding of appropriate environments for students with special needs. The student provides two effective and appropriate suggestions for each special need listed, for a total of six effective and appropriate suggestions. |
| 3 Points | The response indicates a basic understanding of appropriate environments for students with special needs. The student provides at least four effective and appropriate suggestions. Other suggestions are partially inaccurate or inappropriate.                    |
| 2 Points | The response indicates a partial understanding of appropriate environments for students with special needs. The student provides at least two effective and appropriate suggestions. Other suggestions are mostly inaccurate or inappropriate.                      |
| 1 Point  | The response indicates a poor understanding of appropriate environments for students with special needs. The student provides less than two effective and appropriate suggestions. Other suggestions are mostly inaccurate and/or inappropriate.                    |

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## **Item Specifications**

**Standard:** 13.00 Use space, relationships, materials and routines as resources for constructing enriching environments.

**Benchmark:** 13.07 Plan for materials that reflect diversity, show no bias, meet a wide range of skills, build on interests of children and allow the children to be successful.

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

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

**Content Limits:** Items should include materials that reflect an anti-bias curriculum, diversity, meet a wide range of skills, and build on the interests of children ages five through twelve.

### **Stimulus Attributes:**

Stimulus should address materials that reflect diversity, show no bias, meet a wide range of skills, and build on interests of children five through twelve.

Stimulus may require instructions for the test taker to identify diverse and non-diverse classroom items for children ages five through twelve.

Stimulus may require the test taker to compare classroom materials for biased and non-biased attributes.

### **Response Attributes:**

Responses may include a long-term unit or lesson plan that integrates various resources that reflect diversity.

Responses may include the identification of biased and non-biased classroom materials.

### **Sample Item:**

## **Item Specifications**

Stimulus: Create a list of five classroom materials or toys that reflect a non-biased classroom environment. Explain how each item is bias-free, reflects diversity, covers a wide range of skills, and is based on the interests of students.

Rubric:

- |          |  |
|----------|--|
| 4 Points | The student demonstrates a thorough understanding of non-biased classroom materials by selecting five materials or toys that are good examples of a non-biased environment. The response includes a detailed explanation for each item reflecting diversity, skills, and student interests.  |
| 3 Points | The student demonstrates a partial understanding of non-biased classroom materials by selecting materials or toys that are examples of a non-biased environment. One example may not be appropriate or may be missing. The response includes an explanation for each item reflecting diversity, skills, and student interest.                  |
| 2 Points | The student demonstrates a minimal understanding of non-biased classroom materials by selecting materials or toys that are examples of a non-biased environment. Two examples may not be appropriate or may be missing. The response may not be an explanation for each item reflecting diversity, skills, and student interests.              |
| 1 Point  | The student demonstrates a poor understanding of non-biased classroom materials by selecting materials or toys that are examples of a non-biased environment. Three examples may not be appropriate or may be missing. The response does not include an accurate explanation for each item reflecting diversity, skills, and student interest. |

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## **Item Specifications**

**Standard:** 13.00 Use space, relationships, materials and routines as resources for constructing enriching environments.

**Benchmark:** 13.08 Create transitions for children to move from one activity to another.

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

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

**Content Limits:** Items should include creating transitions in a school-age child care environment.

### **Stimulus Attributes:**

Stimulus should include descriptions of appropriate and inappropriate transitioning techniques for school-age children.

Stimulus may include appropriate and inappropriate transitions for school-age children.

Stimulus may include instructions for the test taker to create a transitional activity appropriate for school-age children.

Stimulus may include a video clip, photos, scenario, or recordings of students participating in transitional activities.

### **Response Attributes:**

Responses may describe effective and ineffective transitions.

Responses may be video clips, photos, or recordings of the students participating in the transition.

Responses may include an analysis of video clips, photos, or records of students participating in appropriate and inappropriate transitional activities.

### **Sample Item:**



**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## Item Specifications

Stimulus: Transitions can make or break a classroom management system. Look at the following schedule for an after-school program. Create a transition activity to be used during the post snack period, before the groups are separated into their areas. Include adaptations for younger school-age children and older school-age children.

2:20 Arrival and Roll Call  
2:30 Snack Time  
3:00 Group 1 Outside; Group 2 Homework  
3:30 Groups Switch  
4:00 Arts and Crafts  
4:30 Indoor Centers  
5:15 PE / Outdoor Games

Rubric:

- |          |   |
|----------|---|
| 4 Points | The student creates an effective transition technique and includes appropriate adaptations for younger and older school-age children.           |
| 3 Points | The student creates an effective transition technique but does not include appropriate adaptations for younger and older school-age children.   |
| 2 Points | The student creates an ineffective transition technique but includes appropriate adaptations for younger and older school-age children.         |
| 1 Point  | The student creates an ineffective transition technique and does not include appropriate adaptations for younger and older school-age children. |

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## **Item Specifications**

**Standard:** 13.00 Use space, relationships, materials and routines as resources for constructing enriching environments.

**Benchmark:** 13.09 Observe and interact with children to determine their interest.

**Depth of Knowledge:** Moderate complexity

**Item Types:** Performance Task

**Content Limits:** Items should be focused on school-age children (ages five through twelve) interactions.

### **Stimulus Attributes:**

Stimulus may include a video clip of a child doing an activity, answering questions, etc.  
Stimulus may include a scenario describing an interaction between a teacher and a child.  
Stimulus may include instructions for role playing scenarios that encourage appropriate communication with school-age children.

### **Response Attributes:**

Responses may include appropriate and inappropriate methods of determining interests of a school-age child.

### **Sample Item:**

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

### Item Specifications

Task: Use the following running record form with the objective of determining the interests of children in a school-age child care environment. Observe and interact with children three times for twenty minutes each. Follow-up with a written evaluation of your findings.

<b>Running Record</b>	
<b>Description of Physical Environment:</b>	
<b>Record of Child's Speech and Actions</b>	<b>Notes and Interpretations</b>

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## **Item Specifications**

Rubric:

- |          |   |
|----------|---|
| 4 Points | The student completes each part of the task (three separate observations for at least twenty minutes each) and provides a well written summary of findings, relevant to determining the children's interests.   |
| 3 Points | The student completes each part of the task (three separate observations for at least twenty minutes each) and provides a written summary of findings, relevant to determining the children's interests. The summary or chart may be lacking in detail. |
| 2 Points | The student completes all but two parts of the task (three separate observations for at least twenty minutes each) and provides a written summary of findings, which may not be relevant to determining the children's interests.                       |
| 1 Point  | The student completes one observation and running record and provides a poorly written summary of findings that may not be relevant to the determining children's interests.  |

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## Item Specifications

**Standard:** 13.00 Use space, relationships, materials and routines as resources for constructing enriching environments.

**Benchmark:** 13.10 Create a systematic storage plan and area for all materials.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should be limited to materials and storing materials related to a learning environment for school-age students.

### Stimulus Attributes:

Stimulus may include a scenario describing storage problems in a learning environment.

Stimulus may describe materials that need to be stored properly.

Stimulus may include guidelines for the storage plan.

Stimulus may include an image or graphic of a learning environment with many materials that lack appropriate storage.

### Response Attributes:

Responses may be a comprehensive storage plan.

Responses may include materials and their locations.

Responses may be appropriate and inappropriate solutions to storage problems.

### Sample Item:

Ms. Kim's after-school program is housed in the school's cafeteria. She is not allowed to leave any of her materials in the cafeteria during school hours. How can Ms. Kim plan for storing her necessary materials and equipment?

- \* A. use portable bins for materials and tri-fold boards for visuals
- B. use limited materials on a daily basis
- C. hide the materials and hope the administration won't see them
- D. ask the parents and children to provide their own materials

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

## **Item Specifications**

**Standard:** 13.00 Use space, relationships, materials and routines as resources for constructing enriching environments.

**Benchmark:** 13.11 Establish a plan which coordinates with other programs which share the school-age program space.

**Depth of Knowledge:** Moderate Complexity

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

**Content Limits:** Items should be limited to realistic situations and programs.

### **Stimulus Attributes:**

Stimulus may present descriptions of programs for school-age children and their space needs.

Stimulus may present a scenario that involves multiple programs who share school-age program space.

Stimulus may include a plan for multiple programs to share the school-age program space.

### **Response Attributes:**

Responses may be a detailed plan that includes input from other programs.

Responses may show interactions between various programs.

Responses may include solutions or corrections to plans for sharing program space.

Responses may include space limitations, time limitations, staff limitations, etc.

### **Sample Item:**

**Course Name:** Secondary School Age Certification Training 2

**Course Number:** 8500175

### Item Specifications

There are three after school programs that service the 75 students at Redwood Elementary school from 3-6 pm. The following is their program plan.

	Program A Lower Primary Grades (Grades K-1)	Program B Upper Primary Grades (Grades 2-3)	Program C Intermediate Grades (Grades 4-6)
3:00-4:00	Outdoor Play	Homework Indoor Centers	Art Class
4:00-5:00	Homework Indoor Centers	Outdoor Play	Outdoor Play
5:00-6:00	Art Class	Art Class	Homework Indoor Centers

What is the problem with this plan regarding space?

- \* A. There are too many students in art class from 5:00 to 6:00.
- B. There is not enough time for homework.
- C. There is too much time allotted for art.
- D. There are not enough programs to satisfy the students.