

SAMPLE CHART OF ASSESSMENTS AND EVIDENCE

Key Assessment # 1: Lesson Plan Unit

Briefly describe the assignment and list the courses that use this assignment:

This assignment is taught in all sections of EDU 119: Introduction to Early Childhood Education. In the future, it will be introduced in EDU 119, and taught as a key assessment in all sections of EDU 145: Child Development II.

Students design schedules, activity plans and environments that are reflective of the children in the classroom based on developmentally effective practices with consideration to all domains of development. Students connect theory to application.

See attached sheet for student directions.

Place a check or X under the NAEYC Standards and Supportive Skills assessed through this activity

STD = Standards 1-5, SS = Supportive Skill 1-5

STD1	STD2	STD3	STD4	STD5	SS1	SS2	SS3	SS4	SS5
x							x	x	x

Briefly summarize student performance data from this assessment or describe plans to collect data on student performance

Rubrics and Data can be found at:

URL: <http://www.taskstream.com/ts/allen113/NAEYCAnnualReport.html>

Password: *****

1a: 88%

1b: 54%

1c: 53%

Average: 65%

2c: The rubric has been revised to include 2c. Data collection will begin this year.

4d: The rubric has been revised to include 4d. Data collection will begin this year.

SS3: 53% for Lesson Plan Unit, although 81% average overall.

SS4: The rubric has been revised to include SS 4. Data collection will begin this year.

SS5: 42% for Lesson Plan Unit.

Describe how data are or will be used to improve the program:

Through anecdotal evidence and comments from the peer review team, it became clear that this assignment has been and continues to be very difficult for students taking their first class in Early Childhood Education. The data collected during this year confirmed this evidence. Students do not yet have the background knowledge to show competence in knowing and understanding young children's characteristics and needs (1a: 54%) and knowing and understanding the multiple influences on development and learning (1b: 53%). In addition, students scored low on SS5, skills in identifying and using professional resources, for the same reason. Data collected on SS3, written and verbal communication, shows evidence of student growth over time. Note that students scored 53% early in the program and increased to an average of 81% overall when given opportunities to practice.

The program faculty members have decided to move this key assessment to EDU 145 (Child Development II)

with minor revisions and extensions. EDU 145 is a core course in the program, one in which every student must take, yet is a later course in the program. We believe that students still need to be introduced to lesson planning and theory from the beginning, and the course objectives in EDU 119 include elements of this key assessment. Therefore the Lesson Plan Unit will be introduced in EDU 119, giving students time to practice and work in groups for parts of the assignment. When the student takes EDU 145, the assignment will become an individual assignment with extensions. This change will allow students more opportunities to learn about child development and learning as well as practice skills in identifying and using professional resources.

2009

SAMPLE CHART OF ASSESSMENTS AND EVIDENCE

Key Assessment # 1: Lesson Plan Unit

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Students design schedules, activity plans and environments that are reflective of the children in the classroom based on developmentally effective practices with consideration to all domains of development. Students connect theory to application.

See attached sheet for student directions.

Place a check or X under the NAEYC Standards and Supportive Skills assessed through this activity

STD = Standards 1-5, SS = Supportive Skill 1-5

STD1	STD2	STD3	STD4	STD5	SS1	SS2	SS3	SS4	SS5
x	C only		D only				x	x	x

Briefly summarize student performance data from this assessment or describe plans to collect data on student performance

Rubrics and Data can be found at:

Address: <http://www.taskstream.com/ts/allen113/BRCCAnnualReport.html>

Password: *****

<u>2008</u>	<u>2009 (from EDU 119 SP08 and SU08)</u>
1a: 88%	84% (decrease of 4%)
1b: 54%	79% (increase of 25%)
1c: 53%	75% (increase of 22%)
Average: 65%	79% (increase of 14%)

2c: The rubric has been revised to include 2c. Data will be available at the end of spring 09.

4d: The rubric has been revised to include 4d. Data will be available at the end of spring 09.

SS3: 71% for Lesson Plan Unit (increase of 28%), although 82% average overall (increase of 1%).

SS4: The rubric has been revised to include SS 4. Data will be available at the end of spring 09.

SS5: 68% for Lesson Plan Unit (increase of 44%)

Describe how data are or will be used to improve the program:

Last year we changed this assignment to be introduced in EDU 119, and taught as a key assessment in all sections of EDU 145: Child Development II, beginning SP09. This change will allow students more opportunities to learn about child development and learning as well as practice skills in identifying and using professional resources. EDU 145 is taught in the spring semester only, therefore there is no data to report yet from EDU 145 because the students have not turned in the assignment yet. Faculty will discuss the results of the data from EDU 145 at the end of this spring semester.

The data you see above is collected from students who are at the end of their program and submitting this assignment as part of their capstone portfolio. The increase in scores helps to verify that students do indeed perform better on this assignment later in their program of study.

EDU 145 Lesson Plan Unit Rubric

created with
TaskStream
 Advancing Educational Excellence

	D/F Unacceptable	C Developing Knowledge and Comprehension	B Competent Explanation with Application	A Excellent Analysis, Synthesis
1a. Knowing and understanding young children's characteristics and needs: Sections c,d,f and k	Activities are not developmentally appropriate for age group. Activities do not reflect understanding of cultural differences (d,f) or individual needs such as including those with special needs (c,d). No additional resources used to modify the	Activities are developmentally appropriate for age group. Activities reflect understanding of cultural differences and individual needs such as including those with special needs. One or two additional resources used to modify the environment or extend the	Developmentally appropriate activities for each age group; creative use of materials; culturally sensitive and inclusive; gives some examples of activity extensions. All activities used to modify and extend are open-ended and meet individual needs of	Developmentally appropriate activities for each age group; creative use of materials; culturally sensitive and inclusive; gives examples of extensions and revisions. many examples of activity extensions and revisions are present; Activities relate

	environment or extend the activity (k).	activity (k)	children and families(k).	to other domains, are open-ended and meet individual needs of children and families(k).
1b. Knowing and understanding the multiple influences on development and learning: Sections b, h, i, j and k	Activities are closed-ended and do not meet individual needs of children and families. Does not have understanding of theories and how they relate to practice (b, h, i, j)	Few activities are open-ended and meet individual needs of children and families. Has a developing understanding of theories and how they relate to practice (b, h, i, j)	Examples of activity extensions are present; Has a clear understanding of theories and how they relate to practice (b, h, i, j).	Has and exceptional understanding of theories and how they relate to practice (b, h, i, j). Gives many examples with details to show understanding of theory relating to practice.
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments (Indoor & outdoor environment plans)	Indoor & Outdoor environments are not challenging in that they are not developmentally appropriate and/or are incomplete.	Indoor and Outdoor environments lack creativity and challenge but are developmentally appropriate.	Developmentally appropriate environments; creative use of materials; is culturally sensitive and inclusive; neatly drawn or assembled.	Developmentally appropriate environments; creative use of materials; much thought and careful attention to detail is evident; is culturally sensitive and inclusive
2c: Involving families & communities in their children's development & learning (e).	No ideas for inclusion of parents, families and/or the community (e)	One idea for inclusion of parents, families and/or the community (e)	Ideas for inclusion of parents, families and/or the community (e)	Practical ideas for inclusion of parents, families and/or the community (e)
4d: Using own knowledge and other resources to design, implement, and evaluate meaningful,	Block plans are not challenging in that they are not developmentally	Block plans lack creativity and challenge but are developmentally effective.	Block plans are developmentally effective; creative use of materials; is	Block plans are developmentally effective; creative use of materials; much

challenging curriculum to promote positive outcomes (block plans)	effective and/or are incomplete.		culturally sensitive and inclusive.	thought and careful attention to detail is evident in plan; is culturally sensitive and inclusive
SS#3: Written and Verbal Communication	One or more parts of the assignment are missing. More than 10 spelling and grammatical errors. Messy or lacks organization. No verbal presentation to instructor	All parts of the assignment are present. 5-10 spelling or grammatical errors. Organized. Fair/average verbal presentation to instructor. Fair peer reviews	All parts of the assignment are present, plus at least 3 activity extension ideas. Less than 5 spelling or grammatical errors. Neatly assembled. Good verbal presentation to instructor. Good peer reviews	All parts of the assignment are present, plus more than 3 new ideas for activity extensions. No spelling or grammatical errors. Professionally assembled. Professional, exceptional verbal presentation to instructor. Excellent peer reviews
SS #4: Skills in Making Connections between prior knowledge/experience and new learning	Student does not use prior knowledge or experience and does not apply it to this assignment.	Student alludes to prior knowledge OR experience, yet does not clearly articulate growth.	Student references knowledge gained from previous course work and/or experience and is able to apply it to the current assignment.	Able to clearly articulate theory and research from prior learning experiences and apply it to the current assignment. Gives examples and analogies.
SS#5: Skills in Identifying and Using Professional Resources	No professional resources used to complete assignment nor explained when presenting to the class	A few professional resources used to complete assignment, yet citations are incorrect or inappropriate.	Several professional resources used to complete assignment. Citations are correct and appropriate.	Many professional resources used to complete assignment. Citations are correct. Additional resources are

				gathered to show evidence of much thought and research.
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SAMPLE CHART OF ASSESSMENTS AND EVIDENCE

Key Assessment # 2: Family Involvement Plan

Briefly describe the assignment and list the courses that use this assignment
 This assignment is taught in all sections of EDU 131: Child, Family and Community.
 Students develop a family involvement plan that includes a parent survey, family involvement policy, newsletter, and a parent-teacher conference agenda.
 See attached directions for a full description.

Place a check or X under the NAEYC Standards and Supportive Skills assessed through this activity

STD = Standards 1-5, SS = Supportive Skill 1-5

STD1	STD2	STD3	STD4	STD5	SS1	SS2	SS3	SS4	SS5
	x						x		

Briefly summarize student performance data from this assessment or describe plans to collect data on student performance

Rubrics and Data can be found at:

Address: <http://www.taskstream.com/ts/allen113/BRCCAnnualReport.html>

Password: *****

<u>2008</u>	<u>2009</u>
2a: 90%	84% (decrease of 6%)
2b: 91%	86% (decrease of 5%)
2c: 85%	78% (decrease of 7%)
Average: 88.6%	82.6% (decrease of 6%)

SS3: 80% for Family Involvement Plan (decrease of 12%), yet 82% overall (increase of

1%).

Describe how data are or will be used to improve the program

Student performance is weaker than last year for this key assessment. Therefore, this is the key assessment we will focus on for improvement this year. Both full time faculty members are currently teaching different sections of EDU 131, the course in which this key assessment is taught. We have made changes to clarify the assignment directions and the rubric. The rubric still needs revision to more clearly indicate performance expectations and to align with specific portions of the assignment. The changes you see below will take effect in the fall of 2009. At the end of next fall semester, faculty will discuss the changes made to the rubric (what worked and what did not) and will continue to make improvements. One noticeable improvement that needs to be discussed is how to more adequately assess part 3 of the assignment (parent information newsletter/bulletin board or website). It is currently only assessed for SS#3: Written communication. EDU 131 will now be taught every fall and spring semester, giving faculty the opportunity to discuss student performance at the end of each semester.

SAMPLE CHART OF ASSESSMENTS AND EVIDENCE

Key Assessment # 2: Family Involvement Plan

Briefly describe the assignment and list the courses that use this assignment

This assignment is taught in all sections of EDU 131: Child, Family and Community.

Students develop a family involvement plan that includes a parent survey, family involvement policy, newsletter, and a parent-teacher conference agenda.

To view rubric, follow this link:

<http://rubric.taskstream.com/rubric/view.asp?rid=fsh0h0cgzszshn&uid=p6ehfpzhgzlzk>

See below for full assignment directions.

Place a check or X under the NAEYC Standards and Supportive Skills assessed through this activity

STD = Standards 1-5, SS = Supportive Skill 1-5

STD1 STD2 STD3 STD4 STD5 SS1 SS2 SS3 SS4 SS5

x x

Briefly summarize student performance data from this assessment or describe plans to collect data on student performance

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Rubrics and Data can be found at:

Address: <http://www.taskstream.com/ts/allen113/2010NAEYCAAnnualReport.html>

Password: 2010report

2008 2009 2010

2a: 90% 84% 92.5%

2b: 91% 86% 93%

2c: 85% 78% 88.75%

Average: 88.6% 82.6% 91.4%

SS3: 92% 80% 90.5%

Describe how data are or will be used to improve the program

Student performance was weaker in 2009 for this key assessment. Therefore, this was the key assessment we focused on for improvement last year. Both full time faculty members continue to teach different sections of EDU 131, the course in which this key assessment is taught. EDU 131 is now taught every fall and spring semester, and is also taught by Margaret Hoag, an adjunct instructor. This gives faculty the opportunity to discuss student performance at the end of each semester. Last year we made changes to clarify the assignment directions and the rubric. At the end of spring semester 2010 there will be enough data for faculty who teach this course to discuss how to more adequately assess part 3 of the assignment (parent information newsletter/bulletin board or website). It is currently only assessed for SS#3: Written communication. This information will be included in the 2011 annual report.

SAMPLE CHART OF ASSESSMENTS AND EVIDENCE

Key Assessment # 3: Child Case Study

Briefly describe the assignment and list the courses that use this assignment

This assessment is designed to focus on Standards #1 Child Development and Learning, and # 3 Observing, Documenting, and Assessing to Support Young Children and Families.

This assessment is used in every section of EDU 144 Child Development I, EDU 145 Child Development II, and EDU 221 Children with Exceptionalities.

This assessment is designed to focus on Supportive Skills 2 and 3.

To view rubric, follow this link:

<http://rubric.taskstream.com/rubric/view.asp?rid=kezshwc8emzqcq&uid=k6e2ckfcqh1ca>

See below for full assignment directions.

Place a check or X under the NAEYC Standards and Supportive Skills assessed through this activity

STD = Standards 1-5, SS = Supportive Skill 1-5

STD1 STD2 STD3 STD4 STD5 SS1 SS2 SS3 SS4 SS5

A&B

only

x x x

Briefly summarize student performance data from this assessment or describe plans to collect data on student performance

Data can be found at:

Address: <http://www.taskstream.com/ts/allen113/2010NAEYCAAnnualReport.html>

Password: 2010report

2008 2009 2010

3a: 87% 88% 83.25%

3b: 76% 70% 74%

3c: 88% 90% 85.5%

3d: 74% 70% 68.75%

Average: 81% 80% 77.86%

SS2: 91% 81% 83.25%

SS3: 93% 89% 79.25%

Describe how data are or will be used to improve the program.

The program faculty members have discussed ways to improve student learning performance on the standards addressed in this assessment. Data has revealed that

instructors need to include more opportunities for students to learn about assessment partnerships with families and other professionals as well as to practice using observation, 14

documentation, and other appropriate assessment tools. More emphasis has been added to courses that students take before EDU 221 so they will have the pre-requisite knowledge to perform better on these standards by the time they take EDU 221. Program faculty members have decided to incorporate this key assessment into EDU 144 (Child Development I) and EDU 145 (Child Development II) which are both pre-requisite courses for EDU 221. The changes to the directions are below. Students will now complete this assessment three times during their program; once observing a young child under age three, the second time observing a child age three to twelve, and the third time observing a child with exceptionalities. Data will be collected on all three assignments, with hopes that data will reveal improvement with each attempt at the assignment.

The instructor(s) for these courses have broken this key assessment into several parts and have assigned due dates for specific parts of the assignment. Each student has an opportunity to receive peer review(s) as well as instructor feedback before turning in the final version.

2011

SAMPLE CHART OF ASSESSMENTS AND EVIDENCE									
Key Assessment # 5: Capstone Paper									
Briefly describe the assignment and list the courses that use this assignment This assignment has been taught in all sections of EDU 226: Early Childhood Seminar II. The last semester of EDU 226 was taught spring of 2010. This key assessment is now taught in EDU 284 Early Childhood Capstone Practicum and EDU 285 Internship Experience School-Age Students write a reflection paper that explains how they have grown professionally and personally during the Associate degree program. The paper includes evidence of how the student has grown specifically in relation to standard 5. See attached directions for full description and rubric.									
Place a check or X under the NAEYC Standards and Supportive Skills assessed through this activity STD = Standards 1-5, SS = Supportive Skill 1-5									
STD1	STD2	STD3	STD4	STD5	SS1	SS2	SS3	SS4	SS5
				x	x		x	x	

Briefly summarize student performance data from this assessment or describe plans to collect data on student performance

Rubrics and Data can be found at:

URL: <http://www.taskstream.com/ts/allen113/2011NAEYCAnnualReport.html>

Password: naeyc2011

<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
5a: 94%	95%	94.25%	85%
5b: 93%	93%	91%	83.75%
5c: 91%	90%	92%	87.5%
5d: 96%	95%	91%	90%
5e: 94%	95%	92%	87.5%
Average: 93.6%	94%	92.05%	86.75%
SS1: 94%	95%	92%	85%
SS3: 90%	88%	88.75%	82.5%
SS4: 95%	97%	92%	90%

Describe how data are or will be used to improve the program:

Faculty believe that data on student performance for this assessment is lower this year because there were only four students to complete this assignment over the past year and the only had one semester to work on it. It is the focus of improvement for this report because the assignment directions needed clarification. Previously, this key assessment has only been taught by one full time faculty member. Now both full time faculty members teach this assessment, which allows for greater collaboration and discussion for student improvement on standard 5. Faculty members have worked together to revise the student directions, which are included below.