

KEY ASSESSMENTS

Summer 2021 pilot

REVISED SP21 AND THEN PILOTED SU21

- KA1: Observation Interpretation Paper
- KA2: Child Study Report
- KA3: Personal Philosophy & PD Plan
- KA4: Activity Plan, Implementation, & Reflection
- KA5: Family/ECE Interviews & Collaboration Plan
- NEW KA6: Read Aloud

SUMMER FINDINGS

SURVEY RESULTS

Instructors completed one
survey for each key
assessment

100% participation

KAI: OBSERVATION INTERPRETATION PAPER

Survey Results:

<https://www.surveymonkey.com/stories/SM-8MNWRBXJ/>

- Positive overall in terms of student learning
- Challenges:
 - Explaining the “strengths-based” piece
 - Recommendations based on evidence
 - Explaining the benefits of assessment
 - Explaining connection to “contextual factors”
 - Can we make it more fun? Observing children is fun but this isn’t

WHAT HAS CHANGED FOR KAI?

- Changed it to 109
- Added more language from the standards about observation as a form of assessment particularly in terms of how students should be doing “responsible assessment”.
- Added more directions in terms of how to write the notes for the observation narrative
- Added citation requirement (APA Format) to the developmental analysis section

KA2: CHILD STUDY REPORT

Survey Results:

<https://www.surveymonkey.com/stories/SM-G2CJMBXJ/>

Challenges:

- Explaining the role of culture and family in writing
- Make sure guides of learning story line up with KA
- Provide samples of assessments for students to review
- Making connections to culture
- Feels like a lot of work - teaching to the test

WHAT HAS CHANGED FOR KA2?

- Added more language from the standard – consistent with KA1 specifically in terms of language from standard 3.
- Revised *Data Documents* section to include a brief description of the data collection process – that way, instructor can look at the documents but specifically look at the description to assess that part of the rubric.
- Revised the *Recommendations* section to provide more explicit instructions so recommendations are directly related to Standard 1C: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

KA3: PERSONAL PHILOSOPHY AND PD PLAN

Survey Results:

<https://www.surveymonkey.com/stories/SM-6VVNXBXJ/>

Challenges:

- It seems new to students instead of something they worked on throughout the program
- Revise instructions for the PD plan
- Students needs more practice with understanding cultural differences and development
- Are we assessing the students' understanding of the key element or are we assessing writing?

WHAT HAS CHANGED FOR KA3?

- Number 5 of the Philosophy now includes a large bit of text pulled directly from the longer explanation of standard 4a about positive relationships – “as you write this section of the philosophy, please consider the following description from the prof prep standards”.
- The Professional Development Plan section has been revised. There is more language from the standards, an explanation about how the student should come up with their plan, and a list of what should be included
- Some language from the rubric was corrected – it originally was talking about the plan in the section about the philosophy.
- Corrected a link to NAEYC page about advocacy

KA4: ACTIVITY PLAN, IMPLEMENTATION, AND REFLECTION

Survey Results:

<https://www.surveymonkey.com/stories/SM-T7R7GBXJ/>

Challenges:

- Connecting content knowledge to play-based
- At beginning, include instructions for students to write a brief description of the whole activity
- Break up the assignment into parts

WHAT HAS CHANGED FOR KA4

- Minor format changes.
- Added a brief description of the activity at the beginning
- Removed some bullet points that were unrelated to any key elements
- Changed the word “re-teach” to “re-engage” in Reflection section

KA5: FAMILY/ECE INTERVIEWS AND COLLABORATION PLAN

Survey Results:

<https://www.surveymonkey.com/stories/SM-V7XYB5FJ/>

- Part One is the easiest for students to understand, and Part Three is where they ask the most questions.
- Students want a specific number of questions they should ask during the interviews
- Students need more explanation for Number 2 in Part 3 “analysis of influences on the family”. How can we prepare students to answer this skillfully?
- What should students do if they cannot find a family member or educator to interview?

WHAT HAS CHANGED FOR KA5?

- More language from the standards was added to several sections of the collaboration plan.
- Minor formatting changes
- Language changes to number 3 and 4 to help make those sections more different from each other – standard 2b and 2c

KA6: READ ALOUD

Survey Results:

<https://www.surveymonkey.com/stories/SM-G7S3NTNJ/>

Challenges:

- It's a bit long
- Students need explicit instructions: how to do the video
- Add a bit more explanation on CLAD and representation

WHAT HAS CHANGED FOR KA6?

- Added info on CLAD and included more directions about this in various parts of the assignment
- Included, “cite your source” for 5b and 5c.
- Renamed a section “preparing the environment” to align better with NAEYC language.
- Added more explicit directions about how to do the recording, and to practice first!
- Minor change to wording in advocacy section
- Added a reference to Standard 7 (students choose an age group and setting different from their Practicum placement), but did not highlight in yellow because we do not collect data for Standard 7.