Introduction

The Department of Child Development believes that a strong undergraduate program is central to its overall mission of improving the quality of life for children and families by (a) advancing knowledge in child development, (b) preparing students for professional and academic careers through high-quality instruction, and (c) developing community advocates. Through the Child Development BA programs, the faculty seeks to offer a diverse group of students the opportunity to develop competencies related to their academic development and professional lives. Further, the faculty strives to develop community leaders who advocate for children in their respective community settings.

Orientation toward assessment

The Child Development faculty adheres to the position that the overarching purpose of assessment is to benefit students. Given all the factors discussed above, the Child Development assessment plan provides for analysis of artifacts of student performance, faculty input, programmatic examination and reported student perceptions. The plan also includes administering common measures across classes as well as a variety of course-embedded assessment practices.

An important issue related to the purpose of assessment centers on whether standards and their related measures should reflect basic levels of demonstrated competence or ideal levels of performance as benchmarks. The child development program assessment plan reflects the position that the most meaningful approach to this issue is to establish the “basic” or “ideal” sensitivity level for each assessment by carefully considering the implications of each for student learning and program development. Specifically, in the plan are assessment practices that are sensitive to both basic and ideal levels of performance. By recognizing the difference between them, we hope to be able to both recognize the assessment of student standards, as well as inform us of “growth” areas.

Goals

The following general goals were adopted for the Child Development BA program.

1. Students will learn research and theory to increase their knowledge of growth and development in the following areas:
   a. Major milestones of development from infancy to adulthood
   b. Acquisition and use of language in monolingual, bilingual, and English learner settings
   c. Biological influences on development
   d. Social influences on development
   e. Individual variation
   f. Major social issues confronting children and their families
2. Students will apply theory and research to describe, analyze, and reflect upon children’s and parents’ cultural practices and experiences in both formal (e.g. schools, daycare) and informal (e.g. family, social) contexts.
3. Students will employ techniques of observation and assessment using a variety of methods.
4. Students will develop and maintain positive attitudes towards diversity (i.e., cultural, ethnic, gender, social, disability, linguistic).
5. Students will develop discipline-based written communication skills.
6. Students will analyze and critique written materials related to child development using tools and processes widely recognized as fundamental to proficient college-level writing.
7. Students will demonstrate practices and understandings of professional ethics and responsibility in both academic and applied child development contexts.
8. Students will use technology for purposes of augmenting discipline-based knowledge and inquiry.
9. Students will participate in varied field experiences that are mediated using theory, concepts, and published research that has been validated using established discipline-based tools and processes.
10. Students will participate in a learning community that facilitates collaboration with peers and faculty.

For the 2007-08 academic year the department assessment report is focused on evidence collected over the past 4 semesters that signifies the quality of attainment of the following five goals from the preceding list:

- Goal 1 – Understanding and application of research and theory on growth and development.
- Goal 5 – Discipline-specific writing competence
- Goal 6 – Writing competence, including analysis and critique of scholarly literature.
- Goal 8 – Information competence, including use of technology in pursuit of knowledge and inquiry.
- Goal 9 – Field experiences, specifically the integration of previous educational experiences to marry developmental theory with practice

The specific assessment strategies and timing of said strategies are outlined in the table below.
# Inventory of Program Assessment Activities for Academic Year 2007 – 2008

Contact Person(s): **Karen Davis O’Hara, Chair**

Date: **June 2, 2008**

<table>
<thead>
<tr>
<th>Program or Concentration and Department:</th>
<th>Timeframe for Assessment (e.g., year end, mid-semester, annually, semi-annually, bi-annually, etc.)</th>
<th>Methods/Strategies for Assessing the Attainment of Each Objective (e.g., Exit Survey, PACT Item #, Field Experience Evaluation Form Item #, Grades, Rubric, etc.)</th>
</tr>
</thead>
</table>
| Bachelors’ in CHDV and CHSM; Minor in Child Development | • Each semester for CHDV 30 and CHDV 35; embedded within course exams (3 x per semester)  
• Fall semester for CHDV 133 (end of semester)  
• Spring semester for CHDV 137 and CHDV 138 (end of semester) | Multiple choice quiz; embedded within course exams, or stand alone, via WebCT. |
| **Goal 1 – Understanding and application of research and theory on growth and development.** | | |
| | **Goal 5 – Discipline-specific writing competence** | Instructor assessment of APA-style writing skills applied to an out-of-class assignment to analyze a research article. |
| | **Goal 6 – Writing competence, including analysis and critique of scholarly literature.** | Instructor assessment of writing competence using CBEST rubric, applied to an out-of-class assignment to analyze a research article. |

| Goal 5 – Discipline-specific writing competence | Fall semester for CHDV 133 (mid-semester)  
Spring semester for CHDV 137 and CHDV 138 (mid-semester) | Instructor assessment of APA-style writing skills applied to an out-of-class assignment to analyze a research article. |
| **Goal 6 – Writing competence, including analysis and critique of scholarly literature.** | Each semester for CHDV 30 and CHDV 35 (end of semester)  
Fall semester for CHDV 133 (mid-semester)  
Spring semester for CHDV 137 | Instructor assessment of writing competence using CBEST rubric, applied to an out-of-class assignment to analyze a research article. |

<table>
<thead>
<tr>
<th>COL</th>
<th>AN</th>
<th>AGGREGATE</th>
<th>DISAGGREGATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Program or Concentration and Department:</td>
<td>Status of Assessment Data [indicate Electronic (E) or Non-Electronic (NE)]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>---------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelors’ in CHDV and CHSM; Minor in Child Development</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>List all major learning objectives for this program or concentration</th>
<th>Timeframe for Assessment (e.g., year end, mid-semester, annually, semi-annually, bi-annually, etc.)</th>
<th>Methods/Strategies for Assessing the Attainment of Each Objective (e.g., Exit Survey, PACT Item #, Field Experience Evaluation Form Item #, Grades, Rubric, etc.)</th>
<th>COL</th>
<th>AN</th>
<th>AGGREGATE</th>
<th>DISAGGREGATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 8 – Information competence, including use of technology in pursuit of knowledge and inquiry.</td>
<td>Fall semester for CHDV 133 (end of semester)</td>
<td>Instructor assessment of student skills in use of technology (see attached)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring semester for CHDV 137 and CHDV 138 (end of semester)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Goal 9 – Field experiences, specifically the integration of previous educational experiences to marry developmental theory with practice</td>
<td>Each semester for CHDV 144/194 (end of semester)</td>
<td>Student evaluations (both quantitative and qualitative); see attached</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Data reports.

Goal 1 – Understanding and application of research and theory on growth and development.

Competence in content knowledge of child development research and theory was assessed via multiple choice quizzes, administered in five courses, at two different levels of academic status:

Lower-division
- CHDV 30 – Human Development; and
- CHDV 35 – Child Development

Upper-division
- CHDV 133 – Research Methods in Human Development
- CHDV 137 – Cognitive Development*; and
- CHDV 138 – Social and Emotional Development*

*Students are not permitted to enroll concurrently in CHDV 137 and 138, and therefore the data for these courses are collected in the spring semester to prevent student work from being double-counted.

Data were collected from a sample of these aforementioned courses over the past four semesters, and will be presented as aggregate data in three categories: Entry level (CHDV 30 and 35), mid-level (CHDV 133), and Exit level (CHDV 137 and CHDV 138). While the multiple choice quizzes are the same for the mid-level and the exit-level courses, the entry level quizzes are independent of these, and therefore a developmental increase in scores should not be assumed if scores are lower in those entry-level courses. Full versions of quizzes are included in the Appendix.

<table>
<thead>
<tr>
<th></th>
<th>Entry-level</th>
<th>Mid-level</th>
<th>Exit level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td></td>
<td>83.07</td>
<td>84.9</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>.075</td>
<td>.163</td>
<td></td>
</tr>
</tbody>
</table>

Goal 5 – Discipline-specific writing competence.

Scholarly writing in the field of child development and education conforms to the stylistic guidelines of the American Psychological Association (APA). Child development students are required to learn to write in a scholarly and scientific voice, using anti-bias language, and with the ability to format documents and references in the format proscribed in APA-style.

In the course CHDV 133, late-sophomore and early-level junior students are first expected to review articles written in APA-style, and are specifically trained in the formatting and writing style. In each section of CHDV 133, students are expected to write a brief review of a scholarly article, and the instructors are to take a sample of 15 students’ article reviews and assess discipline-specific writing competence using a 3-point scale (see attached).
Below is the aggregated data for both CHDV 133 and CHDV 137/138. The data were collected in different samples, and do not reflect a within-subjects design. Therefore we cannot draw conclusions about individual students’ development in writing. However, we can take a snapshot of group development.

<table>
<thead>
<tr>
<th></th>
<th>Mid-level</th>
<th>Exit level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>2.13</td>
<td>2.375</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.47</td>
<td>0.64</td>
</tr>
</tbody>
</table>

**Goal 6 – Writing competence, including analysis and critique of scholarly literature.**

In addition to assessment of APA-style of writing, instructors in CHDV 133, 137, and 138 assess general writing ability by applying the CBEST writing rubric (a 4-point scale; see attached) to the students’ review of a scholarly research article.

As stated above, the data are not developmental for individuals, but reflect a general change in the trends of writing skill.

<table>
<thead>
<tr>
<th></th>
<th>Mid-level</th>
<th>Exit level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>3.00</td>
<td>3.45</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.71</td>
<td>0.75</td>
</tr>
</tbody>
</table>

**Goal 8 – Information competence, including use of technology in pursuit of knowledge and inquiry.**

Students in child development courses are expected to use technology (e.g. word processing, library databases, and WebCT; although this latter technology has not yet been assessed). In CHDV 133, 137 and 138, instructors were instructed to assess students’ mastery of these technological competencies (see attached rubric). However, data were only collected for the mid-level courses, and therefore, only data from our CHDV 133 courses are presented below.

<table>
<thead>
<tr>
<th></th>
<th>Mid-level</th>
<th>Exit level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>92.17</td>
<td>N/A</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>.118</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Goal 9 – Field experiences, specifically the integration of educational experiences to marry developmental theory with practice**

A central component of the child development major is to engage in fieldwork and service-learning in order to integrate theoretical knowledge with application. Two of these fieldwork/service-learning experiences have been evaluated over the last four semesters. Students complete a standardized form garnering both quantitative (ratings on a 5-point scale) and qualitative (comments in response to both specific and general questions) data. Both types of data are presented below. While most students in the courses complete the assessment, data are only reported for students who are declared child development majors. This is a) because we are
assessing the departmental major, and b) because it is believed that these students bring the broadest theoretical knowledge of child development and education to the applied setting.

<table>
<thead>
<tr>
<th>Aggregated data</th>
<th>CHDV 144 (ACES program) n=23</th>
<th>CHDV 194 (SUBS program) n=33</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Highest ratings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean (SD) on a 5-point scale</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. M = 4.70 (.47)</td>
<td><em>This experience enhanced my understanding of child development and ECE</em></td>
<td>1. M = 4.67 (.60)</td>
</tr>
<tr>
<td>5. M = 4.64 (.58)</td>
<td><em>My fellow workers were friendly and cooperative</em></td>
<td>6. M=4.70 (.47)</td>
</tr>
<tr>
<td>14. M= 4.68 (.64)</td>
<td><em>This work assignment was of professional value to me</em></td>
<td></td>
</tr>
<tr>
<td><strong>Lowest ratings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean (SD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. M = 3.65 (1.11)</td>
<td><em>I was given an orientation to the site and clear explanation about the work expected of me.</em></td>
<td>7. M= 3.76 (1.17)</td>
</tr>
<tr>
<td>8. M = 3.74 (1.18)</td>
<td><em>I was offered feedback on my progress and abilities</em></td>
<td>8. M= 3.42 (1.32)</td>
</tr>
<tr>
<td>10. M = 3.83 (1.15)</td>
<td><em>I was given adequate explanation regarding assignments and expectations at my site</em></td>
<td>9. M= 3.85 (0.91)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. M= 3.79 (1.02)</td>
</tr>
<tr>
<td><strong>Positive comments</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Most stated “great experience”</td>
<td></td>
<td>• Most stated “great experience”</td>
</tr>
<tr>
<td>• Many stated how much they enjoyed the staff that they worked with at their center</td>
<td></td>
<td>• Many stated how much they enjoyed the staff that they worked with at their center</td>
</tr>
<tr>
<td>• Many stated that they felt they were making a difference in children’s lives</td>
<td></td>
<td>• Many stated that they felt they were making a difference in children’s lives</td>
</tr>
<tr>
<td><strong>Critical comments</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Many stated they needed more training, specifically in how to handle disruptive</td>
<td>• Many stated they needed more training, specifically in how to handle disruptive students</td>
<td></td>
</tr>
</tbody>
</table>
Many stated that they would like more responsibilities as “subs”

Many wanted more clarification on the rules and policies they should find consistently across Head Start sites (many were very different)

Many did not like being “on-call” and found the substitute telephone line and the operator to be very unorganized

Some in the SUBS program found the moving between sites difficult

| Would recommend it | 100% | 100% |

### III. (a) Key findings

First, for assessment of content knowledge and discipline specific writing, students in the exit-level courses showed slightly better performance than students in the entry-level courses. While this increase may be underestimated due to higher expectations of the instructor in the higher level courses, the fact that this improvement was so modest highlights an area of potential improvement in the program. Another factor in the modest improvement in scores may be due to the assessment design. Because the entry-level assessments were taken at the end of the semester, it may be that the students were at the end of the instruction for these skills. Therefore, in future assessment cycles, these measures should be performed within the first few weeks of the semester. Furthermore, because the scores were not assessed in a within-subjects manner, we cannot assume individual improvement in scores.

Second, assessment of our field-work/service-learning courses was very informative. It is noteworthy that 100% of the students surveyed would recommend the course to a friend. From the quantitative measures, the highest scores came from the quality of the experience and many felt that they were making a difference in the lives of children. Many students commented that it was a “great experience” and that they were able to directly apply what they had learned in their child development theory classes. On a more critical note, many students wanted more of an orientation and clearer expectations of their work in the fieldwork settings.

### (b) Application to enhance program quality and to improve assessment

A number of the insights drawn from the assessments can help to enhance program quality. First, the use of the multiple choice quizzes to assess content knowledge of developmental theory and research is a very efficient manner to collect this information. However, without assurance that the students are all taking the same quiz (with centrally important developmental questions), we cannot truly assess improvement of content knowledge. Therefore, the department has begun
working on core curriculum goals that should be implemented both in the core theory courses (CHDV 138 and 137), and that should also guide the questions in the multiple choice quizzes.

Similar insights about our writing assessments were drawn, primarily regarding difficulty in drawing inferences about the results. The undergraduate committee is working to create a “signature assignment” that would be assessed by all CHDV 133, CHDV 137, and CHDV 138 instructors for a writing assignment early in the semester. These assignments can then be “traded” between the instructors for assessment on a similar rubric to create a “single-blind” control for reliability of assessments. In general, assessments show that the department should continue to focus on developing students’ writing, both in general writing and discipline-specific skills.

Fieldwork placement assessments showed a couple of areas for improving the program. First, students generally enjoyed the experience, and therefore the department should invest more energy in promoting these fieldwork experiences, especially to other majors and other programs. Second, many students desired more orientation and clearer expectations in the fieldwork placements. This information should be integrated into the course orientation, and the department should work with the fieldwork supervisors to help ensure that students are properly prepared for their experiences.

(c) Insights about the assessment cycle and means to involve faculty and staff participation in cycle

Preparing the assessment report has highlighted the many limitations of the data we have currently collected. One of the limitations has to do with the timing of the delivery of assessment activities. Therefore, a more specific schedule of activities has been developed, calling for a) collection of data in entry level courses (CHDV 133) in the fall semester and exit-level courses (CHDV 137 and CHDV 138) in the spring semester; and b) for the assessments to be administered at the beginning of the semester in the fall, and at the end of the semester in the spring. This will allow us to assess more effectively if the delivery of curriculum is guiding improvement in student performance.

Second, the assessment activities should be developed in a way that ensures that individual differences in faculty expectations are not biasing the results of the assessments. Therefore, it is proposed that each instructor “swap” their assessments in a random order to protect against such biasing.

The department is working to make all reporting tools in a standardized electronic format so that the instructors all have detailed reporting formats and instructions, and to increase the efficiency of aggregating and tabulating the assessment data. These reporting tools are being developed for fall semester using WebCT and PDF Forms (both integrated with Microsoft Excel). It is expected that a systematic and simplified reporting format, along with “swapping” assignments between instructors and decreasing the number of assessment activities per semester should serve to increase faculty involvement in assessment activities.
(d) Next steps in the implementation of program assessment process

In the coming months, the Child Development Department assessment committee will be:

a) Developing a schedule of assessment activities for our lower-level (CHDV 30 and 35), mid-level (CHDV 123 and 133), and exit-level (CHDV 137 and 138) courses.
b) Creating electronic reporting tools for the instructors of these courses to use; and
c) Drawing together a committee of the instructors of these courses to review the Content Knowledge assessment questions and create a “signature assignment” to be used in the assessment of writing.

In addition, the assessment report has highlighted a number of limitations of our assessment plan, and changes in the assessment activities for next year are being proposed by the department assessment committee. They are as follows:

1. Addition of similar assessments of our other fieldwork courses (CHDV 35F, CHDV 132, CHDV 148).
2. Addition of demographic and student information gathered from reports generated by the Office of Institutional Research, the Teacher Preparation and Credentials Office (e.g., retention rates, graduation rates, rates of acceptance to graduate and credential programs, etc.)

The department currently has no assessment plan in place for our graduate program (M.A. in Child Development) or for our EDCE program that is administered by the College of Continuing Education. The department will instruct the Graduate and Undergraduate committees to develop assessment plans for these programs with specific attention to how the assessments will inform program improvement and implementation and how these fit within the goals of the programs, the department, College and university strategic plan. These assessment plans will be in place for the academic year 2008-2009.
APPENDIX

Attachment A – Content Knowledge Assessed in CHDV 30

CHDV 30 – Human Development
General Education Content Outcomes

1. Which of the following correctly pairs a theory with a related concept or process?
   a. Behaviorism (Learning Theory) ---- assimilation/accommodation
   b. Psychoanalytic theory ---- conditioning/reinforcements
   c. Social Learning theory ---- modeling/imitation
   d. Socio-cultural theory (Vygotsky) ---- id/ego/superego
   e. Cognitive theory (Piaget) ---- zone of proximal development

2. The school nurse wants to know if children increase their knowledge about nutrition over the elementary years. To find out, she administers a test of basic principles of nutrition to students in first, third and fifth grade. She compares the three grade levels on their test scores. This is an example of what type of research?
   a. Experimental
   b. Longitudinal
   c. Cross-sectional
   d. Correlational

3. Which of the following statements about infant motor development is true?
   a. Healthy infants all develop the same motor skills in the same sequence, but the exact age varies from infant to infant.
   b. Fine motor skills develop before gross motor skills.
   c. Motor skills are genetically determined and can never be improved by training or practice.
   d. Infants are born with reflexes, all of which remain active into adulthood.

4. Piaget’s Sensorimotor stage describes cognitive development during the infant years. Which of the following will develop the latest, and facilitate progress to the next (preoperational) stage?
   a. Explore objects by acting on them in novel ways
   b. Simple motor behaviors centered around the infant’s own body
   c. Mental (symbolic) representation of objects and events
   d. Intentional or goal directed behavior

5. Which of the following provides the best broad description of the relationship between heredity (nature) and environment (nurture) in determining development?
   a. Heredity is the primary influence, with the environment affecting development only in moderate situations
   b. Heredity and environment contribute equally to development
   c. Environment is the major influence on physical characteristics
   d. Heredity determines the individual’s potential and environment determines whether, and to what degree, the individual reaches that potential

6. Which of the following is the period of prenatal development during which cells differentiate and specialize to become the various physiological systems of the body?
   a. Germinal (zygote) (conception – 2 weeks)
   b. Embryo (2 – 8 weeks)
   c. Fetus (9 weeks – birth)
   d. Neonate (birth – 2 weeks)

7. Development of language goes through a sequence that includes: (1) holophrase, (2) babbling, (3) telegraphic speech, (4) cooing, and (5) crying. Which developmental sequence below is correct?
   a. 5-4-2-3-1
8. While the mother is present, a child plays and explores actively, using her as a “secure base.” When separated from the mother, the child experiences some manageable distress, and then seeks contact and comfort from her when she returns. The distress is quickly relieved and the child resumes playing. What pattern of attachment does this scenario suggest?
   a. Disorganized
   b. Insecure-Avoidant
   c. Secure
   d. Insecure-Resistant/Ambivalent

9. For adolescent boys, the event that most closely parallels menarche is:
   a. First ejaculation
   b. First intercourse
   c. Deepened voice
   d. Growth of the genitals

10. Jeremy is a 16-year-old boy who drinks heavily and drives dangerously fast. According to Piaget, his behavior best demonstrates:
    a. Concrete thinking
    b. Personal fable or Invincibility Fable
    c. Enmeshment
    d. Foolish behavior

11. Sherry is thinking about the war in Iraq. She doesn’t know if she agrees with the decision or is against the decision to invade Iraq. She reads and searches for more information about the subject. Erikson would say Sherry’s thought process (opinion) reflects:
    a. Foreclosure
    b. Diffusion
    c. Achievement
    d. Moratorium

12. The age related decline of the body’s physiological systems beginning in early adulthood is called:
    a. Senescence
    b. Aging
    c. Senility
    d. Maturational decline

13. The intimacy versus isolation “conflict” during early adulthood has been described by theorists as:
    a. An issue that often happens in childhood
    b. The casual sex practiced among young adults
    c. The desire of most people to obtain isolation
    d. A state where the young adult gives up some independence and redefines herself in terms of two people.

14. Thinking that goes beyond Piaget’s concept of cognitive development in adulthood is referred to as:
    a. Postformal thought
    b. Subjective thought
    c. Conventional thought
    d. Integrated thought

15. Which of the following would best describe an example of generativity?
    a. Volunteer work with a charitable organization
    b. A close personal friendship with someone at work
c. A sense of dissatisfaction with the world
d. A strong, fulfilling marriage

16. Skills that a person can accomplish with assistance but is not yet ready to perform independently are part of:
a. Private speech
b. The gap between heredity and learning
c. Long-term memory
d. The zone of proximal development

17. The structures, rules and techniques of language that communicate meaning are referred to as:
a. Pragmatics
b. Semantics
c. Syntax
d. Phonology

18. Low-income children given preschool education:
a. Experience cognitive and social gains
b. Achieve equally to middle SES children
c. Benefit from the experiences
d. Are less ready for kindergarten

19. Of the following, which behavior is considered pro-social?
a. Savannah takes out the garbage for a quarter.
b. Selena helps her father so that her father will take her to the park.
c. Enrique says “please” when asking his mother for the car keys.
d. Cha feeds his baby brother because his mother is sick.

20. One child pretends to be the mother while the other pretends to be a baby who will not eat his dinner. Such play is called:
a. Imaginary
b. Sociodramatic
c. Family
d. Psychosocial

21. Research suggests that androgynous children who take on characteristics with gender roles of both males and females:
a. Have difficulty in romantic relationships later in life.
b. Are happier and better adjusted.
c. Are confused about their sexuality.
d. Have difficulty making friends of both sexes.

22. According to Piaget/Constructivist theories, the distinguishing characteristic of school-age children is that they are:
a. Imaginative
b. Friendly
c. Logical
d. Fearless

23. Evaluating a cognitive task to determine how best to accomplish and monitor one’s performance is called:
a. Automatizarion
b. Decentration
c. Metacognition
d. Social standards

24. A systematic set of principles and generalizations that provides a framework for understanding and examining how and why people change as they grow is a(n):
25. A mother wants her son to help his father wash the dishes every night. According to social learning theory, the mother should:
   a. Explain that a father’s love is greater than any other love.
   b. Promise the boy a new basketball if he helps wash the dishes.
   c. Help out with the dishes herself.
   d. Tell her son that he can’t have dessert unless he helps with the dishes.

26. Secure attachment makes a toddler:
   a. Willing to explore.
   b. Self-centered.
   c. Cling to his mother.
   d. Want to talk.

27. Emotional regulation and planning are influenced by development of the:
   a. Prefrontal cortex
   b. Control of attention
   c. Visual system
   d. Amygdala
ChDv 35 Assessment Questions

Ch. 1
Three of the following statements reflect developmentally appropriate practice. Which one does not?

a. Look for and build on children’s existing talents.

b. **Work hard to help children acquire more advanced ways of thinking as quickly as possible.**

c. Keep in mind that the “weakness” of children and adolescents may serve a developmental purpose.

d. Use the universals of development to form general expectations about children and adolescents, but expect diversity at every turn.

Ch. 2
In one school, a researcher examining children’s knowledge about basic math examines children’s standardized math test scores. She looks at the math test scores of children in grade 1. The two years later, she looks at the same children’s math test scores, when they are in grade 3. Then two years after that, she looks at the same children’s math test scores when they are in grade 5. This is an example of a(n) _______ research design.

a. experimental

b. longitudinal

c. naturalistic

d. cross-sectional

Ch. 3
If a mother with red hair (a color associated with a recessive gene) has a red-haired daughter, what do we know about the father?

a. The father must have at least one allele for red hair, although his hair may not be red.

b. Nothing; it is only the mother’s genes that matter in this case.

c. The father must have black hair (a color associated with a dominant gene).

d. Mom had an affair with a red hair man.

Ch. 4
As infants and children grow older, many of their neurons begin to transmit messages more efficiently and rapidly than before. This is because:

a. the neurons are increasing in number.

b. neurons die off.

c. **neurons are mylinating.**

d. the neurons no longer change or develop.

Ch. 5
According to Diana Baumrind parenting styles, which style is characterized by parents/teachers who set limits and enforce rules, are also willing to listen to the child’s requests and questions. They also are nurturing, make moderate demands for maturity, and communicate well with children?

a. authoritarian

b. **authoritative**

c. permissive

d. uninvolved

Teachers who are successfully at working with children and adolescents from diverse ethnic backgrounds typically:

a. Try very hard to be “color-blind,” treating everyone in the same manner

b. Gently nudge their students toward adopting the cultural views of the dominant society

c. **Learn about the practices and values of the cultures in which their students have been raised**

d. In small-group activities, have students work as much as possible with classmates who share similar backgrounds
Ch. 6
Parents who are making costumes for an elementary school play ask the young cast members to assist them with tasks such as cutting fabric and sewing simple hems. Vygotskian theorists would describe the parents as
a. engaging the students in guided participation
b. presenting tasks that exceed the student’s zone of proximal development
c. creating a state of disequilibrium
d. encouraging conservation

Which list reflects the order of Piaget’s four stages of cognitive development
a. formal operations; concrete operations, preoperational, sensorimotor
b. sensorimotor; preoperational, concrete operations, formal operations
c. sensorimotor, concrete operations, preoperational, formal operations
d. concrete operations; sensorimotor, preoperational, formal operations

Ch. 7
To prepare for his test on Tuesday morning, Fernando studied on Monday night. He remembered the information long enough to do well on the test on Tuesday but could not remember it for a surprise quiz a week later. Based on this information, how far in Fernando’s information processing system did the information get?
a. It reached the sensory register.
b. It reached working memory.
c. It reached long-term memory.
d. It never got into the memory system at all.

Ch. 8
If teachers consider Gardner’s view of intelligence, they would be most likely to conclude that:
a. They can bring about dramatic improvements in students’ IQs in a year or two if they provide a stimulating classroom environment.
b. Regardless of cultural background, students with high intelligence will do well in school.
c. Most students are likely to be “intelligent” in one way or another.
d. Students who are fluent in two or three languages will be more intelligent than students who are fluent in just one.

Ch. 9
Imagine you are a high school teacher who has several students who speak a dialect other than Standard English. If you follow the textbook’s (McDevitt & Ormrod’s) recommendation for handling this situation, you will:
a. Teach them to speak and write Standard English exclusively, and as quickly as possible
b. Allow them to use their own dialect or version of English exclusively in all school classes and activities.
c. Strongly discourage them from speaking their dialect, even when they are off school grounds.
d. Ask them to use Standard English in formal situations (e.g., persuasive essays) but encourage them to use their own dialect in other situations.

Ch. 11
Isaiah is discovering that by being able to write all of alphabet letters in cursive, he is winning the approval of his teacher. Without knowing anything else about Isaiah, the best guess is that he is in Erikson’s stage of:
a. Trust versus mistrust
b. Autonomy versus shame and doubt
c. Initiative versus guilt
d. Industry versus inferiority

Which one of the following seventh graders clearly shows signs of attachment as developmental psychologists define the term?
a. Miranda seems withdrawn and frightened much of the time
b. Jeffrey has good social skills but sometimes enjoys working independently
c. Shelly has no friends and behaves aggressively toward the other girls in her class
d. Mike seems unusually preoccupied with an attractive young actress who stars in a popular television show

Ch 12
Which one of the following best illustrates self-efficacy rather than self-concept or self-esteem?
   a. Anne is pretty sure she can win a spot on the school’s dance squad if she practices her routine every day until the tryouts
   b. Mia thinks of herself as being more intelligent than most of her classmates
   c. Connor has little faith in his academic abilities, and so he does whatever he can to self-handicap
   d. Preston is convinced that no one likes him, even though most people do

Ch 13
When Scott (8 years old) was first learning to write, he wrote quickly and sloppily, with little regard for how his paper looked. His teachers praised him regularly when he wrote legibly. Eventually he began take pride in his neat and careful handwriting. Scott’s transition can best be described as:
   a. An external attribution
   b. Development of internalized motivation.
   c. Development of extrinsic motivation.
   d. An attitude of learned helplessness.

Ch 14
Peer relationships, like parent-child relationships, are essential to a child’s development. Which one of the following is not one of ways that peer relationships influence a developing child?
   a. Peers can be a source of emotional support during difficult times.
   b. Peers provide information about which behaviors are desirable and which are not.
   c. **Peers are the first individuals to whom a child becomes truly attached.**
   d. Peer relationships provide opportunities to develop and practice social skills.
Attachment C– Content Knowledge Assessed in CHDV 133, 137 and 138

Department of Child Development
Information Competence Quiz

(1) A good reason for non-researchers to learn about research strategies is that:
(a) lay people should build their own theories of development
(b) everyone should be a critical consumer of knowledge
(c) there are many employment opportunities in research
(d) parents and teachers should learn how to experiment with children

(2) You have just read an article in a *Newsweek* that stated, "People who jog live longer than people who don't jog." On the basis of this information, a well-educated citizen should
(a) begin jogging.
(b) accept the statement as true.
(c) want to know that results from a study testing the statement have been reported.
(d) be most concerned with what university the researchers graduated from

(3) A major problem with using Internet search engines such as Yahoo or Google as a method of obtaining research information is that
(a) they are difficult to use
(b) the credibility of the source and the accuracy of the information are often unclear
(c) computers are too expensive for many people
(d) the information provided can be complicated and difficult to read

(4) One safeguard against scientific fraud is that
(a) scientists are trained to be ethical
(b) the researcher's hypotheses are not always supported
(c) all research is subject to peer review and replication by other scientists
(d) the faker's colleagues usually report him or her

(5) A scientist states that “there is evidence for the existence of ghosts because she herself has felt their presence”. As a well-educated reader, this claim should
(a) be accepted because the person making it is a scientist.
(b) be reassuring because you, or someone you know, have also felt the presence of ghosts
(c) have an influence on you toward believing in ghosts.
(d) make you very skeptical about this scientist’s credibility

(6) The advantage of employing the scientific approach over other ways of knowing about the world is that it
a. fails to embody a number of rules for testing an idea.
   b. allows you to rule out intuition and authority as sources of ideas about behavior.
   c. provides an objective set of rules for gathering, evaluating, and reporting information.
   d. allows scientists the opportunity to show the public their findings are always correct.

(7) A critical consumer of education research
(a) is comfortable drawing conclusions based on one study
(b) takes whatever researchers say as the closest to truth we can get
(c) depends only on quantitative studies and statistics
(d) looks for replication of research findings across studies for evidence of reliability

(8) Of the following topics, items ____ and ____ can be resolved by research, but items ____ and ____ are not appropriate questions for research.
(a) Teaching students phonics improves reading performance
(b) School prayer should be a regular part of school
(c) Self-efficacy is related to school success
(d) Sex education is morally wrong.

(9) Generally, a study is ethical to perform if
(a) the benefits outweigh the costs associated with the study
(b) the costs outweigh the benefits associated with the study
(c) there is at least one benefit from the study
(d) the study will advance knowledge regardless of the costs

(10) Which of the following is necessary in obtaining informed consent for participation in a research study?
(a) A description of the statistical analyses to be carried out
(b) The purpose of the research
(c) A description of the reliability and validity of tests used
(d) A list of the researcher's publications

(11) If parents give consent for a child to participate in a study taking place at school, and the child does not want to go along with the researcher when asked to do so,
(a) his or her parents can override the child's objection
(b) a teacher can override a child's objections
(c) the researcher must obey the wishes of the child
(d) the child must still participate once consent forms have been signed

(12) The principle of informed consent requires that participants be told
(a) everything about the study
(b) about the hypotheses of the study, but not about the procedure
(c) everything about the purpose and procedure of the study, but not about the hypotheses
(d) about aspects of the study that might influence their willingness to participate

(13) The group which directly oversees research involving human participants at most colleges and universities is called the
(a) American Psychological Association
(b) Human Welfare Agency
(c) Institutional Review Board
(d) Department of Education

(14) Imagine you doing a research project at a school site on the general topic of cognitive and linguistic development. A teacher whose class has students participating in your study asks you how one of her students “performed” on the tasks you administered. The most appropriate response for you as a researcher would be:
(a) Make an appointment with the teacher to explain carefully how the student performed
(b) Tell the teacher that you can give her the information only if the student’s parents are present
(c) Inform the teacher that you will be writing a brief report outlining the individual performance of each of her students
(d) Say something general about all participating students, such as “They were all very cooperative” but give no specific information about individual student performance

(15) If you are a teacher or college instructor and you wish to distribute graded papers to students in your class, which of the following would be the best approach, from a privacy and ethical perspective?
(a) Leave papers, with students names on the front, in a box outside your office
(b) Use the last 6-digits of student social security numbers as an ID and leave papers in a box outside your office
(c) Put papers on your desk for students to collect at the end of class, with student last names as the ID
(d) Use a unique identifier, that is not their social security number, for each student and hand out papers in person to individual students
<table>
<thead>
<tr>
<th>Characteristic</th>
<th>1 – Fail</th>
<th>2 – Marginal Fail</th>
<th>3-Marginal Pass</th>
<th>4-Pass</th>
<th>Score</th>
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<tbody>
<tr>
<td><strong>Rhetorical Force</strong></td>
<td>The clarity with which the central idea or point of view is stated and maintained; the coherence of the discussion and quality of the reasoning.</td>
<td>The writer may state a central idea and/or point of view but loses focus on that idea; the response is simplistically reasoned.</td>
<td>The writer presents a central idea and/or point of view, and the focus is generally maintained; the response is adequately reasoned.</td>
<td>The writer clearly presents a central idea and/or point of view and maintains focus on that topic; the response is well reasoned.</td>
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<tr>
<td><strong>Organization</strong></td>
<td>Organization of ideas is ineffective and seriously flawed; meaning is unclear throughout.</td>
<td>Organization of ideas may be evident, but is largely ineffective, and response is generally unclear.</td>
<td>Organization of ideas is generally clear and effective, and the meaning is generally clear.</td>
<td>Ideas or points of discussion are logically arranged, and their meaning is clearly communicated</td>
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<tr>
<td><strong>Support + Development</strong></td>
<td>Generalizations and assertions not supported or severely underdeveloped; the presentation of details is confused.</td>
<td>Generalizations and assertions only partially supported; response may contain irrelevant, insufficient, or imprecise details.</td>
<td>Generalizations and assertions are adequately supported, although perhaps unevenly.</td>
<td>Generalizations and assertions are well supported with relevant, specific, and detailed development.</td>
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<tr>
<td><strong>Usage</strong></td>
<td>Word choice and usage are largely imprecise, and there are severe distracting errors.</td>
<td>Word choice and usage are generally imprecise and distracting.</td>
<td>Word choice and usage are adequate; some errors exist but do not impede meaning.</td>
<td>Choice of words is precise; usage is careful and accurate.</td>
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<tr>
<td><strong>Structure + Conventions</strong></td>
<td>The writer commits serious and numerous errors in paragraphing, sentence structure, and/or mechanical conventions.</td>
<td>The writer’s response may have distracting errors in paragraphing, sentence structure, mechanical conventions, and/or dependence upon short, choppy sentences with minimal modifications.</td>
<td>The writer’s response may have errors in paragraphing, sentence, structure, and/or mechanical conventions, but they are neither serious nor frequent enough to detract or confuse reader.</td>
<td>The writer composes sentences of syntactic complexity and variety and constructs coherent paragraphs, although the response may contain minor flaws in mechanical conventions.</td>
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<tr>
<td>** Appropriateness**</td>
<td>The response demonstrates little or no understanding of any of the assignment’s tasks; language and style may be inappropriate for audience and purpose.</td>
<td>The response incompletely addresses most tasks of the assignment and/or inadequately uses language and/or style appropriate for the given audience and purpose.</td>
<td>The response may not fully address the topic (i.e., one of the tasks in the assignment may be neglected or incompletely addressed), but language and style are appropriate for given audience and purpose.</td>
<td>The response completely addresses the topic and uses language and style appropriate for the given audience and purpose.</td>
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Attachment E – Discipline specific writing competence

**Writing Assessment Rubric – Discipline-Specific Technical Writing in APA Style**  
**CHDV 133, 137, 138**

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>1 – Weak or No Evidence</th>
<th>2-Adequate Evidence</th>
<th>3-Strong Evidence</th>
<th>Score</th>
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<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Student applies no or few of the basic principles of APA style regarding organization of a manuscript, including the layout of a paper, structure and purpose of headings, and use of consistent header and page number formats</td>
<td>In most cases, student applies basic principles of APA style regarding organization of a manuscript, including the layout of a paper, structure and purpose of headings, and use of consistent header and page number formats</td>
<td>Student consistently applies basic principles of APA style regarding organization of a manuscript, including the layout of a paper, structure and purpose of headings, and use of consistent header and page number formats</td>
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<tr>
<td>Headings</td>
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<td>Page numbers</td>
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<tr>
<td><strong>Writing Style</strong></td>
<td>Student adheres to no or few of the APA writing style guidelines, including orderly presentation of ideas in clear and concise language, use of appropriate voice, and avoiding bias in describing groups or individuals</td>
<td>In most cases, student adheres to APA writing style guidelines, including an orderly presentation of ideas in clear and concise language, use of appropriate voice, and avoiding bias in describing groups or individuals</td>
<td>Student consistently adheres to APA writing style guidelines, including an orderly presentation of ideas in clear and concise language, use of appropriate voice, and avoiding bias in describing groups or individuals</td>
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<tr>
<td>Orderly presentation</td>
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<td>Clear + concise</td>
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<td>Appropriate voice</td>
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<tr>
<td>Avoiding bias</td>
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<tr>
<td><strong>Mechanics</strong></td>
<td>Student demonstrates minimal grasp of standard conventions for spelling, grammar, punctuation and capitalization and shows no evidence of adherence to APA guidelines where these differ from the standard</td>
<td>Student demonstrates adequate grasp of standard conventions for spelling, grammar, punctuation and capitalization and shows evidence of adherence to APA guidelines where these differ from the standard</td>
<td>Student demonstrates strong grasp of standard conventions for spelling, grammar, punctuation and capitalization and shows consistent evidence of adherence to APA guidelines where these differ from the standard</td>
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<tr>
<td>Spelling</td>
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<td>Grammar</td>
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<td>Punctuation</td>
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<tr>
<td>Capitalization (Numbers, Tables + Figures)</td>
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<tr>
<td><strong>Format Rules</strong></td>
<td>Student adheres to none or few of the APA source documentation conventions, including in-text citations, references, and appropriate use and citation of quotations.</td>
<td>In most cases, student adheres to the APA source documentation conventions, including in-text citations, references, and appropriate use and citation of quotations.</td>
<td>Student consistently adheres to the APA source documentation conventions, including in-text citations, references, and appropriate use and citation of quotations.</td>
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<tr>
<td>In-text Citations</td>
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<td>References</td>
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<td>Quotations</td>
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## Writing Assessment Rubric - CHDV 30 and CHDV 35

**General Education Outcomes**

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>1 – Unacceptable</th>
<th>2-Competent</th>
<th>3-Proficient</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Demonstrates minimal or no understanding of concepts and their relationships; description and/or application as required by the assignment is limited or absent;</td>
<td>Demonstrates basic understanding of relevant concepts through description and application as required by the assignment; adequate understanding of relationships among concepts</td>
<td>Demonstrates thorough understanding of all relevant concepts and their interrelationships through detailed description and in-depth application as required by the assignment</td>
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<tr>
<td>Comprehend physical, socio-cultural, emotional, cognitive growth and development, and interrelationships among these</td>
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<td><strong>Outcome 2</strong></td>
<td>Concepts relevant to the specific assignment topic are omitted or inadequately described; analysis of these concepts is incorrect, limited or absent</td>
<td>Partially describes and/or analyzes concepts relevant to the specific assignment topics; may address some but not all of the relevant topics; description and/or analysis lacking in depth and detail</td>
<td>Describes AND analyzes in depth and with detail concepts relevant to all of the specific assignment topics</td>
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<td>Comprehend biological and environmental factors influencing growth and development, and interrelationships among these</td>
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<td><strong>Outcome 3</strong></td>
<td>Limited or no application of concepts to own personal experience; lacking in specific examples</td>
<td>Application of relevant concepts to personal experience; connections between concepts and personal experience are superficial or lacking in depth and detail; limited use of specific examples</td>
<td>Demonstrates an in-depth and thoughtful application of concepts to own personal experience; application indicates thorough understanding of relevant concepts; provides specific examples and details</td>
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<tr>
<td>Reflect upon and apply critical concepts of development (e.g., sexuality, culture, ethnicity, nutrition, health, family, aging, death) to own experience, behavior and development</td>
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<tr>
<td><strong>Writing</strong></td>
<td>Inadequately addresses assignment, organization is unclear or illogical, lacks generalizations, analysis or supporting details, fails to cite sources where relevant. Inadequate control of syntax and conventions of standard English, grammatical and syntactic errors impede the overall reading of the paper</td>
<td>Addresses assignment with some analysis, demonstrates adequate organization, some analysis of generalizations with some supporting detail. Most of the paper displays adequate control of standard English conventions, some grammatical errors but do not interfere with overall reading of paper</td>
<td>Addresses assignment thoughtfully, clearly and coherently organized, supports generalizations with specific details, cites sources where relevant, correct and consistent use of syntax and conventions of standard English.</td>
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<td>Writing quality, including organization, structure, mechanics, presentation of ideas</td>
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</tbody>
</table>
## Information Competence Assessment Rubric (for use in CHDV 133 only)

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>1 – Weak or No Evidence</th>
<th>2-Adequate Evidence</th>
<th>3-Strong Evidence</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use of online database search tools (PsycInfo + ERIC)</strong></td>
<td>Student unable to access databases and produce abstracts or other evidence of locating materials via PsycInfo or ERIC</td>
<td>Student shows some ability to access online databases and search tools (e.g., PsycInfo and ERIC) and locate research materials meeting specific criteria</td>
<td>Student consistently and competently able to access online databases and utilize search tools (e.g., PsycInfo and ERIC) to locate published research and other materials.</td>
<td></td>
</tr>
<tr>
<td><strong>Data Analysis + Interpretation</strong></td>
<td>Student shows no ability to use data; cannot extract basic information from tables and graphs, shows minimal comprehension of descriptive statistics and none of inferential statistics</td>
<td>Student demonstrates some basic competence in data interpretation (e.g., understanding tables and graphs) and basic comprehension of descriptive statistics and introductory inferential statistics</td>
<td>Student demonstrates strong grasp of data interpretation (e.g., understanding tables and graphs) and a good beginning understanding of descriptive statistics and inferential statistics</td>
<td></td>
</tr>
<tr>
<td><strong>Application of information + evidence</strong></td>
<td>Student does not demonstrate the ability to apply information and evidence to everyday situations or even a context different from the one in which it was first presented</td>
<td>Student demonstrates some evidence of being able to apply information and evidence to situations and contexts beyond those in which first presented</td>
<td>Student consistent and competent in ability to apply information and evidence to situations and contexts beyond those in which first presented</td>
<td></td>
</tr>
<tr>
<td><strong>Critical evaluation of information sources: credibility, reliability, validity</strong></td>
<td>Student does not view evidence through a critical lens and shows no appreciation of the “culture of evidence”. Does not understand the scientific practices employed to demonstrate validity and reliability of evidence and to establish credibility of information</td>
<td>Student shows minimum competence of viewing evidence analytically and critically. Student also demonstrates some awareness of scientific standards of evidence, including methodology, reliability, and validity.</td>
<td>Student consistently demonstrates ability to view evidence analytically and critically. Student demonstrates clear awareness of scientific standards of evidence, including methodology, reliability, and validity.</td>
<td></td>
</tr>
</tbody>
</table>
**EVALUATION OF SETA HEAD START EXPERIENCE**

**CSUS ACES and SETA SUBS**

<table>
<thead>
<tr>
<th>Program (circle one)</th>
<th>ACES</th>
<th>SUBS</th>
<th>Site (s)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
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<td></td>
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<td>May 4th, 2008</td>
</tr>
</tbody>
</table>

Please evaluate your experience with the SETA Head Start program during the current academic year, by answering the questions on both sides of this sheet. Please circle the appropriate rating for each item.

**Strongly Agree (SA)  Agree (A)  Neither Agree/Disagree (N)  Disagree (D)  Strongly Disagree (SD)**

1. This experience enhanced my understanding of child Development and early childhood education

2. I felt well prepared academically for this experience.

3. This experience increased my desire to work in the educational field

4. My supervisor provided me with responsibilities consistent with my ability and growth.

5. My fellow workers were friendly and cooperative

6. My supervisor was reasonable, sincere, and fair

7. I was given an orientation to the site and clear explanation about the work expected of me.

8. I was offered feedback on my progress and abilities

9. My supervisor and/or coworkers made effort to make this a learning experience for me

10. I was given adequate explanation regarding assignments and expectations at my site

11. I was given assistance when needed by my supervisor and coworkers at the site

12. My workload at the site(s) usually kept me busy

13. I experience good cooperation and communication with my coworkers at the site

14. This work assignment was of professional value to me.
All responses will remain anonymous so please be frank with any comments or suggestions that you think will help improve the program.

1 What kind of work were you typically assigned (primary tasks and responsibilities)?

I would take turns with the other teachers in making the meals, I would prepare activities for the children on days when the teacher didn’t have enough time. I would do the circle activity (days of the week, books, helpers...)

2 Were you provided with an orientation to the site and the work expected of you?

Yes, at first I was supposed to be in classroom #3 and then I got switched to be in classroom #1. In both rooms an orientation was given.

3 Are there any areas of this experience for which you think students need additional training/preparation?

I think some students may need some training in dealing with difficult children. It is something that is still hard for me to do.

4 How did you feel about the people with whom you worked (coworkers and supervisors)?

I really enjoyed working with everybody at this school. They were all very helpful to me.

5 What did you like most about your Head Start experience?

I really liked that I got to work at Mather for the majority of the semester. It made my schedule consistent, and I enjoyed that.

6 What aspect of your field placement gave you the most difficulty?

I think the most difficult part of work at Mather is the full inclusion classroom that I work in. It can become over crowded when we have an extra teacher in the room for SCOE children.

7 Will you be returning to the program next semester? Why or why not?

I will continue working with Seta Headstart through the summer, and possibly next semester. But I will not be returning to the CHDV/194 class.

8 Would you recommend the program to other students? Why or why not?

Yes, I have already! I think it is good work for students who wish to work with children. There is a bunch of experiences that is great to have gone through.

9 Please comment on what you think might improve this experience for future students.

I think for what the schools need, it is kind of hard to make the schedules more consistent. But if there was any way to have only 2 or 3 main schools to work between, it might save the staff time and money.

10 Any additional comments or suggestions?
