EXAM SUMMARY

Early Childhood Education
Graduate Academic Degree Level

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Written & Delivered By:

EARLY CHILDHOOD EDUCATION

EXAM SUMMARY

Introduction

Peregrine Academic Services, the higher education division of Peregrine Global Services, provides assessment services for performing direct assessment of learning outcomes for several academic disciplines. The online exams are used to evaluate retained student knowledge in relation to the academic program's learning outcomes.

This document outlines the **Early Childhood Education** assessment service for the master academic degree level.

This assessment service is designed for use by U.S.-based schools and programs.

Validity and Reliability

Peregrine Academic Services places a high priority on ensuring the validity and reliability of the assessment services. These practices begin at the design stage and continue through beta-testing, and with ongoing regularly scheduled quality reviews. A summary of these approaches is provided at the end of this document. For additional information regarding the reliability process, please refer to the following peer-reviewed article:

> Oedekoven, O. O., Napolitano, M., Lemmon, J., & Zaiontz, C. (2019). Determining test bank reliability. *Transnational Journal of Business, 4*(Summer), 63-74.

Testing Process

The exams include 10 questions for each exam topic. Each exam is unique as questions are selected at random from the test bank of over 200 questions per topic. Institutions select the topics to be included in the exam to align with the learning outcomes and program curriculum.

Available Exam Topics

The specific topics for this assessment service that are available for use with a customized assessment are:

- Application of Content
- Assessment
- Content Knowledge
- Instructional Strategies
- Leadership and Collaboration
- Learner Development
- Learning Differences
- Learning Environment
- Planning for Instruction
- Professional Learning and Ethical Practice

Subjects and Example Questions

The following pages include the specific subjects included with the topics along with example questions for the topic. These specific questions have been inactivated within the test bank and are shown in this document only to illustrate the types of questions that are presented to learners.

Test bank questions are written and proofed by terminally degreed, subject matter experts from accredited institutions who have teaching experience with the specific discipline. The criteria for a test bank question include:

- Test questions may be questions or (incomplete) statements.
- All multiple-choice format with 4 possible responses and only one correct response.
- All responses must be plausible and not misleading.
- "All of the Above" (or similar) or "None of the Above" or "A & C" responses are not used.
- All incorrect responses are assigned Response Distractors:

Response Distractor	Student's response indicates they…
Fact-based error	…do not know the fact(s).
Concept-based error	…misunderstood the concept.
Conclusion-base error	…reached an incorrect conclusion.
Interpretation-based error	…incorrectly interpreted the question.
Calculation-based error	…made an error with a math-related calculation.

Application of Content

Subjects

- A Strengths-based Approach to Guidance
- Active Inquiry in Early Childhood
- Guiding Outdoor Play and Learning
- Guiding Play and Learning
- Guiding Young Children Directly Toward Self-Direction
- Guiding Young Children in Personal Care Routines
- Guiding Young Children Indirectly Towards Self-Direction
- Head Start and Early Head Start
- Multiple Intelligences Theory
- Peers, Media, and Schooling
- Planning, Implementing, and Reviewing Best Practices

Example Questions

"Restraining" a child means to _____.

    A. send the child out of the room

    B. force the child to sit quietly

    C. physically keeping the child from doing something

    D. threatening the child with punishment

Correct Response: C

It is the _____ not the _____ of solitary and parallel play that changes during early childhood.

    A. amount; type

    B. type; amount

    C. amount; context

    D. theme; context

Correct Response: B

Assessment

Subjects:

- Checklists, Rating Scales, and Rubrics
- Communicating with Families
- Observation
- Performance-based Strategies
- Portfolio Assessment
- Standardized Testing
- Teacher-Designed Strategies
- Using and Reporting Test Results

Example Questions:

IDEA requires that families be involved in which of the following school practices regarding their child?

    A. Assessment and decision-making.

    B. All types of assessment and decision-making, except performance assessment.

    C. Lesson planning and reporting progress to the state.

    D. Lesson planning and reporting progress to the state.

Correct Response: A

Why should assessment be used in the classroom?

    A. Planning for instruction.

    B. Assessing ongoing progress in learning.

    C. Retaining children in a grade.

    D. B & C

    E. A & B

Correct Response: E

Content Knowledge

Subjects:

- Becoming a Professional Teacher
- Collaborating with Families
- Constructive Learning
- Curriculum
- Defining Best Practices
- Environments and Schedules
- Historical Perspectives
- Observing and Assessing Children
- Overview of Early Childhood Education
- Team Teaching
- The Dynamics of Diversity
- Understanding and Guiding Behavior
- Working with Support Staff

Example Questions:

What concern have educators raised about the implementation of NCLB?

A. Schools do not want to provide services to families with limited incomes.

B. Many teachers argue that not all children deserve access to high-quality education.

C. The emphasis on testing creates a limited view of children's achievement and pressures teachers to align teaching with the tests, sometimes at the expense of best practices.

D. There have been no concerns raised about the implementation of NCLB.

Correct Response: C

The self-help environment teaches children to be responsible by _____ .

A. creating job lists

B. making materials and equipment accessible to all

C. providing stickers as rewards for cleaning up the room

D. daily repeated activities

Correct Response: B

Instructional Strategies

Subjects:

- Integrating Curriculum by Using Themes and Projects
- The Aesthetic Domain
- The Affective Domain
- The Cognitive Domain
- The Language Domain
- The Physical Domain
- The Social Domain

Example Questions:

Select the alternative that has the most appropriate sequence of activities for the teacher to prepare a thematic unit.

A. Find an exciting prop, select a theme to go with it, generate relevant content and activities.

B. Observe the children, develop an idea around their interests, select a concept, generate content, and generate possible activities to support that content.

C. Look though several activity books and get some ideas for aesthetics, generate some content to go with them, then organize the unit.

D. With your colleagues generate 25 to 30 TFPs , create activities to support them, organize the activities into a weekly plan that addresses the notions of balance and diversity.

Correct Response: B

Social collaboration is important for young children. Collaborative use of technology motivates children to be which of the following?

A. rote memorizers

B. active and involved learners

C. skilled technicians

D. good spellers

Correct Response: B

Leadership and Collaboration

Subjects:

- Assessment
- Creating Quality Learning Environments
- Developing a Vision, Mission, and Program Evaluation
- Establishing Policies and Procedures
- Facilities Management
- Family Support
- Financing and Budgeting
- Fiscal Management
- Leading and Managing Personnel
- Managing a child Development Center
- Managing Children's Centers
- Organizational Management
- Professional Development
- Reflective Management
- Understanding Regulations, Accreditation Criteria, and Other Standards of Practice
- Working with Families and Communities

Example Questions:

A manager who believes that the attitudes of her employees have a major impact on how they do their jobs has which management style?

- A. Classical
- B. Behavioral
- C. Systems Theory
- D. Postmodern

Correct Response: B

For most early childhood programs the major purpose of reporting is to _____.

- A. meet regulatory agency requirements
- B. obtain public support for the program
- C. plan experiences for the child
- D. serve as a basis for family-staff communication

Correct Response: D

Learner Development

Subjects:

- Cognitive Development
- Cognitive Development in Infancy
- Cognitive Development in Kindergarten / Primary School Aged Children
- Cognitive Development in Preschool Years
- Emotional Development
- Language Development
- Memory and Thought Development
- Moral Development
- Physical Development in Infancy
- Physical Development in Kindergarten / Primary School Aged Children
- Physical Development in the Preschool Years
- Social and Personality Development in Infancy
- Social and Personality Development in Kindergarten / Primary School Aged Children
- Social and Personality Development in Preschool Years

Example Questions:

Your daughter is terribly afraid of cats. What can be done to help her manage her fear?

A. Encourage daily contact with kittens to alleviate her fear.

B. Show her how small a cat is in comparison to people and tell her she should not be afraid of something so small.

C. Let her approach cats at her own pace, showing her that cats can be friendly when treated gently.

D. Accept her fear and help her to avoid cats whenever possible.

Correct Response: C

Which of the following statements best describes the difference between mainstreaming and full inclusion in terms of exceptional students?

    A. Both mainstreaming and full inclusion involve integrating exceptional students in the traditional classrooms.

    B. Only full inclusion offers the exceptional student with additional support.

    C. While both programs integrate exceptional students into the traditional classroom, in the full inclusion classroom all students, even those with severe disabilities, are completely integrated into the regular classroom.

    D. Full inclusion teachers have extra aides to assist with the exceptional students.

Correct Response: C

Learning Differences

Subjects:

- Children with Diverse Needs
- Guiding Children
- Inclusion of Children with Disabilities
- Multiculturalism
- Parent, Family, and Community Involvement

Example Questions:

Which of the following is not a strategy for successful home visits?

A. Provide for a variety of times in the schedule of home visits to best meet the needs of all families.

B. Send a letter home to parents explaining the desire to have an informal home visit to all students' homes.

C. Work with community groups to schedule visits in neutral but convenient spaces.

D. Inform the family that the visit will last 45- to 60-minutes and the purpose is to discuss the child's progress at school.

Correct Response: D

Which of the following is not a reason for helping children become responsible?

A. The roots of delinquent and deviant behavior are in the teen years.

B. The public is increasingly concerned about the erosion of civility and what it perceives as a general breakdown of personal responsibility for bad behavior.

C. Helping children learn to guide and be responsible for their own behavior is as important as helping them learn to read and write.

D. Helping children learn to act responsibly and guide their behavior lays the foundation for life-long responsible and productive living.

Correct Response: A

Learning Environments

Subjects:

- Assessing Learning and Documenting Progress
- Creating High-quality Learning Environments
- Developing Curriculum
- Fostering Child Engagement in Learning
- Planning for Learning
- Promoting Child Development

Example Questions:

Children are particularly interested in knowing about which of the following?

A. How things work.

B. Abstract concepts.

C. Themselves.

D. Other environments.

Correct Response: C

Maria is developing a schedule for her infant classroom (birth to 9 months). Which of the following should she include?

A. A short large group time.

B. A scheduled group nap time.

C. An individualized schedule.

D. A daily group art activity.

Correct Response: C

Planning for Instruction

Subjects:

- Child Guidance in Early Childhood Classrooms
- Creating a Climate of Health and Wellness
- Evaluating and Guiding Progress by Using Authentic Assessment
- Family Involvement
- Organizing Space, Materials, and Time
- Planning and Implementing Effective Group-Time Activities
- Planning and Implementing Effective Small-Group Activities

Example Questions:

Ms. Bill decided to do learning centers in the kindergarten. The leaf collection was gathered in September, placed on the science table where it remained for two weeks with no one looking at it or discussing it. What principle did Ms. Bill not understand?

    A. Children understand how to use learning centers properly.

    B. The arrays of learning centers presented to children in a day and over time are diversified, representing a cross section of domains.

    C. Centers are organized and implemented based upon the teacher's knowledge of development and interest.

    D. Teachers use learning centers as a period to interact spontaneously with children and take advantage of opportunities to enhance, extend, and process information.

Correct Response: D

Special efforts for disease prevention include all the following except _____.

    A. excluding children who are ill

    B. making special efforts for infant and toddler settings

    C. proper hand-washing techniques

    D. assigning toys, furniture, and bedding to specific children to avoid sharing

Correct Response: D

Professional Learning and Ethical Practice

Subjects:

- Assessment and Evaluation
- Contributing to the Profession
- Developing Other Professionals
- Educational Programing
- Human Relations
- Leadership
- Personnel Management
- Professional Development and Professionalism
- Professionalism
- Values as a Basis for Guidance

Example Questions:

Program administrators have opportunities to increase the field's professionalism by doing all of these

_____.

    A. engaging in informed advocacy

    B. mentoring novices and emerging leaders

    C. demanding a higher salary

    D. making the public aware of the field's reliance on a code of ethics

Correct Response: C

Danielle is concerned about her cooperating teacher's long-range planning. She is worried that the cooperating teacher is not providing her with enough information. What should Danielle do?

    A. Discuss this issue with her college supervisor.

    B. Talk about her concerns with other student teachers in the building.

    C. Ask another cooperating teacher for assistance.

    D. Keep her concerns to herself and make the best of the situation.

Correct Response: A

Assessment Service Validity and Reliability

The programmatic assessment services provided by Peregrine Academic Services, the higher education division of Peregrine Global Services, are used to assess retained knowledge of students at various academic degree levels. Schools deploy these services to evaluate the effectiveness of their academic programs, identify areas for improvement, and demonstrate program outcomes to external stakeholders.

Peregrine places a high priority on ensuring the validity and reliability of the assessment services. These practices begin at the design stage and continue through beta-testing, and with ongoing regularly scheduled quality reviews. The following outlines the approaches used to ensure ongoing validity and reliability.

> *Validity* refers to the extent to which the test banks and the services measure the phenomena under consideration.

> *Reliability* refers to the extent to which the exam results are repeatable and therefore data sets can be compared over time.

Design Features that Impact Validity and Reliability

The following features apply to all assessment services.

- Exam scoring is 100% objective using automated marking.
- Each exam viewed by a student is unique using a random selection of questions from the test bank in random topic order.
- Each exam has timed response periods for questions. When the user navigates away from the exam screen, the screen fades, a message appears informing the user that he/she has left the exam window and the questions are timed.
- Students are unable to copy/paste from the exam window.
- Abandoned exams are excluded from summary reports.

Ensuring Ongoing Validity and Reliability

<u>Validity</u>

To ensure test bank validity, the following measures were adopted when the initial test banks were created. The same principles are use with subsequent changes to the test banks.

- The specific accreditation or certification requirements related to learning outcomes evaluation were used to determine the topics and subjects for the test banks.
- Current teachings for each topic were considered regarding the foundational level of each test bank.
- Exam questions were written and reviewed by academic professionals within each

discipline. Similar subject matter experts are used with subsequent editing and for new questions.

- Each topic has questions designated for 4-8 subjects per topic to help ensure appropriate breadth of coverage and allow for specific learning outcomes measurement.

- Exam responses are either correct or incorrect, with only one possible right choice. Scores are determined by summarizing the percent correct: per subject, per topic, and by total score.

Reliability

Peregrine contracted with external experts to design a comprehensive and statistically sound approach to measuring assessment service reliability. A *Reliability Report* is generated for each assessment service for its scheduled periodic review. The report generates data for several reliability metrics and the data for each are compared with acceptability criteria to determine which test questions should be modified or replaced.

Subject matter experts in the field are then contracted to modify/replace the targeted questions. Hence, the assessment service is regularly reviewed and improved to ensure ongoing reliability.

Reliability is determined by measuring *Item Difficulty*, *Item Discrimination,* and *Question Interchangeability.*

Item Difficulty refers to the percentage of students who answer questions correctly. Data are generated by topic and for each question. The target Item Difficulty is 60 percent correct with an acceptable range of 35–80 percent.

Item Discrimination refers to how well a question distinguishes between those students with more knowledge (higher overall exam scores) from those with less knowledge. Two measures are used: *Discrimination Index* and *Point-Biserial Correlation*.

For a given question, the Discrimination Index compares the scores of students with high overall test scores with students with low overall test scores. The scale is -1 to +1, with higher values indicating that a given question better distinguishes between high and low performing students. A value of ≥ 0.20 is considered acceptable. Point-Biserial Correlation is equal to Pearson's Correlation Coefficient between the scores on the entire exam and the scores on a specific question. A score of ≥ 0.10 is considered acceptable. When assessing the quality of questions, both the Discrimination Index and the Point-Biserial Correlation Coefficient are reviewed.

Question Interchangeability refers to the ability to substitute a question in the test bank with

another without significantly affecting the total score that an individual would receive on the exam. This is determined using Cohen's Effect Size d calculated based on a two-tailed t-test comparing the total score for all students who had that question in their exam versus the total score of the students who did not have that question in their exam. The scale is 0 - 1.0, and a score of < 0.20 is considered acceptable.