

## Annual Report for Assessment of Outcomes 2012-13

Subject Area Committee Name: **Early Education & Family Studies**

Contact person: **Andrew Garland-Forshee**

For LDC/DE: Core outcome(s) assessed: **Professional Competence; Communication; Critical Thinking & Problem Solving**

For CTE: Degree or certificate\* assessed: **AAS Degree**

\*Table attached (Appendix A) showing the alignment of the degree or certificate outcomes with the College Core Outcomes

Please address the questions below and  
send to [learningassessment@pcc.edu](mailto:learningassessment@pcc.edu) by **June 21, 2013** with Annual Report in the subject line

1. *Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from recent outcome assessments. These may include but are not limited to changes to content, materials, instruction, pedagogy etc. Please be sure to **describe the connection** between the assessment results and the changes made.*

Based on the findings from the 2011-2012 Assessment Outcome Report, the program has taken a focused effort to deal more with changes to instruction/content/methodology in coursework. Given that we are a relatively small open-enrollment CTE program, and provided that most of the assessment outcomes for the purposes of this yearly report are represented by capstone course experiences for a relatively small cohort of students, the EEFS program is comfortable with its current population size being assessed. The percentage of degree graduates depends on where the student is located within their respective program of study; our capstone courses are only offered once per year, and tend to be small. Given that our work is most often qualitative, sampling size, given the context, is irrelevant. However, we are typically comfortable with a 10-20% representation.

Feedback from last year's report indicated a concern regarding our response dealing, "more with changes to the assessment than instruction/content/methodology" in coursework. We have addressed this issue in the Anti-Bias Classroom Assessment by a three pronged approach: (1) reduction in required coursework providing more emphasis on the capstone assessment; (2) detailed explanations of the assignment content so there is a clearer connection among lecture, experiential activities, and the two remaining assignments dovetail into the Classroom Assessment; and (3) providing additional academic supports for technical writing and mechanics. Furthermore, we have modified the assessment instruction page and rubric for clarity and focus, providing more detailed instructions and allowing more flexibility in a continuous grading scale (see Appendix B). We continue to work on inter-rater reliability.

**For each outcome assessed this year:**

2. *Describe the assessment design (tool and processes) used. Include relevant information about:*

**The nature of the assessment:**

Students at the culmination of their degree requirements in Portland Community College's Early Education and Family Studies (EEFS) program are expected to complete a final Professional Portfolio (Appendix C). This portfolio is organized around Standards for Early Childhood Professional Preparation (NAEYC, 2009), developed by the National Association for the Education of Young Children (NAEYC). NAEYC is the national accrediting body for the EEFS degree program at Portland Community College.

Advanced Practicum students, in their final term with the EEFS program, create a portfolio representing their skill and knowledge-base in the field of early education and family studies. Portfolio components and artifacts are drawn from student experiences in the program (e.g., prior practicum work, class projects, etc.) and work in the Advanced Practicum sequence. Students must identify artifacts that demonstrate and exemplify their teaching and understanding within each Standard and Key Element. To accompany these artifacts, students develop reflective narratives for each Standard and Key Element (Wiltz, et al, 2008). Professional Portfolios are graded using the attached rubric.

In addition to documentation of NAEYC Standards and Key Elements, mandatory portfolio components include the following elements:

- Documentation of achievement of skills standards associated with each level of practicum (1-5).
- Evidence of a professional autobiography, personal philosophy, professional plan, and other components of professional documentation (permits, certifications, professional memberships, letters of recommendation)
- Results of administration of the CLASS (Classroom Assessment Scoring System). The CLASS is a teacher assessment system widely used in publically funded early care and education programs. Supervising faculty for Advanced Practicum are approved administrators of the CLASS. The assessment results in identification of strengths and areas of challenge. Specific positive instructional techniques that need additional focus and professional development become an area of attention during the final term of Advanced Practicum.

Following completion of the Professional Portfolio and approval by the EEFS Advanced Practicum supervising faculty, students present their Professional Portfolio to a panel of Early Education community representatives including mentor teachers, college and university faculty members, facility directors and other professional community representatives.

**NOTE:** The Professional Portfolio not only represents our assessment for the purposes of this report, but has also been approved as the EEFS Locally Developed Technical Skills Assessment for the Oregon Department of Education (Region 2A):

<http://www.ode.state.or.us/search/page/?=3230>

**The student sample assessed:**

As noted above, the sample population for our CTE capstone courses is relatively small due to the open-access nature of our program (students do not move through our program in a cohort, as most are working full time, and are part time students). For the purposes of this report, we assessed all students in the course that were in Practicum 5 (ECE 265) and at the end of their academic program (n=10). The total population of the class was 12 (N = 12), with two students currently enrolled in Practicum 4 (ECE 264) (n = 2). This was a convenience sample, as we chose to assess all students who met the requirements and were currently enrolled in Practicum 5 (ECE 265)

**Any rubrics, checklists, surveys or other tools that were used to evaluate the student work:**

Please see Appendix C.

**How you analyzed results, including steps taken to ensure that results are reliable (consistent from one evaluator to another).**

Ten students completed the Early Education and Family Studies (EEFS) Advanced Practicum sequence and the Showcase Portfolio. To establish reliability, the following process was employed:

- EEFS faculty developed a series of operational definitions associated with rubric terms such as:
  - Outstanding, strong, satisfactory, inadequate
  - Content, evidence, and organization/presentation (at the outstanding, strong, satisfactory, and inadequate levels).
- Using the established rubric and articulated definitions, all full-time EEFS faculty read and rated all of the completed portfolios for the 2012/2013 academic year.
- EEFS faculty discussed areas of agreement and disagreement in ratings of the first set of portfolios. Definitions were clarified and illustrative examples of rubric elements at the different levels (outstanding, strong, satisfactory, and inadequate) were identified as possible.
- Based on clarifications and revised understandings, faculty will rate the second set of portfolios again for the 2013/2014 academic year. Again, rating results will be compared and rating differences negotiated.
- At the end of the process, a Showcase Portfolio Raters Guide will be established to govern grading in future years.

- In the years that follow, Showcase Portfolios will be rated by the supervising faculty member for Advanced Practicum. An additional faculty member will rate 30% of the portfolios. If the level of agreement drops below 70%, the faculty will repeat the definitional clarification process again.

3. *Provide information about the results (i.e., what did you learn about how well students are meeting the outcomes)?*

**If scored:**

As noted above, each full-time EEFS faculty (N=4) individually scored each portfolio according to the developed rubric (see attached Excel data package titled "EEFS\_2013TSdata\_Modified" for numerical values). What we discovered based on the initial scoring is that everyone in the cohort failed with the exception of students "DM and AP." We decided to scale and curve these scores, adding 11.33 to everyone's initial score to arrive at the scaled score (called Rating 2 on the first sheet of "EEFS\_2013TSdata\_Modified"). With the final scale of these numbers, three people remained "Inadequate" according to the total rubric score (students SB, AS, and IC). The faculty deliberated and decided to give these students two weeks to improve the quality of their portfolios for a second rating. They received an incomplete for the term, and a deadline for portfolio submission.

Total Descriptive: 20% (Outstanding); 20% (Strong); 30% (Satisfactory); and 30% (Inadequate)

**Results should be broken down in a way that is meaningful and useful for making improvements to teaching/learning.**

Results indicated a wide variety of faculty interpretation with the use of the developed rubric (i.e., different perspectives on operational definitions, quality content, and consistency/quality of material organization). The results were helpful in identifying the need to focus further instruction on the content and organization of the portfolio, the constitution of quality artifacts, and the need to emphasize the importance of the portfolio throughout the academic program by "earmarking" specific materials for inclusion into the assessment.

4. *Identify any changes that should, as a result of this assessment, be implemented to help improve students' attainment of outcomes.*

**The EEFS Faculty discussed the following changes as a result of this assessment:**

- A required 1-credit course should be developed to focus attention on the development of the portfolio. This course would include the specific details on how to compile, organize, and present the material, and would be co-taught by our Perkins funded EEFS writing tutor, Doree Dennis. The development of this course would help students better attain the outcomes identified.
- The rubric must be calibrated and re-employed in 2013/2014 as a way to further establish reliability and consistency.
- A codebook and rater's manual must be developed to support external independent assessors.
- Further emphasis should be placed on key assignments that should be included in the collection and eventually Final Showcase Portfolio - this should begin in the earliest courses (i.e., ECE 120).
- A Portfolio Manual should be developed identifying instructions and information about the assessment. This manual could be provided for all students (purchase in the bookstore?) at the beginning of their academic program.

5. *Reflect on the effectiveness of this assessment tool and assessment process.*

Immediately following faculty individual assessment of all 10 portfolios, we met to discuss our results (see EEFS\_2013TSdata\_Modified for details) and scores. It was clear that a qualitative review of the tool was in order. At this meeting, the faculty discussed and critiqued the tools itself, calibrated content, evidence, and organization/presentation measures, and developed a collective codebook to operationalize the following terminology: Content, Growth and Learning, Evidence, Professional Practice, Organization and Presentation, Outstanding, Strong, Satisfactory, and Inadequate. In order for a majority of students to meet stated requirements, the tool must be revised. As a result of this faculty roundtable, the assessment tool will be revised and re-employed during the 2013/2014 academic year. **NOTE:** Detailed notes/audit trail information from this meeting is available upon request.

The EEFS faculty agreed that the assessment process was qualitatively effective. Our mixed methods approach to the assessment process was both sound and fit within the culture of our CTE program. We will repeat the process again next year, holding a similar roundtable, and further calibrate the assessment tool, process, and materials.

## Appendix A

### Early Education & Family Studies Assessment Plan 2010-2014

Program Outcome	College Outcome	Assessment	Year
Use their understanding of young children's characteristics and needs, and of the multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.	<ul style="list-style-type: none"> <li>• Critical Thinking &amp; Problem Solving</li> <li>• Professional Competence</li> </ul>	<ul style="list-style-type: none"> <li>• Child Development Integrative Observations (2 completed each term). Rubric Evaluated.</li> <li>• Advanced Practicum Portfolio. Rubric Evaluated.</li> </ul>	2010-2011
Apply a recognition of the importance and complex characteristics of children's families and communities to the creation of respectful reciprocal relationships that support and empower families and involve all families in their children's development and learning.	<ul style="list-style-type: none"> <li>• Cultural Awareness</li> <li>• Self Reflection</li> <li>• Community &amp; Environmental Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Anti-Bias Classroom Assessment. Rubric Evaluated.</li> <li>• Advanced Portfolio. Rubric Evaluated.</li> </ul>	2011-2012
Use systematic observation, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.	<ul style="list-style-type: none"> <li>• Professional Competence</li> <li>• Communication</li> <li>• Critical Thinking &amp; Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>• Early Childhood Observation Project. Rubric Evaluated.</li> <li>• Advanced Portfolio. Rubric Evaluated.</li> </ul>	2012-2013
Employ their understanding of and relationships with children and families and their understanding of developmentally and culturally effective approaches to teaching and learning to implement and evaluate experiences that promote positive development and learning for all young children.	<ul style="list-style-type: none"> <li>• Critical Thinking &amp; Problem Solving.</li> <li>• Communication</li> <li>• Cultural Awareness</li> </ul>	<ul style="list-style-type: none"> <li>• The Project Approach Assignment. Rubric Evaluated.</li> <li>• Practicum 5 Portfolio. Rubric Evaluated.</li> </ul>	2013-2014

## Appendix B

### Anti-Bias Classroom Assessment

**Rationale:** The purpose of this assignment is for learners to critically assess an early education program and classroom environment for culturally relevant anti-bias concepts, attributes, and deficits. This assignment also provides students the opportunity to reflect on what currently “works,” what needs attention, and what steps might be taken to support, empower, and involve families and communities in creating culturally responsive anti-bias environments.

**Objectives:** In completing this assignment, students will be working toward the integration of the following **NAEYC Initial Standards for Professional Preparation Programs and Supportive Skills:**

#### **Standard 2. Building Family and Community Relationships**

**Key Element 2a.** *Knowing about and understanding family and community characteristics.*

**Key Element 2b.** *Supporting and empowering families and communities through respectful, reciprocal relationships.*

**Key Element 2c.** *Involving families and communities in their children’s development and learning.*

**Supportive Skill 1:** *Skills in Self-Assessment and Self-Advocacy.*

**Supportive Skill 3:** *Written and Verbal Communication Skills.*

**Supportive Skill 5:** *Skills in Identifying and Using Professional Resources.*

**Directions:** Your assignment is to conduct a comprehensive analysis of your classroom and early education program, and provide at minimum one recommendation and action plan for thirteen (13) sections of the assessment tool. If you are currently not working in an early education classroom, please access a willing participant organization in your own community, or contact the PCC Sylvania Child Development Center Laboratory School (971) 722-4569, or the PCC Rock Creek Child Care Center at (971) 722-7511 to inquire about assessing one of their environments. You must make arrangements to do this (don’t assume you may automatically assess their environment). The lab schools reserve the right to deny participation due to scheduling demands.

1. Using the *Appendix B: Checklist for Creating and Assessing Anti-Bias Environments*<sup>1</sup> scale, please critically assess your environment and program for cultural relevancy and anti-bias issues in all 13 areas. This may require you to seek detailed information from colleagues, lead teachers, assistant teachers, supervisors, regional managers, etc. In essence, you must “peel back the wallpaper” of your organization, program, and classroom to discover what is working, and what needs attention. Be honest with yourself and others during this process. *Address bias when you see it, and acknowledge inclusive practices.* Use the following key to notate your assessment tool:

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<sup>1</sup> Wolpert, E. (2005). *Start seeing diversity: The basic guide to an anti-bias classroom.* Minneapolis, MN: Redleaf Press.



**WW** = we do this well (all the time) [responsive]

**WT** = we do this sometimes (more often than not) [we know what we don't know]

**WK** = we kind of do this (inconsistent) [we don't know what we don't know]

**WN** = we never do this (none of the time) [unresponsive]

2. Once the assessment is complete, please analyze your assessment tool for areas of challenge, deficit, and success. Select one concept in each of the 13 areas that you wish to address.

3. Once you have chosen the areas you wish to address, please document the following (no longer than one typed double-space page for each area):

- Identify and describe the deficit or area of challenge (one 3-5 sentence paragraph),
- Describe what is currently being done (or not done) in the environment to support this area (one 3-5 sentence paragraph), and
- Identify the concrete and tangible steps you will take to change, alter, and work towards bridging this gap in your program and environment (one 3-5 sentence paragraph), or improve upon it. Remember, your recommendations must be reflective, “do-able,” and real (i.e., be realistic about what can be accomplished).

4. In three separate sections (**Headings:** Summary, Action Plan, Conclusions):

- **Summarize** the process in a final analysis that describes your experience in conducting the culturally relevant anti-bias assessment in your program (i.e., challenges, successes, resistance, confusions, etc.).
- Discuss how the process conducting the classroom assessment supports building family and community relationships, and involves families and communities in their children's development and learning. Furthermore create the following **action plan** (you must choose one):
  - If you currently work in an early childhood setting, please clearly describe how you plan to share the results of your assessment with families, and the community, and involve them in their children's development and learning by creating an environment that is culturally responsive and anti-bias (applied).
  - If you do not work in an early childhood setting, please describe the steps you would take to disseminate the results of your assessment to families and communities, and how you would involve them in children's development and learning by creating an environment that is culturally responsive and anti-bias (hypothetical).
- Provide any **concluding thoughts** about the process, and choose one quote from our in-class lectures, textbooks, or videos that “captures” your current thoughts on culturally relevant anti-bias curriculum (discuss why this quote stood out to you).

5. Once you have developed your final assessment, please schedule a conference with the administrator/director and teacher of the environment to review the results of your anti-bias assessment. Discuss your findings, strategies for improvement, and family/community outreach action plans. You must provide a copy of the assessment to both the administrator and teacher. In a separate section of the paper (**Heading: Outcomes**), please discuss the outcome of this meeting with the administrator and teacher, including the administrator and teachers' respective responses to the assessment, strategies for improvement, and family/community action plans,. Please provide both the administrator and teacher's name, phone number, and email addresses.

5. Depending on the length of your focus areas, your overall paper may be between 20-25 pages. Your summary, action plan, and conclusions should be between 2-3 pages; your outcomes 2-3 pages, double-spaced, typed, and in a clearly legible font (Times New Roman, Arial, Book Antiqua, etc.). Please attach the "raw data" to your paper.

6. Please use proper APA format, including proper sentence structure, headings, grammar, mechanics, and punctuation.

7. Develop a cover-page for your assessment that states (1) your name, (2) the assignment title [including the location of your assessment site], (3) the course title, and (4) the due date of the assignment. Your assessment should be submitted in a report folio with the grading rubric attached.

8. Be prepared to present your assessment to a small group on the due date.

Assessment Rubric: Anti-Bias Classroom Assessment				
Performance Indicator/Core Competency	Does not demonstrate standard	Minimally demonstrates standard	Adequately demonstrates standard	Standard achieved; full understanding
<b>Standard 2: Building Family &amp; Community Relationships</b>	<b>0-3 points</b>	<b>4-6 points</b>	<b>7-9 points</b>	<b>10-12 points</b>
<b>Key Element 2a. Know about and understanding family and community characteristics; Supportive Skill 5: Skills in identifying and using professional resources.</b>				
<b>Documents and assesses environment in all 13 areas using the provided anti-bias assessment tool. (Step 1).</b>	No evidence of documentation or assessment; 0-5 areas addressed; raw data is not attached.	Minimal evidence of documentation or assessment; 0-8 areas addressed; raw data is not attached.	Adequate evidence of documentation and assessment; 6-12 areas addressed; raw data is attached.	Full evidence of documentation and assessment using the provided assessment tool; All 13 areas addressed; raw data is attached.
<b>Key Element 2b. Supporting and empowering families and communities through respectful, reciprocal relationships.</b>				
<b>Each of the 9 areas are clearly identified, one concept selected, analyzed, and recommendations (including action steps) are provided (Steps 2 and 3).</b>	Areas not clearly identified or analyzed, and recommendations are not clear or tangible; 0-3 foci addressed.	Areas not clearly identified or analyzed, and recommendations are not clear or tangible; 4-6 foci addressed.	Areas are moderately identified and analyzed; recommendations are marginally clear; 7-9 foci addressed.	Areas are clearly identified and analyzed; recommendations are clear, tangible, and do-able; 13 foci addressed.
<b>Key Element 2c. Involving families and communities in their children's development and learning.</b>				
<b>Summary, Action Plan, Conclusion: Summarizes the process and describes experience; provides concluding thoughts; develops action plan; chooses one quote that "captures" current thoughts (2-3 pages) (Step 4).</b>	Does not summarize or describe experience, provide concluding thoughts, action plans, or provide a quote.	Minimally summarizes or describes experience, provides minimal concluding thoughts; minimal action plan; does not provide quote and justification.	Moderately summarizes experience; adequate action plan; provides quote and justification; Summary is weak and feels "rushed."	Full evidence of summary, description of experience and concluding thoughts; clear action plan; quote clearly connects with the paper's overall "thoughts."
<b>Key Element 2b. Supporting and empowering families and communities through respectful, reciprocal relationships.</b>				
<b>Outcomes: Schedules conference with administrator and teacher; discusses results of assessment and documents conference (2-3 pages) (Step 5).</b>	Does not hold conference; does not discuss results of assessment.	Does not hold conference; does not discuss results of assessment.	Holds conference; discusses results of assessment and documents outcomes.	Holds conference; discusses results of assessment and documents outcomes, action plans, etc.
<b>Supportive Skill 3: Written and verbal communication skills.</b>				
<b>Communicates effectively, both written and orally.</b>	Does not follow assignment directions; spelling, grammar, sentence structure is unclear; APA formatting not followed.	Does not follow assignment directions; spelling, grammar, sentence structure is unclear; inconsistent APA formatting.	Some evidence of following assignment directions; spelling, grammar, and sentence structure is moderately clear; APA formatting in compliance.	Full evidence of following assignment directions; spelling, grammar, and sentence structure is clear and appropriate; APA formatting in compliance.

## **Appendix C**

### **Technical Skills Assessment**

#### **Early Education and Family Studies**

##### **Professional Portfolio**

Students at the culmination of their degree requirements in Portland Community College's Early Education and Family Studies (EEFS) program are expected to complete a final Professional Portfolio. This portfolio is organized around Standards for Early Childhood Professional Preparation (NAEYC, 2009), developed by the National Association for the Education of Young Children (NAEYC). NAEYC is the national accrediting body for the EEFS degree program at Portland Community College.

The Early Childhood Professional Preparation Standards include:

- Promoting child development and learning;
- Building family and community relationships;
- Observing, documenting, and assessing;
- Using developmentally effective approaches to connect with children and families;
- Using content knowledge to build meaningful curriculum; and
- Becoming a professional.

Each standard includes a number of key elements further detailing the extent of expectations regarding application of the knowledge and skills in field work or clinical experiences. NAEYC Standards and Key Elements are attached to this document.

Advanced Practicum students, in their final term with the EEFS program, create a portfolio representing their skill and knowledge-base in the field of early education and family studies. Portfolio components and artifacts are drawn from student experiences in the program (e.g., prior practicum work, class projects, etc.) and work in the Advanced Practicum sequence. Students must identify artifacts that demonstrate and exemplify their teaching and understanding within each Standard and Key Element. To accompany these artifacts, students develop reflective narratives for each Standard and Key Element (Wiltz, et al, 2008). Professional Portfolios are graded using the attached rubric.

In addition to documentation of NAEYC Standards and Key Elements, mandatory portfolio components include the following elements:

- Documentation of achievement of skills standards associated with each level of practicum (1-5).
- Evidence of a professional autobiography, personal philosophy, professional plan, and other components of professional documentation (permits, certifications, professional memberships, letters of recommendation)
- Results of administration of the CLASS (Classroom Assessment Scoring System). The CLASS is a teacher assessment system widely used in publically funded early care and education programs. Supervising faculty for Advanced Practicum are approved administrators of the CLASS. The assessment results in identification of strengths and areas of challenge. Specific positive instructional techniques that need additional focus and professional development become an area of attention during the final term of Advanced Practicum.

Following completion of the Professional Portfolio and approval by the EEFS Advanced Practicum supervising faculty, students present their Professional Portfolio to a panel of Early Education community

representatives including mentor teachers, college and university faculty members, facility directors and other professional community representatives.

### Reliability Plan

Approximately 14 students per year complete the Early Education and Family Studies (EEFS) Advanced Practicum sequence and the Showcase Portfolio. To establish reliability, the following process will be employed:

- EEFS faculty will develop a series of definitions associated with rubric terms such as,
  - Outstanding, strong, satisfactory, inadequate
  - Content, evidence, and organization/presentation (at the outstanding, strong, satisfactory, and inadequate levels).
- Using the established rubric and articulated definitions, all full-time EEFS faculty will read and rate **one half** of the completed portfolios for the 2012/2013 academic year.
- EEFS faculty will discuss areas of agreement and disagreement in ratings of the first set of portfolios. Definitions will be clarified and illustrative examples of rubric elements at the different levels (outstanding, strong, satisfactory, and inadequate) will be identified as possible.
- Based on clarifications and revised understandings, faculty will rate the second set of portfolios. Again, rating results will be compared and rating differences negotiated.
- At the end of the process, a Showcase Portfolio Raters Guide will be established to govern grading in future years.
- In the years that follow, Showcase Portfolios will be rated by the supervising faculty member for Advanced Practicum. An additional faculty member will rate 30% of the portfolios. If the level of agreement drops below 70%, the faculty will repeat the definitional clarification process again.

**STUDENT NAME:**

**Appendix D**

**Early Education and Family Studies**

**Showcase Portfolio**

**Portfolio Checklist:**

- ☐ Title Page
- ☐ Table of Contents
- ☐ Resume
- ☐ Autobiography
- ☐ Professional Plan
- ☐ Personal philosophy
- ☐ Letters of Recommendation
- ☐ Permits/Clearances (Background registry, ORO)
- ☐ Awards/Certificates of Appreciation
- ☐ Professional Memberships
- ☐ First Aid/CPR
- ☐ Food Handlers Certificate

**STUDENT NAME:**

**Content Rubric:**

Portfolio Element	Outstanding	Strong	Satisfactory	Inadequate
<b>Standard 1: Promoting Child Development and Learning</b>				
<b>Content</b>	All Key Element reflections show growth and learning from experience, feedback and readings.	Insightful reflections for each Key Element. Reflections show growth and learning but do not reference all sources (experience, feedback, readings).	Each Key Element has a reflection. Reflections may not describe growth and learning or may not consider possible sources (experience, feedback, readings)	Meets less than half of the requirements. Key Element reflections missing.
<b>Evidence</b>	All artifacts and personal documents are clearly and directly related to one or more of the Key Elements and rationales make very clear connections between evidence and criteria. Strong evidence of professional practice is provided.	Each Key Element includes one or more artifacts. Rationales describe links between artifacts and Key Elements. Evidence of professional practice is present.	Each Key Element has an artifact. Connections between artifacts and Key Elements provided by the rationales are unclear. Evidence of professional practice is unclear.	Meets less than half of the requirements. Key Element artifacts missing. Rationales missing. Evidence of professional practice is missing.
<b>Organization and Presentation</b>	Evidence that pride and care were taken and the message of the final product is clearly defined. Nearly error-free, reflecting clear understanding and thorough proof-reading. Very reader/user friendly.	Clear, uncluttered and attractive. Easy to find specific information. Few grammatical and/or stylistic or spelling errors.	Content is typed but presentation appears rushed. Some errors in grammar and/or spelling but errors do not interfere with clarity.	Looks careless or hurried, parts illegible. Multiple grammatical and stylistic or spelling errors.

STUDENT NAME:

Standard 2: Building Family and Community Relationships				
<b>Content</b>	All Key Element reflections show growth and learning from experience, feedback and readings.	Insightful reflections for each Key Element. Reflections show growth and learning but do not reference all sources (experience, feedback, readings).	Each Key Element has a reflection. Reflections may not describe growth and learning or may not consider possible sources (experience, feedback, readings)	Meets less than half of the requirements. Key Element reflections missing.
<b>Evidence</b>	All artifacts and personal documents are clearly and directly related to one or more of the Key Elements and rationales make very clear connections between evidence and criteria. Strong evidence of professional practice is provided.	Each Key Element includes one or more artifacts. Rationales describe links between artifacts and Key Elements. Evidence of professional practice is present.	Each Key Element has an artifact. Connections between artifacts and Key Elements provided by the rationales are unclear. Evidence of professional practice is unclear.	Meets less than half of the requirements. Key Element artifacts missing. Rationales missing. Evidence of professional practice is missing.
<b>Organization and Presentation</b>	Evidence that pride and care were taken and the message of the final product is clearly defined. Nearly error-free, reflecting clear understanding and thorough proof-reading. Very reader/user friendly.	Clear, uncluttered and attractive. Easy to find specific information. Few grammatical and/or stylistic or spelling errors.	Content is typed but presentation appears rushed. Some errors in grammar and/or spelling but errors do not interfere with clarity.	Looks careless or hurried, parts illegible. Multiple grammatical and stylistic or spelling errors.



STUDENT NAME:

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families				
<b>Content</b>	All Key Element reflections show growth and learning from experience, feedback and readings.	Insightful reflections for each Key Element. Reflections show growth and learning but do not reference all sources (experience, feedback, readings).	Each Key Element has a reflection. Reflections may not describe growth and learning or may not consider possible sources (experience, feedback, readings)	Meets less than half of the requirements. Key Element reflections missing.
<b>Evidence</b>	All artifacts and personal documents are clearly and directly related to one or more of the Key Elements and rationales make very clear connections between evidence and criteria. Strong evidence of professional practice is provided.	Each Key Element includes one or more artifacts. Rationales describe links between artifacts and Key Elements. Evidence of professional practice is present.	Each Key Element has an artifact. Connections between artifacts and Key Elements provided by the rationales are unclear. Evidence of professional practice is unclear.	Meets less than half of the requirements. Key Element artifacts missing. Rationales missing. Evidence of professional practice is missing.
<b>Organization and Presentation</b>	Evidence that pride and care were taken and the message of the final product is clearly defined. Nearly error-free, reflecting clear understanding and thorough proof-reading. Very reader/user friendly.	Clear, uncluttered and attractive. Easy to find specific information. Few grammatical and/or stylistic or spelling errors.	Content is typed but presentation appears rushed. Some errors in grammar and/or spelling but errors do not interfere with clarity.	Looks careless or hurried, parts illegible. Multiple grammatical and stylistic or spelling errors.

STUDENT NAME:

Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families				
<b>Content</b>	All Key Element reflections show growth and learning from experience, feedback and readings.	Insightful reflections for each Key Element. Reflections show growth and learning but do not reference all sources (experience, feedback, readings).	Each Key Element has a reflection. Reflections may not describe growth and learning or may not consider possible sources (experience, feedback, readings)	Meets less than half of the requirements. Key Element reflections missing.
<b>Evidence</b>	All artifacts and personal documents are clearly and directly related to one or more of the Key Elements and rationales make very clear connections between evidence and criteria. Strong evidence of professional practice is provided.	Each Key Element includes one or more artifacts. Rationales describe links between artifacts and Key Elements. Evidence of professional practice is present.	Each Key Element has an artifact. Connections between artifacts and Key Elements provided by the rationales are unclear. Evidence of professional practice is unclear.	Meets less than half of the requirements. Key Element artifacts missing. Rationales missing. Evidence of professional practice is missing.
<b>Organization and Presentation</b>	Evidence that pride and care were taken and the message of the final product is clearly defined. Nearly error-free, reflecting clear understanding and thorough proof-reading. Very reader/user friendly.	Clear, uncluttered and attractive. Easy to find specific information. Few grammatical and/or stylistic or spelling errors.	Content is typed but presentation appears rushed. Some errors in grammar and/or spelling but errors do not interfere with clarity.	Looks careless or hurried, parts illegible. Multiple grammatical and stylistic or spelling errors.

STUDENT NAME:

Standard 5. Using Content Knowledge to Build Meaningful Curriculum				
<b>Content</b>	All Key Element reflections show growth and learning from experience, feedback and readings.	Insightful reflections for each Key Element. Reflections show growth and learning but do not reference all sources (experience, feedback, readings).	Each Key Element has a reflection. Reflections may not describe growth and learning or may not consider possible sources (experience, feedback, readings)	Meets less than half of the requirements. Key Element reflections missing.
<b>Evidence</b>	All artifacts and personal documents are clearly and directly related to one or more of the Key Elements and rationales make very clear connections between evidence and criteria. Strong evidence of professional practice is provided.	Each Key Element includes one or more artifacts. Rationales describe links between artifacts and Key Elements. Evidence of professional practice is present.	Each Key Element has an artifact. Connections between artifacts and Key Elements provided by the rationales are unclear. Evidence of professional practice is unclear.	Meets less than half of the requirements. Key Element artifacts missing. Rationales missing. Evidence of professional practice is missing.
<b>Organization and Presentation</b>	Evidence that pride and care were taken and the message of the final product is clearly defined. Nearly error-free, reflecting clear understanding and thorough proof-reading. Very reader/user friendly.	Clear, uncluttered and attractive. Easy to find specific information. Few grammatical and/or stylistic or spelling errors.	Content is typed but presentation appears rushed. Some errors in grammar and/or spelling but errors do not interfere with clarity.	Looks careless or hurried, parts illegible. Multiple grammatical and stylistic or spelling errors.

STUDENT NAME:

Standard 6. Becoming A Professional				
<b>Content</b>	All Key Element reflections show growth and learning from experience, feedback and readings.	Insightful reflections for each Key Element. Reflections show growth and learning but do not reference all sources (experience, feedback, readings).	Each Key Element has a reflection. Reflections may not describe growth and learning or may not consider possible sources (experience, feedback, readings)	Meets less than half of the requirements. Key Element reflections missing.
<b>Evidence</b>	All artifacts and personal documents are clearly and directly related to one or more of the Key Elements and rationales make very clear connections between evidence and criteria. Strong evidence of professional practice is provided.	Each Key Element includes one or more artifacts. Rationales describe links between artifacts and Key Elements. Evidence of professional practice is present.	Each Key Element has an artifact. Connections between artifacts and Key Elements provided by the rationales are unclear. Evidence of professional practice is unclear.	Meets less than half of the requirements. Key Element artifacts missing. Rationales missing. Evidence of professional practice is missing.
<b>Organization and Presentation</b>	Evidence that pride and care were taken and the message of the final product is clearly defined. Nearly error-free, reflecting clear understanding and thorough proof-reading. Very reader/user friendly.	Clear, uncluttered and attractive. Easy to find specific information. Few grammatical and/or stylistic or spelling errors.	Content is typed but presentation appears rushed. Some errors in grammar and/or spelling but errors do not interfere with clarity.	Looks careless or hurried, parts illegible. Multiple grammatical and stylistic or spelling errors.