



## OHIO FCCLA EARLY CHILDHOOD CAREER DEVELOPMENT EVENT

# Specific Task Assessment Kit

Edited Revision 8/2014

### **DESCRIPTION OF EVENT:**

Individual participant will plan, prepare and present materials for (4) specific task assessments used to collect data on preschool children's progress in one domain of the Ohio's Early Learning and Development Standards and support the following Education and Training Career Technical Standards:

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### **Unit 16: Child Observation and Assessment**

#### **Competency 16.1: Explain assessment types, their purposes and the data they generate.**

16.1.3: Describe when and why to integrate various assessments into the instructional cycle.

#### **Competency 16.3: Explain methods of observation and assessment.**

16.3.1: Identify goals, benefits and appropriate uses of selected assessment instruments and methods.

16.3.2: Identify multiple assessment and observation instruments and methods used to determine children's strength and challenges (e.g. running records, anecdotal information, portfolios, work samples, norm-referenced instruments, screening) that are objective, culturally sensitive, unbiased documentation.

16.3.4: Explain the relationship between planning for observation and assessment and curriculum planning and instruction.

### **ELIGIBILITY:**

1. Participant is an affiliated member of the state and national FCCLA organizations.
2. Participant is enrolled in an Early Childhood Education and Care Program.
3. Chapters may submit one entry in this event.

### **PURPOSES:**

1. To understand and utilize the Early Learning and Development Standards developed by the Ohio Department of Education.
2. To develop a portable collection of specific task assessment materials that assess children's progress in one **domain** of Ohio's Early Learning and Development Standards and are developmentally appropriate for children aged 3-5.
3. To explain how assessment/observation instruments or methods are used to collect data.

### **RESOURCES:**

Herr, Judy (2011). Working with Young Children. Tinley Park, IL: Goodheart-Wilcox, Inc.

Ohio Department of Education (2004). Early Learning and Development Standards. [education.ohio.gov](http://education.ohio.gov)



## RULES:

1. This is an individual event.
2. All specific task assessments will be aligned with Ohio's Early Learning and Development Standards [education.ohio.gov](http://education.ohio.gov) and will be developmentally appropriate for preschool children.
3. A **specific task assessment** involves giving children set activities to determine skills and/or needs (Herr, 2011).
4. **Specific tasks assessments** may be designed around any of the domains identified in Ohio's Early Learning and Development Standards.
5. The four specific task assessments in the Specific Task Assessment Kit must be developed by the participant. Materials for assessments may be student-generated or a combination of student-originated and commercially-prepared props (i.e. a ball, a block, etc.).
6. Participants must collect data on each specific task assessment by using **an assessment tool** to record children's progress towards each standard.
7. **Assessment tools** are defined as an informal observation method to collect data. (Herr, 2011).
8. All assessment tools must be developed by the participant.
9. To demonstrate knowledge of types of assessment tools, the participant must use a **minimum of three types of tools**.
10. Assessment tools may include, but are not limited to: checklists, rating scales, participation charts, running records, anecdotal records, samples of children's products.
11. The Assessment Plan and cover page must be typed according to the format listed in the procedures and placed in a folder/binder. Margins and table borders may be manipulated for a best fit.
12. The participant will reproduce four (4) copies of the cover page and Assessment Plan (one for presenter and one for each of three evaluators). Place each copy in a binder or folder to give to the evaluators.
13. The Specific Task Assessment Kit must be no larger than 27" length x 18" width x 18" height.
14. Participants must independently carry in and set up all materials for the presentation.
15. Participants will manipulate the materials during the presentation and may encourage the evaluator's participation in the activities.
16. Participants may use the completed assessment plan for reference during the presentation.
17. A one (1) minute warning will be given at 19 minutes. The set-up and presentation will be stopped by the chairperson at 20 minutes. 10 minutes will be reserved for questioning, scoring and clean-up.
18. Participant must be in professional dress. (refer to procedures for appropriate choices)
19. Participants will be responsible for taking Specific Task Assessment Kit from the room when judging is completed.
20. This activity will be closed to observers.

## PROCEDURES:

*To successfully complete the Specific Task Assessment Kit Event, the participant will:*

1. Choose **ONE** (1) **domain** from Ohio's Early Learning and Development Domains: *Social and Emotional Development, Approaches toward Learning, Physical Well-Being and Motor Development, Cognitive Development and General Knowledge, or Language and Literacy Development.*
2. Select **ONE** (1) **strand** from the chosen domain.
3. Select **FOUR** (4) different **standard statements** from **ONE** or **MORE** topics under the chosen strand.



4. Develop specific task assessment materials to assess children's progress towards the selected standard statements.
5. Prepare materials that fit within the required dimensions of the Specific Task Assessment Kit (see *requirements for kit below*).
6. Create a Cover Page:

#### **Cover Page Components**

- Career Development Event Title: Specific Task Assessment Kit
- Domain from Ohio's Early Learning and Development Standards
- Strand
- Participant's Name
- Participant's School

Complete the Specific Task Assessment Plan by downloading the template from the Ohio FCCLA web site ([www.ohiofccla.com](http://www.ohiofccla.com)), The Specific Task Assessment Plan must be professional in appearance and cannot exceed 5 pages in length including cover page, graphics and photographs.

#### **Specific Task Assessment Plan Components**

- List Participant's Names and School (found in heading of plan)
- List **Domain** from Ohio's Early Learning and Development Standards
- List **Strand**
- List the **Topic(s)**
- List four (4) selected standard statements.
- List the specific task assessment titles planned to assess each standard statement.
- Write a **three-part learning objective** that describes the expected outcome of each specific task assessment. Objectives must contain **the conditions for performance** (material, equipment, person or time the child will use) an **observable behavior or performance** (visible or auditory) and **level of performance** (the minimum standard of achievement) Reference: Herr, Judy (2011) Working with Young Children
- Write procedures to explain how specific task assessment will be implemented to assess student learning.

List all materials required to implement each specific task assessment.

Create and list four **assessment tools** to collect data on children's progress towards each standard statement. Examples of assessment tools may include, but are not limited to: checklists, rating scales, participation charts, running records, anecdotal records, samples of children's products.

Use at least **three different types** of assessment tools (examples include, but are not limited to: checklist, rating chart, portfolio, and anecdotal record).

Assemble The Specific Task Assessment Kit.

- Specific Task Assessment Kit should be a sturdy container with a lid that measures no larger than 27" length x 18" deep x 18" high.
  - Label Kit with the selected domain and strand from Ohio's Early Learning and Development Standards.
  - The container may also be decorated but will not be judged.
7. Place all materials into the Kit that are used to implement the activities. (Examples: game boards, cards, counters, etc.) All materials used for the presentation must fit into the closed container.
  8. Use specific task assessment materials with at least one child to assess their progress. Collect the data on the assessment tool.
  9. Decide how to use data to further develop curriculum.
  10. Plan an oral presentation to explain and describe your use of the assessment kit with children.



- Set up specific task assessment materials while evaluators review Specific Task Assessment Plan.
  - Introduce self and school.
  - **Identification of the Specific Task Assessment**
    - Identify the title of the specific task assessment
    - Identify the **Domain** from Ohio's Early Learning and Development Standards.
    - Identify the **Strand** and **Topic(s)**.
    - Identify each **Standard Statement**
  - **Integration of Standard Statements:**
    - Explains how materials were used to assess progress towards each **Standard Statement**.
  - **Specific Task Assessment Demonstration:**
    - Indicate whether evaluators should observe or participate in the demonstration. Demonstrate how materials are used.
  - **Specific Task Assessment Explanation:**
    - Explain the child's or children's participation and response.
  - **Identification of Assessment Tool:**
    - Identify the assessment tool used for each specific task assessment.
  - **Choice of Instrument:**
    - Explain why each assessment tool was chosen.
  - **Data Analysis:**
    - Analyze the data collected on the assessment tool and explain results to the evaluators. Explain how data will drive curriculum and instruction.
  - **Adaptation or Accommodation:**
    - Explain at least **one** adaptation or accommodation that can be made for **each** specific task assessment to meet the needs of an identified differing learner (i.e. learning modality, special needs, gifted, etc.)
  - Answer evaluator's questions completely and concisely at the conclusion of the activity.  
Clean-up.
11. Wear professional dress to present your Specific Task Assessment Kit. Examples of professional dress include:
- Suits, slacks, dress, and skirts at the knee or below.
  - No Jeans
  - Button down shirts, sweaters, blouses, or blazers.
  - Clothing must cover midriff at all times.
  - No visible piercings, except for ears.

#### **TIMING FOR THE EVENT**

Set up and presentation	<b>20 minutes</b>
Questioning, Scoring and Clean-Up	<b>10 minutes</b>
<b>TOTAL TIME for Event</b>	<b>30 minutes</b>

#### **SUPPLIES AND EQUIPMENT**

##### *Supplied by the participant*

1. Three copies of the Assessment Plan
2. Specific Task Assessment Kit

##### *Supplied by the rally site*

1. Table for demonstration
2. One copy of the Early Learning and Development Standards



## Assessment Plan Template

*(May be reproduced)*

Early Learning and Development Domain:
Strand:
Topic
Standard Statement:
Title of Learning Experience:
Activity Materials:
3 Part Learning Objective:
Procedures for Implementation:
Assessment/Observation Instrument or Method:



# SPECIFIC TASK ASSESSMENT KIT SUMMARY SHEET

<b>Name:</b>	<b>School:</b>
	<b>Chapter:</b>

**INSTRUCTIONS TO CHAIRPERSON:**

*The chairperson will review and verify that scores have comments, if needed. Scores will be added and averaged then initialed by each evaluator. An average of the evaluators' scores will be recorded and the rating achieved will be circled.*

**EVALUATORS' SCORES:**

Evaluator 1:	initials
Evaluator 2:	initials
Evaluator 3:	initials
<b>TOTAL SCORE:</b>	<i>Divided by number of evaluators</i>
<b>AVERAGE EVALUATOR SCORE</b>	

**AVERAGE EVALUATOR SCORE**  
(100 points possible)

<b>Chairperson initials:</b>

**RATING ACHIEVED** (circle one)

**Gold:** 90-100

**Silver:** 70-89.99

**Bronze:** 1-69.99

**Tie breaker pages designated by: \*first \*\*second \*\*\* third \*\*\*\*fourth**

# SPECIFIC TASK ASSESSMENT KIT RATING SHEET

<b>Name</b>	<b>School</b>
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**INSTRUCTIONS TO EVALUATORS:** Circle the correct score then write the appropriate numerical rating in the "score" column. Comments should help participants identify their strengths and areas for improvement. **Comments must be made on any score not reflecting an excellent score.** Record total points on each page and then record total points overall. Verify point total and initial.

Evaluation Criteria	Poor	Needs Improvement	Fair	Good	Excellent	Score	COMMENTS
<b>SPECIFIC TASK ASSESSMENT PLAN</b>							
<b>Total Points: 20</b>							
<b>Plan Information:</b> <ul style="list-style-type: none"> <li>▪ Name and School</li> <li>▪ Cover page with required components</li> <li>▪ Total of 3-5 pages in length (including cover page, and graphics and photographs, if added)</li> <li>▪ Placed in folder or binder</li> <li>▪ 1 copy for each evaluator</li> <li>▪ Correct grammar and spelling</li> <li>▪ Typed using required format</li> </ul>	0 1	2	3	4	5		
<b>Plan Components:</b> <ul style="list-style-type: none"> <li>▪ Identified one <b>Domain</b> from Ohio's Early Learning and Development Standards</li> <li>▪ Listed one <b>Strand</b> from chosen domain</li> <li>▪ Listed <b>Topic(s)</b></li> <li>▪ Listed four <i>different</i> <b>Standard Statements</b></li> </ul>	0 1	2	3	4	5		
<b>Plan Components for each Specific Task:</b> <ul style="list-style-type: none"> <li>▪ Listed clear <b>procedures</b> for implementation</li> <li>▪ Listed all <b>materials</b> needed for implementation</li> <li>▪ Identified <b>assessment/observation instruments or methods</b></li> </ul>	0 1	2	3	4	5		
<b>Learning Objectives for Each Specific Task:</b> 3-part learning objectives that describe: <ul style="list-style-type: none"> <li>▪ <b>the condition for performance</b> (materials, equipment, person or time children will use)</li> <li>▪ <b>an observable behavior or performance</b> (visible or auditory)</li> <li>▪ <b>the level of performance</b> (minimum standard of achievement)</li> </ul>	0 1	2	3	4	5		

Specific Task Assessment Plan  
 \*\*\*\*  
 Total Score \_\_\_\_\_ /20

# SPECIFIC TASK ASSESSMENT KIT RATING SHEET

Evaluation Criteria	Poor	Needs Improvement	Fair	Good	Excellent	Score	COMMENTS
<b>ASSESSMENT KIT, MATERIALS and ASSESSMENT TOOLS</b> Total Points: 20							<b>ONLY THE KIT, MATERIALS and ASSESSMENT TOOLS SHOULD BE SCORED IN THIS SECTION</b>
<b>Meets specifications:</b> <ul style="list-style-type: none"> <li>▪ Kit is no larger than 27" length x 18" width x 18" height</li> <li>▪ Sturdy container with lid</li> <li>▪ Labeled with Domain and Strand</li> <li>▪ Combination of commercially prepared materials and student-originated materials or all materials developed by participant</li> </ul>	0 1	2	3	4	5		
<b>Construction:</b> <ul style="list-style-type: none"> <li>• Neat, clean, legible, safe materials</li> <li>• All materials fit inside closed container</li> </ul>	0 1	2	3	4	5		
<b>Materials for Specific Tasks:</b> <ul style="list-style-type: none"> <li>▪ Has all required materials listed on plan needed to implement activities</li> <li>▪ Creatively constructed</li> <li>▪ Concrete materials that encourage manipulation</li> <li>▪ Enhances children's learning</li> </ul>	0 1	2	3	4	5		
<b>Assessment Tools:</b> <ul style="list-style-type: none"> <li>▪ Four assessment tools included in kit</li> <li>▪ Of the four assessment tools, a minimum of three different types are used</li> <li>▪ Assessment tool choices are appropriate for data designed to collect</li> <li>▪ Data is collected for a minimum of one child per assessment tool</li> <li>▪ Data collection is thorough and accurate</li> </ul>	0 1	2	3	4	5		

Kit, Materials and Assessment Tools\*\*\*

Total Score \_\_\_\_\_ /20

## SPECIFIC TASK ASSESSMENT KIT RATING SHEET

<i>Evaluation Criteria</i>	Poor	Needs Improvement	Fair	Good	Excellent	Score	COMMENTS
<b>SPECIFIC TASK KIT DEMONSTRATION</b> Total Points: 20							<b>ONLY THE DEMONSTRATION OF SPECIFIC TASK ASSESSMENT KIT SHOULD BE SCORED IN THIS SECTION</b>
<b>Identification of the Specific Task:</b> <ul style="list-style-type: none"> <li>▪ Identifies the <b>Domain</b> from Ohio's Early Learning and Development Standards</li> <li>▪ Identifies the <b>Strand</b> and <b>Topic(s)</b></li> <li>▪ Identifies <b>Standard Statement</b> for each specific task</li> <li>▪ Identifies <b>title</b> of each specific task</li> </ul>	0 1	2	3	4	5		
<b>Integration of Standard Statements:</b> <ul style="list-style-type: none"> <li>▪ Explains how the standard statement was applied to the specific task</li> </ul>	0 1	2	3	4	5		
<b>Specific Task Demonstration:</b> <ul style="list-style-type: none"> <li>▪ Materials are readily available for use and presented in an organized manner</li> <li>▪ Indicates whether evaluators should observe or participate</li> <li>▪ Demonstrates how the materials were used</li> <li>▪ Carries out procedures clearly and effectively</li> </ul>	0 1	2	3	4	5		
<b>Participation and Response:</b> <ul style="list-style-type: none"> <li>▪ Describe children's participation and response to each specific task</li> </ul>	0 1	2	3	4	5		
<b>DATA ANALYSIS</b> <b>Total Points: 15</b> <i>(participant may use specific task assessment plan for reference)</i>	Poor (Could not answer)	Needs Improvement	Fair (Needed prompt)	Good	Excellent (explained independently)		<b>ONLY THE PARTICIPANT'S EXPLANATION OF DATA ANALYSIS SHOULD BE SCORED IN THIS SECTION</b>
<b>Identification and Reasoning of Assessment Tool:</b> Identifies assessment tool for all four specific tasks and explains why the instrument or method was chosen.	0 1	2	3	4	5		
<b>Data Analysis:</b> Analyzes and explains data collected. Explains how data will drive curriculum and instruction.	0 1	2	3	4	5		
<b>Adaptation or Accommodation:</b> Explains at least <b>one</b> Adaptation or modification that can be made for <b>each</b> specific task to meet the needs of an identified differing learner.	0 1	2	3	4	5		

Demonstration and Data Analysis\*

Total Score \_\_\_\_\_/35

# TEACHER RESOURCE ASSESSMENT KIT RATING SHEET

<i><b>Evaluation Criteria</b></i>	Poor	Needs Improvement	Fair	Good	Excellent	Score	COMMENTS
<b>PRESENTATION SKILLS</b> Total Points: 25							
<b>Introduction:</b> <ul style="list-style-type: none"> <li>Sets up materials independently</li> <li>Introduces self and school</li> <li>Identifies domain from Ohio's Early Learning and Development Standard</li> </ul>	0 1	2	3	4	5		
<b>Communication:</b> <ul style="list-style-type: none"> <li>Pitch, volume and tempo is appropriate to presentation</li> <li>Uses correct grammar and pronunciation</li> <li>Demonstrates enthusiasm about learning activities</li> <li>Maintains eye contact</li> </ul>	0 1	2	3	4	5		
<b>Presentation:</b> <ul style="list-style-type: none"> <li>Demonstrates confident body language, eye contact is maintained</li> <li>Demonstration of materials are handled to enhance the presentation</li> <li>Presentation of assessment/observation instruments or methods is effective</li> <li>Referring to the assessment plan does not distract from the presentation</li> </ul>	0 1	2	3	4	5		
<b>Professional Attire:</b> <ul style="list-style-type: none"> <li>Meets all standards for professional appearance as outlined in procedures for events</li> </ul>	0 1	2	3	4	5		
<b>Questioning:</b> <ul style="list-style-type: none"> <li>Answers evaluator's questions thoroughly</li> </ul>	0 1	2	3	4	5		

**SCORES:**

Page 1: \_\_\_\_\_ (20)  
 Page 2: \_\_\_\_\_ (20)  
 Page 3: \_\_\_\_\_ (35)  
 Page 4: \_\_\_\_\_ (25)

Presentation Skills\*\*

Total Score \_\_\_\_\_ /25

**TOTAL SCORE**