

ASSESSMENT #1: ECE Culminating Activity

Comprehensive Examination, Project, Thesis, or Specialist Research Paper

Assessment conducted in LEE 298B/299: Project/Thesis – Early Childhood Education;
LEE 235: Concept Development in Early Childhood Education; OR
through the ECE Comprehensive Examination

2010 NAEYC Advanced Standards 1, 2, 5 Key Elements 1a, 1b, 2a, 5b

Assessment #1, ECE Culminating Activity, evaluates three 2010 NAEYC Standards and four Key Elements. The ECE Culminating Activity is administered in the final semester of the program through registration in LEE298B/299: Project/Thesis – Early Childhood Education, LEE 234: Concept Development in Early Childhood Education or the ECE Comprehensive Examination. This assessment is required of all ECE graduate candidates.

The ECE Culminating Activity provides four options for graduate students: comprehensive examination, project, thesis, or, in the case of those earning a California ECE Specialist Credential without a Master's Degree, a research paper. Students completing the project or thesis present their work at an annual ECE Program Advisory Board meeting.

This assessment is administered as the culminating Program activity. All Assessment 1 options address NAEYC Professional Preparation Standards 1, 2, and 5, with special attention paid to Key Elements 1a: *Knowing and understanding young children's characteristics and needs, from birth through age 8*; 1b: *Knowing and understanding the multiple influences on early development and learning*; 2a: *Knowing about and understanding diverse family and community characteristics*; and 5b: *Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines*. A rubric has been carefully designed to address Key Elements 1a, 1b, 2a, and 5b relative to the option format.

As outlined in the rubric, all of the options for the ECE Culminating Activity (i.e., Comprehensive Examination, Project, Thesis, Specialist Research Paper) require a theoretical framing and demonstration of the candidate's understanding of theory and research regarding young children's characteristics and needs, from birth through age 8. In addition, candidates must be able to discuss the multiple influences on early development and learning, including diverse family and community characteristics. Candidates must demonstrate the ability to use research-based concepts and appropriate inquiry tools related to content areas, academic disciplines, development, and/or the early childhood field to craft and provide evidence for a coherent argument or stance.

Candidate performance data is reported for Spring 2014, Fall 2014, and Spring 2015. The reported data are based on the realignment of Assessment #1 with the 2010

Standards and Key Elements and the consequently revised rubrics, which are included here. The data indicate that all the candidates who completed the Comprehensive Exam or the Project in Spring 2014, Fall 2014, and Spring 2015 scored within the 6-7 or 8-9 range. Candidate scores indicate that they all met or exceeded expectations relative to Standards 1, 2, and 5, Key Elements 1a: *Knowing and understanding young children's characteristics and needs, from birth through age 8*; 1b: *Knowing and understanding the multiple influences on early development and learning*; 2a: *Knowing about and understanding diverse family and community characteristics*; and 5b: *Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines*. It is of note that, overall, a larger proportion of candidates score in the "exceeds expectations" score range on the Project than on the Comprehensive Exam. Anecdotally, most candidates take the Comprehensive Exam two or three times before they are able to pass all exam questions. This information, in combination with the data, seem to suggest that candidates seem to have more difficulty with the Comprehensive Exam than the Project. This may be due to the continued faculty advising and mentoring candidates receive as they work on their projects. In contrast, students receive a Study Guide for the Comprehensive Exam but are required to study independently for the Exam. We speculate that the additional support of the faculty advisor may yield higher quality work from candidates on the Project relative to the Exam.

ECE Culminating Activity

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LEE 235: Concept Development in Early Childhood Education; OR
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2010 NAEYC Advanced Standards 1, 2, 5
Key Elements 1a, 1b, 2a, 5b

The ECE Graduate Program offers students four options for the culminating activity, the final, summative assessment required for completing the graduate program and receiving their MA degree and/or ECE Specialist Credential:

- 1a. Comprehensive Examination**
- 1b. Master's Final Project**
- 1c. Master's Thesis**
- 1d. Specialist Research Paper (ECE Specialist Credential only, no MA)**

1a. Master's Comprehensive Examination

The ECE Comprehensive Examination is a three-hour written exam taken on campus and proctored by ECE faculty. No credit is associated with the Examination so students are strongly encouraged to meet with their advisor to plan coursework for the semester when the exam is taken. Students apply to take the Examination in the semester before they plan to take the exam. Following an orientation session held at the beginning of the semester, exam students receive a Study Guide with 4-6 essay questions and multiple-choice questions. The Examination content including ECE authorities, theory, and applications to practice covered in the ECE classes but may also require additional reading and research that relate to the questions in the Study Guide. The 3-4 specific questions used for the Comprehensive Exam are selected from the Study Guide. Approximately one month of study time is provided to prepare for the Comprehensive Exam. Students may NOT bring any notes or readings with them to the exam or use digital resources during the exam.

Scoring and Passing the Examination

To ensure objectivity, student ID numbers rather than names are used for scoring the examination. Each question is scored on specific Key Elements by a faculty reader based on the Comprehensive Examination Rubric, with a score of 1 being the lowest score and 3 being the highest score. Students must score a 2 or better on the Key Elements for every question in order to pass the Examination. Students are given written feedback regarding weak responses to improve their answers. Students have three attempts to pass all of the exam questions.

1b. Master's Final Project

The final project represents another culminating experience for the Masters in Education candidate with an emphasis in Early Childhood Education. The policies and procedures manual for project or thesis are provided to students enrolled in ERE 220. This document can also be obtained from the Graduate Admissions technician. Examples of previous ECE projects and theses are available for students on the *ECE Graduate Program Organization* Blackboard and from ECE faculty members and the campus library.

A project consists of a significant scholarly undertaking that is relevant to the field of Early Childhood Education. It must demonstrate originality, independent thinking, effective organization, and writing proficiency descriptive of graduate level work. The completed project includes a comprehensive literature review and a creative project component. Procedures for completing the requirements for project are as follows:

- 1) Attain advancement to candidacy and completed a minimum of 27 semester units with a B or better including ERE 220.
- 2) Identify a faculty member who will supervise the project.
- 3) Develop a project proposal. A copy of the proposal form can be found in the "Policies and Procedures Manual" for 298/Project, also available on the ECE Graduate Program Organization Blackboard along with many other helpful resources and links.
- 4) Once the faculty member approves the proposal, obtain a schedule number from the Admissions Technician or Program Coordinator for LEE 298: Project and register for the course.
- 5) Complete all work on 298/Project in consultation with the faculty advisor.
- 6) Meet with advisor regularly on progress, submitting chapters according to the agreed-on calendar and making necessary revisions and corrections
- 7) Complete project and the abstract.
- 8) Submit to faculty advisor via Blackboard or email. Provide release form (optional) for placing project/theses into ECE Graduate Program Organization Blackboard.
- 9) The final grade for project is awarded by the faculty advisor.

Expectations & Grading

It is expected that the candidate will negotiate goals, activities and timelines with the project advisor. As per their agreement, deadlines will be met and written work will be deemed acceptable, acceptable with revisions required or unacceptable. A final letter grade and rubric rating will be used to assess the completed project based on the NCATE/NAEYC Standards.

1c. Master's Thesis

The Masters Degree ECE Program Thesis represents another culminating experience for the Masters in Education candidate with an emphasis in Early Childhood Education. The policies and procedures manual for project or thesis are provided to students enrolled in ERE 220. This document can also be obtained from the Graduate Admissions technician. Examples of previous ECE projects and theses are available for students on the *ECE Graduate Program Organization* Blackboard and from ECE faculty members and the campus library.

A thesis is a written product of the study of a specific or well-defined question or issue, which merits being investigated. It is a document resulting from original research and includes the following elements: statement of the problem, review of relevant theoretical and empirical literature, methodology, results and implications. The thesis format can take two forms, empirical or theoretical. For more information, consult the "Policies and Procedures Manual for 299/Thesis." Students become eligible to register for LEE 299: Thesis once the research topic has been formulated, a thesis committee has been established and a substantial amount of the initial writing has been completed. Students are encouraged to initiate this process at least one semester prior to enrolling in 299/Thesis. Procedures for completing a thesis include the following:

- 1) Develop a thesis prospectus, which includes the description of the problem justification and statement of purpose. Also obtain a thesis-formatted disk from the Graduate Studies office.
- 2) Submit the prospectus to one's selected faculty members. Usually, at least two of the faculty members are selected from the candidate's department and have specific content expertise while the third faculty member typically has expertise in methodology. This group will be known as the Thesis Proposal Committee and will include three members.
- 3) The thesis prospectus is expanded and developed into the thesis proposal which consists of the following first three chapters:
 - a. Chapter 1 Introduction
 - b. Chapter 2 Review of Literature
 - c. Chapter 3 Methodology
- 4) The student will meet with the Thesis Proposal Committee who will examine and assess the thesis proposal. The committee either approves the thesis proposal or recommends further development. After approval of the thesis proposal, the committee will then be known as the Thesis Committee.
- 5) The final stages of the thesis development include the collection of research data and completion of the written report. In addition to the first three chapters, the completed thesis should also include:
 - a. Chapter 4 - Results
 - b. Chapter 5 - Conclusions
- 6) The student will then complete a final oral review of his/her thesis with the Thesis Committee.
- 7) The student will submit an "Approved for Final Submission" form with the completed thesis to the Division of Graduate Studies office, TA 132. H. The thesis will be reviewed and returned to the student by an official from the University Graduate Studies Office. Once received, the student will make the necessary corrections and then submit the final publication copy back to the Graduate Studies Office.

Expectations & Grading

It is expected that the candidate will negotiate goals, activities and timelines with the thesis chair. As per their agreement, deadlines will be met and written work will be deemed acceptable, acceptable with revisions required or unacceptable. A final letter grade and rating based on the Masters Degree Early Childhood Education Thesis Rubric will be used to assess to the completed thesis based on the NCATE/NAEYC Standards.

1d. Specialist Research Paper

Students pursuing the Specialist Credential in Early Childhood Education (no MA degree) will be required to prepare a 10-page research paper in LEE 235 to be publicly presented. The topic of the paper is to be related to the content of LEE 235 and can focus on a topic or question of special interest to the student such as:

- New understandings of the relation between brain research, early experiences and the development of infant cognitive understandings. That is, are young children highly vulnerable, highly resilient, or both?
- Can intelligence be boosted by specialized and focused interventions focusing on the development of reasoning or learning?
- Is children's academic achievement in the preschool years related to federal requirements under the "Good Start, Grow Smart" initiative (requiring every child in Head Start to be tested on literacy, math and language skills at the beginning and end of each program year). Can Head Start testing enhance academic achievement?
- Can research in information processing and other fields assist our understanding of children's cognitive or moral development? How has new research modified older understandings?
- How are young children's academic attainments—including vocabulary, language proficiency, understanding number concepts, familiarity with letter-sound associations—susceptible to the negative influence of poverty in the early years? Can early school interventions reverse these early effects?

The paper will respond to a real question of current importance in such a way that it can begin to provide data-based evidence on an important question for the field. Six to 10 references will normally be included to substantiate adequate coverage of the topic.

**Rubrics and Scoring Protocols for Assessment #1:
ECE Culminating Activity
Comprehensive Examination, Project, Thesis, and Specialist Research Paper**

The following documents provide the rubrics and scoring protocols used for Assessment #1, the ECE Culminating Activity that candidates select to complete their graduate studies: ECE Comprehensive Exam, Project, Thesis, and Specialist Research Paper.

**Assessment #1: ECE Culminating Activity Rubric
1a: Comprehensive Examination**

Assessment conducted through the ECE Comprehensive Examination
2010 NAEYC Advanced Standards 1, 2, 5 (Key Elements: 1a, 1b, 2a, 5b)

NAEYC Advanced Standard/Key Element	DOES NOT YET MEET EXPECTATIONS (1)	MEETS EXPECTATIONS (2)	EXCEEDS EXPECTATIONS (3)	Analytic Score
<p>STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING Key Element 1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8</p>	<p>Candidate’s responses lack a recognized theoretical framework for the response and limited understanding of young children’s characteristics and needs, development, or learning from birth through age 8.</p>	<p>Candidate’s responses provide a developmental or learning theoretical framework that informs research and practice. The discussion is clear and shows understanding of theory and research on young children’s characteristics and needs, from birth through age 8.</p>	<p>Candidate’s responses examine different developmental and learning theoretical frameworks in a manner that is integrative and sophisticated <u>by citing the relevant theory and research in their responses as the foundation of their description</u> and shows in depth understanding of young children’s characteristics and needs, from birth through age as they relate to research cited.</p>	
<p>Key Element 1b: Knowing and understanding the multiple influences on early development and learning</p>	<p>Candidate’s responses are not accurately based on any referenced theory or research or fails to include the multiple influences on development and learning and other contextual factors. The responses do not shed light on ECE practices or ways to create responsive environments.</p>	<p>Candidate’s responses considers the multiple influences on development and learning and the contextual factors important for creating responsive environments in the response to the question by using the research to provide a thoughtful, well-organized description or plan for improving ECE practice to create responsive environments based on the research.</p>	<p>Candidate’s responses take into account the complex transactions that occur among various contexts for development and learning and the multiple factors for creating responsive environments that influence development and learning and are fully examined. The responses show mastery of <u>the most relevant theory and research in the response to questions citing by name and date pertinent theories and using the research in their responses in their description</u> or plan for improving ECE practice by using the research to provide a thoughtful, well-organized and systematic analysis of findings for improving ECE to create responsive environments</p>	
<p>STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS Key Element 2a: Knowing about and understanding diverse family and community characteristics</p>	<p>Candidate’s responses fail to include the multiple influences on development and learning and other contextual factors. The responses do not shed light on ECE practices or ways to create responsive environments.</p>	<p>Candidate’s responses consider the multiple influences on development and learning and the contextual factors important for creating responsive environments based on theory and research.</p>	<p>Candidate’s responses take into account the complex transactions that occur among various contexts for development and learning and the multiple factors for creating responsive environments that influence development and learning by <u>citing and summarizing multiple appropriate, significant and current research studies and theories</u></p>	

NAEYC Advanced Standard/Key Element	DOES NOT YET MEET EXPECTATIONS (1)	MEETS EXPECTATIONS (2)	EXCEEDS EXPECTATIONS (3)	Analytic Score
<p>STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM</p> <p>Key Element 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines</p>	<p>The candidate's responses fail to identify the core issues in the question or the candidate does not address the issue at the level called for in the question. Candidate either does not support his/her response with relevant theory and research from or misinterprets the research and its relevance to the question.</p>	<p>The breadth and depth of the candidate's responses indicate the ability to investigate the question by addressing the core issue in the prompt by solidly supporting their identification of problems and plan for improvement; by referencing research studies and theory including specific ECE curriculum and discussing the implications of the research (e.g. describe, analyze, synthesize, etc.)</p>	<p>The breadth and depth of the candidate's responses indicate the ability to investigate the question by thoroughly addressing the core issue in the prompt at a level exceeding what is called for in the prompt by solidly supporting their opinion and plan (e.g. describe, analyze, synthesize, etc.) and by citing and summarizing multiple appropriate, significant and current research studies and theories including specific ECE curriculum and making comparisons and critical analyses and implications for future research.</p>	

Comprehensive Examination Scoring Guide

Analytic Scoring:

Does Not Yet Meet Expectations = 1; Meets Expectations = 2; Exceeds Expectations = 3

Holistic Scoring:

Does Not Yet Meet Expectations = 4-7; Meets Expectations = 8-9; Exceeds Expectations = 10-12

Assessment #1: ECE Culminating Activity Rubric
1b: Master's Project

Assessment conducted in LEE 298B: Project – Early Childhood Education
 2010 NAEYC Advanced Standards 1, 2, 5 (Key Elements: 1a, 1b, 2a, 5b)

NAEYC Advanced Standard/Key Element	DOES NOT YET MEET EXPECTATIONS (1)	MEETS EXPECTATIONS (2)	EXCEEDS EXPECTATIONS (3)	Analytic Score
STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING Key Element 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8	Project lacks a recognized theoretical framework for the study and limited understanding of young children's characteristics and needs, development, or learning, from birth through age 8.	Project provides a developmental or learning theoretical framework that informs research and practice. The discussion is clear and shows understanding of young children's characteristics and needs, from birth through age 8.	Project examines different developmental and learning theoretical frameworks in a manner that is integrative and sophisticated and shows in-depth understanding of young children's characteristics and needs, from birth through age as they relate to research.	
Key Element 1b: Knowing and understanding the multiple influences on early development and learning	Project fails to include the multiple influences on development and learning and other contextual factors. The Project does not shed light on ECE practices or ways to create responsive environments.	Project considers the multiple influences on development and learning and the contextual factors important for creating responsive environments.	The Project takes into account the complex transactions that occur among various contexts for development and learning and the multiple factors for creating responsive environments that influence development and learning are fully described.	
STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS Key Element 2a: Knowing about and understanding diverse family and community characteristics	Project provides insufficient evidence of candidate's knowledge and understanding of families and communities. There appears to be a lack of knowledge and sensitivity to the importance of parental influences on children's learning and development.	Project provides evidence that demonstrates that candidate know, understand and appreciate parents and the key role they play in the lives and education of their children and as powerful role models for developing children's attitudes, dispositions and values. Evidence is presented that documents the candidate's positive relationships with parents and knowledge of the family's culture, values and aspirations.	Project offers ample evidence of the candidate's ongoing work with families and the community and in defining their professional responsibilities and work with children. Examples are provided that detail family-oriented resources, activities and programs that have been utilized, developed or for families or to offer specialized services to them. Effective interventions for increasing parent participation are described.	

NAEYC Advanced Standard/Key Element	DOES NOT YET MEET EXPECTATIONS (1)	MEETS EXPECTATIONS (2)	EXCEEDS EXPECTATIONS (3)	Analytic Score
<p>STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM</p> <p>Key Element 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines</p>	<p>Fails to use standard methods for inquiry and research in designing project, reviewing literature and implementing the project. Does not use research as the basis for the project and or fails to investigate questions and collect data necessary to implement the project.</p>	<p>Inquiry skills and research are used to examine a significant problem in ECE. The project provides evidence of knowledge concerning the research important to the project topic. Previous research is summarized and its relationship to the current study described.</p>	<p>Inquiry skills and research are utilized to present a rich picture of a significant problem in ECE and its relevance to practice. Research and information are carefully organized and summarized. The discussion of research shows insightful analysis, interpretation and synthesis. Research is explicitly linked to the purpose and goals of the study.</p>	

Master’s Project Scoring Guide

Analytic Scoring:

Does Not Yet Meet Expectations = 1; Meets Expectations = 2; Exceeds Expectations = 3

Holistic Scoring:

Does Not Yet Meet Expectations = 4-7; Meets Expectations = 8-9; Exceeds Expectations = 10-12

**Assessment #1: ECE Culminating Activity Rubric
1c: Master's Thesis**

Assessment conducted in LEE 299: Thesis – Early Childhood Education
2010 NAEYC Advanced Standards 1, 2, 5 (Key Elements: 1a, 1b, 2a, 5b)

NAEYC Advanced Standard/Key Element	DOES NOT YET MEET EXPECTATIONS (1)	MEETS EXPECTATIONS (2)	EXCEEDS EXPECTATIONS (3)	Analytic Score
<p>STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING Key Element 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8</p>	<p>This thesis lacks a recognized theoretical framework for the research study and limited understanding of young children's characteristics and needs, development, or learning, from birth through age 8.</p>	<p>This thesis provides a developmental or learning theoretical framework that informs the research questions and how it is conducted. The discussion is clear and shows understanding of young children's characteristics and needs, from birth through age 8.</p>	<p>This thesis examines different developmental and learning theoretical frameworks in a manner that is integrative and sophisticated and shows in depth understanding of young children's characteristics and needs, from birth through age as they relate to the design and methods utilized for pursuing the research questions.</p>	
<p>Key Element 1b: Knowing and understanding the multiple influences on early development and learning</p>	<p>This thesis fails to include the multiple influences on development and learning and other contextual factors. The thesis does not shed light on ECE problems, issues or practices or ways to create responsive environments.</p>	<p>This thesis considers the multiple influences on development and learning and the contextual factors important to the research study and creating quality ECE responsive environments.</p>	<p>The thesis takes into account the complex transactions that occur among various contexts for development and learning and the multiple factors important to the research study and fully describes the implications of the findings for creating responsive environments that influence development and learning are fully described.</p>	
<p>STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS Key Element 2a: Knowing about and understanding diverse family and community characteristics</p>	<p>This thesis provides insufficient evidence of candidate's knowledge and understanding of families and communities. The review of the literature and research study appear to lack of knowledge and sensitivity to the importance of parental influences on children's learning and development.</p>	<p>This thesis provides evidence that demonstrates that candidate know, understand and appreciate parents and the key role they play in the lives and education of their children and as powerful role models for developing children's attitudes, dispositions and values. The review of the literature, research study and discussion provide evidence that documents the candidate's positive relationships with parents and knowledge of the family's culture, values and aspirations.</p>	<p>This thesis offers ample evidence of the candidate's ongoing work with families and the community and in defining their professional responsibilities and work with children. The review of the literature, research study and discussion provide evidence that detail family-oriented resources, activities and programs that have been utilized, developed or for families or to offer specialized services to them. Effective interventions for increasing parent participation are described.</p>	

NAEYC Advanced Standard/Key Element	DOES NOT YET MEET EXPECTATIONS (1)	MEETS EXPECTATIONS (2)	EXCEEDS EXPECTATIONS (3)	Analytic Score
<p>STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM</p> <p>Key Element 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines</p>	<p>Fails to use standard methods for inquiry and research in designing thesis, reviewing literature and implementing research findings. Does not use research as the basis for the thesis and or fails to investigate questions and collect data necessary to implement the thesis.</p>	<p>Inquiry skills and research are used to examine a significant problem in ECE. The thesis provides evidence of knowledge concerning the research important to the thesis topic. Previous research is summarized and its relationship to the current study described. The study follows a standard research protocol and utilizes the institutional research approval process.</p>	<p>Inquiry skills and research are utilized to present a rich picture of a significant problem in ECE and its relevance to practice. Previous research and information are carefully organized and summarized. The study follows a standard research protocol and utilizes the institutional research approval process. The discussion of research shows insightful analysis, interpretation and synthesis. Thesis Findings are explicitly linked to the purpose and goals of the study.</p>	

Master's Thesis Scoring Guide

Analytic Scoring:

Does Not Yet Meet Expectations = 1; Meets Expectations = 2; Exceeds Expectations = 3

Holistic Scoring:

Does Not Yet Meet Expectations = 4-7; Meets Expectations = 8-9; Exceeds Expectations = 10-12

Assessment #1: ECE Culminating Activity Rubric
1d: Specialist Research Paper

Assessment conducted in LEE 235: Concept Development in Early Childhood Education
 2010 NAEYC Advanced Standards 1, 2, 5 (Key Elements: 1a, 1b, 2a, 5b)

NAEYC Advanced Standard/Key Element	DOES NOT YET MEET EXPECTATIONS (1)	MEETS EXPECTATIONS (2)	EXCEEDS EXPECTATIONS (3)	Analytic Score
STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING Key Element 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8	Paper lacks a recognized theoretical framework for the topic and limited understanding of young children's characteristics and needs, from birth through age 8.	Paper provides a developmental or learning theoretical framework that informs practice. The discussion is clear and shows understanding of young children's characteristics and needs, from birth through age 8	Paper examines different developmental and learning theoretical frameworks in a manner that is integrative and sophisticated and shows in depth understanding of young children's characteristics and needs, from birth through age as they relate to research.	
Key Element 1b: Knowing and understanding the multiple influences on early development and learning	Paper fails to include the multiple influences on development and learning and other contextual factors. Paper does not shed light on ECE practices or ways to create responsive environments.	Paper considers the multiple influences on development and learning and the contextual factors important for creating responsive environments.	The Paper takes into account the complex transactions that occur among various contexts for development and learning and the multiple factors for creating responsive environments that influence development and learning are fully described.	
STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS Key Element 2a: Knowing about and understanding diverse family and community characteristics	Paper provides insufficient evidence of candidate's knowledge and understanding of families and communities. There appears to be a lack of knowledge and sensitivity to the importance of parental influences on children's learning and development.	Paper provides evidence that demonstrates that candidate know, understand and appreciate parents and the key role they play in the lives and education of their children and as powerful role models for developing children's attitudes, dispositions and values. Evidence is presented that documents the candidate's positive relationships with parents and knowledge of the family's culture, values and aspirations.	Paper offers ample evidence of the candidate's ongoing work with families and the community and in defining their professional responsibilities and work with children. Examples are provided that detail family-oriented resources, activities and programs that have been utilized, developed or for families or to offer specialized services to them. Effective interventions for increasing parent participation are described.	

NAEYC Advanced Standard/Key Element	DOES NOT YET MEET EXPECTATIONS (1)	MEETS EXPECTATIONS (2)	EXCEEDS EXPECTATIONS (3)	Analytic Score
<p>STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM</p> <p>Key Element 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines</p>	<p>Fails to use standard methods for inquiry and research in writing the paper, reviewing literature and discussing implications of research.</p>	<p>Inquiry skills and research are used to examine a significant problem in ECE. The paper provides evidence of knowledge concerning the research important to the paper's topic.</p>	<p>Inquiry skills and research are utilized to present a rich picture of a significant problem in ECE and its relevance to practice. Research and information are carefully organized and summarized. The discussion of research and its implications for practice offer insightful analysis, interpretation and synthesis.</p>	

Specialist Research Paper Scoring Guide

Analytic Scoring:

Does Not Yet Meet Expectations = 1; Meets Expectations = 2; Exceeds Expectations = 3

Holistic Scoring:

Does Not Yet Meet Expectations = 4-7; Meets Expectations = 8-9; Exceeds Expectations = 10-12

ASSESSMENT #1
ECE Culminating Activity Data
1a: Comprehensive Examination

Assessment #1a: Comprehensive Exam Analytic Data (Spring 2014, Fall 2014, Spring 2015)

NAEYC Advanced Standard/Key Element	Does Not Yet Meet Expectations (1)			Meets Expectations (2)			Exceeds Expectations (3)		
	S14 n = 4	F14 n = 3	S15 n = 2	S14 n = 4	F14 n = 3	S15 n = 2	S14 n = 4	F14 n = 3	S15 n = 2
STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING Key Element 1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8	0	0	0	3 75%	2 66.67%	2 100%	1 25%	1 33.33%	0
Key Element 1b: Knowing and understanding the multiple influences on early development and learning	0	0	0	3 75%	3 100%	2 100%	1 25%	0	0
STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS Key Element 2a: Knowing about and understanding diverse family and community characteristics	0	0	0	3 75%	3 100%	2 100%	1 25%	0	0
STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM Key Element 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	0	0	0	3 75%	3 100%	2 100%	1 25%	0	0

Assessment #1a: Comprehensive Exam Holistic Data (Spring 2014, Fall 2014, Spring 2015)

Does Not Yet Meet Expectations (4-7)			Meets Expectations (8-9)			Exceeds Expectations (10-12)		
S14 n = 4	F14 n = 3	S15 n = 2	S14 n = 4	F14 n = 3	S15 n = 2	S14 n = 4	F14 n = 3	S15 n = 2
0	0	0	3 75%	3 100%	2 100%	1 25%	0	0

1b: Master's Project

Assessment #1b: Master's Project Analytic Data (Spring 2014, Fall 2014, Spring 2015)

NAEYC Advanced Standard/Key Element	Does Not Yet Meet Expectations (1)			Meets Expectations (2)			Exceeds Expectations (3)		
	S14 n = 5	F14 n = 0	S15 n = 4	S14 n = 5	F14 n = 0	S15 n = 4	S14 n = 5	F14 n = 0	S15 n = 4
STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING Key Element 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8	0	0	1 25%	3 60%	0	1 25%	2 40%	0	2 50%
Key Element 1b: Knowing and understanding the multiple influences on early development and learning	0	0	0	3 60%	0	2 50%	2 40%	0	2 50%
STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS Key Element 2a: Knowing about and understanding diverse family and community characteristics	0	0	0	4 80%	0	2 50%	1 20%	0	2 50%
STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM Key Element 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	0	0	0	4 80%	0	3 75%	1 20%	0	1 25%

Assessment #1b: Master's Project Holistic Data (Spring 2014, Fall 2014, Spring 2015)

Does Not Yet Meet Expectations (4-7)			Meets Expectations (8-9)			Exceeds Expectations (10-12)		
S14 n = 5	F14 n = 0	S15 n = 4	S14 n = 5	F14 n = 0	S15 n = 4	S14 n = 5	F14 n = 0	S15 n = 4
0	0	0	3	0	3	2	0	1
			60%		75%	40%		25%

1c: Master's Thesis

No data to report for Assessment #1c: Master's Thesis. No candidates chose this option.

1d: Specialist Research Paper

No data to report for Assessment #1d: Specialist Research Paper. No candidates chose this option.