

**Colorado Mountain College Early Childhood Program Student Performance**

**Standard 3 and Student Performance Data for 2021/2022 and 2022/2023 Academic Years**

Standard	Exceeded Standard	Met Standard	Did not Meet Standard
<p>3a: Understanding the goals, benefits, and uses of assessment- including its use in development of appropriate goals, curriculum, and teaching strategies for young children</p> <p>Assignment Directions Part 4</p> <p>Data Table Column 3a</p>	<p>The learning objectives set reflect an analysis by the student, indicated in the rationale description given for the learning objectives(part of the assignment directions), that prioritizes learning objectives based on what would be most beneficial to the child rather than just a logical next step developmentally.</p>	<p>Develops 5 learning objectives based on a child’s performance on 4 separate forms of assessment. Describes how each learning objective is linked to information learned about the child from each form of assessment and learning objectives are a developmentally appropriate “next-step”</p>	<p>One or more of the learning objectives is unconnected to the information learned about the child OR one or more of the learning objectives is not developmentally appropriate</p>
<p>3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection</p> <p>Assignment Directions Part 2: Assessments 1, 2, and 3</p> <p>Data Table Columns 3b(Assessment 1); 3b(Assessment 2); 3b(Assessment 3)</p>	<p>The student chooses a formal assessment tool unknown to him or her and completes it following the directions given in the assignment directions</p>	<p>Conducts and completes a formal observation, visual documentation and formal assessment tool on a child satisfying the directions of each.</p>	<p>One or more of the assessments specified in the met column for this row fails to satisfy the basic directions given in the assignment directions.</p>
<p>3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including</p>	<p>Student identifies more than the minimum ethical assessment practices outlined in the directions.</p>	<p>Identifies the ethical assessment practices s/he followed while conducting the 4 forms of assessment for this</p>	<p>The ethical practices identified are not linked to best practices in ECE</p>

<p>the use of assistive technology for children with disabilities</p> <p>Assignment Directions Part 1</p> <p>Data Table columns 3c</p>		<p>project and links the practices identified to best practices in ECE</p>	
<p>3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments</p> <p>Assignment Directions Part 3</p> <p>Data Table column 3d</p>	<p>Conducts and completes a Home Visit with the parents/guardians of a child asking questions that elicit family knowledge of their child's development AND identifies family goals for their child while in the ECE program AND sets a learning objective for the child while at school based on the information learned from the child's family</p>	<p>Conducts and completes a Home Visit with the parents/guardians of a child asking questions that elicit family knowledge of their child's development AND identifies family goals for their child while in the ECE program AND sets a learning objective for the child while at school based on the information learned from the child's family.</p>	<p>The Home Visit conducted does not include partnering with families around assessment of the child to build effective learning environments but rather stays focused on assessing the family.</p>

**Key Assessment 3 Data**

**Application Spring, 2021 and Spring, 2022**

**E = Exceeded Expectation Outlined in Standard**

**M = Met Expectation outlined in Standard**

**Not Met = Did Not Meet Expectation Outlined in Standard**

Student	3a Assessment Use in Developng goals, etc	3b(Assessment 1) Formal Observation	3b(Assessment 2) Visual Documentation	3b(Assessment 3) Formal Assessment	3c Responsible Assessment	3d Assess- ment Partnerships
<b>Spring 21</b>						
S1	E	NM	NM	M	M	E
S2	E	M	NM	M	M	E
S3	E	NM	M	NM	M	E
S4	E	M	NM	NM	M	E
S5	E	NM	M	NM	M	E
S6	M	M	M	M	M	E
S7	M	E	M	M	E	E
S8	M	E	M	M	E	E
N/% <b>Met</b>	5/62.5%	3/37.5%	5/62.5%	5/62.5%	6/75%	0
N/% <b>Not Met</b>	0	3/37.5%	3/37.5%	3/37.5%	0	0
N/% <b>Exceeded</b>	3/37.5%	2/25%	0	0	2/25%	8/100%
<b>Spring 22</b>						
S1	E	M	M	E	M	E
S2	E	M	M	E	M	E
S3	E	M	M	E	M	E
S4	E	M	M	E	M	E
S5	E	M	M	E	M	E
N/% <b>Met</b>		5/100%	5/100%		5/100%	
N/% <b>Not Met</b>						
N/ % <b>Exceeded</b>	5/100%			5/100%		5/100%