



Early Childhood Education Assessment: Technology Test Code: 20529Y1-2015 CIP Code: 190709 Total Hours: 21		DOK Level(s)		Instructional Hours	Total Items
CDT 1113 Early Childhood Profession		1	2	3	6
1. Explain the Early Childhood Education Technology (CDT) program philosophy and policies. 2. Discuss early childhood education and childcare movements to include history, theories, standards, and practice. 3. Use systematic approach to observing and recording child behavior. 4. Describe types of early childhood programs and employment opportunities.					
CDT 1214: Infant and Toddler Development		1	2	4	6
1. Identify the cognitive, physical, emotional, language, and social developmental characteristics of the child. (Literacy Theme and Assessment Theme) 2. Demonstrate the responsibilities of the early educator role for infants and toddlers to support child development and early literacy. (Literacy Theme) 3. Evaluate materials and equipment in the indoor and outdoor environment using the Infant Toddler Environmental Rating Scale Revised (ITERS-R). (Assessment Theme) 4. Analyze cultural and environmental influences when assessing children’s development. 5. Identify services, resources, and agencies providing direct services for infant and toddlers with diverse developmental, cultural linguistic, and economic needs. (Teaching Children of Poverty Theme) 6. Utilize appropriate Infant Toddler Standards to develop an infant/toddler lesson plan.					
CDT 1224: Preschool and Primary Development		1	2	4	7
1. Identify the cognitive, physical, emotional, language, and social developmental characteristics of the child. (Literacy Theme and Assessment Theme) 2. Demonstrate the responsibilities of the early educators’ role for preschool/school age children to support early literacy. (Literacy Theme) 3. Evaluate materials and equipment in the indoor and outdoor environment using the Early Childhood Environmental Rating Scale Revised (ECERS-R) rating scale. (Assessment Theme) 4. Analyze cultural and environmental influences when assessing children’s development. 5. Identify services, resources, and agencies providing direct services for preschool/school age children with diverse developmental, cultural linguistic, and economic needs. (Teaching Children of Poverty Theme) 6. Utilize appropriate Early Learning Standards to develop preschool lesson plan and a school age lesson plan. (Literacy Theme)					
CDT 1343: Child Health, Safety and Nutrition		1	2	3	7
1. Analyze environments for young children and the practices of early educators for application of general safety practices and regulations. 2. Analyze environments for young children and the practices of early educators for application of general health practices and regulations. 3. Analyze nutritional concepts and food service practices pertaining to the nutritional needs of young children in early childhood environments.					
CDT 2233 Guiding Social and Emotional Behavior		1	2	3	7
1. Analyze the behavior of young children birth through age eight. 2. Identify standards and appropriate early learning literature related to social and emotional development. (Literacy Theme) 3. Demonstrate appropriate problem-solving skills with children. 4. Demonstrate interpersonal skills that promote and produce positive relationships with children.					



Early Childhood Education Assessment: Technology Test Code: 20529Y1-2015 CIP Code: 190709 Total Hours: 21		DOK Level(s)		Instructional Hours	Total Items
5. Implement instructional strategies that are age developmentally and individually appropriate which influence constructive and supportive interactions between children and families of diverse settings. (Teaching Children of Poverty Theme) 6. Observe, record, assess and analyze children’s developmental progress and summarize developmental issues and concerns. (Assessment Theme)					
CDT 2714: Social Studies, Math, and Science for Young Children		1	2	4	7
1. Analyze mathematical, science, and social studies practices and their implications for early education as defined in the Mississippi Early Learning Standards. 2. Discuss the importance of developmentally appropriate social studies experiences in a classroom setting for young children. 3. Discuss the importance of developmentally appropriate math experiences in the classroom for young children. 4. Discuss the importance of developmentally appropriate science experiences in a classroom setting for young children.					
Active Items					40
Field-Test Items					10
TOTAL ASSESSED ITEMS					50



MS-CPAS2 Blueprint Summary

Assessment: Early Childhood Education Technology
Test Code: 20529Y2-2015
CIP Code: 190709
Course Codes:
Type: PS

The MS-CPAS2 Blueprint Summary indicates the number of assessment questions related to each unit on the assessment and indicates the relative emphasis placed on each unit. All of the listed competencies will appear on the assessment, but because of the length of the assessment, not every competency will be equally represented in the assessment.

The MS-CPAS2 Blueprint Summary includes a variety of information, which is explained below:

Terms and Definitions	
Assessment:	This signifies the name of the assessment, which corresponds with the name of the pathway or program.
CIP Code:	Developed by the U.S. Department of Education's National Center for Education Statistics (NCES), CIP codes are a federal coding system utilized for assessment and reporting of fields of study and program completions activity tracking.
Test Code:	A unique code that serves to numerically identify a specific assessment
DOK Levels:	Based on Webb's Depth of Knowledge (DOK), this signifies the assessment item difficulty factor to be expected in each unit. The three levels are as follows: <i>1 = Recall and Reproduction, 2 = Skills and Concepts, 3 = Short-term Strategic Thinking</i> Some postsecondary programs will not use DOK levels until the next revision.
Instructional Hours:	The total number of hours assigned to a unit per the pathway's curriculum
Total Items:	The total number of items assigned to each unit on the assessment. It is calculated as follows: <i>(Unit Instructional Hours / Total Instructional Hours) * Total Active Items</i>
Active Items:	The number of items on the assessment that will be graded
Field-test Items:	The number of items that are being field-tested, or piloted, to determine their eligibility for inclusion as an Active Item on future assessments. These items are not graded and, thus, will not impact the student's final score.
Total Assessed Items:	The total number of items on the given assessment. It is calculated as follows: <i>Active Items + Field-test Items</i>

For more information regarding this MS-CPAS2 Blueprint Summary, please contact the Mississippi Assessment Center by phone at 1.866.901.7433 or by e-mail at helpdesk@rcu.msstate.edu.



Assessment: Test Code: CIP Code: Total Hours:	Early Childhood Education Technology 20529Y2-2015 190709 12			DOK Level(s)	Instructional Hours	Total Items	
	1	2	3				
CDT 2413: Development of the Exceptional Child				1	2	3	10
1. Explore the current research pertaining to the causes and classifications of cognitive, physical, emotional, and/or social developmental differences. 2. Discuss federal and state legislation concerning atypical development to include prevention, early intervention, classroom integration, and environmental accommodations. 3. Analyze abilities and needs of children who are developing atypically and the effects on the children’s growth and development. 4. Discuss the challenges associated with implementing inclusion within an early childhood program. 5. Research available interdisciplinary community resources and professional services such as speech and language pathologists, physical therapists, and others by compiling a resource file.							
CDT 2613: Methods, Materials, and Measurements				1	2	3	10
1. Explore and analyze developmentally appropriate curriculum models and instructional strategies. 2. Demonstrate the development of a unit plan, which includes goals, objectives, and integrated learning experiences. 3. Identify and describe observation and assessment methods for the developmentally appropriate environment and individual children in the early childhood setting. 4. Summarize and interpret observation data to assess children and programs for future planning.							
CDT 2813: Administration of Programs for Young Children				1	2	3	10
1. Discuss employability skills. 2. Discuss the administration of an early childhood program. 3. Identify funding sources available in the community for the development of a family home child care business or							
CDT 2513: Family Dynamics and Community Involvement				1	2	3	10
1. Demonstrate an understanding of the diversity in family units and roles. 2. Develop and implement communication strategies to strengthen parent/child care provider relationships 3. Determine community resources available to children and their families. 4. Describe methods for facilitating respectful, reciprocal relationships between child care providers and the community. 5. Participate in early childhood program events involving young children and their families. Examples include open house, field trips, special occasion days, and parent conferences.							
						Active Items	40
						Field-Test Items	10
						TOTAL ASSESSED ITEMS	50