



Sample Overview Chart of how Signature Assignments could be used as Key Assessments

	Name of Assessment	Course Number in Which It Is Given
Key Assessment 1	CGD Signature Assignment Pt. 1 Observation of Infants/Toddlers & Pt. 2. Observation of EC and/or Early Grades	CGD
Key Assessment 2	CFC Signature Assignment: Community Resources	CFC
Key Assessment 3	PP Signature Assignment: Observation and Analysis of Environments, Interactions, and Developmentally Appropriate Practices	PP
Key Assessment 4	IC Signature Assignment: Planning Based on Observation Parts 1, 2, and 3	IC
Key Assessment 5	OA Signature Assignment: Using Multiple Measures of Observation and Assessment	OA
Key Assessment 6	PR Signature Assignment: Parts 1, 2, and 3	PR

In the chart below place and “x” in the appropriate box(es) to indicate which key assessment(s) evaluate each of the key competencies. **Each key competency must be indicated as aligned with at least one key assessment.** All subsequent Key Assessment Description Charts should reference the same alignment of key competencies to key assessments as indicated in the overview chart below.

Standard 1: Child Development and Learning in Context	Key Assessment					
	1	2	3	4	5	6
1a: Understanding the developmental period of early childhood from birth through age 8	x		x			
1b: Understanding and valuing each child as an individual						x
1c: Understanding the ways that child development and the learning process occur in multiple contexts		x				
1d: Using this multidimensional knowledge to make evidence-based decisions to support each child.				x	x	x

Standard 2: Family-Teacher Partnerships and Community Connections	Key Assessment					
	1	2	3	4	5	6
2a: Knowing about, understanding and valuing the diversity of families		x				
2b: Collaborating as partners with families			x	x	x	
2c: Using community resources to support young children’s learning and development		x				

Standard 3: Child Observation, Documentation and Assessment	Key Assessment					
	1	2	3	4	5	6
3a: Understanding that assessments are conducted to make informed choices about instruction and for planning					x	
3b: Knowing a wide range of types of assessments, their purposes, and their associated methods and tools					x	x
3c: Using screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate					x	x
3d: Building assessment partnerships with families and professional colleagues					x	

Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Key Assessment					
	1	2	3	4	5	6
4a: Understanding and demonstrating positive, caring and supportive relationships and interactions			x			
4b: Understanding and using teaching skills that are responsive to the learning trajectories of young children and to the needs of each child			x	x	x	x
4c: Using a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies			x	x		x

Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum	Key Assessment					
	1	2	3	4	5	6
5a: Understanding content knowledge and resources for the academic disciplines in an early childhood curriculum				x		
5b: Understanding pedagogical content knowledge and how to use the teacher knowledge and practices described in Standards 1-4 to support young children’s learning in each content area				x		x
5c: Modifying teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge				x		

Standard 6: Professionalism as an Early Childhood Educator	Key Assessment					
	1	2	3	4	5	6
6a: Identifying and involving themselves with the early childhood field			x			
6b: Knowing about and upholding ethical and other professional guidelines	x	x	x		x	x
6c: Using professional communication skills	x	x	x	x	x	x
6d: Engaging in continuous, collaborative learning to inform practice						x
6e: Developing and sustaining the habit of reflective and intentional practice						x