

Try It Out: Assignment Instructions

To begin your assignment, please follow these initial directions:

First, save this file to your computer.

To save your work, click on “File” and then select “Save As.” Type your name as the file name (e.g., “Wk2JaneDoe.PDF”).

You **must** save your file as a .PDF or it will not be accepted.

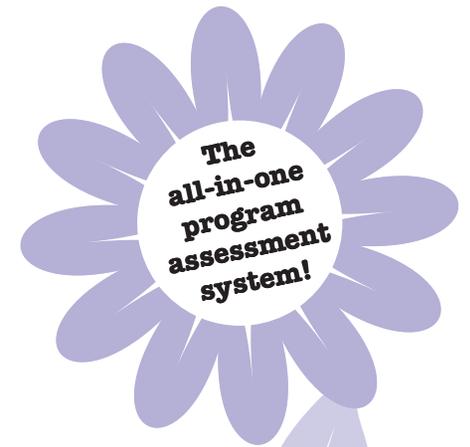
Next, to complete the assignment, follow these directions:

1. Fill out the assigned items from the PQA:
 - Type your evidence in the space indicated.
 - Select the row scores by clicking in the appropriate box for each row.
 - Select the overall score for the item by clicking the circle above the score.
2. Then, save the file again. (If you don't, you will lose all your work.)
3. Once you complete both PQA items, write a discussion post in which you reflect on your scores. Share what you are doing well and what you would like to work on based on both PQA items. (You do not have to include your scores in your post.)

POQA

Preschool Program Quality Assessment

Second Edition



Form A — Classroom Items

II. DAILY ROUTINE

II-G. The program has a time each day for small-group activities that reflect and extend children's interests and development.

[Note: If time for small-group activities is set aside but not observed, score at level 1.]

Circle **one** indicator level for this item based on the scoring rules on page 4.

1 2 3 4 5

Check here if not observed or reported.

Level 1 Indicators

- There is no time set aside for small-group activities.
- Adults direct small-group times so that children do not contribute their own ideas or participate at their own developmental levels (e.g., children are expected to use materials in the same way, follow directions, answer questions or make the same product).
- The children and adult(s) in each small group change each time.

Level 3 Indicators

- Sometimes there is time set aside for small-group activities.
- Sometimes children contribute their own ideas or participate at their own developmental levels at small-group times (e.g., children are asked to classify the nature materials, but can group them in their own ways).
- Children and adult(s) stay with the same small group for 1–2 months.

Level 5 Indicators

- There is a daily time set aside for small-group activities.
- Throughout small-group time, children contribute their own ideas and participate at their own developmental levels (e.g., individual children explore and use the same set of materials in their own ways).
- Children and adult(s) always stay with the same small group for at least 2 months or more.

Supporting Evidence/Anecdotes

III. ADULT-CHILD INTERACTION

III-H. Adults support and extend children's ideas and learning during group times.

Circle **one** indicator level for this item based on the scoring rules on page 4.

1 2 3 4 5

Check here if not observed or reported.

Level 1 Indicators

- Adults do not support or extend children's small-group activities.

- Adults do not support or extend children's large-group ideas and actions.

Level 3 Indicators

- Adults use some strategies to support or extend children's small-group activities (e.g., after materials are given to children, adults help when needed).

- Adults sometimes use some strategies to support children's large-group ideas and actions.

Level 5 Indicators

- Adults use many strategies to support and extend children's small-group activities (e.g., they observe what children do, move from child to child, comment on what children are doing and saying, imitate and add to children's actions, use the materials themselves).

- Adults use many strategies to support and extend children's large-group ideas and actions, e.g.,
 - Watch and listen to children.
 - Imitate children's actions.
 - Use children's words.
 - Assume children's physical level.
 - Let children be leaders.
 - Follow up children's suggestions and modifications.

Supporting Evidence/Anecdotes
