

# 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.

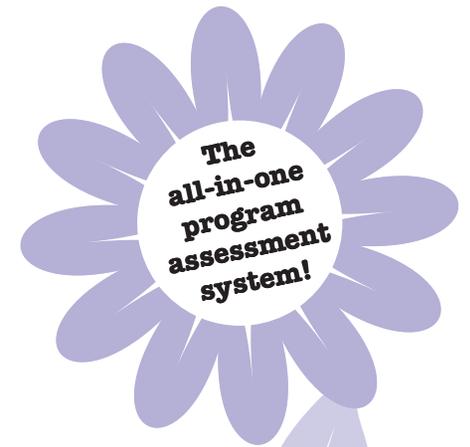
## Next, to complete the assignment, follow these directions:

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-D. The program has time each day during which children make plans and indicate their plans to adults.

[Note: If time to plan 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 children to make plans or indicate their plans to adults.

Adults plan and direct the day's activities (e.g., adults tell children where to play, what materials to use, or what activities to complete; adults close certain areas).

Adults do not encourage children to plan or recognize when children are indicating plans in ways consistent with their developmental levels.

Adults assign children areas to play in, and/or materials are chosen and/or set out by the adult.

#### Level 3 Indicators

Sometimes there is time set aside for children to make plans or indicate their plans to adults.

Adults use rote or routine strategies for planning (e.g., children always verbalize their plans or adults always write down children's plans).

Adults sometimes encourage children to plan in ways that are consistent with their developmental levels.

Some areas and some materials are available to some children for making their plans (e.g., a specific number of children are allowed in each area, "The block area is closed today," only play dough is available in the art area).

#### Level 5 Indicators

There is a daily time set aside for children to make plans or indicate their plans to adults.

Adults use a range of strategies to support children's planning (e.g., props, area signs, tape recorder, singing; planning individually, in pairs, in small groups).

Adults encourage children to plan in ways that are consistent with their developmental levels (e.g., by pointing, bringing objects to the planning table, moving toward the chosen area, acting out what they want to do, making drawings, making verbal plans, making written plans).

All areas and materials are available to children for making their plans.

#### Supporting Evidence/Anecdotes

---

---

---

---

## II. DAILY ROUTINE

**II-F. The program has time each day during which children remember and review their activities and share with adults and peers what they have done.**

[Note: If time to review 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 children to recall or reflect on what they have done.

Children never share what they have done with others.

Adults do not encourage children to recall or recognize when children are sharing experiences in ways consistent with their developmental levels.

### Level 3 Indicators

Sometimes there is time set aside for children to recall or reflect on what they have done.

Adults use rote or routine strategies for recalling (e.g., adults always ask children "Where did you go?" or "What did you do today?").

Adults sometimes encourage children to recall in ways that are consistent with their developmental levels.

### Level 5 Indicators

There is a daily time set aside for children to recall and reflect on their activities.

Adults use a variety of strategies to encourage children to share and recall their experiences (e.g., using props, area signs, pillow cases, hula hoop, tape recorder; recalling individually, in pairs, in small groups).

Adults encourage children to recall in ways that are consistent with their developmental levels (e.g., by showing, re-enacting, describing in words, or making drawings of their activities).

### Supporting Evidence/Anecdotes

---

---

---