Assessment #1 will cover: Information in Chapters 1, & 2 of the text, the Anti-bias Education Goals, the Code of Ethics, the Rights of the Child, as well as information covered in class.

Directions:
- The Assessment is worth 50 point. The format will be discussed in class the week prior to the assessment.
- Paper will be provided for the essays. Bring #882 Scantron for the multiple choice questions.
- Bring your copy of the Code of Ethics with you to class (you will need to use it during the assessment). There will also be a group discussion and individual writing of a Code of Ethics scenario (similar to the in-class activity).
- You may bring a 4”x6” index with notes to use during the assessment (both sides okay).
- It is your responsibility to be sure you have completed only 50 points worth of answers.
  - Answer each question as thoroughly as time allows. Divide your time among the questions to avoid the trap of leaving questions unanswered.
  - Be sure to use your own words.
- You will be given the first half of class to take the Assessment (approx. 75 minutes)
- The second half of class: Introduction to the Observation Assignment.

Assessment Questions will be developed from the following:

I. Chapters 1 & 2 of Text:

   Chapter 1:
   - Look at the “In This Chapter You Will Discover” section at the beginning of the chapter (p. 3). Also look at “Terms to know at the end of the chapter (p. 31).
   - What is reflective thinking and why is it valuable?
   - What is the distinction between “either-or” thinking and “both-and” thinking?
   - What is meant by the holistic approach?
   - How is the “nature vs. nurture” issue help you understand the children in your classroom?
   - How would you use the discoveries of the philosophers, educational pioneers and/or theorists in your classroom?
   - How do the philosophers, educational pioneers, and/or theorists support your ECE philosophy regarding how children learn?

   Chapter 2:
   - Look at the “In This Chapter You Will Discover” section at the beginning of the chapter (p. 33). Also look at “Terms to know at the end of the chapter (p. 53).
   - How does supervising young children properly relate to safety and learning?
   - What is the dual-focus method of supervising young children?
   - What is the difference between demanding obedience and seeking cooperation?
   - What do you learn about individual children and groups of children by observing them?
   - What are empowering and disempowering ways to resolve conflicts?
II. **Anti-bias Education Goals:**
- Be familiar with each of the four goals.
- Why are these goals important for the field of early childhood education?
- How are the goals implemented by teachers?
- What would it look like if the children implemented these goals in their interactions with others?
- What skills do adults and children need to develop to successfully implement these goals?
- Why are "critical thinking and empathy necessary components of acting for oneself or others in the face of bias?"

III. **Code of Ethics:**
- Be familiar with the Six Core Values, Conceptual Framework, & the Statement of Commitment.
- Be able to use the Code of Ethics to solve a dilemma (similar to in-class exercise).
  Review the four sections:
  - **Section I:** Ethical responsibilities to children
  - **Section II:** Ethical responsibilities to families
  - **Section III:** Ethical responsibilities to colleagues (co-workers, employers, employees).
  - **Section IV:** Ethical responsibilities to community and society

IV. **Rights of the Child:** (link on the website - check Resources)
- Be familiar with the purpose of the Convention on the Rights of the Child
- Be familiar with the Myths and Facts