ALICE WORLDS PRE-K STUDENT ASSESSMENT

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LESSON PLAN: Identification of objects typically recognized by 4-year olds

DESCRIPTION

Traditional student assessments through reading, writing, and math sampling do not produce useful data about what a 4-year-old knows or can do. Thus, student knowledge in the NC Pre-K Program is largely based on observation by the teacher and other stakeholders.

Alice Worlds create a unique opportunity to standardize and pinpoint knowledge areas in which a 4-year-old may be deficient without typical subjective influences of the following factors:

1. An inability to consistently follow or remember multiple directions,
2. Difficulty staying focused,
3. Trouble sitting still for a length of time,
4. Nervousness in an unfamiliar test setting,
5. Unfamiliarity with the person doing the assessment,

GOALS OF ALICE WORLD ASSESSMENTS

1. To remove above barriers to accurate pre-K student assessment,
2. To provide accurate benchmarks for individual students that allow for vastly differing developmental rates among young children,
3. To enable pre-K students to consistently show progress and attainment of standards in a more reliable manner than merely by observation,
4. To use Alice Worlds as assessment “equalizers” in regard to typical and atypical 4-year-olds’ ranges of physical, social, emotional, and cognitive development,
5. To provide a valid additional source of evidence for consideration when assessing Pre-K Program students in both public and private/contractor pre-K settings, and
6. To provide easily understandable, cumulative feedback to parents, caregivers, and program administrators on student progress in meeting pre-K standards.

OBJECTIVES

Students will:
1. Demonstrate recognition of vocabulary and objects pertaining to basic colors, shapes, seasons, foods, animals, family members, household items, hygiene, and foods and mastery of the pre-K program standards.

2. Use critical thinking skills to determine if a spoken vocabulary term for an Alice World object is correct or incorrect.

3. Select the correct response to prompts seven out of ten times in an Alice World before progressing to higher developmental stages (Forerunner and Levels I - III).

EDUCATIONAL & REFERENCE RESOURCES

2. February 2012 ETS Report on State Pre-K Assessment Policies
3. Alice 2.2 Virtual Worlds Programming
4. Computer loaded with Alice World assessments, speakers, special mouse or other input device suitable for 4-year-olds fine motor skills
5. Assessment scoring form to recording results

ACTIVITY PLAN

1. The teacher or an aide familiarizes a student with the proper use of a mouse or other appropriate device to respond to oral prompts of vocabulary words to identify target objects in Alice Worlds.

2. When the student states readiness to play the game, the virtual world is run. The student responds to each vocabulary prompt by clicking on a bunny in the foreground when the word correctly identifies the object.

3. When the student responds incorrectly, the narrator responds with the correct response, thereby providing instant feedback to the learner.

3. The evaluator records the total number correct responses, developmental stage (Forerunner, etc.) and the test date on a standardized or teacher-created form for review by stakeholders and for documentation in the student’s individual record.

METHOD OF LEARNING

Individual use of computer, peripherals, and short Alice World presentations.

ASSESSMENT

1. Scores are calculated by the software program from correct student responses.

2. The adult evaluator uses the numeric scores to indicate the developmental achievement/ mastery level of the student for each pre- and post-instructional session.