45-Hour School Age Curriculum Assessment

1) School-age children in this course are defined as ages:
A. 3–5
B. 4–8
C. 5–12
D. 6–10

2) Which best describes a key benefit of a quality afterschool program?
A. Primarily academic tutoring only
B. Supports social, emotional, cognitive, and physical growth in a safe environment
C. Keeps children quiet and seated for most of the day
D. Eliminates the need for family involvement

3) Which is an example of a *visual* learning style support?
A. Rhymes and songs
B. Movement games and hands-on building
C. Diagrams, charts, and picture schedules
D. Discussion circles only

4) A developmentally appropriate daily schedule for school-age children should:
A. Be identical every day with no flexibility
B. Include balance (active/quiet, indoor/outdoor) and predictable routines
C. Avoid transitions
D. Be planned by children only, without adult guidance

5) Which item is most important when planning a field trip?
A. Choosing the farthest location to make it "worth it"
B. Ensuring permissions, supervision plans, safety procedures, and learning goals are in place
C. Skipping a schedule so it feels spontaneous
D. Letting children decide supervision ratios

6) Which best matches a "key element" of effective environmental design in a school-age program?
A. One large open area with no defined spaces
B. Clear activity areas that support choice, independence, and safe movement
C. Removing all materials to prevent mess
D. Posting rules only (no routines or expectations)

7) Which is typically included in a strong lesson plan?
 A. Goals/objectives, materials, procedures, and assessment/reflective notes
 B. Only a list of supplies
 C. A script the teacher must read word-for-word
 D. Rules and consequences only

8) Positive guidance is best defined as:
 A. Punishment-based control to ensure compliance
 B. Teaching expected behaviors through relationships, clear expectations, and supportive
strategies
 C. Allowing any behavior as long as no one is hurt
 D. Removing children from activities as the first response

9) An "I-Message" is mainly used to:
 A. Threaten consequences
 B. Label the child (e.g., "You're rude")
 C. Communicate feelings and needs clearly without blaming (e.g., "I feel… when… because…")
 D. Win an argument quickly

10) Open-ended art activities are most likely to support:
 A. Only fine-motor skills
 B. Self-esteem, expression, and positive behavior support for varied abilities
 C. Competition and ranking of children
 D. Uniform products that all look the same

**11) Under inclusionary practices, which is the best example of a reasonable program
modification?**
 A. Excluding a child from group activities "for safety" without trying supports
 B. Adjusting materials/equipment so a child with a disability can participate meaningfully
 C. Refusing to adapt schedules for any reason
 D. Requiring the family to provide all support staff

12) In Maryland child care settings, COMAR regulations are most directly connected to:
 A. Holiday craft ideas
 B. Ethical/legal standards and requirements for operating and staffing programs
 C. Children choosing their own bedtime
 D. Entertainment licensing

13) T / F: Quality relationships with children and families are important to school-age children's
emotional and social well-being.

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14) T / F: Classroom management plans should include routines, rules, rewards, and consequences that are clearly communicated and consistently implemented.

15) T / F: The ADA and IEPs are irrelevant to school-age child care programs because they only apply to public schools.

16) T / F: A healthy and safe environment includes attention to children's health and nutrition needs.

17) List two ways a teacher can encourage school-age children's problem-solving or thinking skills during activities.
 (Answer in 2–3 sentences.)

18) Scenario: A child repeatedly interrupts a group game and argues with peers.

- Name **one alternative guidance strategy** you would try first.

- Write **one sample I-Message** you could use with the child.

19) Scenario: You have a child with a diagnosed disability who struggles during transitions.
 Describe **two environmental or schedule modifications** that could support the child's success.

20) Professionalism: Give **two examples** of professional and ethical conduct in a school-age program (related to staff, families, or regulations).

Answer Key

1. C
2. B
3. C
4. B
5. B
6. B
7. A
8. B
9. C
10. B
11. B
12. B
13. True
14. True
15. False
16. True
17. Answers may include: open-ended questions ("What else could you try?"), offering choices, reflection prompts, peer collaboration, problem-solving steps, predicting outcomes, journals/think-alouds.
18. Examples: redirecting/teaching expectations, positive reinforcement, clear choices, pre-correction; I-Message like "I feel frustrated when I'm interrupted because I can't explain the rules. I need you to wait until I'm finished, then raise your hand."
19. Examples: visual schedule, transition warnings/timers, simplified steps, designated quiet space, first/then cues, adaptive seating/materials, consistent routines, peer buddy.
20. Examples: follow COMAR policies, maintain confidentiality, respectful communication, punctuality, appropriate documentation, ongoing professional development, equitable treatment of families/children.