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MATHEMATICA
Policy Research, Inc.

**Implementation of the
Head Start National
Reporting System:
Spring 2007**

Appendices A-D

March 2008

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APPENDIX A.1
ENGLISH OBSERVATION FORM

OMB No.: 0970-0249
Expiration Date: 07/31/09

HEAD START

NATIONAL REPORTING SYSTEM

ASSESSMENT OBSERVATION FORM

SPRING 2007

Site ID: _____

Observer First Name:

Child ID#:

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Assessment out of observed for assessor

[illegible]

Date: / /
Month Day Year

START TIME: |__|__|:|__|__| AM/PM

END TIME: | | | : | | | AM/PM

IF DONE IN 2 SEGMENTS:

START TIME: | | | : | | AM/PM

END TIME: | | : | | AM/PM

Reason for 2 segments or non-completion of assessment:

Bathroom.....01

Behavior02

Fatigue03

Other	04
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INSTRUCTIONS FOR COMPLETING THIS FORM:

1. Circle any words that are misread or misworded or paraphrased. Write in the words the assessor used. If assessor corrected herself right away, note that in comments section.
2. Circle "1" for correct or "0" for no as the child responds to each item.
3. Put a checkmark in the appropriate column each time an error is made.
4. Use the comment box to note anything that will help us understand the errors.
5. In general comments, code all that apply.

ITEM SPECIFIC	Correct	Error	Stray from Script (Miswording or Paraphrasing)	Coaching	Non-Neutral Encouragement	Other Errors/Comments
Practice A: Simon says look up. (AND ASSESSOR SHOULD LOOK UP)			1 <input checked="" type="checkbox"/>		1 <input checked="" type="checkbox"/>	

INSTRUCTIONS FOR TYPES OF NOTES TO KEEP THAT AREN'T DIRECTLY PART OF THE ASSESSMENT OBSERVATION FORM:

1. Keep track of the kinds of encouragement the assessor is using. It may be helpful to mark down what she or he says.
2. Note how smoothly the assessor is administering the tasks—does he or she seem comfortable with the task?
3. Note how the child is responding.
4. Collect the actual assessment form from the assessor after the child is completed, copy it, and check your scoring against the assessor's. However, do not give him or her any feedback on errors. Clip the forms together.

Examples of coaching: <ul style="list-style-type: none"> • Repeats the question when the child answers incorrectly. • Asks the child to answer the question again when the answer is incorrect. • Gives neutral encouragement only after correct answers. • Nods or smiles meaningfully when the child answers correctly; does the opposite when the child answers incorrectly. • Hints by gesture or eye movements or words. • Places hand or finger on the correct response plate. • Makes comments such as "you know the answer," "do you want to try again?" or "listen carefully to the question." 	Examples of <i>non-neutral</i> encouragement <ul style="list-style-type: none"> • Great job! • You really know your letters! • Good, you got it! • Anything that reinforces a correct answer • Discouragement or validation
	Examples of <i>acceptable neutral</i> encouragement <ul style="list-style-type: none"> • You're working very hard! • You're working very nicely! • Thank you for being such a big helper! • Consistent smiling or positive <i>affect</i>! • Okay

General Cover and Setup Observations	CODE ALL	Comments
WU1. Did not fill out the child's ID number correctly (CHECK AT CONCLUSION).	1	
WU2. Did not fill out the date correctly (CHECK AT CONCLUSION).	1	
WU3. Did not fill out the cover before starting the assessment (CHECK AT CONCLUSION).	1	
WU4. Area was not set up with the materials before the child arrived.	1	
WU5. Assessment was not set up in a quiet area. (CHECK ONE AND DESCRIBE PROBLEMS UNDER COMMENTS) 1 <input type="checkbox"/> In a corridor with traffic 2 <input type="checkbox"/> In an office/room with traffic 3 <input type="checkbox"/> In a classroom with other children present 4 <input type="checkbox"/> In a closet/bathroom 5 <input type="checkbox"/> Outside 6 <input type="checkbox"/> Someplace else (DESCRIBE) _____ 7 <input type="checkbox"/> Other type of noise problem (DESCRIBE) _____		
WU6. Assessor did not acknowledge any nervousness on the part of the child and did not try to put the child at ease.	1	
WU7. Did not place the easel correctly (<i>blank colored sheet facing child</i>), or the placement of the easel was awkward.	1	
WU8. Did not have the paper ready for Simon Says.	1	
WU9. Did not seat the child in easy eyesight of a door for Simon Says.	1	
WU10. Arrangement or size of table and chair was awkward or uncomfortable for child.	1	

WARM UP	Stray from Script (Misworded or Paraphrased or not read)
WUA1. Now...I have some pictures to show you and some things I will ask you to do. Please listen carefully and do the best you can. Some of the things I will ask you are hard even for older children, so don't worry if you're not sure about them. Just give it your best try, OK?	1 <input type="checkbox"/>
WUA2. PLACE PAPER BY CHILD: We're going to use this in a minute	1 <input type="checkbox"/>
Introduction to Simon Says:	
WUA3. First, we're going to play a game called Simon Says. Simon is someone who tells us what to do. You do exactly what Simon says.	1 <input type="checkbox"/>

SIMON SAYS

ITEM SPECIFIC	Correct	Error	Stray From Script	Non-Neutral Encouragement	Coaching	Comments	Other Errors
AA. Practice A: Simon says look up (AND ASSESSOR SHOULD LOOK UP)			1 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		SS1. Did not look up <input type="checkbox"/> 1
AB. Practice B: Simon says look down (AND ASSESSOR SHOULD NOT LOOK DOWN)			1 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		SS2. Incorrectly looked down <input type="checkbox"/> 1
A1. Simon says touch your ear. EITHER OR BOTH ARE CORRECT. IF CHILD DOES NOT RESPOND, SCORE AS ERROR.	1	0	1 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		
A2. Simon says point to the door. ANY DOOR IN THE ROOM IS CORRECT	1	0	1 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		
A3. Simon says lift one foot. EITHER RIGHT OR LEFT FOOT ARE CORRECT, BOTH IS AN ERROR	1	0	1 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		SS3. Looked below table early or does not look below table <input type="checkbox"/> 1
A4. Simon says open your hand. EITHER OR BOTH ARE CORRECT	1	0	1 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		SS4. Does not look for hands if hidden from view <input type="checkbox"/> 1
A5. Simon says pick up the paper.	1	0	1 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		SS5. Hinted by looking at or moving paper <input type="checkbox"/> 1
A6. Simon says turn the paper over. PAPER LYING FLAT OR HELD IN THE AIR IS CORRECT	1	0	1 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		
A7. Simon says put one hand on top of the other. OPEN OR CLOSED HAND IS CORRECT	1	0	1 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		SS6. Child confused by paper and assessor did not give appropriate guidance <input type="checkbox"/> 1
A8. Simon says knock on the table. ANYWHERE ON TABLE (ON TOP OR UNDER) IS CORRECT	1	0	1 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		
A9. Simon says point to the middle of the paper. EDGE OF BLANK PAPER OR MIDDLE OF EASEL PAGE ARE ERRORS. POINTING TO MIDDLE OF PAPER IS CORRECT, TOUCHING IT IS NOT REQUIRED.	1	0	1 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		
A10. Simon says put your feet together. CROSSED ANKLES CORRECT, CROSSED LEGS WITH FOOT ON EACH KNEE IS AN ERROR	1	0	1 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		SS7. Looked below table early or does not look below the table <input type="checkbox"/> 1
AT. Transition to next section				4 <input type="checkbox"/>			

IF COACHING OR NON-NEUTRAL ENCOURAGEMENT—RECORD WHAT THE ASSESSOR SAID OR DID AND TIMING OF COACHING OR ENCOURAGEMENT.

Pre-LAS ART SHOW (Note what child said if not exactly the word listed)

ITEM SPECIFIC	Correct	Error	Stray from Script	Incorrect Gesture	Gesture Omitted	Non-Neutral Encouragement	Coaching	Comments or type of gesture error
BA. Practice A. Now let's look at some pictures (<i>POINT</i>). What is this? (<i>cat, kitty, kitten</i>)			1 <input type="checkbox"/>	2 <input type="checkbox"/>	9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
BA1. IF INCORRECT OR NO RESPONSE: REPEAT "This is a cat."			1 <input type="checkbox"/>	2 <input type="checkbox"/>	9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
BB. Practice B. (<i>POINT</i>) What is this? (<i>dog, doggy, puppy</i>)			1 <input type="checkbox"/>	2 <input type="checkbox"/>	9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
BB1. IF INCORRECT OR NO RESPONSE, SAY: "This is a dog."			1 <input type="checkbox"/>	2 <input type="checkbox"/>	9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
B1. (<i>POINT</i>) What is this? (<i>response including apple</i>)	1	0	1 <input type="checkbox"/>	2 <input type="checkbox"/>	9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
B2. (<i>POINT</i>) What is this? (<i>response including frog, froggy, or toad</i>)	1	0	1 <input type="checkbox"/>	2 <input type="checkbox"/>	9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
B3. (<i>POINT</i>) What is this? (<i>response including pig, piggy, or hog</i>)	1	0	1 <input type="checkbox"/>	2 <input type="checkbox"/>	9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
B4. (<i>POINT</i>) What is this? (<i>response including bee, bumblebee</i>)	1	0	1 <input type="checkbox"/>	2 <input type="checkbox"/>	9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
B5. (<i>CIRCLE</i>) What is this? (<i>book; If response includes correct answer to B6, skip B6 and code as correct</i>)	1	0	1 <input type="checkbox"/>	2 <input type="checkbox"/>	9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
B6. (<i>POINT</i>) What can you do with it? (<i>read, look at it, tell stories</i>)	1	0	1 <input type="checkbox"/>	2 <input type="checkbox"/>	9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Child response if not listed:
B7. (<i>POINT</i>) What is this? (<i>cup, mug; If response includes correct answer to B8, skip B8 and code as correct</i>)	1	0	1 <input type="checkbox"/>	2 <input type="checkbox"/>	9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
B8. (<i>POINT</i>) What can you do with it? (<i>drink, have coffee/tea, drink soup, put ice cream in it</i>)	1	0	1 <input type="checkbox"/>	2 <input type="checkbox"/>	9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Child verbal or non-verbal response if not listed:
B9. (<i>RUN FINGER ALONG KNIFE</i>) What is this? (<i>knife; If response includes correct answer to B10, skip B10 and code as correct</i>)	1	0	1 <input type="checkbox"/>	2 <input type="checkbox"/>	9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
B10. (<i>POINT</i>) What can you do with it? (<i>cut, eat, spread-NOT weapon</i>)	1	0	1 <input type="checkbox"/>	2 <input type="checkbox"/>	9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Child verbal or non-verbal response if not listed:
BT. Transition to next section						4 <input type="checkbox"/>		

IF COACHING OR NON-NEUTRAL ENCOURAGEMENT—RECORD WHAT THE ASSESSOR SAID OR DID AND TIMING OF COACHING OR ENCOURAGEMENT.

USE OF SCREENER FOR LANGUAGE (Router)	CODE ALL
LS1. Did not correctly choose which circles to fill in (filled in the top and bottom).	1
LS2. Did not choose the correct path based on number of errors made by child.	1
LS3. Did not fill out the language screener boxes before continuing with PPVT-III.	1

PPVT-III (Adapted) PRACTICE

ITEM SPECIFIC	Stray from Script	Gesturing Error	Pronouncing Words Incorrectly	Non-Neutral Encouragement	Coaching	Using "a" or "the"	Comments	Other Errors
CA. Now I want you to look at some more pictures with me. I'm going to say some words. For each word I say, point to the picture that best shows what the word means. Let's try some.	1 <input type="checkbox"/>							
CB. See all the pictures on this page? (CIRCLE ALL THE PICTURES.) Put your finger on "ball." (2)	1 <input type="checkbox"/>	Incorrect 2 <input type="checkbox"/> Omit 9 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		
CC. IF POINTED INCORRECTLY, DEMONSTRATE CORRECT RESPONSE BY POINTING TO CORRECT PICTURE AND SAY: You tried, but this is "ball." Now try again. Point to "ball."	1 <input type="checkbox"/>	Incorrect 2 <input type="checkbox"/> Omit 9 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		PP1. Did not read if child answered CB incorrectly, or read even if CB correct <input type="checkbox"/> 1
CD. Good! * Let's try another. Put your finger on "dog." (4)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		
CE. IF POINTED INCORRECTLY, DEMONSTRATE CORRECT RESPONSE BY POINTING TO CORRECT PICTURE AND SAY: You tried, but this is "dog." Now try again. Point to "dog."	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		PP2. Did not read/ demonstrate if child answered CD incorrectly, or read even if CD correct <input type="checkbox"/> 1
CF. Now look at all the pictures on this page (CIRCLE ALL THE PICTURES). Point to "crying" OR Put your finger on "crying." (4)	1 <input type="checkbox"/>	Incorrect 2 <input type="checkbox"/> Omit 9 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		
CG. IF POINTED INCORRECTLY, DEMONSTRATE CORRECT RESPONSE BY POINTING TO CORRECT PICTURE AND SAY: You tried, but this is "crying." Now try again. Point to "crying."	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		PP3. Did not read/ demonstrate if child answered CF incorrectly, or read even if CF correct <input type="checkbox"/> 1
CH. Good! * Let's try another one. Point to "sleeping." (1)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		
CI. IF POINTED INCORRECTLY, DEMONSTRATE CORRECT RESPONSE BY POINTING TO CORRECT PICTURE AND SAY: You tried, but this is "sleeping." Now try again. Point to "sleeping."	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		PP4. Did not read/ demonstrate when child answered I incorrectly, or read even if CI correct <input type="checkbox"/> 1
CJ. "Good!" * CT. Transition to next section				4 <input type="checkbox"/>				PP5. Did not keep repeating practice items until correct response <input type="checkbox"/> 1

* Do not code as script error if assessor did not say "Good!"

PPVT-III (Adapted) TEST ITEMS

ITEM SPECIFIC	NR	1	2	3	4	Stray from Script (Misreading or Paraphrasing)	Gesture Misused (gesture optional)	Non-Neutral Encouragement	Coaching	Pronouncing Words Incorrectly or Using "a" or "the"	Comments	Other Errors
C1. (Point to) painting		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		PP6. Did not use encouragement or probes listed below if needed <input type="checkbox"/> 1 PP7. Did not suggest child guess when should have <input type="checkbox"/> 1 PP8. Did not help child master pointing <input type="checkbox"/> 1
C2. (Point to) cow		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C3. (Point to) fence		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C4. (Point to) peeking		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C5. (Point to) envelope		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C6. (Point to) dressing		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C7. (Point to) shoulder		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C8. (Point to) fountain		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C9. (Point to) empty		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C10. (Point to) vase		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C11. (Point to) group		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C12. (Point to) liquid		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C13. You're doing a good * job pointing! (Point to) delivering		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C14. (Point to) astronaut		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

IF COACHING OR NON-NEUTRAL ENCOURAGEMENT—RECORD WHAT THE ASSESSOR SAID OR DID AND TIMING OF COACHING OR ENCOURAGEMENT.

IF CHILD REFUSES TO POINT, CHECK BOX IN "NR" COLUMN NEXT TO RELEVANT ITEM NUMBER.

IF CHILD ASKS FOR CORRECT ANSWER, ASSESSOR SHOULD SAY:

For now I want to see what words you know without my telling you. We can talk about it later, but let's keep going for now.

IF CHILD IS RELUCTANT, ASSESSOR SHOULD SAY:

It's okay to guess.

*** Do not code as script error if assessor did not say "You're doing a good job pointing!"**

PPVT-III (Adapted) TEST ITEMS (continued)

ITEM SPECIFIC	NR	1	2	3	4	Stray from Script (Misreading or Paraphrasing)	Gesture Misused (gesture optional)	Non-Neutral Encouragement	Coaching	Pronouncing Words Incorrectly or Using “a” or “the”	Comments	Other Errors
C15. (Point to) horn		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		PP9. Did not use encouragement or probes listed below if needed <input type="checkbox"/> 1 PP10. Did not suggest child guess when should have <input type="checkbox"/> 1 PP11. Did not help child master pointing <input type="checkbox"/> 1
C16. (Point to) globe		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		
C17. (Point to) drum		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		
C18. (Point to) tornado		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		
C19. (Point to) diving		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		
C20. (Point to) knight		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		
C21. (Point to) decorated		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		
C22. (Point to) surprised		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		
C23. (Point to) selecting		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		
C24. (Point to) sanding		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		
CT2. Transition to next section								4 <input type="checkbox"/>				

IF COACHING OR NON-NEUTRAL ENCOURAGEMENT—RECORD WHAT THE ASSESSOR SAID OR DID AND TIMING OF COACHING OR ENCOURAGEMENT.

IF THE CHILD’S RESPONSE IS UNCLEAR OR YOU DID NOT SEE WHERE THE CHILD POINTED ASSESSOR SHOULD SAY: I did not see which item you were pointing to, would you show me again?

IF THE CHILD POINTS TO MORE THAN ONE QUADRANT ON A PAGE, ASSESSOR SHOULD SAY: Please pick just one picture.

IF THE CHILD CONTINUES TO POINT TO MULTIPLE QUADRANTS ON A PAGE, SCORE THE ITEM AS “NO RESPONSE.”

IF THE CHILD SAYS HE DOESN’T KNOW WHICH PICTURE TO POINT TO, ASSESSOR SHOULD SAY: It’s okay if you’re not sure. Just give it your best guess.

IF THE CHILD STILL WILL NOT POINT TO A PICTURE, SCORE THE ITEM AS “NO RESPONSE.”

IF THE CHILD ASKS YOU IF HIS ANSWER IS CORRECT, ASSESSOR SHOULD SAY: I can’t tell you that. Right now I just want to know what you think. But if you want, we can talk about this after we’re all done.

ASSESSOR MIGHT ALSO ADD NEUTRAL ENCOURAGEMENT SUCH AS: Thank you for working so hard.

IF THE CHILD CHANGES HIS RESPONSE AFTER YOU MARK THE ANSWER SHEET; ASSESSOR SHOULD ERASE THE INITIAL MARK AND ACCEPT THE CHILD’S LATER ANSWER AS HIS FINAL RESPONSE—EVEN IF THIS MEANS CHANGING FROM A CORRECT TO INCORRECT RESPONSE.

IF THE CHILD APPEARS TO JUST BE POINTING TO THE SAME QUADRANT OVER AND OVER AGAIN, ASSESSOR SHOULD OFFER THE CHILD SOME NEUTRAL ENCOURAGEMENT. WHEN ASSESSOR FLIPS TO THE NEXT PLATE, S/HE SHOULD GESTURE AT ALL FOUR QUADRANTS WITH THE CIRCULAR MOTION AND SAY: “Be sure to look at all of the pictures.” THEN SAY, “Point to [word]”

IF THE CHILD HAS AN EXTREME MOTOR IMPAIRMENT, AND IS NOT ABLE TO MAKE A POINTING RESPONSE, ASSESSOR MAY POINT, IN TURN, TO EACH OF THE FOUR QUADRANTS ON THE STIMULUS PLATE AND HAVE THE CHILD USE A HEAD SHAKE OR AGREED-UPON MESSAGE (SUCH AS RAISING THE EYELIDS FOR “YES” AND CLOSING THEM FOR “NO”) TO INDICATE A YES/NO RESPONSE.

LETTER NAMING (CHECK BOX FOR EACH LETTER CORRECTLY NAMED)

ITEM SPECIFIC	Stray from Script (Miswording or Paraphrasing)	Non-Neutral Encouragement	Coaching	Not Slowing Child Down When Necessary	Comments/Other Errors
D1. CIRCLE ALL THE LETTERS. Here are some letters of the alphabet. Point to the letters that you know and tell me the name of each one. IF NECESSARY, SAY: Point to the letter and tell me the name out loud.	1 <input type="checkbox"/>	4 <input type="checkbox"/>			
<div>A <input type="checkbox"/></div> <div>O <input type="checkbox"/></div> <div>S <input type="checkbox"/></div>	1 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	7 <input type="checkbox"/>	LN1. Did not use suggested probes <input type="checkbox"/> 1
<div>B <input type="checkbox"/></div> <div>E <input type="checkbox"/></div> <div>C <input type="checkbox"/></div>					LN2. Did not ask child to continue with task <input type="checkbox"/> 1
<div>D <input type="checkbox"/></div> <div>X <input type="checkbox"/></div> <div></div>					LN3. Was unable to help child pace (his/her) pointing and naming <input type="checkbox"/> 1
D2. CIRCLE ALL THE LETTERS. Here are some <u>more</u> letters of the alphabet. Do you know any of these? IF NECESSARY, SAY: Point to the letter and tell me the name out loud.	1 <input type="checkbox"/>	4 <input type="checkbox"/>			
<div>P <input type="checkbox"/></div> <div>K <input type="checkbox"/></div> <div>T <input type="checkbox"/></div>	1 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	7 <input type="checkbox"/>	LN5. Did not use suggested probes <input type="checkbox"/> 1
<div>G <input type="checkbox"/></div> <div>N <input type="checkbox"/></div> <div>F <input type="checkbox"/></div>					LN6. Did not ask child to continue with task <input type="checkbox"/> 1
<div>L <input type="checkbox"/></div> <div>R <input type="checkbox"/></div> <div>Z <input type="checkbox"/></div>					LN7. Was unable to help child pace (his/her) pointing and naming <input type="checkbox"/> 1
					LN8. Did not score correct letter if given once or included in response <input type="checkbox"/> 1

IF COACHING OR NON-NEUTRAL ENCOURAGEMENT—RECORD WHAT THE ASSESSOR SAID OR DID AND TIMING OF COACHING OR ENCOURAGEMENT.

PROBES:

WHEN CHILD STOPS:

IF CHILD POINTS TO “0” AND SAYS “ZERO”
OR SAYS “ONE” FOR THE LETTER I:

IF CHILD MAKES THE SOUND OF LETTER:

IF CHILD POINTS AND NAMES TOO QUICKLY:

IF CHILD SAYS NON-ENGLISH NAME:

IF NECESSARY, SAY:

Any others?

That’s the name of the number, what’s the name of the letter?

That’s the sound of the letter, what’s the name of the letter?

Go slowly so I can see which letter you’re naming. **OR** Please point to them slowly, one at a time, so I can see which one you’re naming.

Can you tell me the English name?

Tell me the name out loud.

LETTER NAMING (CHECK BOX FOR EACH LETTER CORRECTLY NAMED) (continued)

ITEM SPECIFIC			Stray from Script (Miswording or Paraphrasing)	Non-Neutral Encouragement	Coaching	Not Slowing Child Down When Necessary	Comments/Other Errors
D3. CIRCLE ALL THE LETTERS. And here are <u>more</u> letters of the alphabet. Do you know any of these? IF NECESSARY, SAY: Point to the letter and tell me the name out loud.			1 <input type="checkbox"/>	4 <input type="checkbox"/>			
U <input type="checkbox"/>	Y <input type="checkbox"/>	J <input type="checkbox"/>	1 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	7 <input type="checkbox"/>	LN9. Did not use suggested probes <input type="checkbox"/> 1
H <input type="checkbox"/>	V <input type="checkbox"/>	Q <input type="checkbox"/>					LN10. Did not ask child to continue with task <input type="checkbox"/> 1
M <input type="checkbox"/>	W <input type="checkbox"/>	I <input type="checkbox"/>					LN11. Was unable to help child pace (his/her) pointing and naming <input type="checkbox"/> 1
							LN12. Did not score correct letter if given once or included in response <input type="checkbox"/> 1
DT. Transition to next section				4 <input type="checkbox"/>			

IF COACHING OR NON-NEUTRAL ENCOURAGEMENT—RECORD WHAT THE ASSESSOR SAID OR DID AND TIMING OF COACHING OR ENCOURAGEMENT. DESCRIBE ANY PROBLEMS THE CHILD HAD WITH FOLLOWING THE DIRECTIONS OR OTHERWISE EXECUTING THIS TASK.

LN13. DID CHILD COMMENT OR OTHERWISE REACT TO THE SCORING (I.E., INDICATE AWARENESS THAT ONLY CORRECT RESPONSES WERE CODED)?

1 ☐ YES →
0 ☐ NO

Describe: _____

PROBES:

WHEN CHILD STOPS:

IF CHILD POINTS TO “0” AND SAYS “ZERO”
OR SAYS “ONE” FOR THE LETTER I:

IF CHILD MAKES THE SOUND OF LETTER:

IF CHILD POINTS AND NAMES TOO QUICKLY:

IF CHILD SAYS NON-ENGLISH NAME:

IF NECESSARY, SAY:

Any others?

That’s the name of the number, what’s the name of the letter?

That’s the sound of the letter, what’s the name of the letter?

Please point to them slowly, one at a time, so I can see which one you’re naming.

Can you tell me the English name?

Tell me the name out loud.

EARLY MATH SKILLS (do not code as error if did not say "You are such a good helper")

ITEM SPECIFIC	Correct	Error	Stray from Script (Miswording or Paraphrasing)	Gesturing Error	Non-Neutral Encouragement	Coaching	Comments	Other Errors
EA. INTRODUCTION: You're such a good helper! Now I'm going to ask you some questions about numbers and counting.			1 <input type="checkbox"/>		4 <input type="checkbox"/>			
E1. CIRCLE ALL THE SHAPES. How many circles are on this page? CORRECT: TWO	1	0	1 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		EM1. Did not allow non-verbal response <input type="checkbox"/> 1
E2. CIRCLE THE FOUR CRAYONS AND SAY: Which one of these crayons is shorter than the brush? POINT TO THE BRUSH. CORRECT: (QUAD 1)	1	0	1 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		
E3. CIRCLE ALL OF THE NESTS. Here are some nests with eggs in them. Point to the nest with 2 eggs CORRECT: PICTURE OF NEST WITH 2 EGGS	1	0	1 <input type="checkbox"/>	Incorrect Omit 2 <input type="checkbox"/> 9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		
E4. Now point to the nest with 3 eggs. CORRECT: PICTURE OF NEST WITH 3 EGGS	1	0	1 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		
E5. CIRCLE ALL THE NESTS. How many eggs are there altogether? CORRECT: SIX	1	0	1 <input type="checkbox"/>	Incorrect Omit 2 <input type="checkbox"/> 9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		EM2. Did not allow non-verbal response <input type="checkbox"/> 1
E6. POINT TO THE NUMBER. What is this? IF THE CHILD DOES NOT RESPOND OR SAYS THE WORD "NUMBER," SAY: Tell me what number this is. CORRECT: EIGHT	1	0	1 <input type="checkbox"/>	Incorrect Omit 2 <input type="checkbox"/> 9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		EM3. Did not prompt for number (must be verbal response) <input type="checkbox"/> 1
E7. POINT TO THE NUMBER. What is this? IF THE CHILD DOES NOT RESPOND OR SAYS THE WORD "NUMBER," SAY: Tell me what number this is. CORRECT: FIVE	1	0	1 <input type="checkbox"/>	Incorrect Omit 2 <input type="checkbox"/> 9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		EM4. Did not prompt for number (must be verbal response) <input type="checkbox"/> 1

IF COACHING OR NON-NEUTRAL ENCOURAGEMENT—RECORD WHAT THE ASSESSOR SAID OR DID AND TIMING OF COACHING OR ENCOURAGEMENT.

EARLY MATH SKILLS (continued) (do not code as error if misworded “You’re a good pointer”)

ITEM SPECIFIC	Correct	Error	Stray from Script (Miswording or Paraphrasing)	Gesturing Error	Non-Neutral Encouragement	Coaching	Comments/Other Errors
E8. POINT TO THE NUMBER. What is this? IF THE CHILD DOES NOT RESPOND OR SAYS THE WORD “NUMBER,” SAY: Tell me what number this is. CORRECT: SIX	1	0	1 <input type="checkbox"/>	Incorrect 2 <input type="checkbox"/> Omit 9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	EM5. Did not use prompt for number (must be verbal response) <input type="checkbox"/> 1
E9. CIRCLE ALL THE SHAPES. Look at these shapes. One of them is a triangle. Point to the triangle. CORRECT: (QUAD 1)	1	0	1 <input type="checkbox"/>	Incorrect 2 <input type="checkbox"/> Omit 9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
E10. CIRCLE ALL THE SHAPES. Look at these shapes. One of them is an oval. Point to the oval. CORRECT: (QUAD 4)	1	0	1 <input type="checkbox"/>	Incorrect 2 <input type="checkbox"/> Omit 9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
E11. CIRCLE ALL THE SHAPES. Look at these shapes. One of them is a rectangle. Point to the rectangle. CORRECT: (QUAD 2)	1	0	1 <input type="checkbox"/>	Incorrect 2 <input type="checkbox"/> Omit 9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
E12. You’re a good pointer! * CIRCLE THE FRUIT IN THE RESPONSE AREA: Which one of these fruits is larger than the orange? POINT TO THE ORANGE. IF NECESSARY, SAY: Point to the fruit that is larger than the orange. CORRECT: (GRAPEFRUIT QUAD 1)	1	0	1 <input type="checkbox"/>	Incorrect 2 <input type="checkbox"/> Omit 9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	EM6. Did not use suggested probe. <input type="checkbox"/> 1

IF COACHING OR NON-NEUTRAL ENCOURAGEMENT—RECORD WHAT THE ASSESSOR SAID OR DID AND TIMING OF COACHING OR ENCOURAGEMENT.

* Do not code as script error if assessor did not say “You’re a good pointer!”

EARLY MATH SKILLS (continued)

ITEM SPECIFIC	Correct	Error	Stray from Script (Miswording or Paraphrasing)	Gesturing Error	Non-Neutral Encouragement	Coaching	Comments/Other Errors
E13. CIRCLE THE GROUP OF 4 NICKELS: Bobby has four nickels. POINT TO THE SINGLE NICKEL AND SAY: His father gives him one more. How many nickels does Bobby have now? CORRECT: FIVE (NICKELS)	1	0	1 <input type="checkbox"/>	Incorrect 2 <input type="checkbox"/> Omit 9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	EM7. Did not allow non-verbal response <input type="checkbox"/> 1
E14. CIRCLE THE LARGE NUMBERS IN THE RESPONSE AREA: Point to the number that shows how many inches tall the teddy bear is. CORRECT: SEVEN. AFTER CHILD'S ANSWER IS SCORED, SAY: You're working hard and I appreciate that! Thank you! *	1	0	1 <input type="checkbox"/>	Incorrect 2 <input type="checkbox"/> Omit 9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
E15. CIRCLE THE BUBBLES AND SAY: When three of these bubbles pop, how many bubbles will be left? CORRECT: TWO (BUBBLES)	1	0	1 <input type="checkbox"/>	Incorrect 2 <input type="checkbox"/> Omit 9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	EM8. Did not allow non-verbal response <input type="checkbox"/> 1
E16. CIRCLE THE FROGS AND SAY: If three of these frogs hopped away, how many frogs would be left? CORRECT: THREE (FROGS)	1	0	1 <input type="checkbox"/>	Incorrect 2 <input type="checkbox"/> Omit 9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	EM9. Did not allow non-verbal response <input type="checkbox"/> 1

IF COACHING OR NON-NEUTRAL ENCOURAGEMENT—RECORD WHAT THE ASSESSOR SAID OR DID AND TIMING OF COACHING OR ENCOURAGEMENT.

* Do not code as script error if assessor did not say "You're working hard and I appreciate that. Thank you!"

EARLY MATH SKILLS (continued) (do not code as error if misworded “You’re working hard...”)

ITEM SPECIFIC	Correct	Error	Stray from Script (Miswording or Paraphrasing)	Gesturing Error	Non-Neutral Encouragement	Coaching	Comments/Other Errors
E17. CIRCLE THE CARS AND SAY: Here are some cars in a parking lot. Two of them drive away. How many are left? CORRECT: THREE	1	0	1 <input type="checkbox"/>	Incorrect 2 <input type="checkbox"/> Omit 9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	EM10. Did not allow non-verbal response <input type="checkbox"/> 1
E18. CIRCLE THE GRAPH: This graph shows how many children on Clark Street have each kind of pet. POINT TO <u>EACH WORD</u> AS YOU SAY: Dogs, cats, or rabbits. Which kind do the most children have? CORRECT: DOGS ¹ IF NECESSARY, ASK: Which kind of pet is most popular?	1	0	1 <input type="checkbox"/>	Incorrect 2 <input type="checkbox"/> Omit 9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	EM11. Did not use suggested probe <input type="checkbox"/> 1
E19. How many have cats? POINT TO THE WORD CATS. CORRECT: THREE IF CHILD POINTS TO THREE ON GRAPH, SAY: How many is that?	1	0	1 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	EM12. Did not allow non-verbal response <input type="checkbox"/> 1
E20. CIRCLE THE MARBLES WHILE SAYING: When I say “go,” I want you to start counting all these marbles, starting here. POINT TO THE UPPER LEFT MARBLE. Point to each marble as you count. Ready? Go!			1 <input type="checkbox"/>	Incorrect 2 <input type="checkbox"/> Omit 9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	EM13. DID NOT CONTROL COUNTING BY SAYING: “Please don’t jump around. Count the marbles in order, okay? Start here” <input type="checkbox"/> 1 EM14. DID NOT ENCOURAGE CHILD TO KEEP ON COUNTING BY SAYING: Keep counting” <input type="checkbox"/> 1
LAST NUMBER CHILD SAID AND POINTED TO CORRECTLY:	_ _						EM15. Did not record last number correctly <input type="checkbox"/> 1
Thank you! Now we’re all done. You did a great job! I want to thank you for helping me.							

¹ IF CHILD POINTS TO GRAPH, ASSESSOR MAY SAY: **YOU ARE POINTING TO THE GRAPH. PLEASE POINT TO THE ANIMAL WHO IS THE MOST POPULAR KIND OF PET.**

DESCRIBE ANYTHING THAT OCCURRED IN E20, NOT CAPTURED BY THE CODES, THAT MADE IT DIFFICULT FOR THE CHILD TO DO THIS ITEM OR FOR THE ASSESSOR TO SCORE THE ITEM CORRECTLY.

GENERAL CERTIFICATION OBSERVATIONS

GENERAL NOTES:

1. CODE ANY BEHAVIOR/CONCENTRATION PROBLEMS

- 1 ☐ Unable to sit still
- 2 ☐ Too shy to respond
- 3 ☐ Difficulty concentrating
- 4 ☐ Talks about task, other activities
- 5 ☐ Other (Describe)

Describe: _____

2. CODE ANY DISABILITIES

- 1 ☐ Vision
- 2 ☐ Hearing
- 3 ☐ Speech/Language
- 4 ☐ Motor/Orthopedic
- 5 ☐ Emotional
- 6 ☐ Autism/Asperger's
- 7 ☐ Other Learning Disability (Describe)
- 8 ☐ Other (Describe)

Describe: _____

3. If child has a disability, did the assessor make any accommodations because of this?

- 1 ☐ Yes accommodation
- 0 ☐ No accommodation
- 4 ☐ No disability

What? _____

4. DISTRACTIONS/DISRUPTIONS: Check any distractions, disruptions or any other unusual circumstances that might have influenced the assessor's ability to do the assessment.

- 1 ☐ General noise
- 2 ☐ Other children
- 3 ☐ Other adults
- 4 ☐ Other type of activity

Describe any item checked: _____

5. ASSESSOR'S FACILITY WITH PROCEDURES

- 1 ☐ Did not seem to know procedures well
- 2 ☐ Did not facilitate the flow of the assessment
- 3 ☐ Did not handle any problems/questions correctly

Explain any item checked: _____

6. RAPPORT WITH CHILD

- 1 ☐ Was not sensitive to child's needs
- 2 ☐ Did not project positive attitude
- 3 ☐ Uncomfortable with child, stiff, unfriendly
- 4 ☐ Other

Explain any item checked: _____

7. Not including situations already coded in this form, was any encouragement given that potentially biased the child's responses?

- 1 ☐ Yes →
- 0 ☐ No

Explain any item checked: _____

8. Not including situations already coded in this form, did anything in the administration appear to interfere with the child's ability to respond correctly?

- 1 ☐ Yes →
- 0 ☐ No

Explain any item checked: _____

WRITE ANY ADDITIONAL COMMENTS ON BACK OR BLANK SHEET

MPR DOCUMENTATION PURPOSES:

Q:\NRS_HS\Spring 2007\Observation Forms\English observation form\Spring
2007 English Observation Form.v4.Apr4.doc

(REV—3/30/07) 3/26/2008 9:12 AM

Dot revised for Barb Kennen

NRS4 – 6337-320

APPENDIX A.2
SPANISH OBSERVATION FORM

OMB No.: 0970-0249
Expiration Date: 7/31/09

HEAD START

NATIONAL REPORTING SYSTEM

ASSESSMENT OBSERVATION FORM

SPRING – PRIMAVERA 2007
SPANISH VERSION – VERSIÓN EN ESPAÑOL

Site ID: _____

Observer First Name: _____

Child ID#: |_|_|_|_|_|_|_|_|

|_|_|_| Assessment out of |_|_|_| observed for assessor |_|_|_|

DID ASSESSOR DO THE NRS IN FALL 2006? Yes..... 01

No 00

Date: |_|_|_| / |_|_|_| / |_|_|_|_|_|_|_|_|
Month Day Year

START TIME: |_|_|_|:|_|_|_| AM/PM

END TIME: |_|_|_|:|_|_|_| AM/PM

IF DONE IN 2 SEGMENTS:

START TIME: |_|_|_|:|_|_|_| AM/PM

END TIME: |_|_|_|:|_|_|_| AM/PM

Reason for 2 segments or
non-completion of assessment:

Bathroom.....01

Behavior02

Fatigue03

Other04

INSTRUCTIONS FOR COMPLETING THIS FORM:

1. Circle any words that are misread or misworded or paraphrased. Write in the words the assessor used. If assessor corrected herself right away, note that in comments section.
2. Circle "1" for correct or "0" for error as the child responds to each item.
3. Put a checkmark in the appropriate column each time an error is made.
4. Use the comment box to note anything that will help us understand the errors.
5. *In general comments, code all that apply*

ITEM SPECIFIC	Correct	Error	Stray from Script (Miswording or Paraphrasing)	Coaching	Non-Neutral Encouragement	Other Errors/Comments
Practice A: Tío Simón dice mira para arriba (AND ASSESSOR SHOULD LOOK UP)			1 <input checked="" type="checkbox"/>		1 <input checked="" type="checkbox"/>	

INSTRUCTIONS FOR TYPES OF NOTES TO KEEP THAT AREN'T DIRECTLY PART OF THE ASSESSMENT OBSERVATION FORM:

1. Keep track of the kinds of encouragement the assessor is using. It may be helpful to mark down what she or he says.
2. Note how smoothly the assessor is administering the tasks—does he or she seem comfortable with the task?
3. Note how the child is responding.
4. Collect the actual assessment form from the assessor after the child is completed, copy it, and check your scoring against the assessor's. However, do not give him or her any feedback on errors. Clip the forms together.

Examples of coaching: <ul style="list-style-type: none"> • Repeats the question when the child answers incorrectly. • Asks the child to answer the question again when the answer is incorrect. • Gives neutral encouragement only after correct answers. • Nods or smiles meaningfully when the child answers correctly; does the opposite when the child answers incorrectly. • Hints by gesture or eye movements or words. • Places hand or finger on the correct response plate. • Makes comments such as "tú sabes la respuesta", "¿quieres tratar otra vez?" or "escucha con cuidado a la pregunta". 	Examples of <i>non-neutral</i> encouragement <ul style="list-style-type: none"> • Great job! / ¡Muy buen trabajo! • You really know your letters! / ¡De verdad conoces las letras! • Good, you got it! / Qué bien, ¡los hiciste! • Anything that reinforces a correct answer • Discouragement or validation
	Examples of <i>acceptable neutral</i> encouragement <ul style="list-style-type: none"> • You're working very hard! / ¡Estás trabajando muy duro! • You're working very nicely! / ¡Estás trabajando muy bien! • Thank you for being such a big helper! / ¡Gracias por ayudarme tanto! • Consistent smiling or positive affect! • Okay / ¡Gracias!

General Cover and Setup Observations	CODE ALL	Comments
WU1. Did not fill out the child's ID number correctly (CHECK AT CONCLUSION).	1	
WU2. Did not fill out the date correctly (CHECK AT CONCLUSION).	1	
WU3. Did not fill out the cover before starting the assessment (CHECK AT CONCLUSION).	1	
WU4. Area was not set up with the materials before the child arrived.	1	
WU5. Assessment was not set up in a quiet area. (CHECK ONE AND DESCRIBE PROBLEMS UNDER COMMENTS) 1 <input type="checkbox"/> In a corridor with traffic 2 <input type="checkbox"/> In an office/room with traffic 3 <input type="checkbox"/> In a classroom with other children present 4 <input type="checkbox"/> In a closet/bathroom 5 <input type="checkbox"/> Outside 6 <input type="checkbox"/> Someplace else (DESCRIBE) _____ 7 <input type="checkbox"/> Other type of noise problem (DESCRIBE) _____		
WU6. Assessor did not acknowledge any nervousness on the part of the child and did not try to put the child at ease.	1	
WU7. Did not place the easel correctly (<i>blank colored sheet facing child</i>), or the placement of the easel was awkward.	1	
WU8. Did not have the paper ready for Tío Simón Dice.	1	
WU9. Did not seat the child in easy eyesight of a door for Tío Simón Dice.	1	
WU10. Arrangement or size of table and chair was awkward or uncomfortable for child.	1	

WARM UP	Stray from Script (Misworded or Paraphrased or not read)
WUA1. Ahora . . . tengo algunos dibujos para mostrarte y algunas cosas que te pediré que hagas. Por favor escucha con cuidado y haz lo mejor que tú puedas. Algunas de las cosas que te pediré son difíciles aún para niños mayores, así es que no te preocupes si no estás seguro(a) sobre ellas. Solamente trata de hacer lo mejor que puedas, está bien?	1 <input type="checkbox"/>
WUA2. PLACE PAPER BY CHILD: Vamos a usar esto en un minuto	1 <input type="checkbox"/>
Introduction to Tío Simón Dice: WUA3. Vamos a jugar Tío Simón Dice. Tío Simón es alguien que nos dice qué debemos hacer. Haz exactamente lo que Tío Simón dice.	1 <input type="checkbox"/>

TÍO SIMÓN DICE

ITEM SPECIFIC	Correct	Error	Stray From Script	Non-Neutral Encouragement	Coaching	Comments	Other Errors
AA. Practice A: Tío Simón dice mira para arriba (AND ASSESSOR SHOULD LOOK UP)			1 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		SS1. Did not look up <input type="checkbox"/> 1
AB. Practice B: Tío Simón dice mira para abajo (AND ASSESSOR SHOULD NOT LOOK DOWN)			1 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		SS2. Incorrectly looked down
A1. Tío Simón dice tócate una oreja. EITHER OR BOTH ARE CORRECT. IF CHILD DOES NOT RESPOND, SCORE AS ERROR.	1	0	1 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		
A2. Tío Simón dice señala la puerta. ANY DOOR IN THE ROOM IS CORRECT	1	0	1 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		
A3. Tío Simón dice levanta un pie. EITHER RIGHT OR LEFT FOOT ARE CORRECT, BOTH IS AN ERROR	1	0	1 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		SS3. Looked below table early or does not look below table <input type="checkbox"/> 1
A4. Tío Simón dice abre una mano. EITHER OR BOTH ARE CORRECT	1	0	1 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		SS4. Does not look for hands if hidden from view <input type="checkbox"/> 1
A5. Tío Simón dice toma el papel.	1	0	1 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		SS5. Hinted by looking at or moving paper <input type="checkbox"/> 1
A6. Tío Simón dice voltea el papel al otro lado. PAPER LYING FLAT OR HELD IN THE AIR IS CORRECT	1	0	1 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		
A7. Tío Simón dice pon una mano sobre la otra. OPEN OR CLOSED HAND IS CORRECT	1	0	1 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		SS6. Child confused by paper and assessor did not give appropriate guidance <input type="checkbox"/> 1
A8. Tío Simón dice golpea sobre la mesa. ANYWHERE ON TABLE (ON TOP OR UNDER) IS CORRECT	1	0	1 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		
A9. Tío Simón dice señala el centro del papel. EDGE OF BLANK PAPER OR MIDDLE OF EASEL PAGE ARE ERRORS. POINTING TO MIDDLE OF PAPER IS CORRECT, TOUCHING IT IS NOT REQUIRED.	1	0	1 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		
A10. Tío Simón dice junta los pies. CROSSED ANKLES CORRECT, CROSSED LEGS WITH FOOT ON EACH KNEE IS AN ERROR	1	0	1 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		SS7. Looked below table early or does not look below the table <input type="checkbox"/> 1
AT. Transition to next section				4 <input type="checkbox"/>			

Pre-LAS ART SHOW (Note what child said if not exactly the word listed)

ITEM SPECIFIC	Correct	Error	Stray from Script	Incorrect Gesture	Gesture Omitted	Non-Neutral Encouragement	Coaching	Comments or type of gesture error
BB. Práctica A. Ahora miremos algunos dibujos (<i>POINT</i>). ¿Qué es esto? (<i>perro, chuco, cachorro</i>)			1 <input type="checkbox"/>	2 <input type="checkbox"/>	9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
BBA. IF INCORRECT OR NO RESPONSE: REPEAT “Este es un perro.”			1 <input type="checkbox"/>	2 <input type="checkbox"/>	9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
BB. Práctica B. (<i>POINT</i>) ¿Qué es esto? (<i>mesa</i>)			1 <input type="checkbox"/>	2 <input type="checkbox"/>	9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
BBB. IF INCORRECT OR NO RESPONSE, SAY: “Esta es una mesa.”			1 <input type="checkbox"/>	2 <input type="checkbox"/>	9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
BB1. (<i>POINT</i>) ¿Qué es esto? (<i>response including globo/bomba</i>)	1	0	1 <input type="checkbox"/>	2 <input type="checkbox"/>	9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
BB2. (<i>POINT</i>) ¿Qué es esto? (<i>response including gato</i>)	1	0	1 <input type="checkbox"/>	2 <input type="checkbox"/>	9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
BB3. (<i>POINT</i>) ¿Qué es esto? (<i>response including vaso</i>)	1	0	1 <input type="checkbox"/>	2 <input type="checkbox"/>	9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
BB4. (<i>POINT</i>) ¿Qué es esto? (<i>response including avión, aeroplano</i>)	1	0	1 <input type="checkbox"/>	2 <input type="checkbox"/>	9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
BB5. (<i>POINT</i>) ¿Qué es esto? (<i>response including peine, peinilla</i>)	1	0	1 <input type="checkbox"/>	2 <input type="checkbox"/>	9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
BB6. (<i>POINT</i>) ¿Qué es esto? (<i>response including pelota, bola, balón</i>)	1	0	1 <input type="checkbox"/>	2 <input type="checkbox"/>	9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
BB7. (<i>POINT</i>) ¿Qué es esto? (<i>response including falda, pollera, vestido</i>)	1	0	1 <input type="checkbox"/>	2 <input type="checkbox"/>	9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
BB8. (<i>POINT</i>) ¿Qué es esto? (<i>response including tenedor, trinche, cubierto</i>)	1	0	1 <input type="checkbox"/>	2 <input type="checkbox"/>	9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
BB9. (<i>POINT</i>) ¿Qué es esto? (<i>response including escoba</i>)	1	0	1 <input type="checkbox"/>	2 <input type="checkbox"/>	9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
BB10. (<i>POINT</i>) ¿Qué es esto? (<i>response including taza</i>)	1	0	1 <input type="checkbox"/>	2 <input type="checkbox"/>	9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
BT. Transition to next section						4 <input type="checkbox"/>		

IF COACHING OR NON-NEUTRAL ENCOURAGEMENT—RECORD WHAT THE ASSESSOR SAID OR DID AND TIMING OF COACHING OR ENCOURAGEMENT.

USE OF SCREENER FOR LANGUAGE (Router)	CODE ALL
LS1. Did not correctly choose which circles to fill in (filled in the top and bottom).	1
LS2. Did not choose the correct path based on number of errors made by child.	1
LS3. Did not fill out the language screener boxes before continuing with TVIP-III.	1

TVIP (Adapted) PRACTICE

ITEM SPECIFIC	Stray from Script	Gesturing Error	Pronouncing Words Incorrectly	Non-Neutral Encouragement	Coaching	Using "el/la" or "un(a)"	Comments	Other Errors
CC. Ahora, quiero que mires más dibujos conmigo. Yo voy a decir unas palabras. Para cada palabra que yo diga, señala el dibujo que mejor muestre lo que significa la palabra. Hagamos algunas.	1 <input type="checkbox"/>							
CCA. ¿Ves todos los dibujos en esta página? (CIRCLE ALL THE PICTURES). Pon el dedo sobre "tenedor". (1)	1 <input type="checkbox"/>	Incorrect 2 <input type="checkbox"/> Omit 9 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		
CCAa. IF POINTED INCORRECTLY, DEMONSTRATE CORRECT RESPONSE BY POINTING TO CORRECT PICTURE AND SAY: "Tú trataste, pero éste es "tenedor". Ahora trata de nuevo. Pon el dedo sobre "tenedor".	1 <input type="checkbox"/>	Incorrect 2 <input type="checkbox"/> Omit 9 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		PP1. Did not read if child answered CCA incorrectly, or read even if CCA correct <input type="checkbox"/> 1
CCA1. ¡Bien!* Ahora hagamos otro. Pon el dedo sobre "perro". (3)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		
CCA1a. IF POINTED INCORRECTLY, DEMONSTRATE CORRECT RESPONSE BY POINTING TO CORRECT PICTURE AND SAY: Tú trataste, pero éste es "perro". Ahora trata de nuevo. Pon el dedo sobre "perro".	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		PP2. Did not read/ demonstrate if child answered CCA1 incorrectly, or read even if CCA1 correct <input type="checkbox"/> 1
CCB. Ahora mira todos los dibujos en esta página. (CIRCLE ALL THE PICTURES). Señala "hombre" OR "Apunta hombre" OR "Indica hombre" (2)	1 <input type="checkbox"/>	Incorrect 2 <input type="checkbox"/> Omit 9 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		
CCBa. IF POINTED INCORRECTLY, DEMONSTRATE CORRECT RESPONSE BY POINTING TO CORRECT PICTURE AND SAY: Tú trataste, pero éste es "hombre". Ahora trata de nuevo. Pon el dedo sobre "hombre".	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		PP3. Did not read/ demonstrate if child answered CCB incorrectly, or read even if CCB correct <input type="checkbox"/> 1
CCB1. ¡Bien!*Hagamos otro. Señala "peine". (3)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		
CCB1a. IF POINTED INCORRECTLY, DEMONSTRATE CORRECT RESPONSE BY POINTING TO CORRECT PICTURE AND SAY: Tú trataste, pero éste es "peine". Ahora trata de nuevo. Pon el dedo sobre "peine".	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		PP4. Did not read/ demonstrate when child answered CCB1 incorrectly, or read even if CCB1 correct <input type="checkbox"/> 1
CCB2. "¡Bien!" * CCB2a. Transition to next section				4 <input type="checkbox"/>				PP5. Did not keep repeating practice items until correct response <input type="checkbox"/> 1

* Do not code as script error if assessor did not say "¡Bien!"

TVIP (Adapted) TEST ITEMS

ITEM SPECIFIC	NR	1	2	3	4	Stray from Script (Misreading or Paraphrasing)	Gesture Misused (gesture optional)	Non-Neutral Encouragement	Coaching	Pronouncing Words Incorrectly or using "el/la" or "un(a)"	Comments	Other Errors
CC1. (Señala) lámpara		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		PP6. Did not use encouragement or probes listed below if needed <input type="checkbox"/> 1 PP7. Did not suggest child guess when should have <input type="checkbox"/> 1 PP8. Did not help child master pointing <input type="checkbox"/> 1
CC2. (Señala) vaca		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
CC3. (Señala) ballena		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
CC4. (Señala) hora		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
CC5. (Señala) vela/candela		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
CC6. (Señala) flecha		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
CC7. (Señala) jaula		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
CC8. (Señala) mueble		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
CC9. (Señala) sobre		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
CC10. (Señala) romper		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
CC11. (Señala) canguro		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
CC12. (Señala) vacío		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
CC13. ¡Estás señalando muy bien! * (Señala) culebra		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
CC14. (Señala) trompeta		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

IF COACHING OR NON-NEUTRAL ENCOURAGEMENT—RECORD WHAT THE ASSESSOR SAID OR DID AND TIMING OF COACHING OR ENCOURAGEMENT.

IF CHILD REFUSES TO POINT, WRITE "NR" NEXT TO WORD.

IF CHILD ASKS FOR CORRECT ANSWER, ASSESSOR SHOULD SAY:

Por ahora quiero ver qué palabras sabes sin que yo te las diga. Después hablaremos de eso, pero por ahora vamos a seguir.

IF CHILD IS RELUCTANT, ASSESSOR SHOULD SAY:

Lo que tú creas que es, está bien.

* Do not code as script error if assessor did not say: "¡Estás señalando muy bien!"

TVIP (Adapted) TEST ITEMS (continued)

ITEM SPECIFIC	NR	1	2	3	4	Stray from Script (Misreading or Paraphrasing)	Gesture Misused (gesture optional)	Non-Neutral Encouragement	Coaching	Pronouncing Words Incorrectly or Using “a” or “the”	Comments	Other Errors
CC15. (Señala) líquido		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		PP9. Did not use encouragement or probes listed below if needed <input type="checkbox"/> 1
CC16. (Señala) dirigir		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		
CC17. (Señala) ambulancia		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		
CC18. (Señala) acariciar		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		
CC19. (Señala) mecánico		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		PP10. Did not suggest child guess when should have <input type="checkbox"/> 1
CC20. (Señala) río		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		
CC21. (Señala) barco/bote		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		
CC22. (Señala) humano		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		
CC23. (Señala) médico		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		PP11. Did not help child master pointing <input type="checkbox"/> 1
CC24. (Señala) hombro		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		
CT2. Transition to next section								4 <input type="checkbox"/>				

IF COACHING OR NON-NEUTRAL ENCOURAGEMENT—RECORD WHAT THE ASSESSOR SAID OR DID AND TIMING OF COACHING OR ENCOURAGEMENT.

IF THE CHILD’S RESPONSE IS UNCLEAR OR YOU DID NOT SEE WHERE THE CHILD POINTED ASSESSOR SHOULD SAY: No vi lo que estabas señalando, ¿lo puedes señalar otra vez?

IF THE CHILD POINTS TO MORE THAN ONE QUADRANT ON A PAGE, ASSESSOR SHOULD SAY: Por favor señala un solo dibujo.

IF THE CHILD CONTINUES TO POINT TO MULTIPLE QUADRANTS ON A PAGE, SCORE THE ITEM AS “NO RESPONSE.”

IF THE CHILD SAYS HE DOESN’T KNOW WHICH PICTURE TO POINT TO, ASSESSOR SHOULD SAY: Está bien si no estás seguro(a). Trata dar la mejor respuesta .

IF THE CHILD STILL WILL NOT POINT TO A PICTURE, SCORE THE ITEM AS “NO RESPONSE.”

IF THE CHILD ASKS YOU IF HIS ANSWER IS CORRECT, ASSESSOR SHOULD SAY: No te puedo decir eso. Ahora quiero solamente que me digas lo que tú crees. Pero si quieres, podemos hablar de eso después que terminemos.

YOU MIGHT ALSO ADD NEUTRAL ENCOURAGEMENT SUCH AS: Estás trabajando mucho. Gracias.

IF THE CHILD CHANGES HIS RESPONSE AFTER YOU MARK THE ANSWER SHEET; ASSESSOR SHOULD ERASE THE INITIAL MARK AND ACCEPT THE CHILD’S LATER ANSWER AS HIS FINAL RESPONSE—EVEN IF THIS MEANS CHANGING FROM A CORRECT TO INCORRECT RESPONSE.

IF THE CHILD APPEARS TO JUST BE POINTING TO THE SAME QUADRANT OVER AND OVER AGAIN, OFFER THE CHILD SOME NEUTRAL ENCOURAGEMENT. WHEN YOU FLIP TO THE NEXT PLATE, GESTURE AT ALL FOUR QUADRANTS WITH THE CIRCULAR MOTION AND SAY: “Asegúrate de mirar todos los dibujos.” **THEN SAY,** “Señala [word]”

IF THE CHILD HAS AN EXTREME MOTOR IMPAIRMENT, AND IS NOT ABLE TO MAKE A POINTING RESPONSE? IN SUCH CASES, YOU MAY POINT, IN TURN, TO EACH OF THE FOUR QUADRANTS ON THE STIMULUS PLATE AND HAVE THE CHILD USE A HEAD SHAKE OR AGREED-UPON MESSAGE (SUCH AS RAISING THE EYELIDS FOR “YES” AND CLOSING THEM FOR “NO”) TO INDICATE A YES/NO RESPONSE.

LETTER NAMING (CHECK BOX FOR EACH LETTER CORRECTLY NAMED)

CHILD MAY SAY THE NAME OF THE LETTERS IN EITHER SPANISH OR ENGLISH, WITH THE EXCEPTION OF: Ñ, CH, LL, & RR

ITEM SPECIFIC	Stray from Script (Miswording or Paraphrasing)	Non-Neutral Encouragement	Coaching	Not Slowing Child Down When Necessary	Comments/Other Errors
DD1. CIRCLE ALL THE LETTERS. Aquí hay algunas letras del alfabeto. Señala las letras que conoces y dime el nombre de cada una. IF NECESSARY, ADD: Señala la letra y dime el nombre en voz alta.	1 <input type="checkbox"/>	4 <input type="checkbox"/>			
<div>Aa <input type="checkbox"/></div> <div>Oo <input type="checkbox"/></div> <div>Bb <input type="checkbox"/></div>	1 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	7 <input type="checkbox"/>	LN1. Did not use suggested probes <input type="checkbox"/> 1
<div>Ll <input type="checkbox"/></div> <div>Ee <input type="checkbox"/></div> <div>Uu <input type="checkbox"/></div>					LN2. Did not ask child to continue with task <input type="checkbox"/> 1
<div>Xx <input type="checkbox"/></div> <div>li <input type="checkbox"/></div>					LN3. Was unable to help child pace (his/her) pointing and naming <input type="checkbox"/> 1
DD2. CIRCLE ALL THE LETTERS. Aquí hay algunas letras <u>más</u> del alfabeto. ¿Conoces alguna de éstas? IF NECESSARY SAY: Señala la letra y dime el nombre de la letra en voz alta.	1 <input type="checkbox"/>	4 <input type="checkbox"/>			
<div>Ññ <input type="checkbox"/></div> <div>Pp <input type="checkbox"/></div> <div>Jj <input type="checkbox"/></div>	1 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	7 <input type="checkbox"/>	LN5. Did not use suggested probes <input type="checkbox"/> 1
<div>CHch <input type="checkbox"/></div> <div>Ss <input type="checkbox"/></div> <div>Mm <input type="checkbox"/></div>					LN6. Did not ask child to continue with task <input type="checkbox"/> 1
<div>Ff <input type="checkbox"/></div>					LN7. Was unable to help child pace (his/her) pointing and naming <input type="checkbox"/> 1
					LN8. Did not score correct letter if given once or included in response <input type="checkbox"/> 1

IF COACHING OR NON-NEUTRAL ENCOURAGEMENT—RECORD WHAT THE ASSESSOR SAID OR DID AND TIMING OF COACHING OR ENCOURAGEMENT. PROBES:

WHEN CHILD STOPS:

IF CHILD POINTS TO “0” AND SAYS “ZERO”

OR SAYS “ONE” FOR THE LETTER I:

IF CHILD MAKES THE SOUND OF LETTER:

IF CHILD POINTS AND NAMES TOO QUICKLY:

IF NECESSARY, SAY:

¿Conoces alguna otra?

Ese es el nombre de un número, ¿cuál es el nombre de la letra?

Ese es el sonido de la letra, ¿cuál es el nombre de la letra?

Por favor indícalas lentamente, así yo puedo ver la que estás nombrando.

Dime el nombre en voz alta.

LETTER NAMING (CHECK BOX FOR EACH LETTER CORRECTLY NAMED) (continued)

CHILD MAY SAY THE NAME OF THE LETTERS IN EITHER SPANISH OR ENGLISH, WITH THE EXCEPTION OF: Ñ, CH, LL, & RR

ITEM SPECIFIC	Stray from Script (Mis-wording or Paraphrasing)	Non-Neutral Encouragement	Coaching	Not Slowing Child Down When Necessary	Comments/Other Errors
DD3. CIRCLE ALL THE LETTERS. Aquí hay más letras del alfabeto. ¿Conoces alguna de éstas? IF NECESSARY SAY: Señala la letra y dime el nombre de la letra en voz alta.	1 <input type="checkbox"/>	4 <input type="checkbox"/>			
Dd <input type="checkbox"/>	1 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	7 <input type="checkbox"/>	LN9. Did not ask child to continue with task <input type="checkbox"/> 1
Cc <input type="checkbox"/>					LN10. Did not use suggested probes <input type="checkbox"/> 1
Zz <input type="checkbox"/>					LN11. Was unable to help child pace (his/her) pointing and naming <input type="checkbox"/> 1
Ll <input type="checkbox"/>					LN12. Did not score correct letter if given once <input type="checkbox"/> 1
Tt <input type="checkbox"/>					
Hh <input type="checkbox"/>					
Rr <input type="checkbox"/>					
Yy <input type="checkbox"/>					
DD4. CIRCLE ALL THE LETTERS. Aquí hay otras letras más del alfabeto. ¿Conoces alguna de éstas? IF NECESSARY SAY: Señala la letra y dime el nombre de la letra en voz alta.	1 <input type="checkbox"/>	4 <input type="checkbox"/>			
Gg <input type="checkbox"/>	1 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	7 <input type="checkbox"/>	LN13. Did not ask child to continue with task <input type="checkbox"/> 1
RRrr <input type="checkbox"/>					LN14. Did not use suggested probes <input type="checkbox"/> 1
Vv <input type="checkbox"/>					LN15. Was unable to help child pace (his/her) pointing and naming <input type="checkbox"/> 1
Kk <input type="checkbox"/>					LN16. Did not score correct letter if given once <input type="checkbox"/> 1
Qq <input type="checkbox"/>					
Nn <input type="checkbox"/>					
Ww <input type="checkbox"/>					
DT. Transition to next section		4 <input type="checkbox"/>			

IF COACHING OR NON-NEUTRAL ENCOURAGEMENT—RECORD WHAT THE ASSESSOR SAID OR DID AND TIMING OF COACHING OR ENCOURAGEMENT. DESCRIBE ANY PROBLEMS THE CHILD HAD WITH FOLLOWING THE DIRECTIONS OR OTHERWISE EXECUTING THIS TASK.

LN17. DID CHILD COMMENT OR OTHERWISE REACT TO THE SCORING (I.E., INDICATE AWARENESS THAT ONLY CORRECT RESPONSES WERE CODED)?

1 ☐ YES → Describe: _____
 0 ☐ NO _____

PROBES:

WHEN CHILD STOPS:

IF CHILD POINTS TO “0” AND SAYS “ZERO”

OR SAYS “ONE” FOR THE LETTER I:

IF CHILD MAKES THE SOUND OF LETTER:

IF CHILD POINTS AND NAMES TOO QUICKLY:

IF NECESSARY, SAY:

¿Conoces alguna otra?

Ese es el nombre de un número, ¿cuál es el nombre de la letra?

Ese es el sonido de la letra, ¿cuál es el nombre de la letra?

Por favor indícalas lentamente, así yo puedo ver la que estás nombrando.

Díme el nombre en voz alta.

EARLY MATH SKILLS (do not code as error if did not say “¡Tú eres un(a) buen(a) ayudante!”)

IT IS ACCEPTABLE FOR THE CHILD TO SAY THE NUMBERS IN ENGLISH OR INDICATES THE NUMBER WITH HIS/HER FINGERS

ITEM SPECIFIC	Correct	Error	Stray from Script (Miswording or Paraphrasing)	Gesturing Error	Non-Neutral Encouragement	Coaching	Comments	Other Errors
EEA.INTRODUCTION: ¡Tú eres un(a) buen(a) ayudante! Ahora te voy a hacer algunas preguntas acerca de números y contar.			1 <input type="checkbox"/>		4 <input type="checkbox"/>			
EE1. CIRCLE THE CARS: ¿Cuántos carritos hay aquí? CORRECT: TWO	1	0	1 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		EM1. Did not allow non-verbal response <input type="checkbox"/> 1
EE2. CIRCLE THE STARS: ¿Cuántas estrellas amarillas hay esta página? CORRECT: ONE	1	0	1 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		EM2. Did not allow non-verbal response <input type="checkbox"/> 1
EE3. CIRCLE ALL THE GRAPES: Aquí hay algunos dibujos de uvas. Señala el dibujo con tres uvas. CORRECT: PICTURE OF 3 GRAPES	1	0	1 <input type="checkbox"/>	Incorrect Omit 2 <input type="checkbox"/> 9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		
EE4. Ahora señala el dibujo con dos uvas. CORRECT: PICTURE OF 2 GRAPES	1	0	1 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		
EE5. CIRCLE ALL THE GRAPES: ¿Cuántas uvas en total hay ahí? CORRECT: SIX	1	0	1 <input type="checkbox"/>	Incorrect Omit 2 <input type="checkbox"/> 9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		EM3. Did not allow non-verbal response <input type="checkbox"/> 1
EE6. POINT TO THE NUMBER: ¿Qué es esto? IF THE CHILD DOES NOT RESPOND OR SAYS THE WORD “NUMBER,” SAY... Dime qué número es éste. CORRECT: FOUR	1	0	1 <input type="checkbox"/>	Incorrect Omit 2 <input type="checkbox"/> 9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		EM4. Did not prompt for number (must be verbal response) <input type="checkbox"/> 1
EE7. POINT TO THE NUMBER: ¿Qué es esto? IF THE CHILD DOES NOT RESPOND OR SAYS THE WORD “NUMBER,” SAY... Dime qué número es éste. CORRECT: SEVEN	1	0	1 <input type="checkbox"/>	Incorrect Omit 2 <input type="checkbox"/> 9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		EM5. Did not prompt for number (must be verbal response) <input type="checkbox"/> 1

IF COACHING OR NON-NEUTRAL ENCOURAGEMENT—RECORD WHAT THE ASSESSOR SAID OR DID AND TIMING OF COACHING OR ENCOURAGEMENT.

EARLY MATH SKILLS (continued)

IT IS ACCEPTABLE FOR THE CHILD TO SAY THE NUMBERS IN ENGLISH OR INDICATES THE NUMBER WITH HIS/HER FINGERS

ITEM SPECIFIC	Correct	Error	Stray from Script (Miswording or Paraphrasing)	Gesturing Error	Non-Neutral Encouragement	Coaching	Comments/Other Errors
EE8. POINT TO THE NUMBER: ¿Qué es esto? IF THE CHILD DOES NOT RESPOND OR SAYS THE WORD "NUMBER," SAY... Dime qué número es éste. CORRECT: NINE	1	0	1 <input type="checkbox"/>	Incorrect 2 <input type="checkbox"/> Omit 9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	EM6. Did not use prompt for number (must be verbal response) <input type="checkbox"/> 1
EE9. CIRCLE ALL THE SHAPES. Mira estas formas. Una de ellas es un cuadrado. Señala el cuadrado. CORRECT: (QUAD 4)	1	0	1 <input type="checkbox"/>	Incorrect 2 <input type="checkbox"/> Omit 9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
EE10. CIRCLE ALL THE SHAPES. Mira estas formas. Una de ellas es un rectángulo. Señala el rectángulo. CORRECT: (QUAD 3)	1	0	1 <input type="checkbox"/>	Incorrect 2 <input type="checkbox"/> Omit 9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
EE11. CIRCLE ALL THE SHAPES. Mira estas formas. Una de ellas es un círculo. Señala el círculo. CORRECT: (QUAD 3)	1	0	1 <input type="checkbox"/>	Incorrect 2 <input type="checkbox"/> Omit 9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
EE12. ¡Estás señalando muy bien! * CIRCLE THE PAGE AND SAY: Imagínate que estos son tus libros. Si tú le das a un amigo uno de estos libros, ¿cuántos libros te quedarían? CORRECT: TWO (2 BOOKS)	1	0	1 <input type="checkbox"/>	Incorrect 2 <input type="checkbox"/> Omit 9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	EM7. Did not allow non-verbal response. <input type="checkbox"/> 1

IF COACHING OR NON-NEUTRAL ENCOURAGEMENT—RECORD WHAT THE ASSESSOR SAID OR DID AND TIMING OF COACHING OR ENCOURAGEMENT.

* Do not code as script error if assessor did not say “¡Estás señalando muy bien!”

EARLY MATH SKILLS (continued)

IT IS ACCEPTABLE FOR THE CHILD TO SAY THE NUMBERS IN ENGLISH OR INDICATES THE NUMBER WITH HIS/HER FINGERS

ITEM SPECIFIC	Correct	Error	Stray from Script (Miswording or Paraphrasing)	Gesturing Error	Non-Neutral Encouragement	Coaching	Comments/Other Errors
EE13. CIRCLE THE FRUIT IN THE RESPONSE AREA AND SAY: Señala la fruta más grande. CORRECT: (GRAPEFRUIT QUAD 1)	1	0	1 <input type="checkbox"/>	Incorrect 2 <input type="checkbox"/> Omit 9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	EM8. Did not use suggested probe <input type="checkbox"/> 1
EE14. Ahora señala la fruta más pequeña. CORRECT: (LIME QUAD 3)	1	0	1 <input type="checkbox"/>	Incorrect 2 <input type="checkbox"/> Omit 9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
EE15. La mamá de José cortó un pastel/pie de manzana en ocho pedazos para el postre. CIRCLE THE PIE AND SAY: Este dibujo demuestra cuánto queda. ¿Cuántos pedazos comió la familia de José? CORRECT: FOUR (4 PIECES)	1	0	1 <input type="checkbox"/>	Incorrect 2 <input type="checkbox"/> Omit 9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
EE16. CIRCLE THE TWO TURTLES AND SAY: La clase de Head Start de la Señora García tiene dos tortugas. Emilia trajo una tortuga más de su casa. POINT AT THE OTHER TURTLE AND SAY: ¿Cuántas tortugas tiene la clase ahora? CORRECT: THREE (3 TURTLES)	1	0	1 <input type="checkbox"/>	Incorrect 2 <input type="checkbox"/> Omit 9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	EM9. Did not allow non-verbal response <input type="checkbox"/> 1

IF COACHING OR NON-NEUTRAL ENCOURAGEMENT—RECORD WHAT THE ASSESSOR SAID OR DID AND TIMING OF COACHING OR ENCOURAGEMENT.

EARLY MATH SKILLS (continued)

IT IS ACCEPTABLE FOR THE CHILD TO SAY THE NUMBERS IN ENGLISH OR INDICATES THE NUMBER WITH HIS/HER FINGERS

ITEM SPECIFIC	Correct	Error	Stray from Script (Miswording or Paraphrasing)	Gesturing Error	Non-Neutral Encouragement	Coaching	Comments/Other Errors
EE17. ¿De qué largo es este tren de juguete? RUN FINGER ALONG LENGTH OF TRAIN AND SAY: Dime cuántas pulgadas mide. CORRECT: EIGHT (8 INCHES) IF CHILD POINTS TO NUMBER ON THE RULER, SAY: ¿Cuántas es eso?	1	0	1 <input type="checkbox"/>	Incorrect Omit 2 <input type="checkbox"/> 9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
EE18. CIRCLE THE GRAPH AND SAY: Esta gráfica muestra cuántos veces usaron la computadora algunos niños la semana pasada. POINT TO EACH NAME AS YOU SAY: Los nombres de los niños son: Billy, Luis, y María. Señala quién usó la computadora más veces. CORRECT: MARIA ¹	1	0	1 <input type="checkbox"/>	Incorrect Omit 2 <input type="checkbox"/> 9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	EM10. Did not use suggested probe <input type="checkbox"/> 1
EE19. POINT TO THE NAME "BILLY" AND SAY: "¿Cuántos veces usó la computadora Billy?" CORRECT: THREE	1	0	1 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	EM11. Did not allow non-verbal response <input type="checkbox"/> 1
EE20. CIRCLE THE MARBLES WHILE SAYING: Cuando yo diga "empieza", quiero que empieces a contar todas estas bolitas (canicas), empezando aquí. POINT TO THE UPPER LEFT MARBLE. Señala cada bolita (canica) mientras las cuentas. ¿Listo(a)? ¡Empieza!			1 <input type="checkbox"/>	Incorrect Omit 2 <input type="checkbox"/> 9 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	EM12. DID NOT CONTROL COUNTING BY SAYING: "Por favor no te saltes ninguna. Cuenta las bolitas en orden. ¿Está bien? Empieza aquí." <input type="checkbox"/> 1 EM13. DID NOT ENCOURAGE CHILD TO KEEP ON COUNTING BY SAYING: "Sigue contando." <input type="checkbox"/> 1
LAST NUMBER CHILD SAID:	<input type="text"/>						EM14. Did not record last number correctly <input type="checkbox"/> 1
Gracias. Ya terminamos. ¡Hiciste un trabajo muy bueno! Gracias por ayudarme.							

DESCRIBE ANYTHING THAT OCCURRED IN EE20, NOT CAPTURED BY THE CODES, THAT MADE IT DIFFICULT FOR THE CHILD TO DO THIS ITEM OR FOR THE ASSESSOR TO SCORE THE ITEM CORRECTLY.

¹ IF CHILD POINTS TO GRAPH, ASSESSOR MAY SAY: **Estás señalando la gráfica. Por favor señala el niño o la niña que más veces usó la computadora.**

GENERAL CERTIFICATION OBSERVATIONS

GENERAL NOTES:

1. CODE ANY BEHAVIOR/CONCENTRATION PROBLEMS

- 1 ☐ Unable to sit still
- 2 ☐ Too shy to respond
- 3 ☐ Difficulty concentrating
- 4 ☐ Talks about task, other activities
- 5 ☐ Other (Describe)

Describe: _____

2. CODE ANY DISABILITIES

- 1 ☐ Vision
- 2 ☐ Hearing
- 3 ☐ Speech/Language
- 4 ☐ Motor/Orthopedic
- 5 ☐ Emotional
- 6 ☐ Autism/Aspberger's
- 7 ☐ Other Learning Disability (Describe)
- 8 ☐ Other (Describe)

Describe: _____

3. If child has a disability, did the assessor make any accommodations because of this?

- 1 ☐ Yes accommodation
- 0 ☐ No accommodation
- 4 ☐ No disability

What? _____

4. DISTRACTIONS/DISRUPTIONS: Check any distractions, disruptions or any other unusual circumstances that might have influenced the assessor's ability to do the assessment.

- 1 ☐ General noise
- 2 ☐ Other children
- 3 ☐ Other adults
- 4 ☐ Other type of activity

Describe any item checked: _____

5. ASSESSOR'S FACILITY WITH PROCEDURES

- 1 ☐ Did not seem to know procedures well
- 2 ☐ Did not facilitate the flow of the assessment
- 3 ☐ Did not handle any problems/questions correctly

Explain any item checked: _____

6. RAPPORT WITH CHILD

- 1 ☐ Was not sensitive to child's needs
- 2 ☐ Did not project positive attitude
- 3 ☐ Uncomfortable with child, stiff, unfriendly
- 4 ☐ Other

Explain any item checked: _____

7. Not including situations already coded in this form, was any encouragement given that potentially biased the child's responses?

- 1 ☐ Yes →
- 0 ☐ No

Explain any item checked: _____

8. Not including situations already coded in this form, did anything in the administration appear to interfere with the child's ability to respond correctly?

- 1 ☐ Yes →
- 0 ☐ No

Explain any item checked: _____

WRITE ANY ADDITIONAL COMMENTS ON BACK OR
BLANK SHEET

APPENDIX A.3
TRAINING OBSERVATION FORM

NRS Spring 2007 Training Observation Form

Date: |__|_|/|__|_|/|_0_|_7_|

MPR Site ID: _____

Start time: |__|_|:|__|_| AM/PM

End time: |__|_|:|__|_| AM/PM

Types of training: ☐ English ☐ Spanish ☐ Both
☐ New Assessors ☐ Experienced Assessors ☐ Both

1. Information on trainer:

a. Position title:

b. Experience administering the NRS

- ☐ First year administering the NRS
☐ Experienced NRS assessor
☐ Only trains on the NRS; does not assess

c. When attended Training-of-Trainers session

- ☐ Summer 2003
☐ Winter 2003
☐ Summer 2004
☐ Summer 2005
☐ Summer 2006
☐ Other

d. Experience training NRS assessors

- ☐ First year as an NRS trainer
☐ Experienced NRS trainer
 Approx. # years: _____
 Approx. # assessors: _____

2. Information on new trainees:

How many of each type of staff are being trained in spring 2007 as new NRS assessors?

|__|_| Classroom teachers

|__|_| Administrators

|__|_| Other staff—Who?

|__|_| Consultants—Who?

3. Information on experienced trainees:

How many of each type of staff are being trained in spring 2007 as experienced assessors?

|__|_| Classroom teachers

|__|_| Administrators

|__|_| Other staff—Who?

|__|_| Consultants—Who?

4. Basic information on training:

a. When is training being conducted?

CHECK ONE

- ☐ Part of in-service on day when program not in session
- ☐ As pull-out for trainees

b. Where is training being conducted?

CHECK ONE

- ☐ Separate quiet room or office
- ☐ In a separate room or office where other activities are going on
- ☐ In a hall or other such space
- ☐ Space outside of program
- ☐ Other _____

5. Materials used in training:

Which materials were distributed or made available to trainees?

CHECK ALL THAT APPLY

- ☐ Agenda (get a sample)
- ☐ Easel for each trainee
- ☐ Power Point presentation (projected or on paper)
- ☐ Training video
- ☐ Assessor's Guide for each trainee
- ☐ Blank answer sheets
- ☐ Role play scripts
- ☐ Certification forms for role play~parallel scoring
- ☐ Quiz
- ☐ Social-Emotional Development Rating Form

6. Activities covered during training:

TOOL OR ACTIVITY	HOW USED?
Agenda (Training Plan)	<p>Did the trainer follow the model agenda from OHS or develop one on their own?</p> <p><input type="checkbox"/> OHS agenda</p> <p><input type="checkbox"/> Locally-developed agenda</p> <p>Did the trainer read the script verbatim?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> Some or most of the time</p> <p><input type="checkbox"/> No</p>
Viewing of training video	<p>Did staff watch the training video?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>IF YES, in which language?</p> <p>CHECK ALL THAT APPLY</p> <p><input type="checkbox"/> English</p> <p><input type="checkbox"/> Spanish</p>
Discussion of training video	<p>Did NRS trainer lead a discussion of the training video?</p> <p><input type="checkbox"/> Yes, of English video only</p> <p><input type="checkbox"/> Yes, of Spanish video only</p> <p><input type="checkbox"/> Yes, both videos</p> <p><input type="checkbox"/> No</p> <p>IF YES: What questions or concerns were raised, if any?</p> <p>Approximate time watching <u>and</u> discussing English video: __ __ MINS</p> <p>Approximate time watching <u>and</u> discussing Spanish video: __ __ MINS</p>

TOOL OR ACTIVITY	HOW USED?
Score sheet	<p>Did NRS trainer explain how to fill out the score sheet, including the background information?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
Language screener	<p>Did NRS trainer explain how to use the Language Screener?</p> <p><input type="checkbox"/> Yes, did so correctly</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes, but gave trainees incorrect information</p> <p>Explain:</p>
Social-Emotional Development Rating Form	<p>Did NRS trainer cover the SED rating form?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>IF YES, did the NRS trainer review the form with trainees?</p> <p><input type="checkbox"/> Yes, item-by-item</p> <p><input type="checkbox"/> Yes, general overview or certain items</p> <p><input type="checkbox"/> No</p> <p>Did the group watch the Webcast together?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>What questions or concerns were raised, if any?</p> <p>Approximate time for SED rating form: __ __ MINS</p>

7. Certification of new assessors (skip if no new assessors):

Did all new assessors get certified (pass the certification) that day?

☐ Yes

☐ No

IF NO:

How many did not get certified?: _____

What did the trainer do to address?: _____

Any plans for future observation of new assessors? _____

8. Record any training implementation “red flags”:

9. Overall comments on adequacy and quality of training:

MPR DOCUMENTATION PURPOSES ONLY:

DOCUMENT NAME:

(REV—3/19/07) P:\Que\NRS2\2007\Spring 20007 Training observation form (db) 4.doc

Dorothy revised for Renee Nogales

NRS4 – 6337-320

APPENDIX B.1
DIRECTOR PROTOCOL

Head Start National Reporting System

Quality Assurance Study, Year 4

Interview Guide for Program Directors Spring 2007

INTRODUCTION

FOR MPR STAFF: My name is [X], I am a [TITLE] at Mathematica Policy Research. Mathematica is a nonpartisan, policy research firm that has extensive experience in conducting Head Start and other early childhood research.

FOR JUÁREZ STAFF: My name is [X], I am a [TITLE] at Juárez and Associates, a private research firm. Juárez is working on this project under subcontract with Mathematica Policy Research, an independent policy research firm that has extensive experience in conducting Head Start and other early childhood research.

INTRODUCE PROJECT AND PURPOSE OF THE INTERVIEW: We are conducting site visits to 40 Head Start programs this spring to help the Office of Head Start assess how well the National Reporting System is being implemented, and to learn about the experiences of Head Start program staff who are conducting the assessments. Mathematica Policy Research and Juárez & Associates also have done this same work during the first three years of the NRS.

We are interested in learning about your experiences with the NRS and your views about what works and what does not. We're also interested in exploring any significant changes you've made in how you administer the NRS since implementation began in 2003, and any differences in your program's experiences over time. We will also be asking some questions about the new SED rating form. We will use the information we collect during the visits to recommend strategies for improving the system. We are not here to judge the performance of any individual program, staff member, or child.

TRIBAL PROGRAMS ONLY

We have selected more than our usual sample of tribal programs this year because we are interested in getting the unique perspective of programs like yours on all aspects of the NRS. Please help us to make sure that we represent the views of tribal programs like yours. As we proceed through these questions, if there are issues that you feel are particular to tribal programs, please let me know. I will also be asking some questions that will explore whether certain aspects of the NRS have unique implications for tribal programs, as well as some questions on assessments of young children in general.

PRIVACY: Everything you say here is private. No individual staff member will be quoted by name. Our report on the site visits will describe the range of views expressed by staff across programs, but specific comments will not be attributed to specific individuals or programs.

CONFIRM TIME LENGTH OF THE INTERVIEW (60-90 MINUTES).

(NOTE: Specific time length will depend on the roles that this individual, along with the lead trainer, plays on the NRS.)

Do you have any questions before we get started?

NOTE TO SITE VISITORS: *Remember to please keep in mind that If staff respond to any question by stating that the NRS will not likely continue past this spring, please ask them to answer assuming that it will continue.*

1.1 SCOPE OF NRS IMPLEMENTATION

CONFIRM INFORMATION OBTAINED PRIOR TO THE SITE VISIT

1. *Can you please describe the scope of your program's participation in the National Reporting System, in terms of:*

- 1.1 The number of 4- and 5-year-olds your program is assessing?
- 1.2 How many 4- and 5-year-olds will not be assessed in your program?

PROBE:

- Why are those children not being assessed?
- 1.3 How your program is structured, including the program options (center-based, home-base, combination) and the number of sites you operate?

1.2 IMPLEMENTING THE NRS

2. *What approach did your agency take to assigning staff to administer the cognitive child assessments?*

- 2.1 Which types of staff and how many total assessors are conducting the cognitive child assessments this spring? (NOTE TO SITE VISITORS: If director says "teachers," please ask if these include lead teachers, teaching assistants, or both.)
- 2.2 Why did you use this staffing approach? In your opinion, what are the pros and cons of assigning teaching staff to administer the cognitive child assessments?
- 2.3 Did you use the same staffing arrangements in the fall? Have you made changes in assessors who conduct the cognitive child assessments since the NRS began?

IF CHANGES MADE:

- What was the reason for this change?

PROBES:

- Staff turnover? Reassigned staff member(s) because they had difficulties conducting the NRS? Staff member(s) asked to be reassigned? Trying new approach to conducting the assessments?
- How many staff are no longer conducting assessments?

2.4 Do you anticipate using a different staffing approach next year?

IF YES:

- Describe the changes you plan to make and why.

2.5 IF PROGRAM IS CONDUCTING SPANISH-LANGUAGE ASSESSMENTS: What approach is your program taking to assigning staff to administer the Spanish language version of the cognitive child assessment?

PROBES:

- Does your program have staff who can administer the Spanish-language version, or are you using staff from a nearby program or consultants?
- Was it difficult to find Spanish speakers to conduct the cognitive child assessments in Spanish?
- Have the assessors who are conducting the Spanish-language version changed since the NRS began?

IF YES:

- Why?
- Who trained and certified the Spanish-speaking assessors?

Now I'd like to ask a few questions about staffing for the Social-Emotional Development (SED) rating form.

2.6 Which types of staff are completing the SED rating forms? (SITE VISITOR: Note whether this is a different type of staff than those completing the cognitive child assessments)

2.7 Is your program using anyone besides lead classroom teachers?

IF YES:

- Which staff and why?

2.8 Does your program anticipate this staffing approach changing next year? If so, why? Who will complete the rating forms? (NOTE TO SITE VISITORS: If staff respond that the NRS will not likely continue past this spring, please ask them to answer assuming that it will continue.)

3. How helpful and complete were the materials, training, and guidance your program received to assist you in preparing to conduct the cognitive child assessments and complete the SED rating forms?

3.1 Have staff (including yourself) watched any of the Office of Head Start's satellite broadcasts or webcasts about the NRS assessment, or about the SED rating form?

IF YES

- Which staff members?

PROBES:

- Did staff watch the webcast at the beginning of this program year that introduced the SED rating form to local programs? Did staff watch the most recent broadcast on March 22?
 - Which aspects of the Office of Head Start webcasts (most recent one was March 22) or live video conferences on the NRS have been helpful? (NOTE TO SITE VISITORS: OHS hosted the last live video conference on March 22, 2007; previous webcasts/broadcasts are archived and available for review on the website, although the latest one looks like it will "expire" at the end of June.)
 - Is there anything else you think should have been included in the broadcasts/webcasts, or anything you would change to make them more useful?
- 3.2 Did your program request any additional technical assistance from the helpline or the Office of Head Start in implementing the cognitive child assessments this year (2006-2007)? What about for the SED rating form?

IF YES:

- Why did your program request technical assistance?
- Who did you ask for help?

PROBES:

- The helpline? T/TA network? Regional office? Other?
- Was it helpful?/Were they helpful?

IF NO:

- How would you go about requesting assistance with NRS training materials, the cognitive child assessment, or the SED rating form if you needed it?
- How would you go about requesting assistance with the CBRS?

4. ***Please describe your program's approach to providing training for administering the cognitive child assessments this spring, including refresher training for experienced assessors and training for any assessors who are new this spring, and to complete the SED rating form.***

SPRING 2007 REFRESHER TRAINING

- 4.1 When did your program provide the spring 2007 refresher training, and how long did it last?

PROBES:

- Who provided the refresher training?
- How many assessors received refresher training this spring?

IF PROGRAM DID NOT HAVE A REFRESHER TRAINING:

- Why not?

TRAINING FOR NEW ASSESSORS

- 4.2 Did your program need to certify any new assessors this spring?

IF YES:

- Why did you need to train new assessors this spring?
 - PROBES:
 - Staff turnover? Other reasons?
- Which staff members certified the new assessor(s)?
- Did any assessors not get certified who should have been?

IF YES:

- Why not?

TRAINING AND CERTIFICATION FOR BILINGUAL ASSESSORS – ASK ONLY IF PROGRAM IS CONDUCTING SPANISH-LANGUAGE ASSESSMENTS

4.3 Did your program provide spring refresher training for Spanish-speaking assessors?

IF YES:

- Who led the training?

IF NO:

- Why not? How did Spanish-speaking assessors receive refresher training? Did they attend refresher training at another program?

IF NO:

- Why not?

4.4 Did your program need to certify any new Spanish-speaking assessors this spring?

IF YES:

- Who conducted the training?
- Who certified the Spanish-speaking assessors?
- Did any Spanish-speaking assessors not get certified who should have been?

IF YES:

- Why not?

6. How did your program make arrangements for conducting the cognitive child assessments?

6.1 How is your program scheduling children to be assessed this spring? A specific week scheduled in advance? As teachers' schedules allow? Other?

6.4 Do you anticipate being able to complete the cognitive child assessments before the **June 29th** deadline?

IF NO:

- Why not?

9. What kinds of problems or issues have come to your attention as staff administer the cognitive child assessments? How has your program addressed them?

- 9.1 Have there been any instances this program year (2006-2007) where children had difficulty cooperating, paying attention, or being able to complete the cognitive child assessment?

IF YES:

- How do staff address these problems?

- 9.2 What issues, if any, have come up this program year when staff conducted the cognitive child assessment with children with disabilities?

PROBES:

- What kinds of special needs do they have? Do staff make accommodations for these children?
- Have staff been unable to complete the cognitive child assessment with any of these children?

IF YES:

- Why?

- 9.3 Have any issues come up this program year with administering the Spanish-language version?

- 9.4 What issues, if any, have come up this program year when staff conduct the assessment with children who are English language learners?

- 9.5 Have any of these issues (difficulty cooperating, disabilities, Spanish-language version, ELLs) changed over time since the NRS began?

1.3 COMMUNICATING WITH STAKEHOLDERS ABOUT THE NRS

10. Please describe how your program has communicated with parents and other stakeholders about the National Reporting System, including the cognitive child assessments and the SED rating form.

10.1 How have you informed parents about the cognitive child assessments this program year? REQUEST COPIES OF ANY WRITTEN MATERIALS USED TO INFORM PARENTS.

PROBE: Has this approach changed since the NRS began?

IF YES:

- How and why?

10.2 Did your program inform parents about the new SED rating form this year?

IF YES:

- How did they learn about it?

10.3 Did your program request that parents give written consent for the cognitive child assessment?

IF YES:

- Was this done at enrollment, or after the program started? Was separate consent for the cognitive child assessment requested? Were there any difficulties obtaining consent?

10.4 Did your program request that parents give written consent for the SED rating form?

IF YES

- Was the SED rating form mentioned to parents as part of the consent for other screening and assessment activities? Was separate consent for the SED rating form requested? Were there any difficulties obtaining consent?

10.5 What questions did parents have about the cognitive child assessments? What questions did parents have about the SED rating form?

PROBES:

- What kinds of issues and concerns did parents raise?
- How did your program address these concerns?

10.6 Where there any instances this year of parents who were reluctant or refused to allow their children to be assessed, or to have their child rated using the SED rating form?

PROBES:

- Approximately what percentage of parents refused?
- Why did they refuse?

REGULAR PROGRAMS ONLY

10.7 How did you communicate with the Policy Council about the cognitive child assessments?

PROBE:

- What kinds of questions or concerns did the Policy Council raise?

10.8 Did your program inform the Policy Council about the new SED rating form this year?

IF YES:

- How did they learn about it, and what kinds of questions or concerns did the Policy Council raise?

10.9 Do you and your staff feel prepared to communicate effectively with parents and the Policy Council about the cognitive child assessments and the SED rating form?

IF NO:

- What kind of support or information would you need to be able to do so?

10.10 Did you or your staff communicate with other stakeholders, such as funders or the media, about the NRS?

IF YES:

- What kind of information did you share with them?
- Did you or your staff feel prepared to speak to other stakeholders about the NRS?

IF NO:

- What kind of support or information would you need to be able to do so?

TRIBAL PROGRAMS ONLY

- 10.11 Do you communicate with tribal leaders or elders about the cognitive child assessments?

PROBE:

- What kinds of questions or concerns did tribal leaders or elders raise?

- 10.12 Did your program inform the tribal leaders or elders about the new SED rating form this year?

IF YES:

- How did they learn about it, and what kinds of questions or concerns did the tribal leaders raise?

- 10.13 Do you and your staff feel prepared to communicate effectively with parents and tribal leaders or elders about the cognitive child assessments and the SED rating form?

IF NO:

- What kind of support or information would you need to be able to do so?

1.4 COST OF IMPLEMENTATION

11. Do you have any comments about the financial cost of implementing the National Reporting System?

11.1 Has your program incurred financial costs that were not covered by funding from the Office of Head Start?

11.2 Did you estimate the actual cost of the NRS implementation for the 2006-2007 program year?

IF YES:

- What was it?

IF NO:

- Could you estimate the percentage breakdown of costs by type (percent spent on training, percent spent on travel, percent spent on conducting assessments, etc.)?

1.5 LESSONS

- 12. How do you think local program staff can use the cognitive child assessment data collected through the National Reporting System, along with the cognitive child assessments that staff conduct locally, in planning and working with children and families? How do you think local program staff can use the data from the SED rating form?**

LOCAL CHILD ASSESSMENTS AND SCREENINGS

Before asking you some questions about how the NRS data can be used by Head Start programs, I'd like to talk to you about your program's local child assessment tools.

- 12.1 What kinds of developmental screenings and child assessments does your program use?

PROBES:

- NOT including the NRS, how often does your program assess each child's development over the course of the program year?
- What is the primary child assessment tool that you use?

NOTE TO SITE VISITORS: The list of examples is just for your information

- | | |
|---|--|
| • Creative Curriculum Developmental Continuum Assessment Toolkit (Ages 3-5) | • Learning Accomplishment Profile Screening |
| • High/Scope Child Observation Record (COR) | • Hawaii Early Learning Profile |
| • Galileo | • Brigance Preschool Screen for Ages 3-4 |
| • Ages & Stages Questionnaires | • Locally designed – ASK IF IT WAS designed “from scratch” or if they modified or used parts of existing tools or instruments (e.g., Ages & Stages). |
| • Desired Results Developmental Profile | • Other – ASK FOR NAME |
| • Work Sampling System for Head Start | • No local assessment tool is used |

- Which staff member manages the local child assessment process (e.g., Education Coordinator)?
- Which staff conduct the child assessment?
- Are the assessment tools linked with the program's curriculum?

12.2 How are outcomes from local child assessments reported, reviewed, and shared?

PROBES:

- Can data results be divided into subgroups, such as center vs. classroom vs. child; ELLs; children with special needs; full day vs. part day; etc.?
- Can you compare your children's performance to that of other young children? Young children in other Head Start programs? Young children nationally? Young children in programs or classrooms with certain characteristics (e.g., other full-day or part-day classrooms)?
- How quickly do you receive results after the assessments are administered?
- Which staff review the local assessment results? For example, management-level staff? Teachers? Others?
- How do you share results with staff, and how often?
- Do you share the results of local assessments with individuals aside from program staff? For example, Policy Council? Parents? Advisory councils or funding groups? TRIBAL: Tribal leaders or elders?

IF YES:

- How do you share results with them, and how often?

12.3 How does your program use the results of your local assessment outcomes?

PROBES:

- Do you use them to identify staff training and technical assistance needs?

IF YES:

- Please describe using specific examples.
- To inform changes made to classroom practices?

IF YES:

- Please describe using specific examples.

12.4 How satisfied is your program with the local assessment tools?

PROBE:

- Do they provide staff with the outcomes data that they need?

COGNITIVE CHILD ASSESSMENT DATA AND OUTCOME REPORTS

Now let's talk about the cognitive child assessment data and outcome reports that your program receives from the Office of Head Start; I'll ask some questions about the SED rating form a little later.

12.5 What was your program's reaction to the fall 2006 baseline report and the 2005-2006 growth report (report on children's cognitive growth from fall to spring) that you received this year?

PROBES:

- Approximately when (in which month) did you receive the baseline report and the growth report?
- Were the children's outcomes and levels of growth during the 2005-2006 program year higher, lower, or about what you expected?

12.6 How user-friendly was the report?

PROBES:

- Was it easy to understand, or did you have difficulty understanding the outcomes reported?
- Were the letter and explanatory material that came with the report clear?
- What did you like about the structure and the information included in the reports?

12.7 Which staff members reviewed the results?

PROBES:

- For example, management-level staff? Teachers? Others?
- What were their reactions to the results?

12.8 Did you share the cognitive child assessment results with individuals aside from program staff?

PROBE:

- For example, Policy Council? Parents? Advisory councils or funding groups?
TRIBAL: Tribal leaders or elders?

IF YES:

- What were their reactions to the results?

12.9 Did you request technical assistance for interpreting the results?

IF YES:

- What specifically did you have questions about?
- Who did you ask for help?

PROBES:

- Head Start T/TA network?
- Regional office?
- Other consultants?
- Was the technical assistance helpful?

12.10 Did you compare the cognitive child assessment results for your program with those of similar programs by downloading reports available on the CBRS? (IF NEEDED: These are the reference tables available on the CBRS that allow you to compare your program's results to those of other programs like yours)?

IF YES:

- Why did you decide to compare your program's results with those of similar programs?
- Which reference table(s) did you use?
- How did the results compare? Did the results compare as you expected, or did the comparison surprise you?
- Did you do anything with this information? Was the information found in these reference tables helpful?
- What did you like about the reference tables?
- What didn't work so well? How could they be improved?

IF NO:

- Why didn't you compare your results?
- What would need to change in order for them to be useful for your program?

- 12.11 Have staff used the fall 2006 baseline report and/or the 2005-2006 outcomes report that you received this past fall for program improvement or program self-assessment activities?

PROBES:

- Did you compare the cognitive child assessment results to your local assessment results?

IF YES:

- How do they compare? Did the results compare as you expected, or did the comparison surprise you?
- Have you used the cognitive child assessment results to identify staff training and technical assistance needs?

IF YES:

- Please describe using specific examples.
- Have you used the cognitive child assessment results to inform changes made to classroom practices?

IF YES:

PROBE USING FOLLOWING EXAMPLES:

Have you increased focus on . . .

- letter naming activities?
- general literacy and reading skills?
- counting and number recognition?
- math skills (addition/subtraction/fractions)?
- purchased classroom materials?
- purchased books or literacy materials?
- encouraging parents to supplement classroom learning at home?
- something else? ASK FOR DETAILS/EXAMPLES
- Have you used the 2005-2006 outcomes report or fall 2006 baseline report in conjunction with your local assessment?

IF YES:

- How did you use them together?
- Have you used the NRS results for any other purpose?

IF YES:

- Please describe.

12.12 Has the cognitive child assessment changed the local assessment process?

IF YES:

- How has it changed?

PROBES:

- Has it changed who conducts local child assessments?
- When local child assessments are conducted?
- Other?

12.13 Has the cognitive child assessment changed how local assessment results are used by staff?

IF YES:

- Please give specific examples.

12.14 Have you learned anything from the cognitive child assessment data reports about how your program is functioning or anything about the children you serve that you did not know before?

FOR EXAMPLE:

- Anything about specific populations (e.g., English language learners or children with disabilities?)
- Anything about domains that your local assessments do not capture?
- Anything about how children are learning in comparison to other Head Start programs?

12.15 Has your program compared program-level cognitive child assessment data reports across multiple years?

IF YES:

- What kinds of trends did you see? For example, did children appear to be doing better over time? Staying about the same? Doing worse?

12.16 IF PROGRAM HAS NOT USED COGNITIVE CHILD ASSESSMENT DATA: Why hasn't your program used the cognitive child assessment data or outcome reports? What would need to be changed about the cognitive child assessment or the report to make the information more useful?

12.17 Do you have plans to use the NRS outcome results in the future? (NOTE TO SITE VISITORS: If staff respond that the NRS will not likely continue past this spring, please ask them to answer assuming that it will continue.)

IF YES:

- Please describe using specific examples.

IF NO:

- Why not?

12.18 Do you have any suggestions about the format in which you would like to receive the cognitive child assessment outcome reports?

PROBES:

- What level of data would you find most useful? For example, aggregated at the classroom, center, or program level?
- Why would this level of data be most helpful?

12.19 Are there other ways the layout of the report could be improved?

12.20 Do you have any questions about the cognitive child assessment outcome results?

SOCIAL-EMOTIONAL DEVELOPMENT RATING FORM

Now, let's talk about using data from the SED rating form.

12.21 What is your opinion of the content of the SED rating form? Does it cover the appropriate social-emotional domains?

PROBE: Should any other scales be added to the SED rating form?

IF YES:

- What scale should be added?

12.22 Do you feel that the rating categories (never, sometimes, often, very often) are useful?

IF NOT:

- What should be changed?

12.23 Does information from the SED rating form provide new information?

12.24 How do you think teachers/home visitors (or other program staff) can use the data collected on the SED rating form in planning and working with children and families in your program?

PROBE:

- Does your program have any specific plans to use the information?

IF YES:

- How do you plan to use it?

IF NO:

- Why not?

12.25 How useful do you think the SED rating form data report is in its current format?

PROBE:

- It now shows aggregated scores by Scales A (Approaches to Learning), B (Cooperative Classroom Behavior), and C (Behavior Problems). Does this reveal information that can be used effectively by program staff?

12.26 Is there any additional information or different kinds of information that should be included in a report summarizing the SED rating form results to make it useful to programs?

PROBE:

- How should the information be presented? In what format would you like to receive the information?

12.27 Are there other ways the layout of the report could be improved?

IF YES:

- How?

12.28 How can the information from the SED rating form make a contribution to your program?

PROBE:

- Please describe; could you give an example?

TRIBAL PROGRAMS ONLY

12.29 Do you have any concerns or fears about how data from the cognitive child assessments and/or the SED rating form—and data specifically from tribal programs—will be used?

IF YES:

- Please describe.

12.30 Do you have any concerns or fears about how data from local assessments—and local data specifically from tribal programs—will be used?

IF YES:

- Please describe.

12.31 How do you think data from the cognitive child assessments and/or the SED rating form could be used to benefit tribal programs?

PROBE FOR DETAILS

IF YES:

- Please describe.

12.32 How do you think data from your local assessments could be used to benefit tribal programs?

PROBE FOR DETAILS.

13. Can you suggest ways to improve the National Reporting System?

COGNITIVE CHILD ASSESSMENT

13.1 Are there other Head Start domains that you would like to see incorporated into the cognitive child assessment?

IF YES:

- Which domains?
- How should they be added to the cognitive child assessment?

13.2 Do you have suggestions for improving:

- Communication and clarity about the purpose of the system or its design?
- Technical assistance, support, or materials from OHS to prepare local programs to conduct the cognitive child assessments?
- The format of local NRS training (new or refresher training)? Local NRS certification process?
- Appropriateness and content of the cognitive child assessment?
- Descriptive data in the reports?

TRIBAL PROGRAMS ONLY

13.3 Do you have suggestions for improving the NRS that would be a unique benefit to tribal programs in general, or to your tribal community specifically?

SED RATING FORM

13.4 Do you have any suggestions for improving the SED rating form?

PROBES:

- Should anything be added or eliminated in Scale A (Approaches to Learning)?

IF YES:

- What should be added or eliminated?
- Should anything be added or eliminated in Scale B (Cooperative Classroom Behavior and Relations with Other Children)?

IF YES:

- What should be added or eliminated?
- Should anything be added or eliminated in Scale C (Behavior Problems)?

IF YES:

- What should be added or eliminated?

14. *What has been the most significant contribution that the National Reporting System has made to your program?*

14.1 What has been the most significant contribution of the cognitive child assessment?

14.2 What has been the most significant contribution of the SED rating from?

TRIBAL PROGRAMS ONLY

14.3 Do you think that the NRS makes contributions that are unique to tribal programs in general, or to your tribal community specifically?

IF YES:

- Please describe.

15. What are your strongest concerns about the National Reporting System? What challenges has your program encountered?

15.1 What significant concerns do you have about the cognitive child assessment?

PROBE:

- What challenges has your program encountered?

15.2 Have any of these concerns or challenges changed since the NRS began?

IF YES:

- How have they changed?

15.3 Do you have any concerns about the SED rating form?

PROBE:

- What challenges has your program encountered?

TRIBAL PROGRAMS ONLY

15.4 Do you think that the NRS raises any concerns or challenges that are unique to tribal programs in general, or to your tribal community specifically?

IF YES:

- Please describe

Before we wrap up, I'd like to ask you some questions about your views on the assessment of young children (i.e., before kindergarten) in general—not just the NRS but using any kind of tool or method used for assessment purposes.

15.5 What do you think is the primary purpose of assessing young children, regardless of whether they are in Head Start or not?

TRIBAL PROGRAMS ONLY

15.6 Do you think assessing young children is appropriate? Why or why not?

PROBE:

- Is it appropriate in some circumstance but not others? For example, does it depend on the format (standardized assessment versus observation-based assessment)? Or does it depend on who is doing the assessment (for example, teacher, outside expert, parent)? Something else?

IF YES:

- Please describe circumstances in which assessments are appropriate.
- Does the appropriateness vary according to whether children are from a tribal community?

IF YES:

- Why do you think the appropriateness varies according to whether young children are from a tribal community or not?

15.7 Do you think that assessing young children can benefit tribal programs?

IF YES:

- How can it benefit tribal programs? Can you give an example?

IF NO:

- Why not?

16. Is there anything else you would like to share before we wrap up?

Thank you for participating in the site visit and sharing your experiences and ideas. We really appreciate your time and insights.

APPENDIX B.2
LEAD TRAINER

Head Start National Reporting System

Quality Assurance Study, Year 4

Interview Guide for NRS Lead Trainers Spring 2007

INTRODUCTION

FOR MPR STAFF: My name is [X], I am a [TITLE] at Mathematica Policy Research. Mathematica is a nonpartisan, policy research firm that has extensive experience in conducting Head Start and other early childhood research.

FOR JUÁREZ STAFF: My name is [X], I am a [TITLE] at Juárez and Associates, a private research firm. Juárez is working on this project under subcontract with Mathematica Policy Research, an independent policy research firm that has extensive experience in conducting Head Start and other early childhood research.

INTRODUCE PROJECT AND PURPOSE OF THE INTERVIEW: We are conducting site visits to 40 Head Start programs this spring to help the Office of Head Start assess how well the National Reporting System is being implemented, and to learn about the experiences of Head Start program staff who are conducting the assessments. Mathematica Policy Research and Juárez & Associates also have done this same work during the first three years of the NRS. We are interested in learning about your experiences with the NRS and your views about what works and what does not. We're also interested in exploring any significant changes you've made in how you administer the NRS since implementation began in 2003, and any differences in your program's experiences over time. We will also be asking some questions about the new SED rating form. We will use the information we collect during the visits to recommend strategies for improving the system. We are not here to judge the performance of any individual program, staff member, or child.

TRIBAL PROGRAMS ONLY

We have selected more than our usual sample of tribal programs this year because we are interested in getting the unique perspective of programs like yours on all aspects of the NRS. Please help us to make sure that we represent the views of tribal programs like yours. As we proceed through these questions, if there are issues that you feel are particular to tribal programs, please let me know. I will also be asking some questions that will explore whether certain aspects of the NRS have unique implications for tribal programs, as well as some questions on assessments of young children in general.

PRIVACY: Everything you say here is private. No individual staff member will be quoted by name. Our report on the site visits will describe the range of views expressed by staff across programs, but specific comments will not be attributed to specific individuals or programs.

CONFIRM TIME LENGTH OF THE INTERVIEW (60-90 MINUTES).

(NOTE: Specific time length will depend on the roles that this individual, along with the lead trainer, plays on the NRS.)

Do you have any questions before we get started?

NOTE TO SITE VISITORS: *Remember to please keep in mind that If staff respond to any question by stating that the NRS will not likely continue past this spring, please ask them to answer assuming that it will continue.*

2.1 SCOPE OF NRS IMPLEMENTATION

IF PROGRAM IS CONDUCTING SPANISH ASSESSMENTS:

1. *Can you please describe the scope of your program's participation in the National Reporting System, in terms of:*

1.4 The percentage of children who are English Language Learners?

PROBES:

- What languages do they speak?
- Approximately what percentage do you expect to pass the English language screener and complete the assessment in English?
- What percentage will complete the assessment in Spanish? Both Spanish and English?

2.1 IMPLEMENTING THE NRS

2. *What approach did your agency take to assigning staff to administer the cognitive child assessments?*

2.1 Which types of staff and how many staff are conducting the cognitive child assessments this spring? (NOTE TO SITE VISITORS: If director says "teachers," please ask if these include lead teachers, teaching assistants, or both.)

2.2 Why did you use this staffing approach? In your opinion, what are the pros and cons of assigning teaching staff to administer the cognitive child assessments?

2.3 Did you use the same staffing arrangements in the fall? Have you made changes in assessors who conduct the cognitive child assessments since the NRS began?

IF CHANGES MADE:

- What was the reason for this change?
 - PROBES:
 - Staff turnover? Reassigned staff member(s) because they had difficulties conducting the NRS? Staff member(s) asked to be reassigned? Trying new approach to conducting the assessments?
- How many staff are no longer conducting assessments?

2.4 Do you anticipate using a different staffing approach next year?

IF YES:

- Describe the changes you plan to make and why.

2.5 IF PROGRAM IS CONDUCTING SPANISH-LANGUAGE ASSESSMENTS: What approach is your program taking to assigning staff to administer the Spanish language version of the cognitive child assessment?

PROBES:

- Does your program have staff who could administer the Spanish-language version? Are you using staff from a nearby program or consultants?
- Was it difficult to find Spanish speakers to conduct the cognitive child assessments in Spanish?
- Have the assessors who are conducting the Spanish-language version changed since the NRS began?

IF YES:

- Why?
- Who trained and certified the Spanish-speaking assessors?

Now I'd like to ask a few questions about staffing for the Social-Emotional Development (SED) rating form.

2.6 Which types of staff are completing the SED rating forms? (SITE VISITOR: Note whether this is a different type of staff than those completing the cognitive child assessments.)

2.7 Is your program using anyone besides lead classroom teachers?

IF YES:

- Which staff and why?

2.8 Does your program anticipate this staffing approach changing next year? If so, why? Who will complete the rating forms? (NOTE TO SITE VISITORS: If staff respond that the NRS will not likely continue past this spring, please ask them to answer assuming that it will continue.)

3. How helpful and complete were the materials, training, and guidance your program received to assist you in preparing to conduct the cognitive child assessments and complete the SED rating forms?

3.1 Have staff (including yourself) watched any of the Office of Head Start's satellite broadcasts or webcasts about the NRS assessment, or about the SED rating form?

IF YES:

- Which staff members?

PROBES:

- Did staff watch the webcast at the beginning of this program year that introduced the SED rating form to local programs? Did staff watch the most recent broadcast on March 22?
- Which aspects of the Office of Head Start webcasts (most recent one was March 22) or live video conferences on the NRS have been helpful? (NOTE TO SITE VISITORS: OHS hosted the last live video conference on March 22, 2007; previous webcasts/broadcasts are archived and available for review on the website, although the latest one looks like it will "expire" at the end of June.)
- Is there anything else you think should have been included in the broadcasts/webcasts, or anything you would change to make them more useful?

3.2 Did your program request any additional technical assistance from the helpline or the Office of Head Start in implementing the cognitive child assessments this year (2006-2007)? What about for the SED rating form?

IF YES:

- Why did your program request technical assistance?
- Who did you ask for help?
 - PROBES:
 - The helpline? T/TA network? Regional office? Other?
- Was it helpful?/Were they helpful?

IF NO:

- How would you go about requesting assistance with NRS training materials, the cognitive child assessment, or the SED rating form if you needed it?
- How would you go about requesting assistance with the CBRS?

4. Please describe your program's approach to providing training for administering the cognitive child assessments this spring, including refresher training for experienced assessors and training for any assessors who are new this spring, and to complete the SED rating form.

SPRING 2007 REFRESHER TRAINING

4.1 When did your program provide the spring 2007 refresher training, and how long did it last?

PROBES:

- Who provided the refresher training?
- How many assessors received refresher training this spring?
- Did you develop your own training plan or use the one recommended in the refresher training materials from the Office of Head Start?

IF DEVELOPED OWN PLAN:

- Please describe the training plan and why you developed it.
- Describe the activities you conducted during the refresher training. Video? Role playing? Other?
- If assessors practiced in pairs, did you give feedback? Did you conduct parallel scoring?

IF PROGRAM DID NOT HAVE A REFRESHER TRAINING:

- Why not?

TRAINING FOR NEW ASSESSORS

4.2 Did your program need to certify any new assessors this spring?

IF YES:

- Why did you need to train new assessors this spring?
 - PROBES:
 - Staff turnover? Other reasons?
- How many staff participated in new assessor training?
- Which staff members certified the new assessor(s)?
- Was the certification assessment conducted with a child or with a staff member playing the role of a child?
- What were the most common errors staff made during the certification assessments?
- Did any staff not receive certification on their first try?

IF YES:

- How many? What did you do? Did you observe another assessment by this staff person?
- Did any assessors not get certified who should have been?

IF YES:

- Why not?

TRAINING AND CERTIFICATION FOR BILINGUAL ASSESSORS – ASK ONLY IF PROGRAM IS CONDUCTING SPANISH-LANGUAGE ASSESSMENTS

4.3 Did your program provide spring refresher training for Spanish-speaking assessors?

IF YES:

- When and how long did it last? Who led the training?
- Did you develop your own training plan or use the one recommended in the refresher training materials?

IF DEVELOPED OWN PLAN:

- Please describe the training plan and why you developed it.
- Describe the activities you conducted during the refresher training. Video? Role playing? Other?

IF NO:

- Why not? How did Spanish-speaking assessors receive refresher training? Did they attend a refresher training at another program?

IF NOT:

- Why not?

4.4 Did your program need to certify any new Spanish-speaking assessors this spring?

IF YES:

- Who conducted the training, and how many staff participated?
- How did you handle certification? Who certified the assessors, and did they conduct the certification assessments with children?
- Did any Spanish-speaking assessors not get certified who should have been?

IF YES:

- Why not?

PREPARING STAFF TO COMPLETE THE SED RATING FORM

- 4.5 Did the instructions you received from the Office of Head Start provide adequate direction and guidance on how to complete the SED rating form?

PROBES:

- Did you find anything confusing about the materials?
- IF ANYTHING WAS CONFUSING OR GUIDANCE WAS INADEQUATE:
 - Did you contact anyone for additional clarification?

IF YES:

- Whom did you contact? What did you ask them? Were they helpful?

- 4.6 Did your program provide any formal training to staff on completing the SED rating forms? What type of guidance was provided? By whom?

IF PROGRAM PROVIDED ANY GUIDANCE OR PREPARATION:

- 4.7 What methods were used to guide staff in completing the rating forms? How long did this activity last?

- 4.8 Did the raters think that the forms were relatively straightforward to complete?

PROBES:

- Did the forms require much instruction?
- Did staff find anything confusing about the materials? Did they provide adequate guidance on how to complete the forms?
- Did staff have questions and consult you?
- **IF YES:**
 - What kinds of questions did they have, and how did you respond?

- 4.9 Do you feel that you needed training or additional technical assistance to prepare staff at your program to complete the SED rating form?

IF YES:

- What should that training or assistance include? Who should provide it?

5. Were there any other training issues that made it difficult to prepare staff to implement the cognitive child assessments with consistency and high quality? Please describe.

5.1 Have questions come up during the local trainings that you could not answer?

IF YES:

- How do you go about finding the answers?

5.2 Do you have any recommendations for improving the training provided to prepare staff to conduct the cognitive child assessments?

5.3 Do you have any recommendations for improving the local certification process?

5.4 Do you have any suggestions for improving the materials Head Start programs receive to guide them in completing the SED rating forms?

6. How did your program make arrangements for conducting the cognitive child assessments?

6.1 How is your program scheduling the cognitive child assessments this spring? A specific week scheduled in advance? As teachers' schedules allow? Other?

6.2 Where are staff conducting assessments this spring?

6.3 At what times of day does your staff usually conduct the assessments?

6.4 Do you anticipate being able to complete the cognitive child assessments before the **June 29th** deadline?

IF NO:

- Why not?

Now I'd like to ask a few questions about the SED rating form.

6.5 When did your program begin completing the SED rating forms this program year (i.e. fall 2006)?

- PROBES:

- How soon after children enrolled in Head Start this program year did staff complete the forms?
- Was that a sufficient amount of time to get to know the children and to complete the rating forms by the deadline?

6.6 When did your program begin completing the SED rating forms this spring?

- PROBES:

- A specific day or days scheduled in advance? As teachers' schedules allowed? Other?
- Were there specific approaches that worked better? Did you recommend any strategies to your staff?

6.7 Do you anticipate your program having a problem completing and sending in all of the SED rating forms by the deadline?

IF NO:

- Why not?

6.8 Do you plan to change anything about your program's approach to completing the SED rating forms next year?

IF YES:

- What do you plan to change, and why?

7. Are you or other training or management staff conducting follow-up observations of staff conducting the cognitive child assessments this spring?

7.1 **IF YES:**

- How many follow-up observations per assessor are being done this spring?

PROBES:

- Do staff doing these observations use the certification form to track errors?

IF YES:

- How did staff follow up on errors identified?
- What were the most common kinds of errors that staff identified?

- 7.2 Aside from this spring, has your program conducted follow-up observations of assessors since the NRS began?

IF THERE WAS A CHANGE IN FOLLOW-UP OBSERVATIONS, ASK EITHER:

- 7.3 Why did your program decide not to do any follow-up observations?

**** OR ****

- 7.4 Why did your program decide it was important to start doing follow-up observations?

8. *How are children responding to the cognitive child assessments this spring?*

- 8.1 In general, how are children reacting to the cognitive child assessments this spring?

PROBE:

- Do children seem to be enjoying the assessments?

- 8.2 Have staff noticed any differences this year from fall to spring in how children have reacted to the cognitive child assessment?

IF YES:

- What are the differences, and why do you think the children are reacting differently?

9. *What kinds of problems or issues have come to your attention as staff began administering the cognitive child assessments? How has your program addressed them?*

- 9.1 Have there been any instances this program year (2006-2007) where children had difficulty cooperating, paying attention, or being unable to complete the cognitive child assessment?

IF YES:

- How do staff address these problems?

- 9.2 What issues, if any, have come up this program year when staff conducted the cognitive child assessment with children with disabilities?

PROBES:

- What kinds of special needs do they have? Do staff make accommodations for these children?
- Have staff been unable to complete the cognitive child assessment with any of these children?

IF YES:

- Why?

- 9.3 Have any issues come up this program year with administering the Spanish language version?

- 9.4 What issues, if any, have come up this program year when staff conducted the assessment with children who are English language learners?

- 9.5 Have any of these issues (difficulty cooperating, disabilities, Spanish-language version, ELLs) changed over time since the NRS began?

2.2 LESSONS

12. *How do you think local program staff can use the cognitive child assessment data collected through the National Reporting System, along with the cognitive child assessments staff conduct locally, in planning and working with children and families?*

LOCAL CHILD ASSESSMENTS AND SCREENINGS

Before asking some questions about how the NRS and SED data can be used by Head Start programs, I'd like to talk about your program's local child assessment tools.

12.1 What kinds of developmental screenings and child assessments does your program use?

PROBES:

- NOT including the NRS, how often does your program assess each child's development over the course of the program year? (NOTE TO SITE VISITORS: Record frequency and general time frame, like month(s) or fall/spring.)
- What is the primary child assessment tool that you use?

NOTE TO SITE VISITORS: The list of examples is for your information—do not read

<ul style="list-style-type: none">• Creative Curriculum Developmental Continuum Assessment Toolkit (Ages 3-5)• High/Scope Child Observation Record (COR)• Galileo• Ages & Stages Questionnaires• Desired Results Developmental Profile• Work Sampling System for Head Start	<ul style="list-style-type: none">• Learning Accomplishment Profile Screening• Hawaii Early Learning Profile• Brigance Preschool Screen for Ages 3-4• Locally designed – ASK IF IT WAS designed “from scratch” or if they modified or used parts of existing tools or instruments (e.g., Ages & Stages).• Other – ASK FOR NAME• No local assessment tool is used
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- Which staff member manages the local child assessment process (for example, Education Coordinator)?
- Which type of staff member(s) conduct the local assessments?

12.2 How are outcomes from local child assessments reported, reviewed, and shared?

PROBES:

- Which staff members review the local assessment results? For example, management-level staff? Teachers? Others?
- How are results shared with staff, and how often?
- Do you share the results of local assessments with individuals aside from program staff? For example, Policy Council? Parents? Advisory councils or funding groups? **TRIBAL: Tribal leaders or elders?**

IF YES:

- How are results shared with them, and how often?

12.3 How does your program use the results of your local assessment outcomes?

PROBES:

- Do you use them to identify staff training and technical assistance needs?

IF YES:

- Please describe using specific examples.
- To inform changes made to classroom practices?

IF YES:

- Please describe using specific examples.

12.4 How satisfied are you with the local assessment tools?

PROBE:

- Do they provide staff with the outcomes data that they need?

COGNITIVE CHILD ASSESSMENT DATA AND OUTCOME REPORTS

Now let's talk about the cognitive child assessment data and outcome reports that your program receives from the Office of Head Start; I'll ask some questions about the SED rating form a little later.

12.5 What was your program's reaction to the fall 2006 baseline report and the 2005-2006 growth report (report on children's cognitive growth from fall to spring) that you received this year?

PROBES:

- Approximately when (in which month) did you receive the baseline report and the growth report?
- Were the children's outcomes and levels of growth during the 2005-2006 program year higher, lower, or about what you expected?

12.6 How user friendly was the report?

PROBE:

- Was it easy to understand, or did you have difficulty understanding the outcomes reported?

12.7 Which staff members reviewed the results?

PROBES:

- For example, management-level staff? Teachers? Others?
- What were their reactions to the results?

12.8 Did you share the cognitive child assessment results with individuals aside from program staff?

PROBE:

- For example, Policy Council? Parents? Advisory councils or funding groups?
TRIBAL: Tribal leaders or elders?

IF YES:

- What were their reactions to the results?

12.9 Did you request technical assistance for interpreting the results?

IF YES:

- What specifically did you have questions about?
- Who did you ask for help?

PROBES:

- Head Start T/TA network?
- Regional office?
- Other consultants?
- Was the technical assistance helpful?

12.10 Did you compare the cognitive child assessment results for your program with those of similar programs by downloading reports available on the CBRS? (IF NEEDED: These are the “reference tables” available on the CBRS that allow you to compare your program’s results to those of other programs like yours.)

IF YES:

- Why did you decide to compare your program’s results with those of similar programs?
- Which reference table(s) did you use?
- How did the results compare? Did the results compare as you expected, or did the comparison surprise you?
- Did you do anything with the information? Was the information found in these reference tables helpful?
- What did you like about these reference tables?
- What didn’t work so well? How could they be improved?

IF NO:

- Why didn’t you compare the results?
- What would need to change in order for the CBRS reports to be useful for your program?

12.11 Have staff used the fall 2006 baseline report and/or the 2005-2006 outcomes report that you received this past fall for program improvement or program self-assessment activities?

PROBES:

- Did you compare the cognitive child assessment results to your local assessment results?

IF YES:

- How do they compare? Did the results compare as you expected, or did the comparison surprise you?
- Have you used the cognitive child assessment results to identify staff training and technical assistance needs?

IF YES:

- Please describe using specific examples.
- Have you used the cognitive child assessment results to inform changes made to classroom practices?

IF YES:

PROBE USING FOLLOWING EXAMPLES:

Have you increased focus on . . .

- letter naming activities?
- general literacy and reading skills?
- counting and number recognition?
- math skills (addition/subtraction/fractions)?
- purchased classroom materials?
- purchased books or literacy materials?
- encouraging parents to supplement classroom learning at home?
- something else? ASK FOR DETAILS/EXAMPLES
- Have you used the 2005-2006 outcomes report or fall 2006 baseline report in conjunction with your local assessment?

IF YES:

- How did you use them together?
- Have you used the cognitive child assessment results for any other purpose?

IF YES:

- Please describe.

12.12 Has the cognitive child assessment changed the local assessment process?

IF YES:

- How has it changed?

PROBES:

- Has it changed who conducts local child assessments?
- When local child assessments are conducted?
- Other?

12.13 Has the cognitive child assessment changed how local assessment results are used by staff?

IF YES:

- Please give specific examples.

12.14 Have you learned anything from the cognitive child assessment data reports about how your program is functioning or anything about the children you serve that you did not know before?

FOR EXAMPLE:

- Anything about specific populations (e.g., English Language Learners or children with disabilities)?
- Anything about domains that your local assessments do not capture?
- Anything about how much the children are learning in comparison to other Head Start programs?

12.15 Has your program compared program-level cognitive child assessment data reports across multiple years?

IF YES:

- What kinds of trends did you see? For example, did children appear to be doing better over time? Staying about the same? Doing worse?

12.16 IF PROGRAM HAS NOT USED COGNITIVE CHILD ASSESSMENT DATA: Why have your program not used the child cognitive assessment data or outcome reports? What would need to be changed about the child cognitive assessment or the report to make the information more useful?

12.17 Do you have plans to use the NRS outcome results in the future? (NOTE TO SITE VISITORS: If staff respond that the NRS will not likely continue past this spring, please ask them to answer assuming that it will continue.)

IF YES:

- Please describe your plans using specific examples.

IF NO:

- Why not?

12.18 Do you have suggestions about the format in which you would like to receive the cognitive child assessment outcome reports?

- What level of data would you find most useful—aggregated at the classroom, center, or program level?
- Why would this level of data be most helpful?

12.19 Are there other ways that the layout of the report could be improved?

12.20 Do you have any questions about the cognitive child assessment outcome results?

SOCIAL-EMOTIONAL DEVELOPMENT RATING FORM

Now, let's talk about using data from the SED rating form.

12.21 What is your opinion of the content of the SED rating form? Does it cover the appropriate social-emotional domains?

PROBE:

- Should any other scales be added to the SED rating form?

IF NO:

- What scale should be added?

12.22 Do you feel that the rating categories (never, sometimes, often, very often) are useful?

IF NO:

- What should be changed?

12.23 Does information from the SED rating form provide new information?

12.24 How do you think teachers/home visitors (or other program staff) can use the data collected on the SED rating form in planning and working with children and families in your program?

PROBE:

- Does your program have any specific plans to use the information?

IF YES:

- How do you plan to use it?

IF NO:

- Why not?

12.25 How useful do you think the SED rating form data report is in its current format?

PROBE:

- It now shows aggregated scores by Scales A (Approaches to Learning), B (Cooperative Classroom Behavior), and C (Behavior Problems). Does this reveal information that can be used effectively by program staff?

12.26 Is there any additional information or different kinds of information that should be included in a report summarizing the SED rating form results to make it useful to programs?

PROBE:

- How should the information be presented? In what format would you like to receive the information?

12.27 Are there other ways the layout of the report could be improved?

IF YES:

- How?

12.28 How can the information from the SED rating form make a contribution to your program?

PROBE:

- Please describe; could you give an example?

TRIBAL PROGRAMS ONLY

- 12.29 Do you have any concerns or fears about how data from the cognitive child assessments and/or the SED rating form—and data specifically from tribal programs—will be used?

IF YES:

- Please describe.

- 12.30 Do you have any concerns or fears about how data from local assessments—and local data specifically from tribal programs—will be used?

IF YES:

- Please describe.

- 12.31 How do you think data from the cognitive child assessments and/or the SED rating form could be used to benefit tribal programs?

PROBE FOR DETAILS

IF YES:

- Please describe.

- 12.32 How do you think data from your local assessments could be used to benefit tribal programs?

PROBE FOR DETAILS.

13. Can you suggest ways to improve the National Reporting System?

COGNITIVE CHILD ASSESSMENT

- 13.1 Are there other Head Start domains that you would like to see incorporated into the cognitive child assessment?

IF YES:

- Which domains?

- How should they be added to the cognitive child assessment?

13.2 Do you have suggestions for improving:

- Communication and clarity about the purpose of the system or its design?
- Technical assistance, support, or materials from OHS to prepare local programs to conduct the cognitive child assessments?
- The format of local NRS training (new or refresher training)? Local NRS certification process?
- Appropriateness and content of the cognitive child assessment?
- Descriptive data in the reports?

TRIBAL ONLY

13.3 Do you have suggestions for improving the NRS that would be a unique benefit to tribal programs in general, or to your tribal community specifically?

SED RATING FORM

13.4 Do you have any suggestions for improving the SED rating form?

PROBES:

- Should anything be added or eliminated in Scale A (Approaches to Learning)?

IF YES:

- What should be added or eliminated?

- Should anything be added or eliminated in Scale B (Cooperative Classroom Behavior and Relations with Other Children)?

IF YES:

- What should be added or eliminated?

- Should anything be added or eliminated in Scale C (Behavior Problems)?

IF YES:

- What should be added or eliminated?

14. What has been the most significant contribution that the National Reporting System has made to your program?

14.1 What has been the most significant contribution of the cognitive child assessment?

14.2 What has been the most significant contribution of the SED rating form?

TRIBAL PROGRAMS ONLY

14.3 Do you think that the NRS makes contributions that are unique to tribal programs in general, or to your tribal community specifically?

IF YES:

- Please describe.

15. What are your strongest concerns about the National Reporting System? What challenges has your program encountered?

15.1 What significant concerns do you have about the cognitive child assessment?

PROBE:

- What challenges has your program encountered?

15.2 Have any of these concerns or challenges changed since the NRS began?

IF YES:

- How have they changed?

15.3 Do you have any concerns about the SED rating form?

PROBE:

- What challenges has your program encountered?

TRIBAL PROGRAMS ONLY

15.4 Do you think that the NRS raises any concerns or challenges that are unique to tribal programs in general, or to your tribal community specifically?

IF YES:

- Please describe

Before we wrap up, I'd like to ask you some questions about your views on the assessment of young children (i.e., before kindergarten) in general—not just the NRS but using any kind of tool or method used for assessment purposes.

15.5 What do you think is the primary purpose of assessing young children, regardless of whether they are in Head Start or not?

TRIBAL PROGRAMS ONLY

15.6 Do you think assessing young children is appropriate? Why or why not?

PROBE:

- Is it appropriate in some circumstance but not others? For example, does it depend on the format (standardized assessment versus observation-based assessment)? Or does it depend on who is doing the assessment (for example, teacher, outside expert, parent)? Something else?

IF YES:

- Please describe circumstances in which assessments are appropriate.
- Does the appropriateness vary according to whether children are from a tribal community?

IF YES:

- Why do you think the appropriateness varies according to whether young children are from a tribal community or not?

15.7 Do you think that assessing young children can benefit tribal programs?

IF YES:

- How can it benefit tribal programs? Can you give an example?

IF NO:

- Why not?

16. Is there anything else you would like to share before we wrap up?

Thank you for participating in the site visit and sharing your experiences and ideas. We really appreciate your time and insights.

APPENDIX B.3
NRS-SED FOCUS GROUP

HEAD START NATIONAL REPORTING SYSTEM
QUALITY ASSURANCE STUDY, YEAR 4
**FOCUS GROUP GUIDE FOR BOTH NRS ASSESSORS AND
SED RATERS**
SPRING 2007

INTRODUCTION

FOR MPR STAFF: My name is [X], and I am a [TITLE] at Mathematica Policy Research. As you know, Mathematica is an independent policy research firm that has extensive experience in conducting Head Start and other early childhood research.

FOR JUÁREZ STAFF: My name is [X], I am a [TITLE] at Juárez and Associates, a private research firm. Juárez is working on this project under subcontract with Mathematica Policy Research, an independent policy research firm that has extensive experience in conducting Head Start and other early childhood research.

INTRODUCE PROJECT AND PURPOSE OF THE FOCUS GROUP: We are conducting site visits to 40 Head Start programs this spring to help the Office of Head Start assess how well the National Reporting System is being implemented, and to learn about the experiences of Head Start program staff who are conducting the assessments. Mathematica and Juárez and Associates also did this same work during the first three years of the NRS with a different set of programs.

We are interested in learning about your experiences with the NRS and your views about what works and what does not. We're also interested in exploring any significant changes you've made in how you administer the NRS since implementation began in 2003, and any differences in your program's experiences over time. We will use the information we collect during the visits to recommend strategies for improving the system. We are not here to judge the performance of any individual program, staff member, or child.

This spring, we are continuing our work for the Office of Head Start to support its system improvement efforts for the NRS. During our first three years of site visits to different Head Start programs, we asked programs about their thoughts on adding additional domains to the NRS assessment battery. As a result of that feedback, the Office of Head Start decided to add the HSNRS Social-Emotional Developmental (SED) rating form. During this discussion, we are also interested in learning about your program's experiences with the new rating form and your views on its usefulness. We will use the information we collect during these focus groups in all sites to contribute to our report to the Office of Head Start by summarizing programs' approaches to implementing the SED rating form and their opinions on the instrument.

TRIBAL PROGRAMS ONLY

We have selected more than our usual sample of tribal programs this year because we are interested in getting the unique perspective of programs like yours on all aspects of the NRS. Please help us to make sure that we represent the views of tribal programs like yours. As we proceed through these questions, if there are issues that you feel are particular to tribal programs, please let me know. I will also be asking some questions that will explore whether certain aspects of the NRS have unique implications for tribal programs, as well as some questions on assessments of young children in general.

PRIVACY: Everything you say here is private. No individual staff member will be quoted by name. Our report on the site visits will describe the range of views expressed by staff across programs, but specific comments will not be attributed to specific individuals or programs.

CONFIRM TIME LENGTH OF THE FOCUS GROUP: 90 minutes

MECHANICS OF TAPING: I am taping our discussion so that I can listen to it later when I write up my notes. No one outside of our research team will have access to the tape. It will be helpful if you speak up, speak clearly, and speak one at a time.

ROLE OF THE MODERATOR: I'm going to lead the discussion. We have a number of topics to discuss during the time we have for this discussion. At times, I may need to move the conversation along to be sure we cover everything.

There are no right or wrong answers. People may disagree, and that's okay. Please feel free to offer your opinions, whether positive or negative.

Do you have any questions before we get started?

PARTICIPANT INTRODUCTIONS: To get started, please introduce yourself by telling me:

1. Your first name and your position in the Head Start program (*Note whether any participants are home visitors*),
2. How long you have been an NRS assessor or SED rater, and
3. Whether you conduct Spanish assessments.

NOTE TO SITE VISITORS: *Remember to please keep in mind that If staff respond to any question or comment that the NRS will not likely continue past this spring, please ask them to answer assuming that it will continue.*

3.1 TRAINING (20 MINUTES)

1. *How helpful and complete was the training and guidance you received from your program in preparing you to conduct the cognitive child assessments?*

[NRS]

NRS ASSESSOR TRAINING

SPRING 2007 REFRESHER TRAINING

- 1.1 Was there a refresher training this spring?

IF YES:

- Who led it? How long did it last? Were all assessors trained together in one session, or did training happen in smaller groups?
- 1.2 What activities did you complete during refresher training, and how long did each one last? Watch video? Review easel? Role-play? Other?
 - 1.3 Did you receive a new Assessor's Guide as part of the refresher training? Did you review the guide during refresher training?
 - 1.4 What was most helpful about the refresher training? Least helpful?
 - 1.5 Do you have any suggestions for improving the refresher training or the training video?

TRAINING AND CERTIFICATION FOR NEW ASSESSORS

- 1.6 Are any of you conducting cognitive child assessments for the first time this spring?

IF YES:

- Who trained you on the NRS?
- Were you trained during a separate session, or was your training part of the refresher training that everyone else received?
- What did the training agenda include? Watch video? Review easel? Role-play? Other?
- If you practiced conducting the assessment, did you fill out score sheets?
- Did you become certified? Who certified you?
- Did you practice or become certified using children or through role-play?
- Do you have any suggestions for changes to the content or format of the training new assessors receive?

TRAININGS AND CERTIFICATION FOR BILINGUAL ASSESSORS

1.7 Did any of you receive training on administering the Spanish-language version of the assessment?

IF YES:

- Who provided the training?
- How did the training compare with the English training? Did you cover the same activities?
- If you practiced conducting the assessment, did you fill out score sheets?
- Have you been certified to administer the Spanish version?
- Did you practice and/or become certified using children or through role-play?

1.8 Do you have any suggestions for improving the Spanish-language assessment training?

1.9 When were you first trained on how to complete the SED rating forms?

PROBES:

- Who conducted this training?
- What topics were covered during this training?
- What types of activities were used to train staff on completing the SED? (e.g., item-by-item review vs. general overview)
- How long did this training last?

1.10 Did the training provide adequate direction and guidance on how to complete the SED rating forms?

PROBES:

- Did you receive an instruction sheet (one-page sheet from Office of Head Start)?
- Did you find anything confusing about the information presented or the materials? Did they provide adequate guidance on how to complete the forms?
- Did you ask any questions of [*trainer name or title*] during the training? If so, which questions did you ask and what did [*trainer name or title*] tell you?

1.11 Do you have any suggestions for improving the materials teachers (or home visitors) receive to guide them in completing the SED rating forms?

1.12 Do you feel that you needed training or additional technical assistance on the SED rating form?

IF YES:

- What should that training include?

3.2 CONDUCTING THE COGNITIVE CHILD ASSESSMENTS AND COMPLETING THE SED RATING FORMS (45 MINUTES)

[NRS]	CONDUCTING THE COGNITIVE CHILD ASSESSMENTS
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Now I'd like to talk about your experiences in conducting the cognitive child assessments.

OVERVIEW

2. *How are children responding to the cognitive child assessment this spring?*

2.1 In general, how have children responded to the cognitive child assessment this spring?

PROBE:

- Do children seem to be enjoying the assessments?

2.2 Have you noticed any differences this year from fall to spring in how children have reacted to the cognitive child assessment?

IF YES:

- What are the differences, and why do you think children are reacting differently?

2.3 How much time did it take for most children to complete the cognitive child assessment?

2.4 Did you feel prepared—in terms of knowing how to respond to the children, keeping the assessment on track, and accurately recording the children's answers?

3. *What kinds of problems or issues have emerged when administering the cognitive child assessments? How have you addressed them?*

3.1 Have there been any instances this program year (2006-2007) where children had difficulty cooperating, paying attention, or being able to complete the assessment?

IF YES:

- How did you address these problems? (IF NECESSARY ADD: For example, did you provide breaks, reschedule assessments, or make other accommodations?)
- If you took a break, how did you make arrangements to complete the assessment?

3.2 Have you conducted any cognitive child assessments with children with disabilities?

IF YES:

- What issues, if any, have come up this program year when you conduct the assessment with children with disabilities?

PROBES:

- What kinds of special needs do they have, and what accommodations do you make for these children?
- Have you been unable to complete the cognitive child assessment with any of these children? If so, what prevented you from completing the assessment?
- Have you received specific guidance on conducting the NRS assessment with children with special needs, either from the lead trainer, the T/TA network, or the NRS helpline?

FOR ASSESSORS WHO ARE ALSO THE CHILD'S TEACHER

3.3 Have any of you assessed children on the NRS cognitive child assessment this program year that you teach on a regular basis?

IF YES:

- Did you feel that the children's responses on the assessment lined up with your perception of their capabilities?
- What did you learn from observing the children in the assessments, in terms of understanding them as individuals or as a class/group?
- Did the NRS assessment provide you with any additional information or insights about your children, beyond the information you have collected from initial screenings or ongoing child assessments?

IF YES:

- What additional information did you obtain? Was it helpful? Did you do anything specific with this information?

FOR ASSESSORS WHO HAVE ADMINISTERED THE SPANISH-LANGUAGE VERSION

3.4 Have any of you administered the Spanish language version of the cognitive child assessment?

PROBES

- Do you tend to schedule the English assessments for later that same day or on a different day, or do you tend to conduct both languages one right after the other?
- Can you share your experiences and any issues that have come up with the Spanish version?
- In your opinion, how does it compare to the English version—in terms of how it is administered or the children's response to the assessment?

FOR ASSESSORS WHO HAVE ASSESSED ENGLISH LANGUAGE LEARNERS (BESIDES
SPANISH)

3.5 Besides Spanish, have any of you assessed children who are English Language Learners?

IF YES:

- What other languages do the children speak?
- Did the Simon Says and Art Show activities help you identify children's ability to understand English?
- How have English Language Learners responded to the assessment process this program year?

Now I'd like to talk about your experiences completing the SED rating form.

4. *What approach does your program take to complete the SED rating forms?*

4.1 Does one person complete all rating forms for a given classroom, or is the responsibility shared between multiple people (e.g., a lead teacher and teacher's aide)?

4.2 If it is more than one person, how did you determine who should complete the rating forms?

4.3 How many staff members were involved in completing an individual child's SED rating form?

PROBE:

- Did you ever consult with another person in order to complete a SED rating form for a single child? Under what circumstances did this happen?

4.4 Did you consult other sources in completing the rating forms?

IF YES:

- What were these other sources?
- How did you use the information to complete the rating forms? (e.g., verify memory, transfer notes to complete certain items, etc.)?

4.5 How long, on average, did it take you to complete a single rating form for a child?

PROBE:

- Did you perceive that the rating form was quick and easy to complete, or that filling out the rating forms was a burden on your time?

4.6 In the fall, did you complete the SED rating forms before or after your own local assessments and screening protocols?

PROBE:

- Was there a specific reason for doing them in this order?

4.7 Do you and other staff think the SED rating form is completed at an appropriate time of year?

PROBE:

- At the beginning of the year, do you think four weeks is enough time for you to become familiar enough with children's behaviors displayed in a classroom (IF HOME VISITOR IN GROUP, ADD: or displayed in a home-based setting) so that you can effectively complete the rating forms?)

IF NO:

- How long would you like to wait after the child enrolls before completing the SED rating form?
- How does the timing of the spring SED assessment fit in with other local assessments, the rest of the NRS, and other end-of-year activities?

4.8 Were there any children for whom you did not complete an SED rating form?

IF YES:

- For how many children was a rating form not completed? Why?

4.9 Did you think that the SED rating forms were relatively straightforward to complete?

PROBE:

- Did the forms require much instruction or training?

4.10 What do you like about the SED rating form?

PROBE:

- Please describe the features you like.

3.3 COMMUNICATING WITH STAKEHOLDERS ABOUT THE NRS (10 MINUTES)

5. *Please describe how your program has communicated with parents about the NRS, including the child assessment and the SED rating form.*

[NRS and SED] COMMUNICATING WITH PARENTS ABOUT THE NRS

- 5.1 Did you communicate with parents about the cognitive child assessments?

IF YES:

- What information did you share with them?
- What questions did parents have about the cognitive child assessments?
- What kinds of issues and concerns did parent raise, if any?
- How did you address these concerns?

- 5.2 Do you feel prepared to communicate effectively with parents about the cognitive child assessments?

IF NO:

- What kind of support or information would you need to be able to do so?

- 5.3 Did you communicate with parents about the SED rating form?

IF YES:

- What information did you share with them?
- What questions did parents have about the SED rating form?
- What kinds of issues and concerns did parent raise, if any?
- How did you address these concerns?

- 5.4 Do you feel prepared to communicate effectively with parents about the SED rating form?

IF NO:

- What kinds of support or information would you need to be able to do so?

3.4 LESSONS (30 MINUTES)

[NRS]	LOCAL CHILD ASSESSMENTS AND COGNITIVE CHILD ASSESSMENT DATA AND OUTCOME REPORTS
--------------	--

Now I'd like to talk about your ideas on how to use data collected through the National Reporting System, your suggestions for improving the system, and any concerns you have about the system.

6. ***How do you think local program staff can use the cognitive child assessment data collected through the NRS, along with the child assessments staff conduct locally, in planning and working with children and families?***

LOCAL CHILD ASSESSMENTS AND SCREENINGS

- 6.1 What kinds of developmental screenings and child assessments does your program use?

NOTE TO SITE VISITORS: The list of examples is for your information.

- | | |
|--|---|
| <ul style="list-style-type: none">• Creative Curriculum Developmental Continuum Assessment Toolkit (Ages 3-5)• High/Scope Child Observation Record (COR)• Galileo• Ages & Stages Questionnaires• Desired Results Developmental Profile• Work Sampling System for Head Start | <ul style="list-style-type: none">• Learning Accomplishment Profile Screening• Hawaii Early Learning Profile• Brigance Preschool Screen for Ages 3-4• Locally designed – ASK IF IT WAS designed “from scratch” or if they modified or used parts of existing tools or instruments (e.g., Ages & Stages).• Other – ASK FOR NAME• No local assessment tool is used |
|--|---|

- 6.2 How satisfied are you with the local assessment tools?

PROBE:

- Do they provide you with the outcomes data that you need?

COGNITIVE CHILD ASSESSMENT DATA AND OUTCOME REPORTS

Now let's talk about the child cognitive assessment data and outcome reports that your program receives from the Office of Head Start.

- 6.3 What was your reaction to the fall 2006 baseline child cognitive assessment report and the 2005-2006 NRS growth report (report on children's growth from fall to spring) that you received this year?

PROBES:

- Have you seen the fall 2006 baseline report and/or the 2005-2006 NRS growth report?

IF NO:

- SKIP TO THE dashed question below under 6.5 that begins "Have you used the NRS results [OR THE FORMAT/CONTENT...]"

IF YES:

- Who shared the NRS results with you?
- Approximately when (in which month) did you receive the baseline report and the growth report?
- Were the children's outcomes and levels of growth during the 2005-2006 program year higher, lower, or about what you expected?

- 6.4 How user friendly was the report?

PROBES:

- Was it easy to understand, or did you have difficulty understanding the outcomes reported?
- Were the letter and explanatory material that came with the report clear?
- What did you like about the structure and the information included in the reports?

- 6.5 Have you been involved in using the 2005-2006 NRS cognitive child assessment outcomes report for program improvement or program self-assessment activities?

PROBES:

- Have you compared the NRS results to your local assessment results?

IF YES:

- How do they compare? Did the results compare as you expected, or did the comparison surprise you?
- **(SKIP FROM 6.3)** Have you used the NRS results [OR THE FORMAT/CONTENT OF THE TOOL IF THEY HAVE NOT SEEN DATA] or the reference tables available on the CBRS that allow you to compare your program's results to those of other programs like yours] to identify staff training and technical assistance needs?

IF YES:

- Please describe using specific examples.
- Have you used the cognitive child assessment results [OR THE FORMAT/CONTENT OF THE TOOL IF THEY HAVE NOT SEEN DATA] to inform changes made to classroom practices?

IF YES:

PROBE USING FOLLOWING EXAMPLES:

Have you increased focus on . . .

- letter naming activities?
 - general literacy and reading skills?
 - counting and number recognition?
 - math skills (addition/subtraction/fractions)?
 - purchased classroom materials?
 - purchased books or literacy materials?
 - encouraging parents to supplement classroom learning at home?
 - something else? ASK FOR DETAILS/EXAMPLES
- Have you used the 2005-2006 outcomes report or fall 2006 baseline report in conjunction with your local assessment?

IF YES:

- How did you use them together?
- Have you used the cognitive child assessment outcome results for any other purpose?

IF YES:

- Please describe.

6.6 Has the cognitive child assessment changed the local assessment process?

IF YES:

- How has it changed?

PROBES:

- Has it changed who conducts child assessments?
- When child assessments are conducted?
- Other?

6.7 Has the cognitive child assessment changed how local assessment results are used by staff?

IF YES:

- Please give specific examples.

6.8 Have you learned anything from the cognitive child assessment data reports about how your program is functioning or anything about the children you serve that you did not know before?

PROBES:

- Anything about specific populations (e.g., English Language Learners or children with disabilities)?
- Anything about domains that your local assessments do not capture?
- Anything about how much the children are learning in comparison to other Head Start programs?

6.9 Has your program compared program-level child cognitive assessment data reports across multiple years?

IF YES:

- What kinds of trends did you see? For example, did children appear to be doing better over time? Staying about the same? Doing worse?

6.10 IF PROGRAM HAS NOT USED COGNITIVE CHILD ASSESSMENT DATA: Why has your program not used the NRS data or outcome reports? What would need to be changed about the NRS or the report to make the information more useful?

- 6.11 Do you have plans to use the cognitive child assessment outcome results in the future? (NOTE TO SITE VISITORS: If staff respond that the NRS will not likely continue past this spring, please ask them to answer assuming that it will continue.)

IF YES:

Please describe using specific examples.

IF NO:

- Why not?

- 6.12 Do you have suggestions about the format in which you would like to receive the NRS child cognitive assessment outcome reports?

PROBES:

- What level of data would you find most useful—aggregated at the classroom, center, or program level?
- Why would this level of data be most helpful?

- 6.13 Do you have questions about the NRS child cognitive assessment outcome results?

- 6.14 Are there other ways that the layout of the report on child cognitive assessment results could be improved?

Now I'd like to ask some questions about the data and outcome report for the SED rating form that your program received from the Office of Head Start.

- 6.15 What is your opinion of the content of the SED rating form? Does it cover the appropriate social-emotional domains? Should any other scales be added to the SED rating form?

IF YES:

- What scale should be added?

- 6.16 Do you feel that the rating categories (never, sometimes, often, very often) are useful?

IF NO:

- What should be changed?

- 6.17 Does information from the SED rating form provide new information?

- 6.18 How do you think teachers/home visitors (or other program staff) can use the data collected on the SED rating form in planning and working with children and families in your program?

- 6.19 Have you seen the SED rating report for fall 2006 that was distributed by the Office of Head Start in February 2007?

IF NO:

- What information should be included in a report that summarizes the SED rating form results to make the information useful to programs?

IF YES:

- 6.20 As you may remember, the report showed the mean score of children in the program on the three main areas that were evaluated: (1) Positive Approaches to Learning, (2) Cooperative Classroom Behavior, and (3) Absence of Behavior Problems). Then, it showed the percentage of children at each level (never, sometimes, etc). It also showed the national Head Start average scores and average levels. What was your reaction to seeing these program-wide results?

PROBE:

- Did the results match what you were expecting to see based on your own local assessments and/or screenings?

IF NO:

- Why not?
- How easy or difficult was it to use and understand the report in the format that was used?

- 6.21 Are there other ways that the content or layout of the report on SED results could be improved?

TRIBAL PROGRAMS ONLY

- 6.22 Do you have any concerns or fears about how data from the cognitive child assessments and/or the SED rating form—and data specifically from tribal programs—will be used?

IF YES:

- Please describe.

- 6.23 Do you have any concerns or fears about how data from local assessments—and local data specifically from tribal programs—will be used?

IF YES:

- Please describe.

6.24 How do you think data from the cognitive child assessments and/or the SED rating form could be used to benefit tribal programs?

PROBE FOR DETAILS

IF YES:

- Please describe.

6.25 How do you think data from your local assessments could be used to benefit tribal programs?

PROBE FOR DETAILS.

7. *Can you suggest ways to improve the National Reporting System?***COGNITIVE CHILD ASSESSMENT**

7.1 Are there other Head Start domains that you would like to see incorporated into the cognitive child assessment?

IF YES:

- Which domains?
- How should they be added to the cognitive child assessment?

7.2 Do you have suggestions for improving:

PROBES:

- Communication and clarity about the purpose of the system or its design?
- The format of local NRS training? The local certification process?
- Appropriateness and content of the cognitive child assessment?
- Descriptive data of the reports?

TRIBAL PROGRAMS ONLY

7.3 Do you have suggestions for improving the child cognitive assessment that would be a unique benefit to tribal programs in general, or to your tribal community specifically?

IF YES:

- Please describe.

Now, I have a question about your impressions of the SED rating form.

SITE VISITOR NOTE: You may wish to have a blank SED rating form handy as a reference tool for the wording of specific items. However, please do not use this form as a crutch to guide an item-by-item discussion at this point.

7.4 Do you have any suggestions for improving the SED rating form?

PROBES:

- Should anything be added or eliminated in Scale A (Approaches to Learning)?

IF YES:

- What should be added or eliminated?

- Should anything be added or eliminated in Scale B (Cooperative Classroom Behavior)?

IF YES:

- What should be added or eliminated?

- Should anything be added or eliminated in Scale C (Behavior Problems)?

IF YES:

- What should be added or eliminated?

8. ***What has been the most significant contribution that the overall National Reporting System has made to your program?***

8.1 What has been the most significant contribution of the cognitive child assessment?

8.2 What has been the most significant contribution of the SED rating form?

TRIBAL PROGRAMS ONLY

8.3 Do you think that the NRS makes contributions that are unique to tribal programs in general, or to your tribal community specifically?

IF YES:

- Please describe.

9. What are your strongest concerns about the National Reporting System overall? What challenges has your program encountered?

9.1 What significant concerns do you have about the child cognitive assessment?

PROBE:

- What challenges have you encountered?

9.2 Have any of these concerns or challenges changed since the NRS began?

IF YES:

- How have they changed?

9.3 What significant concerns do you have about the SED rating form or its use?

PROBE:

- What challenges have you encountered?

TRIBAL PROGRAMS ONLY

9.4 Do you think that the NRS raises any concerns or challenges that are unique to tribal programs in general, or to your tribal community specifically?

IF YES:

- Please describe

Before we wrap up, I'd like to ask you some questions about your views on the assessment of young children (i.e., before kindergarten) in general—not just the NRS but using any kind of tool or method used for assessment purposes.

9.5 What do you think is the primary purpose of assessing young children, regardless of whether they are in Head Start or not?

TRIBAL PROGRAMS ONLY

9.6 Do you think assessing young children is appropriate? Why or why not?

PROBE:

- Is it appropriate in some circumstance but not others? For example, does it depend on the format (standardized assessment versus observation-based assessment)? Or does it depend on who is doing the assessment (for example, teacher, outside expert, parent)? Something else?

IF YES:

- Please describe circumstances in which assessments are appropriate.
- Does the appropriateness vary according to whether children are from a tribal community?

IF YES:

- Why do you think the appropriateness varies according to whether young children are from a tribal community or not?

9.7 Do you think that assessing young children can benefit tribal programs?

IF YES:

- How can it benefit tribal programs? Can you give an example?

IF NO:

- Why not?

10. Is there anything else you would like to share before we wrap up?

Thank you for participating in the discussion and sharing your experiences and feedback. We really appreciate your time and insights.

APPENDIX B.4
NRS-ONLY

HEAD START NATIONAL REPORTING SYSTEM
QUALITY ASSURANCE STUDY, YEAR 4
FOCUS GROUP GUIDE FOR NRS ASSESSORS ONLY
SPRING 2007

INTRODUCTION

FOR MPR STAFF: My name is [X], and I am a [TITLE] at Mathematica Policy Research. As you know, Mathematica is an independent policy research firm that has extensive experience in conducting Head Start and other early childhood research.

FOR JUÁREZ STAFF: My name is [X], I am a [TITLE] at Juárez and Associates, a private research firm. Juárez is working on this project under subcontract with Mathematica Policy Research, an independent policy research firm that has extensive experience in conducting Head Start and other early childhood research.

INTRODUCE PROJECT AND PURPOSE OF THE FOCUS GROUP: We are conducting site visits to 40 Head Start programs this spring to help the Office of Head Start assess how well the National Reporting System is being implemented, and to learn about the experiences of Head Start program staff who are conducting the assessments. Mathematica and Juárez and Associates also did this same work during the first three years of the NRS with a different set of programs.

We are interested in learning about your experiences with the NRS and your views about what works and what does not. We're also interested in exploring any significant changes you've made in how you administer the NRS since implementation began in 2003, and any differences in your program's experiences over time. We will use the information we collect during the visits to recommend strategies for improving the system. We are not here to judge the performance of any individual program, staff member, or child.

TRIBAL PROGRAMS ONLY

We have selected more than our usual sample of tribal programs this year because we are interested in getting the unique perspective of programs like yours on all aspects of the NRS. Please help us to make sure that we represent the views of tribal programs like yours. As we proceed through these questions, if there are issues that you feel are particular to tribal programs, please let me know. I will also be asking some questions that will explore whether certain aspects of the NRS have unique implications for tribal programs, as well as some questions on assessments of young children in general

PRIVACY: Everything you say here is private. No individual staff member will be quoted by name. Our report on the site visits will describe the range of views expressed by staff across programs, but specific comments will not be attributed to specific individuals or programs.

CONFIRM TIME LENGTH OF THE FOCUS GROUP: 60-75 minutes

MECHANICS OF TAPING: I am taping our discussion so that I can listen to it later when I write up my notes. No one outside of our research team will have access to the tape. It will be helpful if you speak up, speak clearly, and speak one at a time.

ROLE OF THE MODERATOR: I'm going to lead the discussion. We have a number of topics to discuss during the time we have for this discussion. At times, I may need to move the conversation along to be sure we cover everything.

There are no right or wrong answers. People may disagree, and that's okay. Please feel free to offer your opinions, whether positive or negative.

Do you have any questions before we get started?

PARTICIPANT INTRODUCTIONS: To get started, please introduce yourself by telling me:

1. Your first name and your position in the Head Start program (*Note whether any participants are home visitors*),
2. How long you have been an NRS assessor, and
3. Whether you conduct Spanish assessments.

NOTE TO SITE VISITORS: *Remember to please keep in mind that If staff respond to any question or comment that the NRS will not likely continue past this spring, please ask them to answer assuming that it will continue.*

3.1 TRAINING (20 MINUTES)

1. *How helpful and complete was the training and guidance you received from your program in preparing you to conduct the cognitive child assessments?*

[NRS]

NRS ASSESSOR TRAINING

SPRING 2007 REFRESHER TRAINING

- 1.1 Was there a refresher training this spring?

IF YES:

- Who led it? How long did it last? Were all assessors trained together in one session, or did training happen in smaller groups ?
- 1.2 What activities did you complete during refresher training, and how long did each one last? Watch video? Review easel? Role-play? Other?
 - 1.3 Did you receive a new Assessor's Guide as part of the refresher training? Did you review the guide during refresher training?
 - 1.4 What was most helpful about the refresher training? Least helpful?
 - 1.5 Do you have any suggestions for improving the refresher training or the training video?

TRAINING AND CERTIFICATION FOR NEW ASSESSORS

- 1.6 Are any of you conducting the cognitive child assessments for the first time this spring?

IF YES:

- Who trained you on the NRS?
- Were you trained during a separate session, or was your training part of the refresher training that everyone else received?
- What did the training agenda include? Watch video? Review easel? Role-play? Other?
- If you practiced conducting the assessment, did you fill out score sheets?
- Did you become certified? Who certified you?
- Did you practice or become certified using children or through role-play?
- Do you have any suggestions for changes to the content or format of the training new assessors receive?

TRAININGS AND CERTIFICATION FOR BILINGUAL ASSESSORS

1.7 Did any of you receive training on administering the Spanish-language version of the assessment?

IF YES:

- Who provided the training?
- How did the training compare with the English training? Did you cover the same activities?
- If you practiced conducting the assessment, did you fill out score sheets?
- Have you been certified to administer the Spanish version?
- Did you practice and/or become certified using children or through role-play?

1.8 Do you have any suggestions for improving the Spanish-language assessment training?

3.2 CONDUCTING THE COGNITIVE CHILD ASSESSMENTS (35 MINUTES)

[NRS]

CONDUCTING THE COGNITIVE CHILD ASSESSMENTS

Now I'd like to talk about your experiences in conducting the cognitive child assessments.

OVERVIEW

2. *How are children responding to the cognitive child assessment this spring?*

2.1 In general, how have children responded to the cognitive child assessments this spring?

PROBE:

- Do children seem to be enjoying the assessments?

2.2 Have you noticed any differences this year from fall to spring in how children have reacted to the cognitive child assessment?

IF YES:

- What are the differences, and why do you think children are reacting differently?

2.3 How much time did it take for most children to complete the cognitive child assessment?

2.4 Did you feel prepared—in terms of knowing how to respond to the children, keeping the assessment on track, and accurately recording the children's answers?

3. *What kinds of problems or issues have emerged when administering the cognitive child assessments? How have you addressed them?*

3.1 Have there been any instances this program year (2006-2007) where children had difficulty cooperating, paying attention, or being able to complete the assessment?

IF YES:

- How did you address these problems? (IF NECESSARY ADD: For example, did you provide breaks, reschedule assessments, or make other accommodations?)
- If you took a break, how did you make arrangements to complete the assessment?

3.2 Have you conducted any cognitive child assessments with children with disabilities?

IF YES:

- What issues, if any, have come up this program year when you conduct the assessment with children with disabilities?

PROBES:

- What kinds of special needs do they have, and what accommodations do you make for these children?
- Have you been unable to complete the cognitive child assessment with any of these children? If so, what prevented you from completing the assessment?
- Have you received specific guidance on conducting the NRS assessment with children with special needs, either from the lead trainer, the T/TA network, or the NRS helpline?

FOR ASSESSORS WHO ARE ALSO THE CHILD'S TEACHER

3.3 Have any of you assessed children on the cognitive child assessment this program year that you teach on a regular basis?

IF YES:

- Did you feel that the children's responses on the assessment lined up with your perception of their capabilities?
- What did you learn from observing the children in the assessments, in terms of understanding them as individuals or as a class/group?
- Did the NRS assessment provide you with any additional information or insights about your children, beyond the information you have collected from initial screenings or ongoing child assessments?
- **IF YES:**
 - What additional information did you obtain? Was it helpful? Did you do anything specific with this information?

FOR ASSESSORS WHO HAVE ADMINISTERED THE SPANISH-LANGUAGE VERSION

3.4 Have any of you administered the Spanish-language version of the cognitive child assessment?

PROBES

- Do you tend to schedule the English assessments for later that same day or on a different day, or do you tend to conduct both languages one right after the other?
- Can you share your experiences and any issues that have come up with the Spanish version?
- In your opinion, how does it compare to the English version—in terms of how it is administered or the children's response to the assessment?

FOR ASSESSORS WHO HAVE ASSESSED ENGLISH LANGUAGE LEARNERS (BESIDES SPANISH)

3.5 Besides Spanish, have any of you assessed children who are English Language Learners?

IF YES:

- What other languages do the children speak?
- Did the Simon Says and Art Show activities help you identify children's ability to understand English?
- How have English Language Learners responded to the assessment process this program year?

3.3 COMMUNICATING WITH STAKEHOLDERS ABOUT THE NRS (10 MINUTES)

5. *Please describe how your program has communicated with parents about the NRS.*

[NRS]	COMMUNICATING WITH PARENTS ABOUT THE NRS
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5.1 Did you communicate with parents about the cognitive child assessments?

IF YES:

- What information did you share with them?
- What questions did parents have about the cognitive child assessments?
- What kinds of issues and concerns did parent raise, if any?
- How did you address these concerns?

5.2 Do you feel prepared to communicate effectively with parents about the cognitive child assessments?

IF NO:

- What kind of support or information would you need to be able to do so?

TRIBAL PROGRAMS ONLY

5.3 Do you communicate with tribal leaders or elders about the cognitive child assessments?

PROBE:

- What kinds of questions or concerns did tribal leaders or elders raise?

5.4 Did your program inform the tribal leaders or elders about the new SED rating form this year?

IF YES:

- How did they learn about it, and what kinds of questions or concerns did the tribal leaders raise?

5.5 Do you and your staff feel prepared to communicate effectively with parents and tribal leaders or elders about the cognitive child assessments and the SED rating form?

IF NO:

- What kind of support or information would you need to be able to do so?

3.4 LESSONS (25 MINUTES)

[NRS]

LOCAL CHILD ASSESSMENTS AND COGNITIVE CHILD ASSESSMENT DATA AND OUTCOME REPORTS

Now I'd like to talk about your ideas on how to use data collected through the National Reporting System, your suggestions for improving the system, and any concerns you have about the system.

6. ***How do you think local program staff can use the cognitive child assessment data collected through the NRS, along with the child assessments staff conduct locally, in planning and working with children and families?***

LOCAL CHILD ASSESSMENTS AND SCREENINGS

- 6.1 What kinds of developmental screenings and child assessments does your program use?

NOTE TO SITE VISITORS: The list of examples is for your information.

- | | |
|---|--|
| • Creative Curriculum Developmental Continuum Assessment Toolkit (Ages 3-5) | • Learning Accomplishment Profile Screening |
| • High/Scope Child Observation Record (COR) | • Hawaii Early Learning Profile |
| • Galileo | • Brigance Preschool Screen for Ages 3-4 |
| • Ages & Stages Questionnaires | • Locally designed – ASK IF IT WAS designed “from scratch” or if they modified or used parts of existing tools or instruments (e.g., Ages & Stages). |
| • Desired Results Developmental Profile | • Other – ASK FOR NAME |
| • Work Sampling System for Head Start | • No local assessment tool is used |

- 6.2 How satisfied are you with the local assessment tools?

PROBE:

- Do they provide you with the outcomes data that you need?

COGNITIVE CHILD ASSESSMENT DATA AND OUTCOME REPORTS

Now let's talk about the cognitive child assessment data and outcome reports that your program receives from the Office of Head Start.

- 6.3 What was your reaction to the fall 2006 baseline report and the 2005-2006 NRS growth report (report on children's growth from fall to spring) that you received this year?

PROBES:

- Have you seen the fall 2006 baseline report and/or the 2005-2006 NRS growth report?

IF NO:

- SKIP TO THE dashed question below under 6.5 that begins "Have you used the NRS results [OR THE FORMAT/CONTENT...]"

IF YES:

- Who shared the NRS results with you?
- Approximately when (in which month) did you receive the baseline report and the growth report?
- Were the children's outcomes and levels of growth during the 2005-2006 program year higher, lower, or about what you expected?

- 6.4 How user friendly was the report?

PROBES:

- Was it easy to understand, or did you have difficulty understanding the outcomes reported?
- Were the letter and explanatory material that came with the report clear?
- What did you like about the structure and the information included in the reports?

- 6.5 Have you been involved in using the 2005-2006 cognitive child assessment outcomes report for program improvement or program self-assessment activities?

PROBES:

- Have you compared the cognitive child assessment results to your local assessment results?

IF YES:

- How do they compare? Did the results compare as you expected, or did the comparison surprise you?
- **(SKIP FROM 6.3)** Have you used the cognitive child assessment results [OR THE FORMAT/CONTENT OF THE TOOL IF THEY HAVE NOT SEEN DATA] or the reference tables available on the CBRS that allow you to compare your program's results to those of other programs like yours] to identify staff training and technical assistance needs?

IF YES:

- Please describe using specific examples.
- Have you used the cognitive child assessment results [OR THE FORMAT/CONTENT OF THE TOOL IF THEY HAVE NOT SEEN DATA] to inform changes made to classroom practices?

IF YES:

PROBE USING FOLLOWING EXAMPLES:

Have you increased focus on . . .

- letter naming activities?
 - general literacy and reading skills?
 - counting and number recognition?
 - math skills (addition/subtraction/fractions)?
 - purchased classroom materials?
 - purchased books or literacy materials?
 - encouraging parents to supplement classroom learning at home?
 - something else? ASK FOR DETAILS/EXAMPLES
- Have you used the 2005-2006 outcomes report or fall 2006 baseline report in conjunction with your local assessment?

IF YES:

- How did you use them together?
- Have you used the cognitive child assessment outcome results for any other purpose?

IF YES:

- Please describe.

6.6 Has the cognitive child assessment changed the local assessment process?

IF YES:

- How has it changed?

PROBES:

- Has it changed who conducts local child assessments?
- When local child assessments are conducted?
- Other?

6.7 Has the cognitive child assessment changed how local assessment results are used by staff?

IF YES:

- Please give specific examples.

6.8 Have you learned anything from the cognitive child assessment data reports about how your program is functioning or anything about the children you serve that you did not know before?

PROBES:

- Anything about specific populations (e.g., English Language Learners or children with disabilities)?
- Anything about domains that your local assessments do not capture?
- Anything about how much the children are learning in comparison to other Head Start programs?

6.9 Has your program compared program-level cognitive child assessment data reports across multiple years?

IF YES:

- What kinds of trends did you see? For example, did children appear to be doing better over time? Staying about the same? Doing worse?

6.10 IF PROGRAM HAS NOT USED COGNITIVE CHILD ASSESSMENT DATA: Why has your program not used the NRS data or outcome reports? What would need to be changed about the cognitive child assessment or the report to make the information more useful?

- 6.11 Do you have plans to use the cognitive child assessment outcome results in the future? (NOTE TO SITE VISITORS: If staff respond that the NRS will not likely continue past this spring, please ask them to answer assuming that it will continue.)

IF YES:

Please describe using specific examples.

IF NO:

- Why not?

- 6.12 Do you have suggestions about the format in which you would like to receive the cognitive child assessment outcome reports?

PROBES:

- What level of data would you find most useful—aggregated at the classroom, center, or program level?
- Why would this level of data be most helpful?

- 6.13 Do you have questions about the cognitive child assessment outcome results?

- 6.14 Are there other ways that the layout of the report on results could be improved?

TRIBAL PROGRAMS ONLY

- 6.22 Do you have any concerns or fears about how data from the cognitive child assessments—and data specifically from tribal programs—will be used?

IF YES:

- Please describe.

- 6.23 Do you have any concerns or fears about how data from local assessments—and local data specifically from tribal programs—will be used?

IF YES:

- Please describe.

- 6.24 How do you think data from the cognitive child assessments could be used to benefit tribal programs?

PROBE FOR DETAILS

IF YES:

- Please describe.

6.25 How do you think data from your local assessments could be used to benefit tribal programs?

PROBE FOR DETAILS.

7. Can you suggest ways to improve the National Reporting System?

COGNITIVE CHILD ASSESSMENT

7.1 Are there other Head Start domains that you would like to see incorporated into the cognitive child assessment?

IF YES:

- Which domains?
- How should they be added to the cognitive child assessment?

7.2 Do you have suggestions for improving:

PROBES:

- Communication and clarity about the purpose of the system or its design?
- The format of local NRS training? The local certification process?
- Appropriateness and content of the cognitive child assessment?
- Descriptive data in the reports?

TRIBAL PROGRAMS ONLY

7.3 Do you have suggestions for improving the cognitive child assessment that would uniquely benefit tribal programs in general, or to your tribal community specifically?

IF YES:

- Please describe.

8. What has been the most significant contribution that the overall National Reporting System has made to your program?

8.1 What has been the most significant contribution of the NRS?

TRIBAL PROGRAMS ONLY

- 8.3 Do you think that the NRS makes contributions that are unique to tribal programs in general, or to your tribal community specifically?

IF YES:

- Please describe.

9. ***What are your strongest concerns about the National Reporting System overall? What challenges has your program encountered?***

- 9.1 What significant concerns do you have about the NRS?

PROBE:

- What challenges have you encountered?

- 9.2 Have any of these concerns or challenges changed since the NRS began?

IF YES:

- How have they changed?

TRIBAL PROGRAMS ONLY

- 9.4 Do you think that the NRS raises any concerns or challenges that are unique to tribal programs in general, or to your tribal community specifically?

IF YES:

- Please describe

Before we wrap up, I'd like to ask you some questions about your views on the assessment of young children (i.e., before kindergarten) in general—not just the NRS but using any kind of tool or method used for assessment purposes.

- 9.5 What do you think is the primary purpose of assessing young children, regardless of whether they are in Head Start or not?

TRIBAL PROGRAMS ONLY

9.6 Do you think assessing young children is appropriate? Why or why not?

PROBE:

- Is it appropriate in some circumstance but not others? For example, does it depend on the format (standardized assessment versus observation-based assessment)? Or does it depend on who is doing the assessment (for example, teacher, outside expert, parent)? Something else?

IF YES:

- Please describe circumstances in which assessments are appropriate.
- Does the appropriateness vary according to whether children are from a tribal community?

IF YES:

- Why do you think the appropriateness varies according to whether young children are from a tribal community or not?

9.7 Do you think that assessing young children can benefit tribal programs?

IF YES:

- How can it benefit tribal programs? Can you give an example?

IF NO:

- Why not?

10. Is there anything else you would like to share before we wrap up?

Thank you for participating in the discussion and sharing your experiences and feedback. We really appreciate your time and insights.

APPENDIX B.5
SED-ONLY

HEAD START NATIONAL REPORTING SYSTEM
QUALITY ASSURANCE STUDY, YEAR 4
FOCUS GROUP GUIDE FOR SED RATERS ONLY
SPRING 2007

INTRODUCTION

FOR MPR STAFF: My name is [X], and I am a [TITLE] at Mathematica Policy Research. As you know, Mathematica is an independent policy research firm that has extensive experience in conducting Head Start and other early childhood research.

FOR JUÁREZ STAFF: My name is [X], I am a [TITLE] at Juárez and Associates, a private research firm. Juárez is working on this project under subcontract with Mathematica Policy Research, an independent policy research firm that has extensive experience in conducting Head Start and other early childhood research.

INTRODUCE PROJECT AND PURPOSE OF THE FOCUS GROUP: We are conducting site visits to 40 Head Start programs this spring to help the Office of Head Start assess how well the National Reporting System is being implemented, and to learn about the experiences of Head Start program staff who are conducting the assessments. Mathematica and Juárez and Associates also did this same work during the first three years of the NRS with a different set of programs.

This spring, we are continuing our work for the Office of Head Start to support its system improvement efforts for the NRS. During our first three years of site visits to different Head Start programs, we asked programs about their thoughts on adding additional domains to the NRS assessment battery. As a result of that feedback, the Office of Head Start decided to add the HSNRS Social-Emotional Developmental (SED) rating form. During this discussion, we are also interested in learning about your program's experiences with the new rating form and your views on its usefulness. We will use the information we collect during these focus groups in all sites to contribute to our report to the Office of Head Start by summarizing programs' approaches to implementing the SED rating form and their opinions on the instrument.

TRIBAL PROGRAMS ONLY

We have selected more than our usual sample of tribal programs this year because we are interested in getting the unique perspective of programs like yours on all aspects of the NRS. Please help us to make sure that we represent the views of tribal programs like yours. As we proceed through these questions, if there are issues that you feel are particular to tribal programs, please let me know. I will also be asking some questions that will explore whether certain aspects of the NRS have unique implications for tribal programs, as well as some questions on assessments of young children in general.

PRIVACY: Everything you say here is private. No individual staff member will be quoted by name. Our report on the site visits will describe the range of views expressed by staff across programs, but specific comments will not be attributed to specific individuals or programs.

CONFIRM TIME LENGTH OF THE FOCUS GROUP: 40 minutes

MECHANICS OF TAPING: I am taping our discussion so that I can listen to it later when I write up my notes. No one outside of our research team will have access to the tape. It will be helpful if you speak up, speak clearly, and speak one at a time.

ROLE OF THE MODERATOR: I'm going to lead the discussion. We have a number of topics to discuss during the time we have for this discussion. At times, I may need to move the conversation along to be sure we cover everything.

There are no right or wrong answers. People may disagree, and that's okay. Please feel free to offer your opinions, whether positive or negative.

Do you have any questions before we get started?

PARTICIPANT INTRODUCTIONS: To get started, please introduce yourself by telling me:

1. Your first name and your position in the Head Start program (*Note whether any participants are home visitors*),
2. How long you have been a SED rater, and
3. Whether you conduct Spanish assessments.

3.1 TRAINING (5 MINUTES)

1. *How helpful and complete was the training and guidance you received from your program in preparing you to conduct the cognitive child assessments?*

[SED]

SED RATER TRAINING

- 1.9 When were you first trained on how to complete the SED rating forms?

PROBES:

- Who conducted this training?
- What topics were covered during this training?
- What types of activities were used to train staff on completing the SED? (e.g., item-by-item review vs. general overview)
- How long did this training last?

- 1.10 Did the training provide adequate direction and guidance on how to complete the SED rating forms?

PROBES:

- Did you receive an instruction sheet (one-page sheet from Office of Head Start)?
- Did you find anything confusing about the information presented or the materials? Did they provide adequate guidance on how to complete the forms?
- Did you ask any questions of [*trainer name or title*] during the training? If so, which questions did you ask and what did [*trainer name or title*] tell you?

- 1.11 Do you have any suggestions for improving the materials teachers (or home visitors) receive to guide them in completing the SED rating forms?

- 1.12 Do you feel that you needed training or additional technical assistance on the SED rating form?

IF YES:

- What should that training include?

3.2 CONDUCTING THE SED RATING FORMS (45 MINUTES)

[SED]

COMPLETING THE SED RATING FORMS

Now I'd like to talk about your experiences completing the SED rating form.

4. *What approach does your program take to complete the SED rating forms?*

4.1 Does one person complete all rating forms for a given classroom, or is the responsibility shared between multiple people (e.g., a lead teacher and teacher's aide)?

4.2 If it is more than one person, how did you determine who should complete the rating forms?

4.3 How many staff members were involved in completing an individual child's SED rating form?

PROBE:

- Did you ever consult with another person in order to complete a SED rating form for a single child? Under what circumstances did this happen?

4.4 Did you consult other sources in completing the rating forms?

IF YES:

- What were these other sources?
- How did you use the information to complete the rating forms? (e.g., verify memory, transfer notes to complete certain items, etc.)?

4.5 How long, on average, did it take you to complete a single rating form for a child?

PROBE:

- Did you perceive that the rating form was quick and easy to complete, or that filling out the rating forms was a burden on your time?

4.6 In the fall, did you complete the SED rating forms before or after your own local assessments and screening protocols?

PROBE:

- Was there a specific reason for doing them in this order?

- 4.7 Do you and other staff think the SED rating form is completed at an appropriate time of year?

PROBE:

- At the beginning of the year, do you think four weeks is enough time for you to become familiar enough with children's behaviors displayed in a classroom (IF HOME VISITOR IN GROUP, ADD: or displayed in a home-based setting) so that you can effectively complete the rating forms?)

IF NO:

- How long would you like to wait after the child enrolls before completing the SED rating form?
- How does the timing of the spring SED assessment fit in with other local assessments, the rest of the NRS, and other end-of-year activities?

- 4.8 Were there any children for whom you did not complete an SED rating form?

IF YES:

- For how many children was a rating form not completed? Why?

- 4.9 Did you think that the SED rating forms were relatively straightforward to complete?

PROBE:

- Did the forms require much instruction or training?

- 4.10 What do you like about the SED rating form?

PROBE:

- Please describe the features you like.

[SED] COMMUNICATING WITH PARENTS ABOUT THE SED RATING FORM

5.3 Did you communicate with parents about the SED rating form?

IF YES:

- What information did you share with them?
- What questions did parents have about the SED rating form?
- What kinds of issues and concerns did parent raise, if any?
- How did you address these concerns?

5.4 Do you feel prepared to communicate effectively with parents about the SED rating form?

IF NO:

- What kinds of support or information would you need to be able to do so?

3.4 LESSONS (30 MINUTES)

[SED]

SED DATA AND OUTCOME REPORT

Now I'd like to ask some questions about the data and outcome report for the SED rating form that your program received from the Office of Head Start.

- 6.15 What is your opinion of the content of the SED rating form? Does it cover the appropriate social-emotional domains? Should any other scales be added to the SED rating form?

IF YES:

- What scale should be added?

- 6.16 Do you feel that the rating categories (never, sometimes, often, very often) are useful?

IF NO:

- What should be changed?

- 6.17 Does information from the SED rating form provide new information?

- 6.18 How do you think teachers/home visitors (or other program staff) can use the data collected on the SED rating form in planning and working with children and families in your program?

- 6.19 Have you seen the SED rating report for fall 2006 that was distributed by the Office of Head Start in February 2007?

IF NO:

- What information should be included in a report that summarizes the SED rating form results to make the information useful to programs?

IF YES:

- 6.20 As you may remember, the report showed the mean score of children in the program on the three main areas that were evaluated: (1) Positive Approaches to Learning, (2) Cooperative Classroom Behavior, and (3) Absence of Behavior Problems). Then, it showed the percentage of children at each level (never, sometimes, etc). It also showed the national Head Start average scores and average levels. What was your reaction to seeing these program-wide results?

PROBE:

- Did the results match what you were expecting to see based on your own local assessments and/or screenings?

IF NO:

- Why not?
- How easy or difficult was it to use and understand the report in the format that was used?

- 6.21 Are there other ways that the content or layout of the report on SED results could be improved?

TRIBAL PROGRAMS ONLY

- 6.22 Do you have any concerns or fears about how data from the cognitive child assessments and/or the SED rating form—and data specifically from tribal programs—will be used?

IF YES:

- Please describe.

- 6.23 Do you have any concerns or fears about how data from local assessments—and local data specifically from tribal programs—will be used?

IF YES:

- Please describe.

6.24 How do you think data from the cognitive child assessments and/or the SED rating form could be used to benefit tribal programs?

PROBE FOR DETAILS

IF YES:

- Please describe.

6.25 How do you think data from your local assessments could be used to benefit tribal programs?

PROBE FOR DETAILS.

TRIBAL PROGRAMS ONLY

7.3 Do you have suggestions for improving the child cognitive assessment that would uniquely benefit tribal programs in general, or to your tribal community specifically?

IF YES:

- Please describe.

Now, I have a question about your impressions of the SED rating form.

SITE VISITOR NOTE: You may wish to have a blank SED rating form handy as a reference tool for the wording of specific items. However, please do not use this form as a crutch to guide an item-by-item discussion at this point.

7.4 Do you have any suggestions for improving the SED rating form?

PROBES:

- Should anything be added or eliminated in Scale A (Approaches to Learning)?

IF YES:

- What should be added or eliminated?

- Should anything be added or eliminated in Scale B (Cooperative Classroom Behavior)?

IF YES:

- What should be added or eliminated?

- Should anything be added or eliminated in Scale C (Behavior Problems)?

IF YES:

- What should be added or eliminated?

8. ***What has been the most significant contribution that the overall National Reporting System has made to your program?***

8.2 What has been the most significant contribution of the SED rating form?

TRIBAL PROGRAMS ONLY

- 8.3 Do you think that the NRS makes contributions that are unique to tribal programs in general, or to your tribal community specifically?

IF YES:

- Please describe.

- 9.3 What significant concerns do you have about the SED rating form or its use?

PROBE:

- What challenges have you encountered?

TRIBAL PROGRAMS ONLY

- 9.4 Do you think that the NRS raises any concerns or challenges that are unique to tribal programs in general, or to your tribal community specifically?

IF YES:

- Please describe

Before we wrap up, I'd like to ask you some questions about your views on the assessment of young children (i.e., before kindergarten) in general—not just the NRS but using any kind of tool or method used for assessment purposes.

- 9.5 What do you think is the primary purpose of assessing young children, regardless of whether they are in Head Start or not?

TRIBAL PROGRAMS ONLY

9.6 Do you think assessing young children is appropriate? Why or why not?

PROBE:

- Is it appropriate in some circumstance but not others? For example, does it depend on the format (standardized assessment versus observation-based assessment)? Or does it depend on who is doing the assessment (for example, teacher, outside expert, parent)? Something else?

IF YES:

- Please describe circumstances in which assessments are appropriate.
- Does the appropriateness vary according to whether children are from a tribal community?

IF YES:

- Why do you think the appropriateness varies according to whether young children are from a tribal community or not?

9.7 Do you think that assessing young children can benefit tribal programs?

IF YES:

- How can it benefit tribal programs? Can you give an example?

IF NO:

- Why not?

10. Is there anything else you would like to share before we wrap up?

Thank you for participating in the discussion and sharing your experiences and feedback. We really appreciate your time and insights.

APPENDIX C.1
PERCENT OF OBSERVED ENGLISH ASSESSMENTS

Table C.1: Percentage of Observed English Assessments with Errors in Administration and Scoring, by Assessment Item (Follow-up Assessments, Spring 2007)

Item	Administration Errors						Scoring Errors
	Straying from Script	Coaching	Non-Neutral Encouragement	Pointing or Sweeping Errors	Omitting Gestures	Pronouncing Words Incorrectly or Using “a” or “the”	
Warm Up							
Introduction: Now, I have some pictures to show you and some things I...	33	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Pre-LAS Simon Says							
Introduction: We’re going to use this in a minute.	24	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Introduction: First we’re going to play a game called Simon Says. Simon is...	18	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Practice A: Simon says look up.	2	0	3	0	0	0	n.a.
Practice B: Simon says look down.	1	4	3	0	0	0	n.a.
A1: Simon says touch your ear.	1	1	4	0	0	0	1
A2: Simon says point to the door.	2	2	2	0	0	0	3
A3: Simon says lift one foot.	0	20	2	0	0	0	3
A4: Simon says open your hand.	2	1	2	0	0	0	2
A5: Simon says pick up the paper.	5	12	1	0	0	0	1
A6: Simon says turn the paper over.	11	1	2	0	0	0	2
A7: Simon says put one hand on top of the other.	4	3	1	0	0	0	2
A8: Simon says knock on the table.	0	0	2	0	0	0	4
A9: Simon says point to the middle of the paper.	1	6	0	0	0	0	7
A10: Simon says put your feet together.	1	18	3	0	0	0	3
Transition	n.a.	n.a.	2	n.a.	n.a.	n.a.	n.a.
Practice A: Now let’s look at some pictures. What is this? (cat, kitty, kitten)	8	0	3	3	0	0	n.a.
IF INCORRECT OR NO RESPONSE REPEAT: “This is a cat.”	2	0	2	1	0	0	n.a.
Practice B: What is this? (dog, doggy, puppy)	3	0	2	1	0	0	n.a.
IF INCORRECT OR NO RESPONSE REPEAT: “This is a dog.”	0	0	1	0	0	0	n.a.
B1: What is this? (apple)	1	0	1	3	0	0	0
B2: What is this? (frog, froggy, toad)	3	1	2	3	0	0	1
B3: What is this? (pig, piggy, hog)	2	0	1	3	0	0	0
B4: What is this? (bee bumblebee)	4	0	1	3	0	0	1
B5: What is this? (book)	2	0	1	19	3	0	1
B6: What can you do with it? (read, look at it, tell stories)	17	0	0	2	29	0	1
B7: What is this? (cup, mug)	2	0	1	15	1	0	2
B8: What can you do with it? (drink, have coffee/tea, drink soup, put ice cream in it)	12	0	0	0	34	0	2

Table C.1: Percentage of Observed English Assessments with Errors in Administration and Scoring, by Assessment Item (Follow-up Assessments, Spring 2007)

Item	Administration Errors						Scoring Errors
	Straying from Script	Coaching	Non-Neutral Encouragement	Pointing or Sweeping Errors	Omitting Gestures	Pronouncing Words Incorrectly or Using “a” or “the”	
B9: What is this? (knife)	4	2	0	13	1	0	2
B10: What can you do with it? (cut, eat, spread)	7	0	0	2	34	0	4
Transition	n.a.	n.a.	1	n.a.	n.a.	n.a.	n.a.
PPVT (Adapted)							
Introduction: Now, I want you to look at some pictures with me...	19	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Practice A: See all the pictures on this page? Put your finger on “ball.”	12	0	0	0	1	2	n.a.
IF POINTED INCORRECTLY... You tried, but...Point to “ball.”	2	0	0	0	0	2	n.a.
Practice B: Good! Let’s try another one. Put your finger on “dog.”	12	0	1	0	0	2	n.a.
IF POINTED INCORRECTLY... You tried, but...Point to “dog.”	2	0	0	0	0	0	n.a.
Practice C: Now look at all the pictures on this page. Point to “crying.”	8	0	0	0	1	0	n.a.
IF POINTED INCORRECTLY... You tried, but...Point to “crying.”	1	0	0	0	0	0	n.a.
Practice D: Good! Let’s try another one. Point to “sleeping.”	4	0	0	0	0	0	n.a.
IF POINTED INCORRECTLY... You tried, but...Point to “sleeping.”	1	0	0	0	0	0	n.a.
Good!	n.a.	n.a.	4	n.a.	n.a.	n.a.	n.a.
C1: Point to painting.	1	0	1	0	0	0	7
C2: Point to cow.	0	0	1	0	0	0	2
C3: Point to fence.	0	1	1	0	0	0	2
C4: Point to peeking.	3	1	0	0	0	1	1
C5: Point to envelope.	0	0	1	0	0	0	4
C6: Point to dressing.	1	2	0	0	0	0	3
C7: Point to shoulder.	0	0	0	0	0	1	3
C8: Point to fountain.	1	0	0	0	0	0	3
C9: Point to empty.	0	2	1	0	0	0	2
C10: Point to vase.	1	1	1	0	0	0	5
C11: Point to group.	0	1	0	0	0	0	3
C12: Point to liquid.	0	0	0	0	0	0	3
C13: You’re doing a good job pointing! Point to delivering.	0	1	2	0	0	0	2
C14: Point to astron.a.n.a.ut.	0	2	0	0	0	1	2
C15: Point to horn.	0	0	0	0	0	1	1
C16: Point to globe.	0	0	0	0	0	0	5
C17: Point to drum.	0	1	0	0	0	0	3
C18: Point to torn.a.n.a.do.	0	1	0	0	0	0	1
C19: Point to diving.	0	1	0	0	0	0	4
C20: Point to knight.	0	1	0	0	0	0	1

Table C.1: Percentage of Observed English Assessments with Errors in Administration and Scoring, by Assessment Item (Follow-up Assessments, Spring 2007)

Item	Administration Errors						Scoring Errors
	Straying from Script	Coaching	Non-Neutral Encouragement	Pointing or Sweeping Errors	Omitting Gestures	Pronouncing Words Incorrectly or Using “a” or “the”	
C21: Point to decorated.	2	0	0	0	0	5	1
C22: Point to surprised.	6	2	0	0	0	5	2
C23: Point to selecting.	1	1	1	0	0	0	3
C24: Point to sanding.	0	1	0	0	0	5	4
Letter Naming							
Introduction Panel 1: Here are some letters of the alphabet. Point to the...	18	0	0	0	0	0	n.a.
Identification of letters.	4	6	4	0	0	0	n.a.
A	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	2
O	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	2
S	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	1
B	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	3
E	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	4
C	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	2
D	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	2
X	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	2
Introduction Panel 2: Here are some <u>more</u> letters of the alphabet...	13	0	0	0	0	0	n.a.
Identification of letters.	2	5	7	0	0	0	n.a.
P	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	2
K	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	5
T	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	3
G	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	3
N	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	2
F	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	2
L	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	3
R	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	1
Z	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	5
Introduction Panel 3: And here are <u>more</u> letters of the alphabet. Do you...	12	0	0	0	0	0	n.a.
Identification of letters.	0	3	1	0	0	0	n.a.
U	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	4
Y	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	3
J	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	3
H	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	2
V	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	3
Q	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	3

Table C.1: Percentage of Observed English Assessments with Errors in Administration and Scoring, by Assessment Item (Follow-up Assessments, Spring 2007)

Item	Administration Errors						Scoring Errors
	Straying from Script	Coaching	Non-Neutral Encouragement	Pointing or Sweeping Errors	Omitting Gestures	Pronouncing Words Incorrectly or Using “a” or “the”	
M	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	10
W	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	5
I	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	2
Transition	n.a.	n.a.	6	n.a.	n.a.	n.a.	n.a.
Early Math Skills							
Introduction: You’re such a good helper! Now I’m going to ask you some...	5	0	1	0	0	0	n.a.
E1: How many circles are on this page?	4	1	0	3	0	0	1
E2: Which one of these crayons is shorter than the brush?	13	3	0	4	0	0	2
E3: Here are some nests with eggs in them. Point to the nest with 2 eggs.	5	0	0	1	2	0	0
E4: Now point to the nest with 3 eggs.	11	0	0	2	0	0	1
E5: How many eggs are there altogether?	13	4	0	1	9	0	3
E6: What is this? (8)	3	2	1	2	3	0	1
E7: What is this? (5)	3	0	1	1	3	0	1
E8: What is this? (6)	4	0	0	1	4	0	3
E9: Look at these shapes. One of them is a triangle. Point to the triangle.	7	0	2	1	0	0	0
E10: Look at these shapes. One of them is an oval. Point to the oval.	9	0	0	0	1	0	4
E11: Look at these shapes. One of them is a rectangle. Point to the...	9	1	2	0	2	0	2
E12: You’re a good pointer. Which one of these fruits is larger than the...	10	1	2	3	1	0	3
E13: Bobby has 4 nickels. His father gives him one more. How many...	16	1	0	7	1	0	1
E14: Point to the number that shows how many inches tall the teddy bear is.	10	5	0	13	0	0	5
E15: When 3 of these bubbles pop, how many bubbles will be left?	4	1	0	0	2	0	3
E16: If 3 of these frogs hopped away, how many frogs would be left?	10	1	0	1	1	0	2
E17: Here are some cars in a parking lot. Two of them drive away. How...	7	1	1	1	1	0	4
E18: This graph shows how many children on Clark Street have each kind...	19	0	0	51	2	0	7
E19: How many have cats?	8	2	0	34	0	0	3
E20: When I say “go,” I want you to start counting all these marbles...	17	1	1	2	2	0	25

Source: Observations of NRS child assessments (English version), spring 2007.

Note: N = 323 for Simon Says and Art Show; n = 320 for PPVT, Letter Naming, and Early Math Skills. Percentages are weighted estimates. n.a. indicates that an error type is not applicable to a given item.

APPENDIX C.2
PERCENT OF OBSERVED SPANISH ASSESSMENTS

Table C.2: Percentage of Observed Spanish Assessments with Errors in Administration and Scoring, by Assessment Item (Follow-up Assessments, Spring 2007)

Item	Administration Errors (percentage)						Scoring Errors
	Straying from Script	Coaching	Non-Neutral Encouragement	Pointing or Sweeping Errors	Omitting Gesture	Pronouncing Words Incorrectly or Using “a” or “the”	
Introducción (Warm Up)							
Introducción: Ahora, tengo algunos dibujos para mostrarte y algunas cosas...	27	NA	NA	NA	NA	NA	NA
Pre-LAS Tío Simón Dice							
Introducción a Tío Simón: Vamos a usar esto en un minuto.	16	NA	NA	NA	NA	NA	NA
Introducción a Tío Simón: Vamos a jugar Tío Simón Dice. Tío Simón es...	10	NA	NA	NA	NA	NA	NA
Práctica A: Tío Simón dice mira para arriba.	5	0	0	0	0	0	NA
Práctica B: Tío Simón dice mira para abajo.	3	4	0	0	0	0	NA
AA1: Tío Simón dice tócate una oreja.	0	3	2	0	0	0	0
AA2: Tío Simón dice señala la puerta.	0	15	0	0	0	0	4
AA3: Tío Simón dice levanta un pie.	3	29	0	0	0	0	4
AA4: Tío Simón dice abre una mano.	7	3	0	0	0	0	2
AA5: Tío Simón dice toma el papel.	1	23	0	0	0	0	9
AA6: Tío Simón dice voltea el papel al otro lado.	30	3	0	0	0	0	2
AA7: Tío Simón dice pon una mano sobre la otra.	6	8	0	0	0	0	7
AA8: Tío Simón dice golpea sobre la mesa.	10	3	0	0	0	0	18
AA9: Tío Simón dice señala el centro del papel.	3	10	0	0	0	0	8
AA10: Tío Simón dice junta los pies.	0	20	0	0	0	0	15
Transición	NA	NA	3	NA	NA	NA	NA
Pre-LAS Exposición de Arte							
Práctica A: Ahora miremos algunos dibujos. ¿Qué es esto? (perro, chuchó, cachorro)	6	0	0	7	0	0	NA
IF INCORRECT OR NO RESPONSE REPEAT: “Este es un perro.”	1	0	1	0	0	0	NA
Práctica B: ¿Qué es esto? (mesa)	2	0	3	3	0	0	NA
IF INCORRECT OR NO RESPONSE REPEAT: “Esta es una mesa.”	1	0	0	0	0	0	NA
BB1: ¿Qué es esto? (globo, bomba)	1	5	0	0	0	0	5
BB2: ¿Qué es esto? (gato)	3	0	0	5	0	0	5
BB3: ¿Qué es esto? (vaso)	1	1	0	5	0	0	5
BB4: ¿Qué es esto? (avión, aeroplano)	3	1	0	5	0	0	5
BB5: ¿Qué es esto? (peine, peinilla)	7	0	0	5	0	0	6
BB6: ¿Qué es esto? (pelota, bola, balón)	4	0	0	5	0	0	7
BB7: ¿Qué es esto? (falda, pollera, vestido)	5	0	0	5	0	0	10
BB8: ¿Qué es esto? (tenedor)	1	1	1	5	0	0	10
BB9: ¿Qué es esto? (escoba)	4	1	0	5	0	0	2
BB10: ¿Qué es esto? (taza)	5	0	0	5	0	0	12
Transición	NA	NA	3	NA	NA	NA	NA

Table C.2: Percentage of Observed Spanish Assessments with Errors in Administration and Scoring, by Assessment Item (Follow-up Assessments, Spring 2007)

Item	Administration Errors (percentage)						Scoring Errors
	Straying from Script	Coaching	Non-Neutral Encouragement	Pointing or Sweeping Errors	Omitting Gesture	Pronouncing Words Incorrectly or Using “a” or “the”	
TVIP (Adaptado)							
Introducción: Ahora, quiero que mires más dibujos conmigo. Yo voy...	20	NA	NA	NA	NA	NA	NA
Práctica A: ¿Ves todos los dibujos en esta página? Pon el dedo...“tenedor.”	16	2	0	2	0	0	NA
IF POINTED INCORRECTLY...Tú tratastes, pero... Pon el...“tenedor.”	9	0	0	0	0	0	NA
Práctica B: ¡Bien! Ahora hagamos otro. Pono el dedo sobre “perro.”	6	0	0	0	0	0	NA
IF POINTED INCORRECTLY...Tú tratastes, péro... Pon el...“perro.”	3	0	0	0	0	0	NA
Práctica C: Ahora mira todos los dibujos en esta página. Señala “hombre.”	0	0	0	0	0	0	NA
IF POINTED INCORRECTLY...Tú tratastes, pero... Pon el...“hombre.”	8	0	0	0	0	0	NA
Práctica D: ¡Bien! Ahora hagamos otro. Señala “peine.”	12	0	0	0	0	0	NA
IF POINTED INCORRECTLY...Tú tratastes, pero... Pon el...“peine.”	0	0	0	0	0	0	NA
¡Bien!	0	0	0	0	0	0	NA
CC1 Señala lámpara.	7	0	1	2	0	0	8
CC2 Señala vaca.	1	0	0	2	0	3	3
CC3 Señala ballena.	1	0	5	0	0	3	3
CC4 Señala hora.	2	0	0	0	0	3	8
CC5 Señala vela/candela.	21	4	0	0	0	0	13
CC6 Señala flecha.	0	1	2	0	0	0	3
CC7 Señala jaula.	0	0	0	0	0	0	6
CC8 Señala mueble.	0	0	0	0	0	0	2
CC9 Señala sobre.	2	4	0	0	0	0	2
CC10 Señala romper.	0	0	0	0	0	0	6
CC11 Señala canguro.	0	0	0	0	0	0	3
CC12 Señala vacío.	1	2	0	0	0	0	7
CC13 ¡Estás señalando muy bien! Señala culebra.	2	3	0	0	0	0	6
CC14 Señala trompeta	0	4	0	0	0	0	7
CC15 Señala líquido.	0	1	0	0	0	0	3
CC16 Señala dirigir.	0	1	0	0	0	2	9
CC17 Señala ambulancia.	0	0	0	0	0	0	3
CC18 Señala acariciar.	0	1	0	0	0	0	7
CC19 Señala mecánico.	1	0	0	0	0	2	0
CC20 Señala río.	3	1	0	0	0	0	1
CC21 Señala barco/bote.	12	1	0	0	0	0	0
CC22 Señala humano.	0	4	0	0	0	1	9
CC23 Señala médico.	0	1	0	0	0	0	1
CC24 Señala hombro.	0	1	0	0	0	0	8
Transición	NA	NA	6	NA	NA	NA	NA

Table C.2: Percentage of Observed Spanish Assessments with Errors in Administration and Scoring, by Assessment Item (Follow-up Assessments, Spring 2007)

Item	Administration Errors (percentage)						Scoring Errors
	Straying from Script	Coaching	Non-Neutral Encouragement	Pointing or Sweeping Errors	Omitting Gesture	Pronouncing Words Incorrectly or Using “a” or “the”	
Nombre de las Letras							
Introducción Panel 1: Aquí hay algunas letras del alfabeto. Señala las letras...	16	0	0	0	0	NA	NA
Identificación de letras.	1	3	7	0	0	0	NA
A	NA	NA	NA	NA	NA	NA	7
O	NA	NA	NA	NA	NA	NA	7
B	NA	NA	NA	NA	NA	NA	3
L	NA	NA	NA	NA	NA	NA	6
E	NA	NA	NA	NA	NA	NA	6
U	NA	NA	NA	NA	NA	NA	3
X	NA	NA	NA	NA	NA	NA	5
I	NA	NA	NA	NA	NA	NA	10
Introducción Panel 2: Aquí hay algunas letras <u>más</u> del alfabeto. ¿Conoces...	13	0	0	0	0	0	NA
Identificación de letras.	0	2	3	0	0	0	NA
Ñ	NA	NA	NA	NA	NA	NA	6
P	NA	NA	NA	NA	NA	NA	10
J	NA	NA	NA	NA	NA	NA	3
CH	NA	NA	NA	NA	NA	NA	3
S	NA	NA	NA	NA	NA	NA	6
M	NA	NA	NA	NA	NA	NA	6
F	NA	NA	NA	NA	NA	NA	6
Introducción Panel 3: Aquí hay <u>más</u> letras del alfabeto. ¿Conoces alguna...	10	0	0	0	0	0	NA
Identificación de letras.	2	1	5	0	0	0	NA
D	NA	NA	NA	NA	NA	NA	3
C	NA	NA	NA	NA	NA	NA	3
Z	NA	NA	NA	NA	NA	NA	8
LL	NA	NA	NA	NA	NA	NA	3
T	NA	NA	NA	NA	NA	NA	3
H	NA	NA	NA	NA	NA	NA	6
R	NA	NA	NA	NA	NA	NA	8
Y	NA	NA	NA	NA	NA	NA	14
Introducción Panel 4: Aquí hay otras letras <u>más</u> del alfabeto. ¿Conoces...	12	0	0	0	0	0	NA
Identificación de letras.	2	0	3	0	0	0	NA
G	NA	NA	NA	NA	NA	NA	10
RR	NA	NA	NA	NA	NA	NA	4
V	NA	NA	NA	NA	NA	NA	5
K	NA	NA	NA	NA	NA	NA	2
Q	NA	NA	NA	NA	NA	NA	8

Table C.2: Percentage of Observed Spanish Assessments with Errors in Administration and Scoring, by Assessment Item (Follow-up Assessments, Spring 2007)

Item	Administration Errors (percentage)						Scoring Errors
	Straying from Script	Coaching	Non-Neutral Encouragement	Pointing or Sweeping Errors	Omitting Gesture	Pronouncing Words Incorrectly or Using “a” or “the”	
N	NA	NA	NA	NA	NA	NA	0
W	NA	NA	NA	NA	NA	NA	13
Transición	NA	NA	0	NA	NA	NA	NA
Conocimientos Básicos de Matemáticas							
Introducción: ¡Tú eres un buen ayudante! Ahora te voy a hacer algunas...	15	0	0	0	0	NA	NA
EE1: ¿Cuántos carritos hay aquí?	9	0	0	0	0	NA	0
EE2: ¿Cuántas estrellas amarillos hay en esta página?	18	7	0	0	0	NA	3
EE3: Aquí hay algunas dibujos de uvas. Señala el dibujo con 3 uvas.	6	4	1	2	0	NA	11
EE4: Ahora señala el dibujo con 2 uvas.	7	0	0	5	0	NA	0
EE5: ¿Cuántas uvas en total hay ahí?	19	7	3	0	1	NA	6
EE6: ¿Qué es esto? (4)	1	1	0	7	5	NA	5
EE7: ¿Qué es esto? (7)	5	1	0	4	5	NA	5
EE8: ¿Qué es esto? (9)	2	1	0	5	5	NA	6
EE9: Mira estas formas. Una de ellas es un cuadrado. Señala el cuadrado.	3	2	0	0	0	NA	8
EE10: Mira estas formas. Una de ellas es un rectángulo. Señala el...	3	0	0	0	0	NA	5
EE11: Mira estas formas. Una de ellas es un círculo. Señala el círculo.	6	0	0	0	3	NA	0
EE12: ¡Estás señalando muy bien! Imagínate que estos son tus libros...	18	0	0	3	0	NA	9
EE13: Señala la fruta más grande.	8	1	1	0	1	NA	1
EE14: Ahora señala la fruta más pequeña.	15	0	0	7	0	NA	18
EE15: La mama de José cortó un pastel/pie de manzana en ocho pedazos...	20	1	1	0	0	NA	1
EE16: La clase de Head Start de la Señora García tiene dos tortugas...	12	0	0	11	13	NA	2
EE17: ¿De qué largo es este tren de juguete? Dime cuántas pulgadas mide.	11	3	2	8	1	NA	9
EE18: Esta gráfica muestra cuántos... Señala quién usó la computadora...	17	2	0	26	0	NA	8
EE19: ¿Cuántas veces usó la computadora Billy?	5	1	0	23	0	NA	4
EE20: ¿Cuándo yo diga “empieza,” quiero que empieces a contar todas...	14	5	0	1	1	NA	17

Source: Observations of NRS child assessments (Spanish version), spring 2007.

Notes: N = 98 for Tío Simón Dice and Exposición de Arte; n = 92 for TVIP, Nombre de las Letras, and Básicos de Matemáticas. Percentages are weighted estimates.

Errors recorded in the shaded row (EE14) are not valid. This item, which tests children's ability to compare sizes of fruits, was excluded when calculating Spanish certification scores and the mean number of errors on the Spanish assessment.

APPENDIX D.1
SAMPLE OF SPRING 2006 ASSESSMENT REPORT

Head Start



Head Start Program

00CH0000000

Head Start National Reporting System

2005-2006 Program Report

October 2006

HSNRS SPRING 2006 CHILD ASSESSMENT REPORT

The first set of tables presents information on the skill levels of all children in your program who were assessed at the end of your program year, regardless of whether or not they were assessed last fall. To see how the children in your program have progressed from fall to spring, please refer to the charts on pages 7-8.

The HSNRS Spring 2006 direct child assessment focused on measuring children's abilities in the same four skill areas assessed last fall: English Language Screener, Vocabulary, Letter Recognition, and Early Math. Children's performance in each area is reported in several ways on the following tables. Each program report includes separate assessment scores for all children who were assessed in your program in English and in Spanish.

The first score in each row represents the average or mean score for your program, which is the average number and percentage of items children answered correctly on the task (for example, "80% or 16 correct out of 20 items"). The tables also present the total number of items in the task.

The second score is the typical or middle skill level for children who were assessed in your program. Scores are reported according to a set of six skill levels (Levels 1 through 6), that represent specific accomplishments in each skill area. (The accomplishments represented by each skill level are described on page 2.) The middle (median) skill level is the skill level of a "typical child" in your program. Half of the children in your program will have skill levels at or below this level, and half will have skill levels at or above this level. The percentage of assessed children who are at each skill level is also shown. From this information, you can get a sense of how the children in your program are performing on average at the end of the program year, as well as the range of skills that children have when they leave your program.

Please note that the scores for the vocabulary, letter recognition, and early math tasks on the English assessment are only for children who passed the English Language Screener. On the Spanish assessment, scores for the Spanish vocabulary, Spanish letter recognition, and Spanish early math tasks are only for children who passed the Spanish Language Screener.

The English language report includes information on Head Start national average scores and skill levels for all children who participated in the HSNRS spring assessment, to provide contextual information for use in interpreting your report. Spanish language reports for Head Start programs in Puerto Rico provide Puerto Rico Head Start average scores and skill levels for all children who participated in the Spanish assessment. For non-Puerto Rico programs, Head Start national average scores and skill levels are provided for all children who participated in the Spanish assessment in mainland U.S. programs.

Other helpful information

- For each skill area, the percentages of children at the different skill levels will add up to 100 percent.
- You should guard against making comparisons of typical skill levels across skill areas, because definitions of skill areas differ. For example, skill level 3 in vocabulary is not necessarily equivalent to skill level 3 in letter recognition.

HSNRS Child Assessment Skill Areas

Below are brief descriptions of the skill areas for each child assessment task.

English Language Screener: This task assesses children's ability to follow simple spoken instructions and give the English names of familiar objects. This component also serves as a screen for identifying children whose knowledge of English is insufficient for them to receive the full assessment in English. Skill levels range from not being able to understand spoken directions at all (Level 1) to comprehending directions in English well (Level 6). For the Spanish version, parallel skill levels describe the range of children's abilities in understanding spoken Spanish.

Vocabulary: This task asks children to show the meaning of spoken words representing parts of the human body or their functions, activities of daily living, emotions and feelings, work- or career-related activities, and plants and animals and their habitats. Skill levels represent the average vocabulary size of typical children at various ages. The lowest skill level (Level 1) represents the average vocabulary size of U.S. children (not just Head Start children) who are younger than 2½-years old. Given that most of the children participating in the HSNRS are 4 years old or older, the vocabulary of children scoring at this level is significantly less than what would be expected of children of that age. The highest skill level (Level 6) represents the average vocabulary size of U.S. children who are 5⅓ years or older.

Letter Recognition: This task assesses children's ability to recognize letters of the alphabet by name. Skill levels represent the number of letters children can identify, ranging from none (Level 1) to all or almost all of the letters (Level 6).

Early Math: This task assesses children's early math skills, such as recognizing one-digit numerals and basic geometric shapes, matching number names one-to-one with objects, solving word problems involving counting or simple addition or subtraction, making judgments involving relative sizes of objects, and interpreting simple measurements and graphic representations of quantities. Skill levels represent how many objects children can count and other math skills children at each level tend to have. Children at the lowest level (Level 1) typically can count only 6 or fewer objects. Children at the highest level (Level 6) typically can count 17 or more objects, and can solve problems using measurements or graphs. Although labels for Early Math Skills levels refer to performance on the Counting Marbles item, scores on all of the Early Math Skills items were considered as each child was assigned to a specific skill level. The Counting Marbles item gives each skill level a readily understandable significance.



HEAD START NATIONAL REPORTING SYSTEM SPRING 2006 FOR Head Start Program

Skill Levels for Children Assessed in English

Skill Areas	Mean Score	Median Skill Level	Percentage of Children at Each Skill Level						Head Start National Average Score	Head Start National Skill Level
			LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6		
English Language Screener	89% (17.8 correct out of 20 items)	5	Does not understand spoken directions at all (0-2 correct)	Very limited understanding of spoken directions (3-5)	Minimal understanding of spoken directions (6-10)	Moderate comprehension of spoken directions (11-15)	Comprehends directions fairly well (16-18)	Comprehends directions well (19-20)	89%	6
			0.9%	1.8%	3.2%	12.0%	32.5%	49.5%		
Vocabulary	64% (15.4 correct out of 24 items)	4	Vocabulary equivalent to 31-month old child or younger	32 through 39 months	40 through 47 months	48 through 55 months	56 through 63 months	64 months and older	67%	4
			11.0%	14.2%	20.4%	21.4%	16.5%	16.5%		
Letter Recognition	72% (18.8 correct out of 26 items)	5	Child identifies no letters	Child identifies 1-2 letters	3-9 letters	10-16 letters	17-22 letters	23-26 letters	57%	4
			4.3%	4.5%	12.0%	12.0%	17.3%	49.8%		
Early Math Skills	69% (16.5 correct out of 24 items)	5	Child does one-to-one counting of 6 or fewer objects	Child counts 7-9 objects	Child counts 10 or 11	Child counts 12 through 14	Child counts 15 or 16	Child counts 17 or more objects	68%	5
			3.1%	4.7%	10.4%	18.9%	27.0%	36.0%		



HEAD START NATIONAL REPORTING SYSTEM SPRING 2006 FOR Head Start Program

Skill Levels for Children Assessed in English

Skill Areas	Mean Score	Median Skill Level	Percentage of Children at Each Skill Level						Head Start National Average Score	Head Start National Skill Level
			LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6		
Spanish Language Screener	76% (15.3 correct out of 20 items)	4	Does not understand spoken directions at all (0-2 correct)	Very limited understanding of spoken directions (3-5)	Minimal understanding of spoken directions (6-10)	Moderate comprehension of spoken directions (11-15)	Comprehends directions fairly well (16-18)	Comprehends directions well (19-20)	72%	4
			1.2%	1.2%	5.3%	46.7%	42.2%	3.4%		
Spanish Vocabulary	61% (14.6 correct out of 24 items)	3	Vocabulary equivalent to 31-month old child or younger	32 through 39 months	40 through 47 months	48 through 55 months	56 through 63 months	64 months and older	59%	3
			1.3%	19.1%	30.2%	22.2%	13.4%	13.7%		
Spanish Letter Recognition	50% (15.0 correct out of 30 items)	4	Child identifies no letters	Child identifies 1-2 letters	3-9 letters	10-16 letters	17-22 letters	23-30 letters	37%	3
			3.2%	6.7%	23.4%	23.2%	18.8%	24.8%		
Spanish Early Math Skills	64% (15.4 correct out of 24 items)	4	Child does one-to-one counting of 6 or fewer objects	Child counts 7-9 objects	Child counts 10 or 11	Child counts 12 through 14	Child counts 15 or 16	Child counts 17 or more objects	59%	3
			5.4%	13.6%	24.7%	27.1%	20.0%	9.1%		

HSNRS FALL 2005 - SPRING 2006 GROWTH REPORT

The following charts represent the amount of progress children in your program have made from fall 2005 to spring 2006. Only children who were assessed in both fall and spring are included in these charts.

Fall-Spring Growth Charts (Page 7)

Children's growth in each of the four skills areas is reported on the following bar charts. For each skill area, bars show the average percent of items correct in fall 2005 and spring 2006 for the children who were assessed in your program. Average growth from fall to spring can be calculated by comparing these two scores. "T-bars" indicate the Head Start national percentages for each skill area. This allows you to see how the fall-spring growth of the children in your program compares with the Head Start national averages.

Four bar charts are included in your program report to show you the fall-spring growth on the HSNRS assessment for different subgroups of children in your program. The first bar chart shows the average English assessment scores in the fall and spring for all of the children in your program who were assessed in both fall and spring.

If your program conducted Spanish assessments this past year, then the second bar chart will present the fall-spring growth on the Spanish assessment. Head Start programs in Puerto Rico compare their Spanish assessment scores with those of all children who were assessed in Puerto Rico. For non-Puerto Rico programs, their Spanish assessment scores are compared with those of all children who were assessed in mainland U.S. programs.

The third bar chart shows the English assessment scores for only the native English speakers in your program. The last bar chart shows the English assessment scores for only the English Language Learners (i.e., children who primarily speak a language other than English at home) in your program. For this chart, the T-bars indicate the Head Start national averages for all assessed English Language Learners.

Please note that the scores for the vocabulary, letter recognition, and early math tasks on the English assessment are only for children who passed the English Language Screener. On the Spanish assessment, scores for the Spanish vocabulary, Spanish letter recognition, and Spanish early math tasks are only for children who passed the Spanish Language Screener.

Skill Level Growth Charts (Page 8)

The growth in skill levels for children in your program is also reported in terms of the percentage of children who achieve higher skill levels by the end of the program year (e.g., identifies 17 or more letters), compared with the percentage who are at these high levels in the fall. In addition, the percentage of those children who are performing at relatively low skill levels in the fall (e.g., identifies 9 or fewer letters) is presented along with the comparable percentage in the spring. From these tables, you get a picture of how well your children are doing in terms of the increase in the percentage of children who are performing at higher skill levels by the end of the program year and the percentage of children who are no longer performing at lower levels of skill by the end of the year. T-bars indicate the Head Start national percentages for each skill area. You can use these to compare your percentages with those of all Head Start programs in the country.

Below are brief descriptions of the definitions of high and low skill levels for each child assessment task. This section of the report is only available for the English assessment tasks.

English Language Screener: Since this task serves as a language screener for children who are learning English, this chart only shows the skills for English Language Learners. If your program did not assess any English Language Learners, your report will not show any results on this measure. The high skill level represents “comprehends directions well.” These children typically get all or almost all of the items correct (i.e., 16-20 items). The low skill level represents “limited or no understanding of spoken directions.” These children do not pass the language screener (i.e., less than 6 items correct).

Vocabulary: The skill levels for the vocabulary test are defined in terms of the average vocabulary size of typical children at various ages. The high skill level represents a vocabulary size that is equal to the average vocabulary size of U.S. children (not just Head Start children) who are of the same age as the assessed child or older. The low skill level represents a vocabulary size that is equal to the average vocabulary size of U.S. children who are one-year or more younger than the assessed child. The vocabulary of children scoring at this level is significantly less than what would be expected of children of that age.

Letter Recognition: Skill levels represent the number of letters children can identify, either 9 or fewer (low) or 17 or more (high).

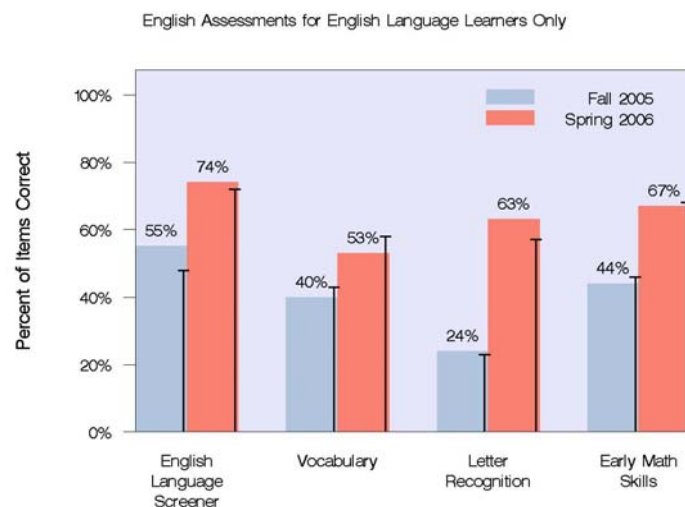
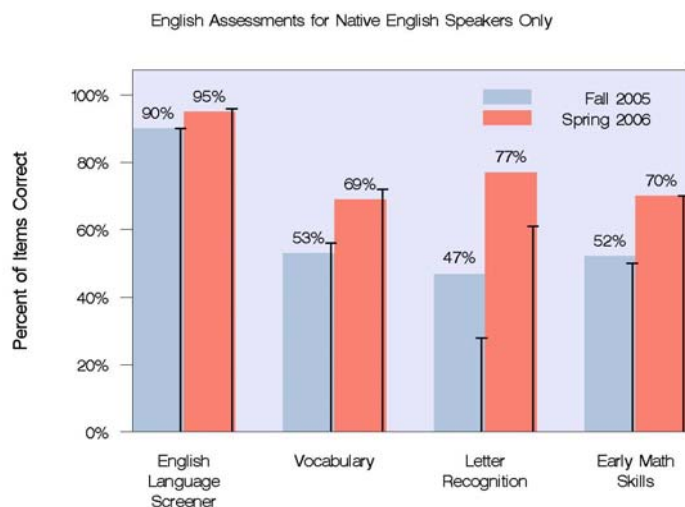
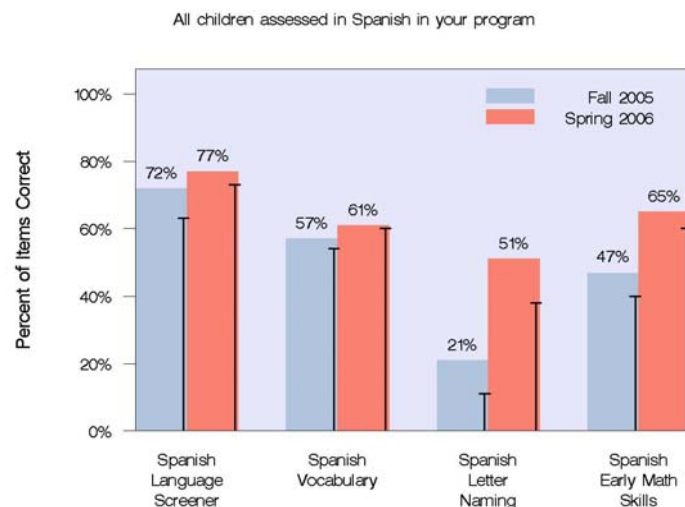
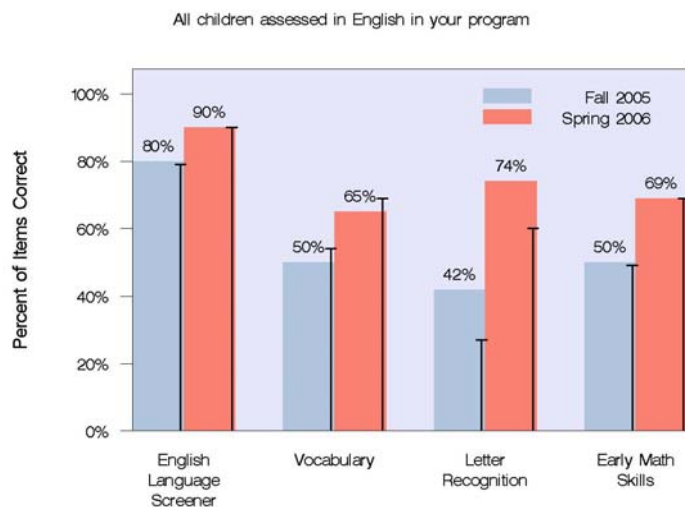
Early Math: Skill levels represent how many objects children can count. Children at the low skill level typically can count 11 or fewer objects. Children at the high skill level typically can count 15 or more objects. Although labels for Early Math Skills levels refer to performance on the Counting Marbles item, scores on all of the Early Math Skills items were considered as each child was assigned to a specific skill level. The Counting Marbles item gives each skill level a readily comprehensible significance.

Other helpful information

- It is important to note that the average fall and spring scores reported in the growth bar charts may not match the average scores reported in your fall baseline report or in the spring report. This is because the numbers in the growth bar charts are based on children who were assessed in both fall and spring. In the spring report, the average spring scores are based on all the children in your program who were assessed in the spring, regardless of whether they were assessed in the fall. The same is true for the average fall scores.
- You may recall that to reduce the possibility of teaching to the test or practice effects, new items were included in the Vocabulary and Early Math sections in the spring that were not administered in the fall. However, the spring and fall scores can be compared because the spring items have similar difficulty and cover the same content areas as the fall items. So even though new items are introduced, you can compare scores from the fall and spring to measure children’s growth during the Head Start year.

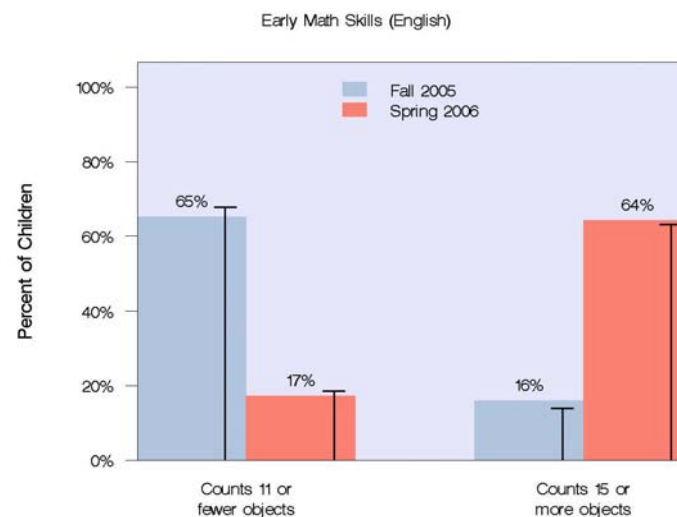
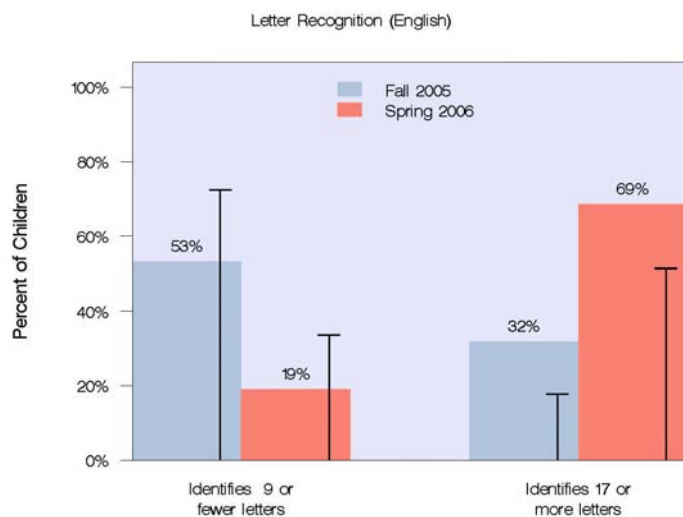
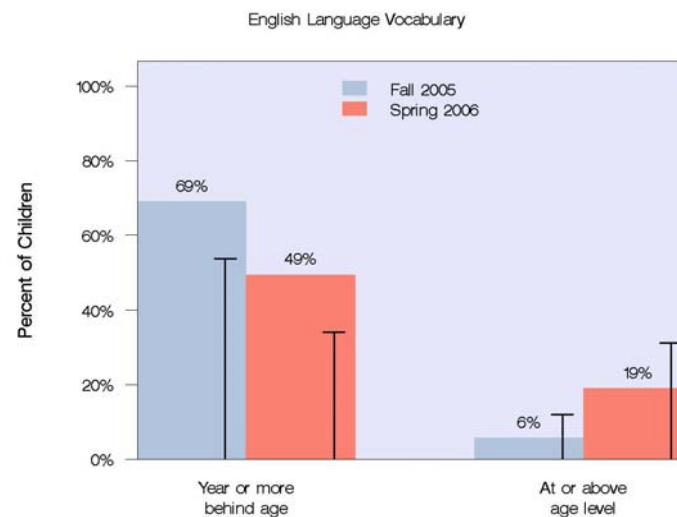
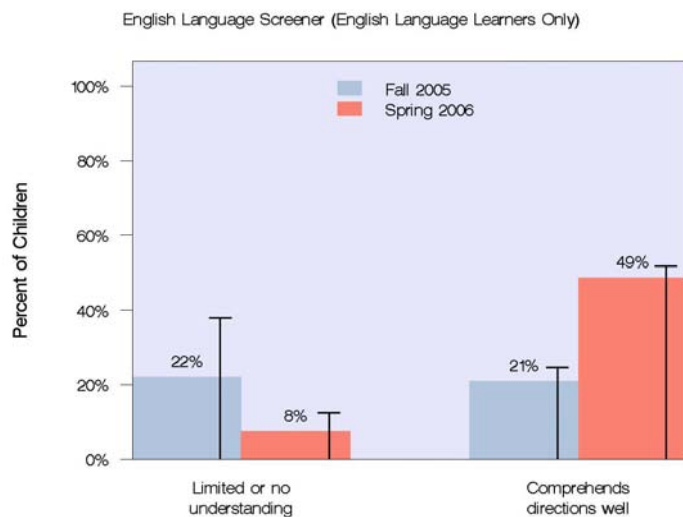


HEAD START NATIONAL REPORTING SYSTEM SPRING 2006 FOR Head Start Program Fall-Spring Growth Charts





HEAD START NATIONAL REPORTING SYSTEM SPRING 2006 FOR Head Start Program Skill Level Growth Charts





HEAD START NATIONAL REPORTING SYSTEM

Head Start Program

Spring 2006 Assessments

The table below shows basic information about the Spring 2006 assessments completed for your program. This provides a description of the group of children on whom the Spring 2006 HSNRS Child Assessment Scores are based.

	Your Program	
Total number of kindergarten-eligible children entered into CBRS	337	
Number and percentage of kindergarten-eligible children who dropped out of program	38	11%
Assessment was prohibited by child's IEP-IFSP	0	0%
Child had severe disability that prevented participation in assessment	1	<1%
Child was NRS Spring Ineligible	0	0%
No Spanish assessor available to administer Spanish Assessment	0	0%
Other	0	0%
Remaining number of kindergarten-eligible children for Spring 2006 assessment	298	
Parent refused to allow child to cooperate	0	0%
Prolonged absence during data collection period	6	2%
Repeated child non-cooperation	0	0%
Number of assessment statuses unknown or unreported	18	
Number and percentage of kindergarten-eligible children assessed in Spring 2006	274	92%
Valid English assessments only	227	
Valid Spanish assessments only	9	
Valid English and Spanish assessments	38	
Number of kindergarten-eligible children assessed in both fall and spring	257	
Valid English assessments only	213	
Valid Spanish assessments only	8	
Valid English and Spanish assessments	36	



HEAD START NATIONAL REPORTING SYSTEM

Head Start Program

Program Profile

The table below shows basic information about the characteristics of your program, as well as the characteristics of the children in your program who were assessed for the HSNRS. This provides a description of the group of children on whom the Spring 2006 HSNRS Child Assessment Scores are based.¹ Program characteristics have been used to assign your program to a set of categories and to make it easier for you to compare the performance of your children with that of children in similar Head Start programs.

Program Characteristics	Your Program	Head Start National Averages
Average age (in months) of assessed children (Low/Moderate/High) ²	61.3 (Mod.)	61.2
Percentage of assessed children who are English Language Learners (Low/Moderate/High) ³	32% (Mod.)	26%
Percentage of assessed racial/ethnic minority children (Low/Moderate/High) ⁴	84% (High)	71%
Percentage of assessed children with identified disabilities	0%	9%
Percentage of assessed children in first year of Head Start	44%	50%
Percentage of assessed children in:		
Full-day classrooms	97%	52%
Part-day classrooms	3%	48%
Percentage of teachers with a Bachelor's degree or higher (Low/Moderate/High) ⁵	65% (Mod.)	42%
Urban or Rural Location	Urban	N/A
Program Auspices (Agency System/Public School System/Tribal government or consortium)	Public School	N/A
Federal Region		N/A

¹ The degree to which these percentages represent the characteristics of the children in your program depends on the number of children you were able to assess. If your program has a high assessment rate (i.e., you were able to assess all or almost all of your kindergarten eligible children), then these percentages will be representative of the kindergarten-eligible children in your program. However, if your program has a low assessment rate (i.e., you were able to assess only a few of your kindergarten-eligible children), then these percentages may not be representative of all of your kindergarten-eligible children.

² "Low" average age (in months) is defined as younger than 60 months; "Moderate" is 60-62.5 months; "High" is older than 62.5 months.

³ "Low" proportion of English Language Learners is defined as less than 15%; "Moderate" is 15-49%; "High" is 50% or higher.

⁴ "Low" proportion of racial/ethnic minority children is defined as less than 25%; "Moderate" is 25-74%; "High" is 75% or higher.

⁵ "Low" proportion of teachers with a Bachelor's degree or higher is defined as 30% or less; "Moderate" is 31-69%; "High" is 70% or higher.

APPENDIX D.2
SAMPLE OF SPRING 2007 SED REPORT



HEAD START NATIONAL REPORTING SYSTEM

Social-Emotional Development Rating

Final Spring 2007 Growth Report

Head Start Program

00CH0000000

October 2007

HSNRS SPRING 2007 SOCIAL-EMOTIONAL DEVELOPMENT RATINGS

This report presents information about the social-emotional development of children in your Head Start program at the end of the program year. From this information, you can get a sense of the range of social skills and behaviors the children in your program exhibit at the end of the program year. That is, the growth rating is provided to give you a sense of what skills and behavior your children displayed at the end of the program year. This rating is important because it will provide a point of comparison to mark your children's growth over the year.

Lead classroom teachers in your program reported on children's social-emotional development in the same three behavior areas as last fall:

- Positive Approaches to Learning;
- Cooperative Behavior and Positive Relations with Others; and
- Absence of Problem Behaviors.

HSNRS Spring 2007 Social-Emotional Development Ratings Report

The first table presents information on the social-emotional development ratings of all children in your program at the end of your program year, regardless of whether or not they received ratings last fall. To see how the children in your program have progressed from fall to spring, please refer to the charts on page 7. Each row in the table that follows represents one of the three behavior areas and summarizes teacher ratings of how often children in your program showed positive approaches to learning, cooperative behavior, and absence of problem behaviors.

The first score in each row is the average or **mean score** for your program. It represents the average number of scale points and the percentage of total possible points that lead classroom teachers rated children in your program. For example, 11.1 out of 18 or 62% on the Positive Approaches to Learning scale means that lead classroom teachers' ratings averaged 11.1 points out of the maximum 18 scale points possible or 62% of the possible range. Scale points reflect both the number of different behaviors children exhibit as well as the frequency with which those behaviors are exhibited. In general,

- A high mean score (number or percentage of scale points) might mean that children, on average, demonstrate a lot of different positive behaviors, a lot of the time.
- A low mean score might mean that children, on average, demonstrate only a few different positive behaviors, with low frequency.
- A mean score somewhere in the middle might mean that children, on average, demonstrate either (1) a lot of positive behaviors, with low frequency or (2) a few positive behaviors, a lot of the time.

The same principle is true for the Absence of Problem Behaviors scale. On this scale, a high mean score indicates that children were rated as demonstrating few problem behaviors, rarely. A low score indicates that children were rated as demonstrating numerous problem behaviors frequently. A mean score in the middle indicates that children were demonstrating a few behavior problems occasionally.

The second score on each row represents the typical **behavior level** for children in your program. Scores are reported according to a set of five behavior levels (Levels 1 through 5) that represent how often the behaviors were observed. The average or median behavior level is the behavior level of a “typical child” in your program. Half of the children in your program will have behavior levels at or below this level, and half will have behavior levels above this level. The percentage of assessed children who are at each behavior level is also shown. For example, an average behavior level of 3 on the Positive Approaches to Learning scale means that the typical child in your program often shows positive approaches to learning. How often is “often”? The frequency of behaviors described by each level is relative to the frequency of those behaviors exhibited by all Head Start children, nationally. So, “often” means “often, compared to other Head Start children.” Higher behavior levels represent more frequent, more desirable behavior (e.g., more cooperative behaviors; fewer behavior problems), while lower levels represent less frequent, less desirable behavior (e.g., fewer cooperative behaviors; more behavior problems).



HEAD START NATIONAL REPORTING SYSTEM

Final Spring 2007 Program Report for Head Start Program

Social-Emotional Development Ratings

NRS Behavior Area	Mean Score	Average (Median) Behavior Level	Percentage of Children at Each Behavior Level					Head Start National Mean Score	Head Start National Average Behavior Level
			LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5		
Positive Approaches to Learning	76% (13.7 out of 18)	4	Never or only sometimes (0-32%)	Sometimes (33-49%)	Often (50-77%)	Very often (78-99%)	Nearly always (100%)	64%	3
			0.8%	12.4%	32.2%	28.9%	25.6%		
			LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5		
Cooperative Behavior & Positive Relations With Others	73% (30.7 out of 42)	4	Never or only sometimes (0-32%)	Sometimes (33-49%)	Often (50-66%)	Very often (67-89%)	Nearly always (90-100%)	61%	3
			0.8%	8.3%	24.8%	42.1%	24%		
			LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5		
Absence of Problem Behaviors	87% (52.3 out of 60)	3	Numerous problems: often to very often (0-67%)	Several problems: sometimes to often (68-84%)	Sometimes shows a few problems (85-92%)	Very rarely shows any problems (93-99%)	No problems reported (100%)	86%	3
			7.4%	29.8%	15.7%	28.1%	19%		

DEFINITIONS: NRS **Positive Approaches to Learning** include showing eagerness in learning new things, keeping belongings organized, working independently, easily adapting to changes in routine, persisting in completing tasks, and paying attention well.

NRS **Cooperative Behavior and Positive Relations with Others** include following rules and teacher's directions, waiting one's turn in games, forming and maintaining friendships, being sensitive to feelings of others, and helping or comforting others.

NRS **Problem Behaviors** include a variety of actions, such as disobeying rules, disrupting ongoing activities, not paying attention for long, fidgeting all the time, often seeming unhappy, worrying about things for a long time, keeping to oneself, clinging to adults, and demanding a lot of attention.



HEAD START NATIONAL REPORTING SYSTEM

Final Spring 2007 Program Report for Head Start Program

Social-Emotional Development Ratings (excluding children in home-based option)

NRS Behavior Area	Mean Score	Average (Median) Behavior Level	Percentage of Children at Each Behavior Level					Head Start National Mean Score	Head Start National Average Behavior Level
			LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5		
Positive Approaches to Learning	76% (13.8 out of 18)	4	Never or only sometimes (0-32%)	Sometimes (33-49%)	Often (50-77%)	Very often (78-99%)	Nearly always (100%)	64%	3
			0.8%	12.6%	31.9%	28.6%	26.1%		
			LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5		
Cooperative Behavior & Positive Relations With Others	73% (30.6 out of 42)	4	Never or only sometimes (0-32%)	Sometimes (33-49%)	Often (50-66%)	Very often (67-89%)	Nearly always (90-100%)	61%	3
			0.8%	8.4%	24.4%	42.9%	23.5%		
			LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5		
Absence of Problem Behaviors	87% (52.4 out of 60)	3	Numerous problems: often to very often (0-67%)	Several problems: sometimes to often (68-84%)	Sometimes shows a few problems (85-92%)	Very rarely shows any problems (93-99%)	No problems reported (100%)	86%	3
			6.7%	30.3%	16%	27.7%	19.3%		

DEFINITIONS: NRS **Positive Approaches to Learning** include showing eagerness in learning new things, keeping belongings organized, working independently, easily adapting to changes in routine, persisting in completing tasks, and paying attention well.

NRS **Cooperative Behavior and Positive Relations with Others** include following rules and teacher's directions, waiting one's turn in games, forming and maintaining friendships, being sensitive to feelings of others, and helping or comforting others.

NRS **Problem Behaviors** include a variety of actions, such as disobeying rules, disrupting ongoing activities, not paying attention for long, fidgeting all the time, often seeming unhappy, worrying about things for a long time, keeping to oneself, clinging to adults, and demanding a lot of attention.

HSNRS Fall 2006 - Spring 2007 Social-Emotional Development Growth Report

The following charts represent the amount of progress children in your program have made from fall 2006 to spring 2007. Only children who received social-emotional development ratings in both fall and spring are included in these charts.

The fall to spring change in the social-emotional development ratings for the children in your program is reported in terms of the percentage of children who achieve higher behavior levels by the end of the program year (e.g., very often and nearly always shows positive approaches to learning), compared with the percentage who are at these high levels in the fall. In addition, the percentage of those children who are performing at relatively low skill levels in the fall (e.g., sometimes and never shows positive approaches to learning) is presented along with the comparable percentage in the spring. From these tables, you get a picture of how well your children are doing in terms of the increase in the percentage of children who are performing at more favorable behavior levels by the end of the program year and the percentage of children who are no longer performing at less favorable levels of behavior by the end of the year. T-bars indicate the Head Start national averages for each behavior area. You can use these to compare your percentages with those of all Head Start programs in the country.

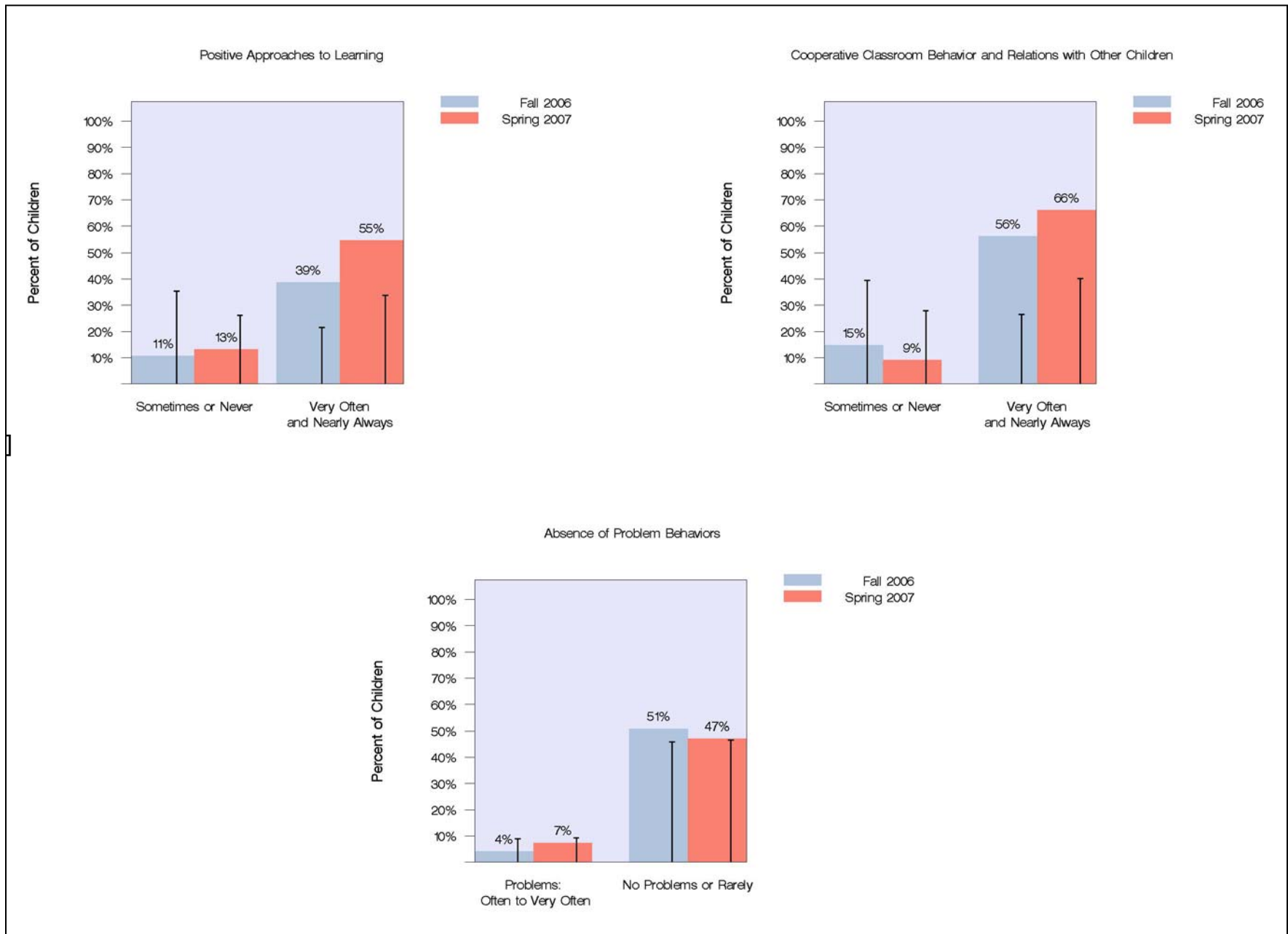
Below are brief descriptions of the definitions of high and low behavior levels for each behavior area.

Positive Approaches to Learning: The high behavior level represents children who "Nearly always" and "Very often" showing positive approaches to learning, according to the reports that teachers provided. The low behavior level represents children who are "Never or only sometimes" and "Sometimes" showing this behavior. The high behavior level indicates that the children had gotten a rating of "very often" on at least two of the six behaviors in the scale teachers used and "often" on the rest (Total score of 14 or higher out of 18). The low behavior level indicates that the children had gotten a rating of "sometimes" or "never" on the majority of the six behaviors. (Total score of 6 or lower).

Cooperative Behavior: Similarly, the high behavior level for this behavior area represents children who "Nearly always" and "Very often" show cooperative behavior, according to their teachers. The low behavior level represents who are reported to "Never or only sometimes" and "Sometimes" show this behavior. The high behavior level would indicate that the children had gotten a rating of "very often" on at least one or two behaviors and "often" on the rest. (Total score of 28 or higher out of 42). The low behavior level indicates that the children had gotten a rating of "often" on less than half the behaviors on the scale and ratings of "sometimes" or "never" on the majority of the behaviors. (Total score of 13 or lower).

Absence of Problem Behaviors: For this behavior area, the high behavior level corresponds to teachers reports of "No problems reported" and "Very rarely shows any problems" (Total score of 56 or higher out of 60). The low behavior level represents "Numerous problems: often to very often" (total score of 40 or lower). These teacher ratings of problem behaviors may reflect not only the occurrence of problem behavior, but also the expectations for the children on the part of teachers. These expectations may change over time as teachers often expect more of children as they get older and spend more time in the Head Start program.

It is also important to note that although these measures have been field tested with Head Start children and have demonstrated reliable and valid assessment of children's behavior, we are continuing to analyze the national data to ensure that the measures provide a good assessment of children's growth in the social emotional domain.



T-bars show Head Start national mean percent of children.

Head Start



National
Reporting
System

HEAD START NATIONAL REPORTING SYSTEM Head Start Program

Spring 2007 Program Report

The table below shows basic information about the Spring 2007 Social-Emotional Development Ratings completed for your program.

	Your Program
Number of children with completed SED for Spring 2007	243
Number of SED ratings for center-based children only	228
Number of SED ratings for home-based children only	15
Number of children with completed SED for both Fall 2006 and Spring 2007	232
Number of SED ratings for center-based children only	218
Number of SED ratings for home-based children only	14