Survey of Professional Reports on Early Childhood Assessment Measures

Part 1

*Tool name*

How often do you use the assessment? The term “use” indicates that you administered, scored, and interpreted results from the assessment for at least one child.

- At least once per week
- 6–12 times per year
- 2–5 times per year
- Once per year

For which children do you use the assessment? Check ALL that apply.

- Children who are typically developing
- Children who are at risk
- Children with disabilities

For what purpose(s) do you use the assessment? Check ALL that apply.

- Screening
- If checked—do you find it useful/appropriate/meaningful for screening?

- Determining eligibility for special education
- If checked—do you find it useful/appropriate/meaningful for eligibility?

- Writing or updating IFSPs/IEPs
- If checked—do you find it useful/appropriate/meaningful for writing or updating IFSPs/IEPs?

- Planning intervention/activities
- If checked—do you find it useful/appropriate/meaningful for planning intervention/activities?

- Monitoring children’s progress
- If checked—do you find it useful/appropriate/meaningful for monitoring children’s progress?

- Program evaluation
- If checked—do you find it useful/appropriate/meaningful for program evaluation?

- State accountability reporting (e.g., children’s performance toward state standards)
- If checked—do you find it useful/appropriate/meaningful for state accountability?
☐ Federal accountability requirements (e.g., OSEP child outcome, Head Start Outcomes Framework)
☐ If checked—do you find it useful/appropriate/meaningful for federal accountability?

How did you learn to use the assessment? Check the PRIMARY way. Check only one.
☐ Informally, from a colleague (watching, talking to others)
☐ In my undergraduate or graduate studies
☐ Through a workshop
☐ Self-taught (read the manual)

What is your PRIMARY reason for using the assessment? Check ONLY your top reason.
☐ Allows observations of children during daily activities such as play
☐ Already in place
☐ Applicable for my children
☐ Broad scope and sequence
☐ Clear and easy to use
☐ I am comfortable with the instrument
☐ Covers a wide age range
☐ Includes the family or other professionals
☐ Is valid and reliable
☐ Matches my curriculum
☐ Promotes teaming and collaboration
☐ Provides useful information
☐ Required
☐ Saves me time
Part 2
Acceptability: Social validity; social worth or appropriateness of the scale’s item content as perceived by parents and other caregivers

Do the assessment items describe skills that society values and considers important for young children’s development?

☐ 0) No; most items focus on competencies not considered worthwhile
☐ 1) Falls between Statements 0 and 2 in meeting the standard
☐ 2) Somewhat; there is a mix of items, some judged worthwhile, some not
☐ 3) Falls between Statements 2 and 4 in meeting the standard
☐ 4) Yes; most items identify competencies judged as worthwhile, appropriate, and important for young children’s development

Do parents and other caregivers notice and agree there is a match between the child’s current functioning or progress and the strengths and limitations (i.e., results) yielded by the assessment measure?

☐ 0) No; assessment results are not readily detectable and/or may not match parents’ and others’ judgments and perceptions
☐ 1) Falls between Statements 0 and 2 in meeting the standard
☐ 2) To some extent; most assessment results are readily noticeable but parents and others may not agree with the results
☐ 3) Falls between Statements 2 and 4 in meeting the standard
☐ 4) Yes; the results of the assessment are readily noticeable by parents and other caregivers and match their judgments and perceptions

Are the assessment methods and procedures judged as appropriate and acceptable (i.e., support family/cultural preferences or practices) by parents and other important caregivers?

☐ 0) No; parents and other important caregivers find the assessment methods and procedures inappropriate and unacceptable for their children
☐ 1) Falls between Statements 0 and 2 in meeting the standard
☐ 2) Somewhat; the methods and procedures are acceptable to many parents and caregivers, but some procedures may violate family preferences or cultural values
☐ 3) Falls between Statements 2 and 4 in meeting the standard
☐ 4) Yes; most parents and caregivers judge the methods and procedures as appropriate and acceptable for their child and family
Part 3
Authenticity: Extent to which the assessment content and methods sample naturally occurring behaviors in everyday situations

How functional or important are the competencies described in the assessment items for participation in everyday activities?

☐ 0) Neither functional nor important; item content is primarily composed of discrete behaviors that children normally would not need to demonstrate during daily routines and activities
☐ 1) Falls between Statements 0 and 2 in meeting the standard
☐ 2) Some function or importance; item content is a mix of nonfunctional discrete behaviors and more functional behaviors necessary for children’s active participation during daily routines and activities
☐ 3) Falls between Statements 2 and 4 in meeting the standard
☐ 4) Functional and important; most item content is necessary for children’s active participation in daily routines and activities

Who conducts the assessment and what procedures (how) do they use to collect the information?

☐ 0) Unfamiliar people administer a test to the child through contrived procedures
☐ 1) Falls between Statements 0 and 2 in meeting the standard
☐ 2) Either familiar or unfamiliar people use a combination of direct testing through contrived procedures and observational assessment of the child’s actual behavior in natural environments
☐ 3) Falls between Statements 2 and 4 in meeting the standard
☐ 4) Familiar people conduct the assessment primarily through observation in natural environments

Where is assessment information gathered?

☐ 0) Mostly in contrived testing arrangements
☐ 1) Falls between Statements 0 and 2 in meeting the standard
☐ 2) Through a combination of contrived testing and observations in natural environments
☐ 3) Falls between Statements 2 and 4 in meeting the standard
☐ 4) Almost all information is gathered through observations of daily interactions within familiar classroom, home, and community routines
Part 4

Collaboration: Parent–professional and interdisciplinary teamwork

To what extent do assessment materials and procedures enable parents and professionals to work together as partners?

☐ 0) Not much; the testing materials and procedures emphasize separate testing situations by one or more professionals with perfunctory parent participation

☐ 1) Falls between Statements 0 and 2 in meeting the standard

☐ 2) Somewhat; the assessment materials and procedures support different forms of teamwork including some parent participation

☐ 3) Falls between Statements 2 and 4 in meeting the standard

☐ 4) Quite a bit; the assessment materials and procedures are designed to foster collaboration by parents and professionals

Are assessment materials family friendly?

☐ 0) No; the materials are filled with jargon and not developed for use by parents or family members

☐ 1) Falls between Statements 0 and 2 in meeting the standard

☐ 2) Somewhat; the assessment materials have been developed mostly for professional use but with supplemental materials for use by parents

☐ 3) Falls between Statements 2 and 4 in meeting the standard

☐ 4) Yes; the materials were designed specifically for use by parents as jargon free, easy to use, economical, and acceptable to parents
Part 5

Evidence: Has a clear evidence-base for use in early childhood intervention; materials designed, developed, and field-validated for young children, particularly those with special need

Note: To answer questions related to the evidence standard, reviewers may want to consult the manuals and/or web site for the assessment measure.

Does the assessment measure and procedures conform to recommended professional practices in early childhood?

☐ 0) No; the measure and procedures are at odds with recommended professional practices
☐ 1) Falls between Statements 0 and 2 in meeting the standard
☐ 2) Somewhat; some content and procedures adhere to recommended professional practices, but some procedures violate best practice standards, especially for children with special needs
☐ 3) Falls between Statements 2 and 4 in meeting the standard
☐ 4) Yes; the assessment measure and procedure represents best professional practice because designed and developed specifically for young children, including those with special needs

Has the assessment measure been validated to accomplish specific purposes in early childhood such as screening, eligibility determination, program planning, progress monitoring, program evaluation, and/or accountability?

☐ 0) No; no studies support the use of the measure to accomplish any purpose
☐ 1) Falls between Statements 0 and 2 in meeting the standard
☐ 2) To some extent; limited studies are available to support the use for specific purposes
☐ 3) Falls between Statements 2 and 4 in meeting the standard
☐ 4) Yes; the measure was designed, developed, and field-validated for specific purposes

Is there research evidence that the assessment measure included young children with delays and disabilities in either the norms or the field-validation during the measure’s developmental phase?

☐ 0) No evidence exists
☐ 1) Falls between Statements 0 and 2 in meeting the standard
☐ 2) Limited and questionable evidence is reported usually by after-the-fact studies
☐ 3) Falls between Statements 2 and 4 in meeting the standard
☐ 4) Yes; there is rigorous and persuasive evidence that the measure included children with special needs in either the norming or the field-validation studies
Part 6
Multifactors: Collection of data across multiple methods, sources, settings, and occasions

Does the assessment measure enable the collection of information from several settings?

☐ 0) No; only in a single setting
☐ 1) Falls between Statements 0 and 2 in meeting the standard
☐ 2) Somewhat; in at least two situations
☐ 3) Falls between Statements 2 and 4 in meeting the standard
☐ 4) Yes; the assessment measure converges information across multiple situations

Does the assessment measure enable the collection of information by several people?

☐ 0) No; only a single person, most often an unfamiliar professional
☐ 1) Falls between Statements 0 and 2 in meeting the standard
☐ 2) Somewhat; more than one person but not a parent or familiar caregiver
☐ 3) Falls between Statements 2 and 4 in meeting the standard
☐ 4) Yes; multiple people including professional team members and parents or other caregivers who are familiar to the child conduct the assessment

Do assessment procedures include multiple methods (e.g., interview, rating scales, checklists, direct probes, permanent products)?

☐ 0) No; uses only one method, mostly direct testing
☐ 1) Falls between Statements 0 and 2 in meeting the standard
☐ 2) Somewhat; uses at least two methods, one of which is authentic
☐ 3) Falls between Statements 2 and 4 in meeting the standard
☐ 4) Yes; uses several methods that are each authentic

Can the assessment measure be used over several time-points for progress monitoring?

☐ 0) No; it is designed for single session testing or observation
☐ 1) Falls between Statements 0 and 2 in meeting the standard
☐ 2) Yes; it can be used at two time-points (e.g., beginning and end of year), but not often enough for detailed progress monitoring
☐ 3) Falls between Statements 2 and 4 in meeting the standard
☐ 4) Definitely; the measure is designed for repeated assessments for detailed progress monitoring
Part 7

Sensitivity: Sequential arrangement and density of items in the skill hierarchy and the graduated scoring of children’s performance on those items

How is assessment content organized?

☐ 0) Very little assessment content is organized in developmental sequences and/or in known instructional steps
☐ 1) Falls between Statements 0 and 2 in meeting the standard
☐ 2) Some of the assessment content is organized in developmental sequences and/or in known instructional steps
☐ 3) Falls between Statements 2 and 4 in meeting the standard
☐ 4) Most assessment content is organized in developmental sequences and/or known instructional steps

Are there enough items at low functional levels to detect change/progress?

☐ 0) No; contains few items at low functional levels and is not sensitive enough to detect small increments of change
☐ 1) Falls between Statements 0 and 2 in meeting the standard
☐ 2) Somewhat; contains some items at low functional levels but gaps between items make detecting small increments of change difficult
☐ 3) Falls between Statements 2 and 4 in meeting the standard
☐ 4) Yes; contains a sufficient number of items at low functional levels and enough items to detect the smallest increments of change

What type of scoring is used?

☐ 0) Dichotomous scoring such as “Yes the child performs the skill“ or “No the child does not perform the skill“
☐ 1) Falls between Statements 0 and 2 in meeting the standard
☐ 2) Multipoint scoring but scores provide little information regarding the extent or conditions under which the child’s competence can be demonstrated
☐ 3) Falls between Statements 2 and 4 in meeting the standard
☐ 4) Multipoint scoring and information regarding the extent and conditions under which the child’s competence can be demonstrated
Part 8

Universality: Design and/or accommodations, which enable all children to demonstrate their underlying and often-unrealized functional capabilities (i.e., identifies both strengths and limitations)

Can all children demonstrate their capabilities on the assessment measure?

☐ 0) No; only children who are typically functioning can demonstrate their capabilities
☐ 1) Falls between Statements 0 and 2 in meeting the standard
☐ 2) Somewhat; many children can demonstrate their capabilities but some procedures in the measure hinder the child’s response
☐ 3) Falls between Statements 2 and 4 in meeting the standard
☐ 4) Yes; all children can demonstrate their capabilities on this measure; procedures do not penalize children with special needs

Do assessment items reflect what (function) children can do rather than how (form) they do it?

☐ 0) No; most items emphasize form versus function
☐ 1) Falls between Statements 0 and 2 in meeting the standard
☐ 2) Some assessment items emphasize the form of the response rather than its function
☐ 3) Falls between Statements 2 and 4 in meeting the standard
☐ 4) Yes; most assessment items emphasize what children can do rather than how they do it

Does the assessment measure allow the use of alternate and multisensory materials?

☐ 0) No; does not allow the use of alternate or multisensory materials to facilitate the child’s responsiveness
☐ 1) Falls between Statements 0 and 2 in meeting the standard
☐ 2) Somewhat; allows the use of alternate or multisensory materials for only some items
☐ 3) Falls between Statements 2 and 4 in meeting the standard
☐ 4) Yes: the assessment procedures allow the flexible use of alternate/multisensory materials to facilitate the child’s responsiveness

Do assessment procedures offer multiple ways for the child to show their competencies?

☐ 0) No; the test allows only a prescribed mode of response for all children despite their limitations
☐ 1) Falls between Statements 0 and 2 in meeting the standard
☐ 2) Somewhat: some modifications are allowed so that the child can demonstrate skills despite their functional limitations
3) Falls between Statements 2 and 4 in meeting the standard
4) Yes; the measure allows children to express their competencies any way that they can

Part 9

Utility: Treatment validity; usefulness of the scale and its assessment to accomplish specific early intervention purposes, especially planning and evaluating interventions

Can assessment items link to goals/objectives for teaching or therapy?

0) No; the items are not teachable nor translatable as objectives
1) Falls between Statements 0 and 2 in meeting the standard
2) Some items could be translated into objectives
3) Falls between Statements 2 and 4 in meeting the standard
4) Yes; all assessment items are clearly teachable as individual goals and objectives

Do assessment results provide information on what to teach?

0) No; assessment results do not provide information on what the child needs to learn and/or where to begin instruction
1) Falls between Statements 0 and 2 in meeting the standard
2) Somewhat; assessment results provide some information on what the child needs to learn and/or some information as to where to begin instruction
3) Falls between Statements 2 and 4 in meeting the standard
4) Yes; assessment results provide clear information on what the child needs to learn and where to begin instruction

Does the assessment measure provide information on how to teach?

0) No; the measure does not guide or inform how to teach or enhance young children’s growth and development
1) Falls between Statements 0 and 2 in meeting the standard
2) Somewhat; the measure provides some guidance on how to teach or instructional strategies that facilitate young children’s growth and development
3) Falls between Statements 2 and 4 in meeting the standard
4) Yes; the measure provides specific guidance on how to teach and promote the child’s development and learning
Appendix C

Does the assessment measure detect progress during and after instruction or therapy?

☐ 0) No; children’s progress is not detected during or after instruction
☐ 1) Falls between Statements 0 and 2 in meeting the standard
☐ 2) Somewhat; the measure only records gross evidence of progress after instruction or therapy
☐ 3) Falls between Statements 2 and 4 in meeting the standard
☐ 4) Yes; the measure detects specific evidence of progress both during and as the result of instruction and therapy