

Early Childhood Outcomes Measurement: 'Pop Quiz'

Section 1: Why collect outcomes data?

1. State government is the driving force behind measuring child outcomes.
True or False
2. Using the Performance Assessment Rating Tool (PART) in 2002, the federal Office of Management and Budget categorized programs for infants, toddlers and preschoolers with disabilities as:
 - a. "performing: effective"
 - b. "performing: moderately effective"
 - c. "performing: adequate"
 - d. "not performing: results not demonstrated"
 - e. "not performing: ineffective"
3. Reasons to measure outcomes include:
 - a. to report data to the federal government
 - b. to learn whether programs are effective
 - c. for program improvement
 - d. all of the above

Section 2: The three child outcomes

4. Problem solving, attention, and understanding cause and effect fall under
 - a. Outcome 1
 - b. Outcome 2
 - c. Outcome 3
5. Awareness of safety falls under
 - a. Outcome 1
 - b. Outcome 2
 - c. Outcome 3
6. Pre-academics fall under
 - a. Outcome 1
 - b. Outcome 2
 - c. Outcome 3
7. Playing with other children falls under
 - a. Outcome 1
 - b. Outcome 2
 - c. Outcome 3
8. Which of the following would we consider 'discrete,' versus functional, skills?
(circle all that apply)



- a. uses prepositions
- b. hops on one foot
- c. hands a toy to a child to engage in play
- d. says “I’m hungry” when he wants food

9. Which of the following would we consider ‘functional,’ versus discrete, skills?
(circle all that apply)

- a. looks for his cup when it is not in its usual place
- b. repeats a sequence of 4 numbers
- c. asks a question in conversation
- d. crosses midline

Section 3: Assessing the three child outcomes

10. Assessment tools are designed to measure the three child outcomes.
True or False

11. Assessing functional outcomes can involve (circle all that apply)

- a. asking the family about the child’s behavior at home
- b. asking the family about the child’s behavior in the grocery store
- c. observing the child on the playground
- d. talking to the child care provider about the child’s eating habits at lunch

Section 4: The Child Outcomes Summary Form (COSF)

12. The Child Outcomes Summary Form (COSF) is an assessment tool designed by the ECO center to measure child outcomes.
True or False

13. A six on the 7-point rating scale means that the child’s functioning is

- a. below age appropriate
- b. rarely age appropriate
- c. overall age appropriate

14. A one on the 7-point rating scale means that the child’s functioning is

- a. below age appropriate
- b. rarely age appropriate
- c. overall age appropriate

15. A three on the 7-point rating scale means that the child’s functioning is

- a. below age appropriate
- b. rarely age appropriate
- c. overall age appropriate

16. The team assigns a rating on the COSF 7-point rating scale:

- a. at entry only
- b. at exit only
- c. at both entry and exit



17. The team answers the yes/no progress question:
- a. at entry only
 - b. at exit only
 - c. at both entry and exit

Section 5: Looking at data

18. Read the following statement and indicate whether it provides evidence, inference or action: “COSF users are unaware of the need to answer the yes/no progress question.”

- a. evidence
- b. inference
- c. action

19. Read the following statement and indicate whether provides it evidence, inference or action: “90% of exit COSFs in Program B are missing a response to the yes/no progress question.”

- a. evidence
- b. inference
- c. action

20. Read the following statement and indicate whether provides it evidence, inference or action: “COSF procedures should be revised to emphasize completion of the yes/no progress question.”

- a. evidence
- b. inference
- c. action

