

Early Childhood Outcomes Measurement: Pop Quiz with Answers

Section 1: Why collect outcomes data?

1. State government is the driving force behind measuring child outcomes.
True or False

Answer: False. It's actually the federal government that is the driving force.

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"

Answer: D. "not performing: results not demonstrated" The programs did not yet have national data to show results for children and families receiving services.

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

Answer: D. "all of the above" Although states are required to report data to the federal government, many state and local programs are interested in collecting the data for other purposes.

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

Answer: B. "Outcome 2" The basic skills related to thinking, learning and problem solving comes under outcome 2.

5. Awareness of safety falls under
 - a. Outcome 1



- b. Outcome 2
- c. Outcome 3

Answer: C. "Outcome 3" Skills and behaviors related to health and safety relate to a child's ability to get his/her needs met.

6. Pre-academics fall under
- a. Outcome 1
 - b. Outcome 2
 - c. Outcome 3

Answer: B. "Outcome 2" The basic skills related to thinking, learning and problem solving comes under outcome 2.

7. Playing with other children falls under
- a. Outcome 1
 - b. Outcome 2
 - c. Outcome 3

Answer: A. "Outcome 1" A child's skills and behaviors that enable him/her to interact with adults and other children are in outcome 1.

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

Answer: A & B are discrete skills as there is no contextual information about how the child uses them meaningfully in everyday life.

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

Answer: A & C are functional skills as it is obvious that the child is using the skill to accomplish something meaningful in his/her everyday life.

Section 3: Assessing the three child outcomes

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



True or False

Answer: False. There are currently no assessment tools designed specifically to measure the three child outcomes.

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

Answer: All of the above apply. Information from multiple data sources about a child's functioning across settings and situations is essential part of the child outcomes measurement process.

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

Answer: False. The COSF is NOT an assessment tool but rather a process that teams use to summarize information about a child's functioning. The COSF is the common metric that allows the state to aggregate data across the state.

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

Answer: C "overall age appropriate". Both 6 and 7 on the scale are overall age appropriate, but the rating of 6 means that there are some significant concerns that warrant monitoring of the child's skills and behaviors in that area.

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

Answer: A "below age appropriate". A rating of 1 on the scale means the child has no age appropriate skills or behaviors in that outcome area, and is not yet showing immediate foundational skills in that outcome area.

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

Answer: A “below age appropriate”. A rating of 3 on the scale means the child has no age appropriate skills or behaviors in that outcome area, but is showing a lot of immediate foundational skills in that outcome area.

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

Answer: C “at both entry and exit”. The rating is about the status of the child’s current skills and behaviors in the outcome area. It is a comparison of the child’s skills to what is expected at his/her age.

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

Answer: B “at exit only”. At exit, the team must answer the question of whether the child has developed any new skills or behaviors in the outcome area. Unlike the 7-point rating scale which compares the child to age expectations, the yes/no question is a comparison of the child at exit to himself/herself at entry.

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

Answer: B “inference”. This is an inference one might make if data show that the yes/no progress question is unanswered at exit.

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

Answer: A “evidence”. The evidence is simply the numbers. There is no meaning in the numbers until we put meaning on them.



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

Answer: C “action”. This is an example of an action that might be taken to address the inference that COSF users are unaware of the need to answer the yes/no progress question.

