ecta Early Childhood Technical Assistance Center

Pop Quiz: Child Outcomes Measurement

Answer Key

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https://ectacenter.org/eco/pages/training_activities.asp

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Office of Special Education Programs
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Section 1: Why Collect Outcomes Data?

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

   ○ True
   ✹ False

   > ***Answer: False.*** *The federal government 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:

   ○ Performing: effective
   ○ Performing: moderately effective
   ○ Performing: adequate
   ✹ Not performing: results not demonstrated
   ○ Not performing: ineffective

   > ***Answer: Not performing: results not demonstrated.*** *Programs did not yet have national data to show results for children and families receiving services.*

3. Why do programs measure outcomes data?

Select all that apply:

- ✹ Reporting data to the federal government
- ✹ Learning whether programs are effective
- ✹ Program improvement

> ***Answer: All three.*** *While states are required to report data to the federal government, many state and local programs collect the data for other purposes.*

Section 2: The Breadth of Three Child Outcomes

4. Problem solving, attention, and understanding cause and effect are part of:

- ○ Outcome 1
- ✹ Outcome 2
- ○ Outcome 3

> ***Answer: Outcome 2.***

5. Safety awareness is part of:

- ○ Outcome 1
- ○ Outcome 2
- ✹ Outcome 3

> ***Answer: Outcome 3.***

6. Pre-academics is part of:

- ○ Outcome 1
- ✹ Outcome 2
- ○ Outcome 3

> ***Answer: Outcome 2.***

7. Playing with other children is part of:

- ✹ Outcome 1
- ○ Outcome 2
- ○ Outcome 3

> ***Answer: Outcome 1.***

8. Which of the following are discrete skills (not functional skills)?

Select all that apply:

- ✹ Using prepositions
- ✹ Hopping on one foot
- ○ Handing a toy to a child to engage in play
- ○ Saying "I'm hungry" when they want food

> ***Answer: Using prepositions and hopping on one foot are discrete skills.*** *Both offer no contextual information about how the child uses them meaningfully in everyday life.*

9. Which of the following are "functional skills" (not discrete skills)?

Select all that apply:

- ✹ Looking for cup when it's not in the usual place
- ○ Repeating a sequence of four numbers
- ✹ Asking a question in conversation
- ○ Crossing midline

> ***Answer: Looking for cup when it's not in the usual place and asking a question in conversation are functional skills.*** *With both, it is obvious that the child is using the skill to accomplish something meaningful in their everyday life.*

Section 3: Assessing the Three Child Outcomes

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

- ○ True
- ✹ False

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

11. Assessing functional outcomes can involve:

Select all that apply:

- ✹ Asking the family about the child's behavior at home
- ✹ Asking the family about the child's behavior in the grocery store
- ✹ Observing the child on the playground
- ✹ Talking to the child care provider about the child's eating habits at lunch

> ***Answer: All four.*** *Information from multiple data sources about child functioning across settings and situations is essential part of child outcomes measurement.*

Section 4: The Child Outcomes Summary (COS) Form

12. The Child Outcomes Summary (COS) Form is an assessment tool that measures child outcomes.

- ○ True
- ✹ False

> ***Answer: False.*** *The COS Form is not an assessment tool. It is a mechanism to document rating decisions and provide evidence that supports the rating from multiple sources (including one or more assessment tools). It provides a common metric for states to aggregate their data.*

13. A rating of "6" means a child shows:

- ○ Not yet age-expected functioning
- ○ Some age-expected functioning
- ✹ Overall age-expected functioning

> ***Answer: Overall age-expected functioning.*** *Child's functioning generally is considered age-expected, but there are some significant concerns about the child's functioning in this outcome area. Although age-expected, the child's functioning may border on not keeping pace with age expectations.*

14. A rating of “1” means a child shows:

- ✹ Not yet age-expected functioning
- ○ Some age-expected functioning
- ○ Overall age-expected functioning

> ***Answer: Not yet age-expected functioning.*** *Child only uses foundational skills across settings and situations. These foundational skills are crucial to build immediate foundational skills. Child does not yet function in ways that would be considered age-expected or immediate foundational in this outcome area. Child's functioning might be described as like that of a much younger child.*

15. A rating of “3” means a child shows:

- ✹ Not yet age-expected functioning
- ○ Some age-expected functioning
- ○ Overall age-expected functioning

> ***Answer: Not yet age-expected functioning.*** *Child uses immediate foundational skills most or all of the time across settings and situations. Child does not yet function in ways that would be considered age-expected in this outcome area. Functioning might be described as like that of a younger child.*

16. The team assigns a rating at:

Select all that apply:

- ✹ Entry
- ✹ Exit

> ***Answer: Both.*** *COS ratings are about the the child’s current skills and behaviors in the outcome area. It compares the child’s skills to age-expected development.*

17. The team answers the yes-or-no progress question:

Select all that apply:

- ○ Entry
- ✹ Exit

> ***Answer: Exit.*** *At exit (or during interim ratings), the team answers the question “Has the child shown any new skills or behaviors related to this outcome since the entry COS rating?”. Instead of comparing the child to what is age-expected, this question only compares the individual child’s skills at exit to what they were at entry.*

Section 5: Looking at Data

Do the following statements provide evidence, inference or action?

18. COS users are unaware of the need to answer the yes-or-no progress question.

    ○ Evidence
    ✹ Inference
    ○ Action

    Answer: Inference. *This is an inference one might make if data show that the yes-or-no progress question is unanswered.*

19. 90% of exit COS Forms in Program B are missing a response to the yes-or-no progress question.

    ✹ Evidence
    ○ Inference
    ○ Action

    Answer: Evidence. *The evidence is simply the numbers. There is no meaning to numbers until we place meaning upon them.*

20. We should revise COS procedures to emphasize completion of the yes-or-no progress question.

    ○ Evidence
    ○ Inference
    ✹ Action

    Answer: Action. *This is an example of an action you could take to address the inference that COS Form users are unaware of the need to answer the yes-or-no progress question.*