ecta Early Childhood
Technical Assistance Center

Pop Quiz: Child Outcomes Measurement

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

IDEAs
that Work
Office of Special Education Programs
U.S. Department of Education

Section 1: Why Collect Outcomes Data?

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

   ○ True
   ○ 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:

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

3. Why do programs measure outcomes data?

   Select all that apply:

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

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

5. Safety awareness is part of:

    ○ Outcome 1
    ○ Outcome 2
    ○ Outcome 3

6. Pre-academics is part of:

    ○ Outcome 1
    ○ Outcome 2
    ○ Outcome 3

7. Playing with other children is part of:

    ○ Outcome 1
    ○ Outcome 2
    ○ Outcome 3

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

    Select all that apply:

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

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

Section 3: Assessing the Three Child Outcomes

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

    ○ True
    ○ False

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

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

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

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

14. A rating of "1" means a child shows:

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

15. A rating of "3" means a child shows:

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

16. The team assigns a rating at:

    Select all that apply:

    ○ Entry
    ○ Exit

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

    Select all that apply:

    ○ Entry
    ○ Exit

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

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

    ○ Evidence
    ○ Inference
    ○ Action

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

    ○ Evidence
    ○ Inference
    ○ Action