

## Sample Instrument

### CHILDREN DEMONSTRATE GAINS IN SCHOOL READINESS (SOCIAL AND/OR EMOTIONAL DEVELOPMENT)

#### Education Focus Area: Early Childhood Education

**Outcome:** Number of children demonstrating gains in school readiness in terms of social and/or emotional development (ED23).

#### Instruments

You will need to develop or identify an instrument to measure gains of children who completed participation in a CNCS-supported early childhood education program (performance measure ED21).

#### *Existing Instrument*

First, determine whether the early childhood program in which your National Service participants (“participants”) are being placed is already using an instrument that assesses children in the area of social and/or emotional development. If so, review the instrument and data collected to determine if this data can be used to measure this national performance measure outcome. Discuss with the early childhood program director whether you can use their data for your performance measures:

- Can the data be accessed in a timely manner?
- Can the data for those children that participants serve be separated from the children not being served by participants?
- Can confidentiality be maintained?

#### *Developing an Instrument*

If you cannot use an existing early childhood program instrument, you will need to identify or develop an appropriate instrument that can assess the indicators you plan to measure for your national measure. The instrument should have evidence of reliable information identified or recognized by reliable sources (i.e., sources that researched or tested the indicators proposed).

#### Sample Instrument in this packet

The sample instrument in this packet is derived from two sources:

- Head Start Childhood Outcomes Framework<sup>1</sup>
- Maryland Head Start Child Development Outcomes Framework<sup>2</sup>

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<sup>1</sup> Head Start Child Outcomes Framework: <http://www.hsnrc.org/CDI/pdfs/UGCOF.pdf>

<sup>2</sup> Maryland Head Start Child Development Outcomes Framework:

[http://www.mdk12.org/instruction/ensure/readiness/pdfs/MD\\_HS\\_CHILD\\_OutcomesFramework.pdf](http://www.mdk12.org/instruction/ensure/readiness/pdfs/MD_HS_CHILD_OutcomesFramework.pdf)

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The Head Start Childhood Outcomes Framework is based on the Head Start Program Performance Standards, Head Start Program Performance Measures, provisions of the Head Start Act as amended in 1998, advice of the Head Start Bureau Technical Work Group on Child Outcomes, and a review of documents on assessment of young children and early childhood program accountability from a variety of state agencies and professional organizations.

The Maryland Head Start Child Development Outcomes Framework is a document that integrates the Head Start Performance Standards, the Head Start Child Outcomes Framework, and the Maryland Model for School Readiness Framework.

The Head Start Child Outcomes Framework consists of eight Domains, three of which pertain to the early childhood national measures: social and emotional development, literacy, and numeracy (math). For the sample Social and Emotional Development Assessment in this packet, there are five Domain Elements. Each Domain Element consists of three to four indicators. Maryland Head Start Administrators identified examples for each of the indicators. You can choose to use/revise this assessment instrument or develop/identify your own.

### ***How to Use the Sample Instrument in this Packet***

Review the “Social and Emotional Development Assessment” sample instrument for school readiness in the area of social and/or emotional development:

- For each domain element, review the **indicators** and identify those indicators that you plan to measure to assess children’s gain.
- For each indicator, review the **indicator examples** and select those indicator examples you plan to assess.
- Revise, add, or delete the indicator examples to best fit the early childhood program.

## Social and Emotional Development Assessment

### Instructions

What is the purpose?	To determine how many children that completed the early childhood education program (performance measure ED21) demonstrate gains in school readiness in terms of social and/or emotional development.
Who should complete this instrument?	<p>Individuals who have the ability to assess children’s gains in social and/or emotional development through observation of children.</p> <p>The persons conducting the observations should be persons who are not directly involved in providing services to the children (i.e., not participants). If more than one person will assess the children, it is highly recommended that all data collectors are trained in standard observation procedures and rating criteria to ensure inter-rater reliability.</p>
When should we complete this instrument?	<p>At least two times; when children begin the program year, and again after children have completed participation in your early childhood education program (ED21).</p> <p>Programs may want to observe the children mid-year to obtain a benchmark of the progress being made half way into the program.</p>
What should we do to prepare?	<p>Modify the assessment as needed by deleting indicator examples not appropriate for your program. Add any other indicator examples your program may need to assess gain. Decide who will administer the assessment(s) and how you would like the persons to return the assessment to you.</p> <p>Provide a description and instructions to those who will use the assessment by including an explanation about the purpose of the assessment, how the data will be used, and who will be conducting the assessment.</p> <p>Persons conducting the assessment need to be trained in advance so they are prepared to make consistent observational assessments of children’s development, and how to record responses accurately. Training of all persons conducting assessments will ensure the inter-rater reliability.</p>
What should we do afterwards?	Match the pre-assessment with the post assessment for each child. You will need to measure gains in social and/or emotional development for each child. You may want to enter the data in an Excel spreadsheet (summary log) to make comparisons between pre-assessments and post-assessments easier. Based on your project’s outcome target, identify each student that has met the target and count those students as “demonstrating gains”. Keep all the assessments and summary log in a safe place: these are your raw data and serve as proof that a systematic process was used to document the outcomes.
Can I use an alternative instrument?	Different assessments can be used to assess gain social and/or emotional development of each child. However, make sure that the instrument is supported by research or other reliable sources that ensure identified indicators are valid.

**EARLY CHILDHOOD DEVELOPMENT  
SOCIAL AND EMOTIONAL DEVELOPMENT ASSESSMENT<sup>3</sup>**

Education Program: \_\_\_\_\_

Child: \_\_\_\_\_ Age: \_\_\_\_\_

Person Assessing the Child: \_\_\_\_\_ Position: \_\_\_\_\_

Date: \_\_\_\_\_  Pre-Assessment  Post-Assessment

This pre-post instrument assesses the child's social and emotional development using five domain elements. Assess the child at the beginning of the program year (pre-assessment) and at the end of the program year (post-assessment). Mark the appropriate box above. For each indicator and example listed, assess the child's development and/or skills by noting whether "yes", it is consistently and appropriately present, "no" it is not present or rarely so, or "not sure", if you have not had an occasion to observe the indicator example. To assess whether the child has gained competency, compare the number of indicator examples marked "yes" in the child's pre-assessment with those examples marked "yes" in the post assessment.

SOCIAL AND EMOTIONAL DEVELOPMENT			Yes	No	Not Sure
Domain Element	Indicator	Examples			
<b>Self-Concept</b>	Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences.	Child calls attention to his specific skill growth (shows others)			
		Drawings show awareness of body parts			
	Develops growing capacity for independence in a range of activities, routines, and tasks.	Demonstrates growth in self help skills (zipping)			
		Puts on shoes independently			
		Follows rules and routines			
		Manages transitions			
	Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.	Buttons, zippers, ties and washes hands independently			
		Calls attention to completed activity asking for recognition of accomplishment			

<sup>3</sup> Information for this assessment was taken from the following document: Maryland Head Start Child Development Outcomes Framework; Copyright©01/01/02 Carlethea Johnson, Maryland Head Start Administrators. Distribution and reprinting permitted as long as this copyright notice is included.

SOCIAL AND EMOTIONAL DEVELOPMENT					
Domain Element	Indicator	Examples	Yes	No	Not Sure
Self-Control		Claps and cheers for self			
		Expresses pleasure in abilities (e.g., "I tied my own shoes")			
		Volunteers to perform duties in classroom			
	Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming self, others, or property.	Waits turn during activities			
		Recognizes feelings of happy, sad, excited, mad, etc.			
		Asks for help in resolving conflicts			
		Comforts self			
		Uses words to explain feelings			
	Demonstrates growing understanding of how his/her actions affect others and begins to accept the consequences of his/her actions.	Apologizes after hurting other child			
		Stops when turn is over			
		Recognizes when someone is sad or upset			
	Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.	Asks for materials instead of grabbing from others			
		Uses materials appropriately			
		Understands what is required in different environments (e.g. knows when to use "inside voice")			
Participates in clean up times and classroom routines					

SOCIAL AND EMOTIONAL DEVELOPMENT					
Indicator	Examples	Yes	No	Not Sure	
<b>Cooperation</b>	Increases abilities to sustain interactions with peers by helping, sharing, and discussion.	Helps other children through talking and getting assistance			
		Listens until the other is finished			
		Claps and cheers for another child			
		Shares secrets with another child			
	Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.	Suggests alternatives in conflict situations.			
		Shares a toy or activity after being told to stop fighting over it			
		Asks for adults' help			
	Develops increasing abilities to give and take in interactions; to take turns in games or using materials, and to interact without being overly submissive or directive.	Waits to take turn and gives other a chance			
		Asks for turn (permission)			
		Leaves an activity when turn is over and moves on to next activity			
		Listens and expresses interest in the work of others			
		Compromises with peers			
<b>Social Relationships</b>	Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.	Talks with staff members about home and family			
		Greets familiar adults			
		Identifies adults in their various roles (e.g., parent, policeman, fireman, teacher, etc.)			
		Shares daily information with parent			
		Asks teacher for help with activity			
		Chooses the appropriate alternative guidance			
	Shows progress in developing friendships with peers.	Chooses play partners			
		Initiates sharing			
		Moves from sharing toys with one person to a larger group			
		Expresses preference among different children			

SOCIAL AND EMOTIONAL DEVELOPMENT						
Indicator	Examples	Yes	No	Not Sure		
Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.	Moves from looking at child in distress to helping them out					
	Expresses how he/she can help another child/person					
	Compromises to relieve feelings of sadness and distress					
	Problem solves as a way to relieve distress (e.g., hugging, sharing, offering an item as a peace offering)					
	Expresses feelings of contrition (e.g., "I'm sorry")					
<b>Knowledge of Families and Communities</b>	Develops ability to identify personal characteristics including gender and family composition.	Identifies family members by name and role in family and community				
		Describes family makeup				
	Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and families.	Identifies skin color				
		Asks questions about differences in people				
		Tastes a variety of food				
		Pushes child in wheelchair				
	Develops growing awareness of jobs and what is required to perform them.	Identifies community helper and talks about what they do and tools that they use				
		Role plays perception of job				
		Lists steps needed to get task completed				
	Begins to express and understands concepts and language of geography in the contexts of their classroom, home, and community.	Describes area in which he/she lives				
		Tells home address				
		Identifies classroom and location				

**Definitions**

**Yes** – A child consistently and appropriately demonstrates this developmental skill.

**No** – A child rarely or never demonstrates this developmental skill.

**Not Sure** – The respondent has not had an opportunity to observe the child in this area.