

County/District Name:

Contact Person:

Date:

### Assessment Matrix Planning Form

| Positive Social Relationships |      | Acquire/Use Knowledge & Skills |      | Takes Action to Meet Own Needs |      |
|-------------------------------|------|--------------------------------|------|--------------------------------|------|
| What                          | When | What                           | When | What                           | When |
|                               |      |                                |      |                                |      |
|                               |      |                                |      |                                |      |
|                               |      |                                |      |                                |      |
|                               |      |                                |      |                                |      |
|                               |      |                                |      |                                |      |
|                               |      |                                |      |                                |      |
|                               |      |                                |      |                                |      |

**(Please attach this completed form to your "Planning Form for Child Outcomes Process")**

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Sample Program Assessment Planning Matrix  
 "Blue Ridge Early Childhood Center"

| Positive Social Relationships   |  | Acquire/Use Knowledge & Skills  |  | Takes Action to Meet Own Needs   |  |
|---|--|---|--|--|--|
| What  | When   | What  | When   | What   | When   |
| EI information <ul style="list-style-type: none"> <li>• COR Infant/Toddler</li> <li>• ASQ</li> <li>• ASQ-SE</li> <li>• Bayley Social-emotional</li> </ul>                       | at entry                                     | EI information <ul style="list-style-type: none"> <li>• COR Infant/Toddler</li> <li>• Bayley</li> <li>• ASQ</li> </ul>  | at entry                                     | EI information <ul style="list-style-type: none"> <li>• COR Infant/Toddler</li> <li>• ASQ</li> </ul>   | at entry                                     |
| Screening tools <ul style="list-style-type: none"> <li>• play-based arena assessment - informal observation &amp; discussion by team</li> <li>ASQ (parent interview)</li> </ul> | at entry, periodic as needed                 | Screening tools <ul style="list-style-type: none"> <li>• ASQ</li> <li>play-based assessment (cognitive, language areas)</li> </ul>  | at entry, mid, end of year                   | Screening tools <ul style="list-style-type: none"> <li>• play-based arena assessment (functional communication, gross/fine motor)</li> <li>ASQ (parent interview)</li> </ul> | at entry                                     |
| Diagnostic tools <ul style="list-style-type: none"> <li>• Vineland Adaptive Behavior Scales (parent interview)</li> <li>• others selected based on individual need)</li> </ul>  | at entry, periodic as needed                 | Diagnostic tools (selected based on screening, parent interview, observation) <ul style="list-style-type: none"> <li>• WPPSI</li> <li>• Preschool Language Scale</li> <li>• Goldman-Fristoe</li> <li>• Rosetti Infant-Toddler Language Scale</li> </ul> | at entry, periodic as needed                 | at entry, periodic as needed <ul style="list-style-type: none"> <li>• Vineland Adaptive Behavior Scales (parent interview)</li> <li>• Peabody Motor Scales</li> </ul>        | at entry, periodic                           |
| Curriculum-based assessments <ul style="list-style-type: none"> <li>• Creative Curriculum (portfolios, narrative reports, anecdotal notes, language samples, other)</li> </ul>  | ongoing, update/summary at end of year, exit | Curriculum-based assessments <ul style="list-style-type: none"> <li>• Creative Curriculum</li> </ul>  | ongoing, update/summary at end of year, exit | Curriculum-based assessments <ul style="list-style-type: none"> <li>• Creative Curriculum</li> </ul>   | ongoing, update/summary at end of year, exit |
| Classroom observations (teacher, others)  | ongoing                                      | Classroom observations (teacher, others)  | ongoing                                      | Classroom observations (teacher, others)   | ongoing                                      |
| Parent Interview  | entry, IEP updates, exit                     | Parent Interview  | entry, IEP updates, exit                     | Parent Interview   | entry, IEP updates, exit                     |

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Criteria for ECSE Child Outcome Assessment System

| <b>Criterion</b>  | <b>How Criterion is Met: Does Our Program ...</b> | <b>Needs - Plans</b> |
|---|---|----------------------|
| 1. include range of types of assessments  |   |                      |
| 2. include information from multiple sources  |   |                      |
| 3. include age-referenced measures (standardized and/or curriculum-based)   |   |                      |
| 4. include measures that are technically adequate (published information)   |   |                      |
| 5. focus on child in context - include authentic assessment approaches and information from parents, other caregivers |   |                      |
| 6. include assessment approaches that are culturally and linguistically responsive (1st language, parent information) |   |                      |
| 7. includes measures relevant to classroom instruction (e.g., curriculum-based, ongoing monitoring)                   |   |                      |
| 8. adequately cover all required child outcome areas  |   |                      |