

Program Quality Assessment (PQA)

Infant-Toddler

Week 1 Learning Unit

Scoring the PQA



Scoring the PQA

Looking Back at Step 1

Last week, you learned about gathering evidence to score in the PQA. This included:

- Observing in the classroom
- Recording supporting evidence
- Types of evidence
- Objective and complete evidence
- Defining age ranges and identifying age-specific rows
- Helpful hints

Next Steps

Once you have collected evidence for every row in every item, you are ready to move on to Step 2.

Remember: You must have evidence for *each row* in order to correctly score the PQA.

Step 2: Checking Indicators

Step 2: Read each row of indicators and select the one that most closely matches the evidence.

Be sure to check (X) one box per row.

Remember, if you are missing any evidence for a row, you cannot check the box. Go back and cross-reference or gather more evidence.

SCORING INSTRUCTIONS

Step 1

Observe and/or interview as appropriate. (Sections I–III are designed to be completed mainly through observation, while Section IV is interview based.) **Record supporting evidence in the spaces provided in each row of boxes.**

What you see, hear, and write down provides the evidence for the overall level of quality you select in step 3. Much of your evidence will come from direct observation, but sometimes you will need to ask program staff (for example, caregivers, early childhood specialists, or directors) for additional information to supplement what you observe. Use the standard questions, which appear above the indicators, to elicit information from staff as needed. Supporting evidence for the indicator level you choose includes any of the following, as needed, for each item:

- Anecdotes: brief notes on what children and/or staff actually do and/or communicate
- Quotations: what children and/or staff actually say
- Materials lists
- Diagrams of the room, space, area, and/or outdoor play yard; sketches and notations
- Sequences of daily events and routines
- Answers to clarifying questions (CQ) (see specific wording of questions under relevant items)

Step 2

Read each row of indicators. Check one box per row.

Once you have gathered supporting evidence for an item, read the rows of indicators that follow it. Based on the evidence you have gathered in step 1, place a checkmark (✓) in *one and only one* box (1, 3, or 5) of each row of indicators. *Complete every row for every item.* Ask caregivers and/or program staff for additional information to supplement what you observe, as needed. If a row of boxes does not apply (for example, the space has only infants, only mixed ages, or only toddlers), place a checkmark in the “N/A” (not applicable) box in the evidence space. (Refer to the next page for further instructions on rows with “N/A” options).

Step 3

Determine the quality level. Circle the corresponding level at the top of the form: 1, 2, 3, 4, or 5.

Determine the quality level for the item using the following criteria:

For items with three or more rows of boxes

- Level 1: Half or more of the level 1 boxes are checked (regardless of the level 3 or level 5 boxes that may be checked).
- Level 2: Fewer than half of the level 1 boxes are checked, and some of the level 3 and/or level 5 boxes are checked.
- Level 3: Half or more of the level 3 boxes are checked, and no level 1 boxes are checked.
- Level 4: Fewer than half of the level 3 boxes are checked, and the remaining boxes are checked at level 5.
- Level 5: All the level 5 boxes are checked, and no level 1 boxes or level 3 boxes are checked.*

For items with two rows of boxes

- Level 1: Both level 1 boxes are checked.
- Level 2: One level 1 box and either one level 3 box or one level 5 box are checked.
- Level 3: Both level 3 boxes are checked.
- Level 4: One level 3 box and one level 5 box are checked.
- Level 5: Both level 5 boxes are checked.*

If a row of boxes is “not applicable” (“N/A”), compute the quality level based on the number of rows that are completed for that item. If an item cannot be observed or determined by interview, check “not observed or reported” for the overall score and enter “NR” on the Summary Sheet.

*HighScope’s infant-toddler manual *Tender Care and Early Learning: Supporting Infants and Toddlers in Early Childhood Settings* (Post, Hohmann, & Epstein, 2011) describes in detail what high-quality care (level 5) looks like and strategies for attaining it. The HighScope infant-toddler training workshop series enables teachers and caregivers to discuss and practice ways of implementing high-quality care. See highscope.org for more information on products or training.

Step 2: Checking Indicators (continued)

Indicators

Remember, these describe the kinds of things you might observe for the three levels of quality.

Rows

Each item has several rows.

Each row addresses specific indicators of quality for that item.

IV. CURRICULUM PLANNING AND CHILD OBSERVATION IV-A. Caregivers use a comprehensive curriculum model for guiding their practices with infants and toddlers.				Circle one indicator level for this item based on the scoring rules on page ix. 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> <input type="radio"/> Check here if not observed or reported.
Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes	
Row 1 <input type="checkbox"/> Caregivers do not use a comprehensive curriculum model. Examples: - Caregivers rely on their instincts and/or what they have made up. - Caregivers use an undocumented curriculum.	<input type="checkbox"/> Caregivers sometimes use a comprehensive curriculum model. Example: - Caregivers use a specific curriculum along with activities from other sources, and/or use a combination of curriculum models.	<input type="checkbox"/> Caregivers use one comprehensive curriculum model that addresses the following: <ul style="list-style-type: none"> • <i>Educational program</i> encompasses all areas of child development; is developmentally appropriate; encourages children's active learning (learning through exploration and investigation); focuses on intentional teaching; has clear goals; is based on theory and research; builds on prior learning and experiences; has content that aligns with professional standards; shows evidence of effectiveness; is supported through staff training. • <i>Appropriate child assessment</i> assists program staff in making sound decisions about teaching and learning, identifying significant concerns, and improving program practices. • <i>Program evaluation</i> is continuous, with results used to improve practices. 	CQ: Do you use a curriculum model(s)? If so, what model do you use?	
Row 2 <input type="checkbox"/> Caregivers do not refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers. Examples: - Curriculum sits in teachers' resource room. - Caregivers browse through various websites for ideas.	<input type="checkbox"/> Caregivers sometimes refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers. Example: - Caregivers set up their room following the curriculum's learning environment guidelines, but browse through various websites and craft books for activities.	<input type="checkbox"/> Caregivers refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers. Example: - Caregivers look to the curriculum to help them solve problems with the <i>learning environment</i> (such as how to label materials to make cleanup time more successful); <i>daily routine</i> (such as how to improve a schedule that isn't working); <i>adult-child interactions</i> (such as how to converse with verbal and nonverbal children at their level); <i>assessment of children</i> (such as how to plan around individual children's interests and developmental levels); and <i>teamwork</i> (such as what to do when caregivers have conflicts).	CQ: How does the curriculum help you make decisions about teaching and learning for infants and toddlers?	

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Step 2: Checking Indicators (continued)

Step 2: Check the indicator box that matches the evidence for each row.

IV. CURRICULUM PLANNING AND CHILD OBSERVATION Circle one indicator level for this item based on the scoring rules on page ix.			
IV-A. Caregivers use a comprehensive curriculum model for guiding their practices with infants and toddlers. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> Check here if not observed or reported. 			
Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1: <input type="checkbox"/> Caregivers do not use a comprehensive curriculum model. Examples: - Caregivers rely on their instincts and/or what they have made up. - Caregivers use an undocumented curriculum.	<input type="checkbox"/> Caregivers sometimes use a comprehensive curriculum model. Example: - Caregivers use a specific curriculum along with activities from other sources, and/or use a combination of curriculum models.	<input checked="" type="checkbox"/> Caregivers use one comprehensive curriculum model that addresses the following: <ul style="list-style-type: none"> • <i>Educational program</i> encompasses all areas of child development; is developmentally appropriate; encourages children's active learning (learning through exploration and investigation); focuses on intentional teaching; has clear goals; is based on theory and research; builds on prior learning and experiences; has content that aligns with professional standards; shows evidence of effectiveness; is supported through staff training. • <i>Appropriate child assessment</i> assists program staff in making sound decisions about teaching and learning, identifying significant concerns, and improving program practices. • <i>Program evaluation</i> is continuous, with results used to improve practices. 	CQ: Do you use a curriculum model(s)? If so, what model do you use? <i>Caregivers use the HighScope curriculum including COR Advantage to assess children and the IT-PQA to assess the program.</i>
Row 2: <input type="checkbox"/> Caregivers do not refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers. Examples: - Curriculum sits in teachers' resource room. - Caregivers browse through various websites for ideas.	<input type="checkbox"/> Caregivers sometimes refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers. Example: - Caregivers set up their room following the curriculum's learning environment guidelines, but browse through various websites and craft books for activities.	<input checked="" type="checkbox"/> Caregivers refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers. Example: - Caregivers look to the curriculum to help them solve problems with the <i>learning environment</i> (such as how to label materials to make cleanup time more successful); <i>daily routine</i> (such as how to improve a schedule that isn't working); <i>adult-child interactions</i> (such as how to converse with verbal and nonverbal children at their level); <i>assessment of children</i> (such as how to plan around individual children's interests and developmental levels); and <i>teamwork</i> (such as what to do when caregivers have conflicts).	CQ: How does the curriculum help you make decisions about teaching and learning for infants and toddlers? <i>Caregivers use Tender Care and Early Learning to refresh comprehension of HS components and the online activity bank for planning ideas.</i>

Step 2: Checking Indicators (continued)

Hint for Step 2

Pay close attention to words like *some*, *most*, and *always*.

These types of words help determine the level of quality.

Find the words in blue circles and then see if you can find some of these words on your own in 4 or 5 items of your choice.

Look for words like these!

IV. CURRICULUM PLANNING AND CHILD OBSERVATION

IV-A. Caregivers use a comprehensive curriculum model for guiding their practices with infants and toddlers.

Circle one indicator level for this item based on the scoring rules on page ix.

1 2 3 4 5

Check here if not observed or reported.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<p><input type="checkbox"/> Caregivers do not use a comprehensive curriculum model.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Caregivers rely on their instincts and/or what they have made up. - Caregivers use an undocumented curriculum. 	<p><input type="checkbox"/> Caregivers sometimes use a comprehensive curriculum model.</p> <p>Example:</p> <ul style="list-style-type: none"> - Caregivers use a specific curriculum along with activities from other sources, and/or use a combination of curriculum models. 	<p><input type="checkbox"/> Caregivers use one comprehensive curriculum model that addresses the following:</p> <ul style="list-style-type: none"> • <i>Educational program</i> encompasses all areas of child development; is developmentally appropriate; encourages children's active learning (learning through exploration and investigation); focuses on intentional teaching; has clear goals; is based on theory and research; builds on prior learning and experiences; has content that aligns with professional standards; shows evidence of effectiveness; is supported through staff training. • <i>Appropriate child assessment</i> assists program staff in making sound decisions about teaching and learning, identifying significant concerns, and improving program practices. • <i>Program evaluation</i> is continuous, with results used to improve practices. 	<p>CQ: Do you use a curriculum model(s)? If so, what model do you use?</p>
Row 2	<p><input type="checkbox"/> Caregivers do not refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Curriculum sits in teachers' resource room. - Caregivers browse through various websites for ideas. 	<p><input type="checkbox"/> Caregivers sometimes refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers.</p> <p>Example:</p> <ul style="list-style-type: none"> - Caregivers set up their room following the curriculum's learning environment guidelines, but browse through various websites and craft books for activities. 	<p><input type="checkbox"/> Caregivers refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers.</p> <p>Example:</p> <ul style="list-style-type: none"> - Caregivers look to the curriculum to help them solve problems with the <i>learning environment</i> (such as how to label materials to make cleanup time more successful); <i>daily routine</i> (such as how to improve a schedule that isn't working); <i>adult-child interactions</i> (such as how to converse with verbal and nonverbal children at their level); <i>assessment of children</i> (such as how to plan around individual children's interests and developmental levels); and <i>teamwork</i> (such as what to do when caregivers have conflicts). 	<p>CQ: How does the curriculum help you make decisions about teaching and learning for infants and toddlers?</p>

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Step 2: Checking Indicators (continued)

What the Level Indicators Mean

Level 1 represents **low quality**.

Level 3 represents **medium quality**.

Level 5 represents **high quality**.

Where to Start

Read the **Level 5** indicator first.

- Level 5 represents high quality and describes best practices.

If this level doesn't match your evidence, read the **Level 1** indicator.

- Level 1 describes low quality and poor practice.

If this still doesn't match your evidence, look at the **Level 3** indicator.

- Level 3 describes medium quality, which often means some strategies are in place, but not others, or strategies are used inconsistently.

Step 2: Checking Indicators (continued)

A Closer Look at Level 5 Indicators

Level 5 describes high-quality practice.

Level 5 indicators may include bulleted lists of specific strategies.

- In order to score a row a 5, **everything** in the bulleted list **must** be present and observed.

Level 5 indicators may also include examples; these are only suggestions of the type of evidence to look for.

IV. CURRICULUM PLANNING AND CHILD OBSERVATION			
Circle one indicator level for this item based on the scoring rules on page ix.			
1 2 3 4 5			
Check here if not observed or reported.			
IV-A. Caregivers use a comprehensive curriculum model for guiding their practices with infants and toddlers.			
Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1 <input type="checkbox"/> Caregivers do not use a comprehensive curriculum model. Examples: - Caregivers rely on their instincts and/or what they have made up. - Caregivers use an undocumented curriculum.	<input type="checkbox"/> Caregivers sometimes use a comprehensive curriculum model. Example: - Caregivers use a specific curriculum along with activities from other sources, and/or use a combination of curriculum models.	<input type="checkbox"/> Caregivers use one comprehensive curriculum model that addresses the following: • <i>Educational program</i> encompasses all areas of child development; is developmentally appropriate; encourages children's active learning (learning through exploration and investigation); focuses on intentional teaching; has clear goals; is based on theory and research; builds on prior learning and experiences; has content that aligns with professional standards; shows evidence of effectiveness; is supported through staff training. • <i>Appropriate child assessment</i> assists program staff in making sound decisions about teaching and learning, identifying significant concerns, and improving program practices. • <i>Program evaluation</i> is continuous, with results used to improve practices.	CQ: Do you use a curriculum model(s)? If so, what model do you use?
Row 2 <input type="checkbox"/> Caregivers do not refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers. Examples: - Curriculum sits in teachers' resource room. - Caregivers browse through various websites for ideas.	<input type="checkbox"/> Caregivers sometimes refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers. Example: - Caregivers set up their room following the curriculum's learning environment guidelines, but browse through various websites and craft books for activities.	<input type="checkbox"/> Caregivers refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers. Example: - Caregivers look to the curriculum to help them solve problems with the <i>learning environment</i> (such as how to label materials to make cleanup time more successful); <i>daily routine</i> (such as how to improve a schedule that isn't working); <i>adult-child interactions</i> (such as how to converse with verbal and nonverbal children at their level); <i>assessment of children</i> (such as how to plan around individual children's interests and developmental levels); and <i>teamwork</i> (such as what to do when caregivers have conflicts).	CQ: How does the curriculum help you make decisions about teaching and learning for infants and toddlers?

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Step 2: Checking Indicators (continued)

Example of Bulleted List

You MUST have all these bulleted strategies present to score a Level 5!

Example of Suggested Evidence

These examples are only suggestions of the type of evidence to look for. They are listed as examples.

IV. CURRICULUM PLANNING AND CHILD OBSERVATION

IV-A. Caregivers use a comprehensive curriculum model for guiding their practices with infants and toddlers.

Circle one indicator level for this item based on the scoring rules on page ix.

1 2 3 4 5

Check here if not observed or reported.

Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
<p>Row 1 <input type="checkbox"/> Caregivers do not use a comprehensive curriculum model.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Caregivers rely on their instincts and/or what they have made up. - Caregivers use an undocumented curriculum. 	<p><input type="checkbox"/> Caregivers sometimes use a comprehensive curriculum model.</p> <p>Example:</p> <ul style="list-style-type: none"> - Caregivers use a specific curriculum along with activities from other sources, and/or use a combination of curriculum models. 	<p><input type="checkbox"/> Caregivers use one comprehensive curriculum model that addresses the following:</p> <ul style="list-style-type: none"> • <i>Educational program</i> encompasses all areas of child development; is developmentally appropriate; encourages children's active learning (learning through exploration and investigation); focuses on intentional teaching; has clear goals; is based on theory and research; builds on prior learning and experiences; has content that aligns with professional standards; shows evidence of effectiveness; is supported through staff training. • <i>Appropriate child assessment</i> assists program staff in making sound decisions about teaching and learning, identifying significant concerns, and improving program practices. • <i>Program evaluation</i> is continuous, with results used to improve practices. 	<p>CQ: Do you use a curriculum model(s)? If so, what model do you use?</p>
<p>Row 2 <input type="checkbox"/> Caregivers do not refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Curriculum sits in teachers' resource room. - Caregivers browse through various websites for ideas. 	<p><input type="checkbox"/> Caregivers sometimes refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers.</p> <p>Example:</p> <ul style="list-style-type: none"> - Caregivers set up their room following the curriculum's learning environment guidelines, but browse through various websites and craft books for activities. 	<p><input type="checkbox"/> Caregivers refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers.</p> <p>Example:</p> <ul style="list-style-type: none"> - Caregivers look to the curriculum to help them solve problems with the <i>learning environment</i> (such as how to label materials to make cleanup time more successful); <i>daily routine</i> (such as how to improve a schedule that isn't working); <i>adult-child interactions</i> (such as how to converse with verbal and nonverbal children at their level); <i>assessment of children</i> (such as how to plan around individual children's interests and developmental levels); and <i>teamwork</i> (such as what to do when caregivers have conflicts). 	<p>CQ: How does the curriculum help you make decisions about teaching and learning for infants and toddlers?</p>

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Step 2: Checking Indicators (continued)

Level 5 Indicators

Words to look for in Level 5:

- Many
- Most
- Always
- Regularly
- Often

If your evidence doesn't show this level of consistency (sometimes it does, and sometimes it doesn't), you should NOT check the Level 5 box.

A Closer Look at Level 1 Indicators

Level 1 represents low-quality practice.

Words to look for in Level 1:

- Not
- No
- None

Level 1 evidence reflects poor practice.

Step 2: Checking Indicators (continued)

A Closer Look at Level 3 Indicators

Level 3 describes medium-quality practice.

Words to look for in Level 3:

- Sometimes
- Some
- A few

One more step to go!

After you have selected a box for each row, you are ready to score the item, which is **Step 3**.

IV. CURRICULUM PLANNING AND CHILD OBSERVATION

Circle one indicator level for this item based on the scoring rules on page ix.

1
2
3
4
5

Check here if not observed or reported.

IV-A. Caregivers use a comprehensive curriculum model for guiding their practices with infants and toddlers.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<input type="checkbox"/> Caregivers do not use a comprehensive curriculum model. Examples: <ul style="list-style-type: none"> - Caregivers rely on their instincts and/or what they have made up. - Caregivers use an undocumented curriculum. 	<input type="checkbox"/> Caregivers sometimes use a comprehensive curriculum model. Example: <ul style="list-style-type: none"> - Caregivers use a specific curriculum along with activities from other sources, and/or use a combination of curriculum models. 	<input type="checkbox"/> Caregivers use one comprehensive curriculum model that addresses the following: <ul style="list-style-type: none"> • <i>Educational program</i> encompasses all areas of child development; is developmentally appropriate; encourages children's active learning (learning through exploration and investigation); focuses on intentional teaching; has clear goals; is based on theory and research; builds on prior learning and experiences; has content that aligns with professional standards; shows evidence of effectiveness; is supported through staff training. • <i>Appropriate child assessment</i> assists program staff in making sound decisions about teaching and learning, identifying significant concerns, and improving program practices. • <i>Program evaluation</i> is continuous, with results used to improve practices. 	CQ: Do you use a curriculum model(s)? If so, what model do you use?
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Step 3: Scoring the Items

The method for scoring PQA items depends upon the number of rows.

First, determine if the item has

- **2 rows**
- **3 or more rows**

Then, follow the corresponding guidelines (see page *ix* in your Infant-Toddler PQA).

Scoring Guidelines for Items With 3 or More Rows of Boxes

Level 1: **Half or more** of Level 1 boxes are checked (even if Level 3 or 5 boxes are checked)

Level 2: **Fewer than half** of Level 1 boxes are checked, and some of Level 3 and/or 5 are checked

Level 3: **Half or more** of Level 3 boxes are checked; no Level 1 boxes are checked

Level 4: **Fewer than half** of Level 3 boxes are checked; and the remaining boxes are checked at Level 5

Level 5: **All** Level 5 boxes are checked

Step 3: Scoring the Items (continued)

Take a deep breath and try it!

Although this may seem confusing at first, practice applying the scoring guidelines.

You will get it with practice!
We promise!

SCORING INSTRUCTIONS

Step 1

Observe and/or interview as appropriate. (Sections I–III are designed to be completed mainly through observation, while Section IV is interview based.) Record supporting evidence in the spaces provided in each row of boxes.

What you see, hear, and write down provides the evidence for the overall level of quality you select in step 3. Much of your evidence will come from direct observation, but sometimes you will need to ask program staff (for example, caregivers, early childhood specialists, or directors) for additional information to supplement what you observe. Use the standard questions, which appear above the indicators, to elicit information from staff as needed. Supporting evidence for the indicator level you choose includes any of the following, as needed, for each item:

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Step 2

Read each row of indicators. Check one box per row.

Once you have gathered supporting evidence for an item, read the rows of indicators that follow it. Based on the evidence you have gathered in step 1, place a checkmark (✓) in *one and only one* box (1, 3, or 5) of each row of indicators. *Complete every row for every item.* Ask caregivers and/or program staff for additional information to supplement what you observe, as needed. If a row of boxes does not apply (for example, the space has only infants, only mixed ages, or only toddlers), place a checkmark in the “N/A” (not applicable) box in the evidence space. (Refer to the next page for further instructions on rows with “N/A” options).

Step 3

Determine the quality level. Circle the corresponding level at the top of the form: 1, 2, 3, 4, or 5.

Determine the quality level for the item using the following criteria:

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- Level 4: Fewer than half of the level 3 boxes are checked, and the remaining boxes are checked at level 5.
- Level 5: All the level 5 boxes are checked, and no level 1 boxes or level 3 boxes are checked.*

For items with two rows of boxes

- Level 1: Both level 1 boxes are checked.
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If a row of boxes is “not applicable” (“N/A”), compute the quality level based on the number of rows that are completed for that item. If an item cannot be observed or determined by interview, check “not observed or reported” for the overall score and enter “NR” on the Summary Sheet.

*HighScope’s infant-toddler manual *Tender Care and Early Learning: Supporting Infants and Toddlers in Early Childhood Settings* (Post, Hohmann, & Epstein, 2011) describes in detail what high-quality care (level 5) looks like and strategies for attaining it. The HighScope infant-toddler training workshop series enables teachers and caregivers to discuss and practice ways of implementing high-quality care. See highscope.org for more information on products or training.

Step 3: Scoring the Items (continued)

Item Scoring Examples

Score = 1

Half or more of Level 1 boxes

(even if Level 3 or 5 boxes are checked)

II. SCHEDULES AND ROUTINES			
II-B. Arrivals and departures focus on the comfort of children and parents.			
Circle one indicator level for this item based on the level of the child's behavior.			
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> Check here if not applicable			
Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence
Row 1 <input checked="" type="checkbox"/> Children's arrivals and/or departures are rushed or abrupt. Example: - Parents drop off children and leave immediately, even if child is crying.	<input type="checkbox"/> Children's arrivals and/or departures are sometimes unhurried. Examples: - Parents of infants or older infants are encouraged to stay until their child has adjusted to the setting; but parents of toddlers are discouraged from staying, even when their child is crying. - A parent comes in quickly and picks up his child as she is playing and gets her ready to leave.	<input type="checkbox"/> Children's arrivals and departures are leisurely. Examples: - Parents establish a morning ritual with their child, such as playing with the child or reading a story, then saying good-bye. - During arrivals, caregivers engage children with materials. - Children freely explore and play as parents drop off their children. - Parents talk with caregivers when they pick their child up. - A dad comes to pick up his child and spends a few minutes playing in the sand with him before getting him ready to go home.	
Row 2 <input checked="" type="checkbox"/> Children are not greeted and/or bid good-bye. Examples: - Caregivers are busy with routine work and do not address children. - Children are ignored.	<input type="checkbox"/> Children are sometimes greeted and bid good-bye. Example: - When caregivers notice or are not busy with something, they acknowledge children who are arriving or leaving.	<input type="checkbox"/> Children are greeted and bid good-bye in a calm, reassuring manner. Examples: - While playing with Isabella, an infant, her caregiver whispers to her that her mom is here to take her home, then says, "Good-bye, see you tomorrow!" - As children arrive or leave, caregivers acknowledge children by name, even when a caregiver is involved with something else.	

II. SCHEDULES AND ROUTINES			
II-B. (continued)			
Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence
Row 3 <input checked="" type="checkbox"/> Children distressed during separation and reunion do not receive comfort. Examples: - A child is ignored or told to stop crying.	<input type="checkbox"/> Children distressed during separation or reunion sometimes receive comfort. Examples: - Caregivers comfort children during arrivals but not during departures. - Omaria cries when her mom walks out of the room as the caregiver changes another child's diaper. The caregiver finishes diapering, does another task, then walks over and picks up Omaria. She hugs Omaria and puts her down with some toys.	<input type="checkbox"/> Children distressed during separation and reunion have their feelings acknowledged (e.g., "It's sad when Mommy leaves for work") and receive comforting (being held, rocked, stroked, or read to) for as long as they need it. Example: - Alan cries when his dad puts him on the floor and turns to leave. His caregiver is changing another child's diaper, but she acknowledges Alan's feelings. She picks him up as soon as she is done with diapering and rocks with him until he settles down.	CQ: What do you do when your child is distressed by separation with their parents?
Row 4 <input checked="" type="checkbox"/> Parents are not greeted and/or bid good-bye. Example: - Parents are ignored.	<input type="checkbox"/> Parents are sometimes greeted and bid good-bye.	<input type="checkbox"/> Parents are greeted and bid good-bye in a calm, reassuring manner. Examples: - Caregiver and parent exchange information verbally and in written form and share child observations. - Parents are greeted by name.	
Row 5 <input type="checkbox"/> Parents distressed during separation and reunion do not have their feelings acknowledged. Example: - Caregivers don't talk with parents.	<input checked="" type="checkbox"/> Parents distressed during separation or reunion sometimes have their feelings acknowledged. Example: - When caregivers are free and notice the parent, they will talk with them and acknowledge their feelings.	<input type="checkbox"/> Parents distressed during separation and reunion have their feelings acknowledged. Examples: - "It's hard to go to work when you'd rather stay here with Eli." - "You're in a rush to go home and Mo wants to show you the new blocks." - At departure time, noticing that Noah's mom is sitting on the floor playing with him, his caregiver says, "Noah missed playing with you this morning when you had to leave."	CQ: What do you do when your child is distressed by separation with their children?

Step 3: Scoring the Items (continued)

Item Scoring Examples

Score = 3

Half or more Level 3 boxes,
no Level 1 boxes

II. SCHEDULES AND ROUTINES			
II-B. Arrivals and departures focus on the comfort of children and parents.			
Circle one indicator level for this item based on the observed behaviors. <input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3			
<input type="checkbox"/> Check here if not observed			
Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence
Row 1 <input type="checkbox"/> Children's arrivals and/or departures are rushed or abrupt. Example: - Parents drop off children and leave immediately, even if child is crying.	<input type="checkbox"/> Children's arrivals and/or departures are sometimes unhurried. Examples: - Parents of infants or older infants are encouraged to stay until their child has adjusted to the setting; but parents of toddlers are discouraged from staying, even when their child is crying. - A parent comes in quickly and picks up his child as she is playing and gets her ready to leave.	<input checked="" type="checkbox"/> Children's arrivals and departures are leisurely. Examples: - Parents establish a morning ritual with their child, such as playing with the child or reading a story, then saying good-bye. - During arrivals, caregivers engage children with materials. - Children freely explore and play as parents drop off their children. - Parents talk with caregivers when they pick their child up. - A dad comes to pick up his child and spends a few minutes playing in the sand with him before getting him ready to go home.	
Row 2 <input type="checkbox"/> Children are not greeted and/or bid good-bye. Examples: - Caregivers are busy with routine work and do not address children. - Children are ignored.	<input checked="" type="checkbox"/> Children are sometimes greeted and bid good-bye. Example: - When caregivers notice or are not busy with something, they acknowledge children who are arriving or leaving.	<input type="checkbox"/> Children are greeted and bid good-bye in a calm, reassuring manner. Examples: - While playing with Isabella, an infant, her caregiver whispers to her that her mom is here to take her home, then says, "Good-bye, see you tomorrow!" - As children arrive or leave, caregivers acknowledge children by name, even when a caregiver is involved with something else.	

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II. SCHEDULES AND ROUTINES			
II-B. (continued)			
Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence
Row 3 <input type="checkbox"/> Children distressed during separation and reunion do not receive comfort. Examples: - A child is ignored or told to stop crying.	<input checked="" type="checkbox"/> Children distressed during separation or reunion sometimes receive comfort. Examples: - Caregivers comfort children during arrivals but not during departures. - Omaria cries when her mom walks out of the room as the caregiver changes another child's diaper. The caregiver finishes diapering, does another task, then walks over and picks up Omaria. She hugs Omaria and puts her down with some toys.	<input type="checkbox"/> Children distressed during separation and reunion have their feelings acknowledged (e.g., "It's sad when Mommy leaves for work") and receive comforting (being held, rocked, stroked, or read to) for as long as they need it. Example: - Alan cries when his dad puts him on the floor and turns to leave. His caregiver is changing another child's diaper, but she acknowledges Alan's feelings. She picks him up as soon as she is done with diapering and rocks with him until he settles down.	CQ: What do you do when your child is distressed by separation with their parents?
Row 4 <input type="checkbox"/> Parents are not greeted and/or bid good-bye. Example: - Parents are ignored.	<input checked="" type="checkbox"/> Parents are sometimes greeted and bid good-bye.	<input type="checkbox"/> Parents are greeted and bid good-bye in a calm, reassuring manner. Examples: - Caregiver and parent exchange information verbally and in written form and share child observations. - Parents are greeted by name.	
Row 5 <input type="checkbox"/> Parents distressed during separation and reunion do not have their feelings acknowledged. Example: - Caregivers don't talk with parents.	<input type="checkbox"/> Parents distressed during separation or reunion sometimes have their feelings acknowledged. Example: - When caregivers are free and notice the parent, they will talk with them and acknowledge their feelings.	<input checked="" type="checkbox"/> Parents distressed during separation and reunion have their feelings acknowledged. Examples: - "It's hard to go to work when you'd rather stay here with Eli." - "You're in a rush to go home and Mo wants to show you the new blocks." - At departure time, noticing that Noah's mom is sitting on the floor playing with him, his caregiver says, "Noah missed playing with you this morning when you had to leave."	CQ: What do you do when your child is distressed by separation with their children?

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Step 3: Scoring the Items (continued)

Item Scoring Examples

Score = 5

All Level 5 boxes checked

II. SCHEDULES AND ROUTINES			
II-B. Arrivals and departures focus on the comfort of children and parents.			
Circle one indicator level for this item based on the child's performance. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> Check here if not applicable.			
Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence
Row 1 <input type="checkbox"/> Children's arrivals and/or departures are rushed or abrupt. Example: - Parents drop off children and leave immediately, even if child is crying.	<input type="checkbox"/> Children's arrivals and/or departures are sometimes unhurried. Examples: - Parents of infants or older infants are encouraged to stay until their child has adjusted to the setting; but parents of toddlers are discouraged from staying, even when their child is crying. - A parent comes in quickly and picks up his child as she is playing and gets her ready to leave.	<input checked="" type="checkbox"/> Children's arrivals and departures are leisurely. Examples: - Parents establish a morning ritual with their child, such as playing with the child or reading a story, then saying good-bye. - During arrivals, caregivers engage children with materials. - Children freely explore and play as parents drop off their children. - Parents talk with caregivers when they pick their child up. - A dad comes to pick up his child and spends a few minutes playing in the sand with him before getting him ready to go home.	
Row 2 <input type="checkbox"/> Children are not greeted and/or bid good-bye. Examples: - Caregivers are busy with routine work and do not address children. - Children are ignored.	<input type="checkbox"/> Children are sometimes greeted and bid good-bye. Example: - When caregivers notice or are not busy with something, they acknowledge children who are arriving or leaving.	<input checked="" type="checkbox"/> Children are greeted and bid good-bye in a calm, reassuring manner. Examples: - While playing with Isabella, an infant, her caregiver whispers to her that her mom is here to take her home, then says, "Good-bye, see you tomorrow!" - As children arrive or leave, caregivers acknowledge children by name, even when a caregiver is involved with something else.	

II. SCHEDULES AND ROUTINES			
II-B. (continued)			
Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence
Row 3 <input type="checkbox"/> Children distressed during separation and reunion do not receive comfort. Examples: - A child is ignored or told to stop crying.	<input type="checkbox"/> Children distressed during separation or reunion sometimes receive comfort. Examples: - Caregivers comfort children during arrivals but not during departures. - Omaria cries when her mom walks out of the room as the caregiver changes another child's diaper. The caregiver finishes diapering, does another task, then walks over and picks up Omaria. She hugs Omaria and puts her down with some toys.	<input checked="" type="checkbox"/> Children distressed during separation and reunion have their feelings acknowledged (e.g., "It's sad when Mommy leaves for work") and receive comforting (being held, rocked, stroked, or read to) for as long as they need it. Example: - Alan cries when his dad puts him on the floor and turns to leave. His caregiver is changing another child's diaper, but she acknowledges Alan's feelings. She picks him up as soon as she is done with diapering and rocks with him until he settles down.	CQ: What do you do when your child is distressed by separation with their parents?
Row 4 <input type="checkbox"/> Parents are not greeted and/or bid good-bye. Example: - Parents are ignored.	<input type="checkbox"/> Parents are sometimes greeted and bid good-bye.	<input checked="" type="checkbox"/> Parents are greeted and bid good-bye in a calm, reassuring manner. Examples: - Caregiver and parent exchange information verbally and in written form and share child observations. - Parents are greeted by name.	
Row 5 <input type="checkbox"/> Parents distressed during separation and reunion do not have their feelings acknowledged. Example: - Caregivers don't talk with parents.	<input type="checkbox"/> Parents distressed during separation or reunion sometimes have their feelings acknowledged. Example: - When caregivers are free and notice the parent, they will talk with them and acknowledge their feelings.	<input checked="" type="checkbox"/> Parents distressed during separation and reunion have their feelings acknowledged. Examples: - "It's hard to go to work when you'd rather stay here with Eli." - "You're in a rush to go home and Mo wants to show you the new blocks." - At departure time, noticing that Noah's mom is sitting on the floor playing with him, his caregiver says, "Noah missed playing with you this morning when you had to leave."	CQ: What do you do when your child is distressed by separation with their children?

Step 3: Scoring the Items (continued)

Item Scoring Examples

Score = 4

Fewer than half of the Level 3 boxes are checked, and the remaining boxes are checked at Level 5

II. SCHEDULES AND ROUTINES			
II-B. Arrivals and departures focus on the comfort of children and parents.			
Circle one indicator level for this item based on the observed evidence.			
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5			
<input type="checkbox"/> Check here if not observed			
Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence
Row 1 <input type="checkbox"/> Children's arrivals and/or departures are rushed or abrupt. Example: - Parents drop off children and leave immediately, even if child is crying.	<input type="checkbox"/> Children's arrivals and/or departures are sometimes unhurried. Examples: - Parents of infants or older infants are encouraged to stay until their child has adjusted to the setting; but parents of toddlers are discouraged from staying, even when their child is crying. - A parent comes in quickly and picks up his child as she is playing and gets her ready to leave.	<input checked="" type="checkbox"/> Children's arrivals and departures are leisurely. Examples: - Parents establish a morning ritual with their child, such as playing with the child or reading a story, then saying good-bye. - During arrivals, caregivers engage children with materials. - Children freely explore and play as parents drop off their children. - Parents talk with caregivers when they pick their child up. - A dad comes to pick up his child and spends a few minutes playing in the sand with him before getting him ready to go home.	
Row 2 <input type="checkbox"/> Children are not greeted and/or bid good-bye. Examples: - Caregivers are busy with routine work and do not address children. - Children are ignored.	<input type="checkbox"/> Children are sometimes greeted and bid good-bye. Example: - When caregivers notice or are not busy with something, they acknowledge children who are arriving or leaving.	<input checked="" type="checkbox"/> Children are greeted and bid good-bye in a calm, reassuring manner. Examples: - While playing with Isabella, an infant, her caregiver whispers to her that her mom is here to take her home, then says, "Good-bye, see you tomorrow!" - As children arrive or leave, caregivers acknowledge children by name, even when a caregiver is involved with something else.	

II. SCHEDULES AND ROUTINES			
II-B. (continued)			
Circle one indicator level for this item based on the observed evidence.			
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5			
<input type="checkbox"/> Check here if not observed			
Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence
Row 3 <input type="checkbox"/> Children distressed during separation and reunion do not receive comfort. Examples: - A child is ignored or told to stop crying.	<input checked="" type="checkbox"/> Children distressed during separation or reunion sometimes receive comfort. Examples: - Caregivers comfort children during arrivals but not during departures. - Omaria cries when her mom walks out of the room as the caregiver changes another child's diaper. The caregiver finishes diapering, does another task, then walks over and picks up Omaria. She hugs Omaria and puts her down with some toys.	<input type="checkbox"/> Children distressed during separation and reunion have their feelings acknowledged (e.g., "It's sad when Mommy leaves for work") and receive comforting (being held, rocked, stroked, or read to) for as long as they need it. Example: - Alan cries when his dad puts him on the floor and turns to leave. His caregiver is changing another child's diaper, but she acknowledges Alan's feelings. She picks him up as soon as she is done with diapering and rocks with him until he settles down.	CQ: What do you do when your child is distressed by separation with their parents?
Row 4 <input type="checkbox"/> Parents are not greeted and/or bid good-bye. Example: - Parents are ignored.	<input checked="" type="checkbox"/> Parents are sometimes greeted and bid good-bye.	<input type="checkbox"/> Parents are greeted and bid good-bye in a calm, reassuring manner. Examples: - Caregiver and parent exchange information verbally and in written form and share child observations. - Parents are greeted by name.	
Row 5 <input type="checkbox"/> Parents distressed during separation and reunion do not have their feelings acknowledged. Example: - Caregivers don't talk with parents.	<input type="checkbox"/> Parents distressed during separation or reunion sometimes have their feelings acknowledged. Example: - When caregivers are free and notice the parent, they will talk with them and acknowledge their feelings.	<input checked="" type="checkbox"/> Parents distressed during separation and reunion have their feelings acknowledged. Examples: - "It's hard to go to work when you'd rather stay here with Eli." - "You're in a rush to go home and Mo wants to show you the new blocks." - At departure time, noticing that Noah's mom is sitting on the floor playing with him, his caregiver says, "Noah missed playing with you this morning when you had to leave."	CQ: What do you do when your child is distressed by separation with their children?

Step 3: Scoring the Items (continued)

Item Scoring Examples

Score = 2

Fewer than half of Level 1 boxes are checked, and some of the Level 3 and/or Level 5 are checked

II. SCHEDULES AND ROUTINES			
II-B. Arrivals and departures focus on the comfort of children and parents.			
Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence
Row 1 <input type="checkbox"/> Children's arrivals and/or departures are rushed or abrupt. Example: - Parents drop off children and leave immediately, even if child is crying.	<input type="checkbox"/> Children's arrivals and/or departures are sometimes unhurried. Examples: - Parents of infants or older infants are encouraged to stay until their child has adjusted to the setting; but parents of toddlers are discouraged from staying, even when their child is crying. - A parent comes in quickly and picks up his child as she is playing and gets her ready to leave.	<input checked="" type="checkbox"/> Children's arrivals and departures are leisurely. Examples: - Parents establish a morning ritual with their child, such as playing with the child or reading a story, then saying good-bye. - During arrivals, caregivers engage children with materials. - Children freely explore and play as parents drop off their children. - Parents talk with caregivers when they pick their child up. - A dad comes to pick up his child and spends a few minutes playing in the sand with him before getting him ready to go home.	
Row 2 <input checked="" type="checkbox"/> Children are not greeted and/or bid good-bye. Examples: - Caregivers are busy with routine work and do not address children. - Children are ignored.	<input type="checkbox"/> Children are sometimes greeted and bid good-bye. Example: - When caregivers notice or are not busy with something, they acknowledge children who are arriving or leaving.	<input type="checkbox"/> Children are greeted and bid good-bye in a calm, reassuring manner. Examples: - While playing with Isabella, an infant, her caregiver whispers to her that her mom is here to take her home, then says, "Good-bye, see you tomorrow!" - As children arrive or leave, caregivers acknowledge children by name, even when a caregiver is involved with something else.	

II. SCHEDULES AND ROUTINES			
II-B. (continued)			
Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence
Row 3 <input type="checkbox"/> Children distressed during separation and reunion do not receive comfort. Examples: - A child is ignored or told to stop crying.	<input checked="" type="checkbox"/> Children distressed during separation or reunion sometimes receive comfort. Examples: - Caregivers comfort children during arrivals but not during departures. - Omaria cries when her mom walks out of the room as the caregiver changes another child's diaper. The caregiver finishes diapering, does another task, then walks over and picks up Omaria. She hugs Omaria and puts her down with some toys.	<input type="checkbox"/> Children distressed during separation and reunion have their feelings acknowledged (e.g., "It's sad when Mommy leaves for work") and receive comforting (being held, rocked, stroked, or read to) for as long as they need it. Example: - Alan cries when his dad puts him on the floor and turns to leave. His caregiver is changing another child's diaper, but she acknowledges Alan's feelings. She picks him up as soon as she is done with diapering and rocks with him until he settles down.	CQ: What do you do when your child is distressed by separation with their parents?
Row 4 <input checked="" type="checkbox"/> Parents are not greeted and/or bid good-bye. Example: - Parents are ignored.	<input type="checkbox"/> Parents are sometimes greeted and bid good-bye.	<input type="checkbox"/> Parents are greeted and bid good-bye in a calm, reassuring manner. Examples: - Caregiver and parent exchange information verbally and in written form and share child observations. - Parents are greeted by name.	
Row 5 <input type="checkbox"/> Parents distressed during separation and reunion do not have their feelings acknowledged. Example: - Caregivers don't talk with parents.	<input checked="" type="checkbox"/> Parents distressed during separation or reunion sometimes have their feelings acknowledged. Example: - When caregivers are free and notice the parent, they will talk with them and acknowledge their feelings.	<input type="checkbox"/> Parents distressed during separation and reunion have their feelings acknowledged. Examples: - "It's hard to go to work when you'd rather stay here with Eli." - "You're in a rush to go home and Mo wants to show you the new blocks." - At departure time, noticing that Noah's mom is sitting on the floor playing with him, his caregiver says, "Noah missed playing with you this morning when you had to leave."	CQ: What do you do when your child is distressed by separation with their children?

Step 3: Scoring the Items (continued)

Item Scoring Examples

Score = 1

Half or more of Level 1 boxes

(even if Level 3 or 5 boxes are checked)

II. SCHEDULES AND ROUTINES			
II-B. Arrivals and departures focus on the comfort of children and parents.			
Circle one indicator level for this item based on the number of boxes checked. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> Check here if not applicable.			
	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators
Row 1	<input type="checkbox"/> Children's arrivals and/or departures are rushed or abrupt. Example: - Parents drop off children and leave immediately, even if child is crying.	<input type="checkbox"/> Children's arrivals and/or departures are sometimes unhurried. Examples: - Parents of infants or older infants are encouraged to stay until their child has adjusted to the setting; but parents of toddlers are discouraged from staying, even when their child is crying. - A parent comes in quickly and picks up his child as she is playing and gets her ready to leave.	<input checked="" type="checkbox"/> Children's arrivals and departures are leisurely. Examples: - Parents establish a morning ritual with their child, such as playing with the child or reading a story, then saying good-bye. - During arrivals, caregivers engage children with materials. - Children freely explore and play as parents drop off their children. - Parents talk with caregivers when they pick their child up. - A dad comes to pick up his child and spends a few minutes playing in the sand with him before getting him ready to go home.
Row 2	<input checked="" type="checkbox"/> Children are not greeted and/or bid good-bye. Examples: - Caregivers are busy with routine work and do not address children. - Children are ignored.	<input type="checkbox"/> Children are sometimes greeted and bid good-bye. Example: - When caregivers notice or are not busy with something, they acknowledge children who are arriving or leaving.	<input type="checkbox"/> Children are greeted and bid good-bye in a calm, reassuring manner. Examples: - While playing with Isabella, an infant, her caregiver whispers to her that her mom is here to take her home, then says, "Good-bye, see you tomorrow!" - As children arrive or leave, caregivers acknowledge children by name, even when a caregiver is involved with something else.

II. SCHEDULES AND ROUTINES			
II-B. (continued)			
	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators
Row 3	<input type="checkbox"/> Children distressed during separation and reunion do not receive comfort. Examples: - A child is ignored or told to stop crying.	<input checked="" type="checkbox"/> Children distressed during separation and reunion sometimes receive comfort. Examples: - Caregivers comfort children during arrivals but not during departures. - Omaria cries when her mom walks out of the room as the caregiver changes another child's diaper. The caregiver finishes diapering, does another task, then walks over and picks up Omaria. She hugs Omaria and puts her down with some toys.	<input type="checkbox"/> Children distressed during separation and reunion have their feelings acknowledged (e.g., "It's sad when Mommy leaves for work") and receive comforting (being held, rocked, stroked, or read to) for as long as they need it. Example: - Alan cries when his dad puts him on the floor and turns to leave. His caregiver is changing another child's diaper, but she acknowledges Alan's feelings. She picks him up as soon as she is done with diapering and rocks with him until he settles down.
Row 4	<input checked="" type="checkbox"/> Parents are not greeted and/or bid good-bye. Example: - Parents are ignored.	<input type="checkbox"/> Parents are sometimes greeted and bid good-bye.	<input type="checkbox"/> Parents are greeted and bid good-bye in a calm, reassuring manner. Examples: - Caregiver and parent exchange information verbally and in written form and share child observations. - Parents are greeted by name.
Row 5	<input checked="" type="checkbox"/> Parents distressed during separation and reunion do not have their feelings acknowledged. Example: - Caregivers don't talk with parents.	<input type="checkbox"/> Parents distressed during separation and reunion sometimes have their feelings acknowledged. Example: - When caregivers are free and notice the parent, they will talk with them and acknowledge their feelings.	<input type="checkbox"/> Parents distressed during separation and reunion have their feelings acknowledged. Examples: - "It's hard to go to work when you'd rather stay here with Eli." - "You're in a rush to go home and Mo wants to show you the new blocks." - At departure time, noticing that Noah's mom is sitting on the floor playing with him, his caregiver says, "Noah missed playing with you this morning when you had to leave."

Step 3: Scoring the Items (continued)

Scoring Guidelines for Items With 2 Rows of Box

Level 1: **Both** Level 1 boxes are checked.

Level 2: **One** Level 1 and **one** of the Level 3 or Level 5 boxes are checked.

Level 3: **Both** Level 3 boxes are checked.

Level 4: **One** Level 3 box and **one** Level 5 box are checked.

Level 5: **Both** Level 5 boxes are checked.

Rows, Boxes, Checks... Oh My!

The scoring guidelines may seem overwhelming at first, but with practice they will become second nature.

Always remember that a complete explanation of the guidelines are on page *ix* of your PQA.

Hold on... how will I ever keep track of all these different rules?

Step 3: Scoring the Items (continued)

Item Scoring Examples

Score = 3

Both Level 3 boxes are checked.

IV. CURRICULUM PLANNING AND CHILD OBSERVATION

IV-A. Caregivers use a comprehensive curriculum model for guiding their practices with infants and toddlers.

Circle one indicator level for this item based on the scoring rules on page ix.

1 2 3 4 5

Check here if not observed or reported.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<input type="checkbox"/> Caregivers do not use a comprehensive curriculum model. Examples: - Caregivers rely on their instincts and/or what they have made up. - Caregivers use an undocumented curriculum.	<input checked="" type="checkbox"/> Caregivers sometimes use a comprehensive curriculum model. Example: - Caregivers use a specific curriculum along with activities from other sources, and/or use a combination of curriculum models.	<input type="checkbox"/> Caregivers use one comprehensive curriculum model that addresses the following: <ul style="list-style-type: none"> • <i>Educational program</i> encompasses all areas of child development; is developmentally appropriate; encourages children's active learning (learning through exploration and investigation); focuses on intentional teaching; has clear goals; is based on theory and research; builds on prior learning and experiences; has content that aligns with professional standards; shows evidence of effectiveness; is supported through staff training. • <i>Appropriate child assessment</i> assists program staff in making sound decisions about teaching and learning, identifying significant concerns, and improving program practices. • <i>Program evaluation</i> is continuous, with results used to improve practices. 	CQ: Do you use a curriculum model(s)? If so, what model do you use?
Row 2	<input type="checkbox"/> Caregivers do not refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers. Examples: - Curriculum sits in teachers' resource room. - Caregivers browse through various websites for ideas.	<input checked="" type="checkbox"/> Caregivers sometimes refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers. Example: - Caregivers set up their room following the curriculum's learning environment guidelines, but browse through various websites and craft books for activities.	<input type="checkbox"/> Caregivers refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers. Example: - Caregivers look to the curriculum to help them solve problems with the <i>learning environment</i> (such as how to label materials to make cleanup time more successful); <i>daily routine</i> (such as how to improve a schedule that isn't working); <i>adult-child interactions</i> (such as how to converse with verbal and nonverbal children at their level); <i>assessment of children</i> (such as how to plan around individual children's interests and developmental levels); and <i>teamwork</i> (such as what to do when caregivers have conflicts).	CQ: How does the curriculum help you make decisions about teaching and learning for infants and toddlers?

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Step 3: Scoring the Items (continued)

Item Scoring Examples

Score = 5

Both Level 5 boxes are checked.

IV. CURRICULUM PLANNING AND CHILD OBSERVATION Circle one indicator level for this item based on the scoring rules on page ix.			
IV-A. Caregivers use a comprehensive curriculum model for guiding their practices with infants and toddlers. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> Check here if not observed or reported. 			
Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1 <input type="checkbox"/> Caregivers do not use a comprehensive curriculum model. Examples: - Caregivers rely on their instincts and/or what they have made up. - Caregivers use an undocumented curriculum.	<input type="checkbox"/> Caregivers sometimes use a comprehensive curriculum model. Example: - Caregivers use a specific curriculum along with activities from other sources, and/or use a combination of curriculum models.	<input checked="" type="checkbox"/> Caregivers use one comprehensive curriculum model that addresses the following: <ul style="list-style-type: none"> • <i>Educational program</i> encompasses all areas of child development; is developmentally appropriate; encourages children's active learning (learning through exploration and investigation); focuses on intentional teaching; has clear goals; is based on theory and research; builds on prior learning and experiences; has content that aligns with professional standards; shows evidence of effectiveness; is supported through staff training. • <i>Appropriate child assessment</i> assists program staff in making sound decisions about teaching and learning, identifying significant concerns, and improving program practices. • <i>Program evaluation</i> is continuous, with results used to improve practices. 	CQ: Do you use a curriculum model(s)? If so, what model do you use?
Row 2 <input type="checkbox"/> Caregivers do not refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers. Examples: - Curriculum sits in teachers' resource room. - Caregivers browse through various websites for ideas.	<input type="checkbox"/> Caregivers sometimes refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers. Example: - Caregivers set up their room following the curriculum's learning environment guidelines, but browse through various websites and craft books for activities.	<input checked="" type="checkbox"/> Caregivers refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers. Example: - Caregivers look to the curriculum to help them solve problems with the <i>learning environment</i> (such as how to label materials to make cleanup time more successful); <i>daily routine</i> (such as how to improve a schedule that isn't working); <i>adult-child interactions</i> (such as how to converse with verbal and nonverbal children at their level); <i>assessment of children</i> (such as how to plan around individual children's interests and developmental levels); and <i>teamwork</i> (such as what to do when caregivers have conflicts).	CQ: How does the curriculum help you make decisions about teaching and learning for infants and toddlers?

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Step 3: Scoring the Items (continued)

Item Scoring Examples

Score = 1

Both Level 1 boxes are checked.

IV. CURRICULUM PLANNING AND CHILD OBSERVATION Circle one indicator level for this item based on the scoring rules on page ix.			
IV-A. Caregivers use a comprehensive curriculum model for guiding their practices with infants and toddlers. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> Check here if not observed or reported. 			
Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1 <input checked="" type="checkbox"/> Caregivers do not use a comprehensive curriculum model. Examples: - Caregivers rely on their instincts and/or what they have made up. - Caregivers use an undocumented curriculum.	<input type="checkbox"/> Caregivers sometimes use a comprehensive curriculum model. Example: - Caregivers use a specific curriculum along with activities from other sources, and/or use a combination of curriculum models.	<input type="checkbox"/> Caregivers use one comprehensive curriculum model that addresses the following: <ul style="list-style-type: none"> • <i>Educational program</i> encompasses all areas of child development; is developmentally appropriate; encourages children's active learning (learning through exploration and investigation); focuses on intentional teaching; has clear goals; is based on theory and research; builds on prior learning and experiences; has content that aligns with professional standards; shows evidence of effectiveness; is supported through staff training. • <i>Appropriate child assessment</i> assists program staff in making sound decisions about teaching and learning, identifying significant concerns, and improving program practices. • <i>Program evaluation</i> is continuous, with results used to improve practices. 	CQ: Do you use a curriculum model(s)? If so, what model do you use?
Row 2 <input checked="" type="checkbox"/> Caregivers do not refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers. Examples: - Curriculum sits in teachers' resource room. - Caregivers browse through various websites for ideas.	<input type="checkbox"/> Caregivers sometimes refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers. Example: - Caregivers set up their room following the curriculum's learning environment guidelines, but browse through various websites and craft books for activities.	<input type="checkbox"/> Caregivers refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers. Example: - Caregivers look to the curriculum to help them solve problems with the <i>learning environment</i> (such as how to label materials to make cleanup time more successful); <i>daily routine</i> (such as how to improve a schedule that isn't working); <i>adult-child interactions</i> (such as how to converse with verbal and nonverbal children at their level); <i>assessment of children</i> (such as how to plan around individual children's interests and developmental levels); and <i>teamwork</i> (such as what to do when caregivers have conflicts).	CQ: How does the curriculum help you make decisions about teaching and learning for infants and toddlers?

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Step 3: Scoring the Items (continued)

Item Scoring Examples

Score = 4

One Level 3 box is checked and one Level 5 box is checked.

IV. CURRICULUM PLANNING AND CHILD OBSERVATION Circle one indicator level for this item based on the scoring rules on page ix.			
IV-A. Caregivers use a comprehensive curriculum model for guiding their practices with infants and toddlers. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> Check here if not observed or reported. 			
Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1 <input type="checkbox"/> Caregivers do not use a comprehensive curriculum model. Examples: - Caregivers rely on their instincts and/or what they have made up. - Caregivers use an undocumented curriculum.	<input checked="" type="checkbox"/> Caregivers sometimes use a comprehensive curriculum model. Example: - Caregivers use a specific curriculum along with activities from other sources, and/or use a combination of curriculum models.	<input type="checkbox"/> Caregivers use one comprehensive curriculum model that addresses the following: <ul style="list-style-type: none"> • <i>Educational program</i> encompasses all areas of child development; is developmentally appropriate; encourages children's active learning (learning through exploration and investigation); focuses on intentional teaching; has clear goals; is based on theory and research; builds on prior learning and experiences; has content that aligns with professional standards; shows evidence of effectiveness; is supported through staff training. • <i>Appropriate child assessment</i> assists program staff in making sound decisions about teaching and learning, identifying significant concerns, and improving program practices. • <i>Program evaluation</i> is continuous, with results used to improve practices. 	CQ: Do you use a curriculum model(s)? If so, what model do you use?
Row 2 <input type="checkbox"/> Caregivers do not refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers. Examples: - Curriculum sits in teachers' resource room. - Caregivers browse through various websites for ideas.	<input type="checkbox"/> Caregivers sometimes refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers. Example: - Caregivers set up their room following the curriculum's learning environment guidelines, but browse through various websites and craft books for activities.	<input checked="" type="checkbox"/> Caregivers refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers. Example: - Caregivers look to the curriculum to help them solve problems with the <i>learning environment</i> (such as how to label materials to make cleanup time more successful); <i>daily routine</i> (such as how to improve a schedule that isn't working); <i>adult-child interactions</i> (such as how to converse with verbal and nonverbal children at their level); <i>assessment of children</i> (such as how to plan around individual children's interests and developmental levels); and <i>teamwork</i> (such as what to do when caregivers have conflicts).	CQ: How does the curriculum help you make decisions about teaching and learning for infants and toddlers?

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Step 3: Scoring the Items (continued)

Item Scoring Examples

Score = 2

One Level 1 box is checked and one Level 3 box is checked.

IV. CURRICULUM PLANNING AND CHILD OBSERVATION Circle one indicator level for this item based on the scoring rules on page ix.			
IV-A. Caregivers use a comprehensive curriculum model for guiding their practices with infants and toddlers. <input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> Check here if not observed or reported. 			
Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1 <input checked="" type="checkbox"/> Caregivers do not use a comprehensive curriculum model. Examples: - Caregivers rely on their instincts and/or what they have made up. - Caregivers use an undocumented curriculum.	<input type="checkbox"/> Caregivers sometimes use a comprehensive curriculum model. Example: - Caregivers use a specific curriculum along with activities from other sources, and/or use a combination of curriculum models.	<input type="checkbox"/> Caregivers use one comprehensive curriculum model that addresses the following: <ul style="list-style-type: none"> • <i>Educational program</i> encompasses all areas of child development; is developmentally appropriate; encourages children's active learning (learning through exploration and investigation); focuses on intentional teaching; has clear goals; is based on theory and research; builds on prior learning and experiences; has content that aligns with professional standards; shows evidence of effectiveness; is supported through staff training. • <i>Appropriate child assessment</i> assists program staff in making sound decisions about teaching and learning, identifying significant concerns, and improving program practices. • <i>Program evaluation</i> is continuous, with results used to improve practices. 	CQ: Do you use a curriculum model(s)? If so, what model do you use?
Row 2 <input type="checkbox"/> Caregivers do not refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers. Examples: - Curriculum sits in teachers' resource room. - Caregivers browse through various websites for ideas.	<input checked="" type="checkbox"/> Caregivers sometimes refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers. Example: - Caregivers set up their room following the curriculum's learning environment guidelines, but browse through various websites and craft books for activities.	<input type="checkbox"/> Caregivers refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers. Example: - Caregivers look to the curriculum to help them solve problems with the <i>learning environment</i> (such as how to label materials to make cleanup time more successful); <i>daily routine</i> (such as how to improve a schedule that isn't working); <i>adult-child interactions</i> (such as how to converse with verbal and nonverbal children at their level); <i>assessment of children</i> (such as how to plan around individual children's interests and developmental levels); and <i>teamwork</i> (such as what to do when caregivers have conflicts).	CQ: How does the curriculum help you make decisions about teaching and learning for infants and toddlers?

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Step 3: Scoring the Items (continued)

Item Scoring Examples

Score = 2

One Level 1 box is checked and one Level 5 box is checked.

IV. CURRICULUM PLANNING AND CHILD OBSERVATION			
Circle one indicator level for this item based on the scoring rules on page ix.			
1 2 3 4 5			
Check here if not observed or reported.			
Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
<p>Row 1 <input checked="" type="checkbox"/> Caregivers do not use a comprehensive curriculum model.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Caregivers rely on their instincts and/or what they have made up. - Caregivers use an undocumented curriculum. 	<p><input type="checkbox"/> Caregivers sometimes use a comprehensive curriculum model.</p> <p>Example:</p> <ul style="list-style-type: none"> - Caregivers use a specific curriculum along with activities from other sources, and/or use a combination of curriculum models. 	<p><input type="checkbox"/> Caregivers use one comprehensive curriculum model that addresses the following:</p> <ul style="list-style-type: none"> • <i>Educational program</i> encompasses all areas of child development; is developmentally appropriate; encourages children's active learning (learning through exploration and investigation); focuses on intentional teaching; has clear goals; is based on theory and research; builds on prior learning and experiences; has content that aligns with professional standards; shows evidence of effectiveness; is supported through staff training. • <i>Appropriate child assessment</i> assists program staff in making sound decisions about teaching and learning, identifying significant concerns, and improving program practices. • <i>Program evaluation</i> is continuous, with results used to improve practices. 	<p>CQ: Do you use a curriculum model(s)? If so, what model do you use?</p>
<p>Row 2 <input type="checkbox"/> Caregivers do not refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Curriculum sits in teachers' resource room. - Caregivers browse through various websites for ideas. 	<p><input type="checkbox"/> Caregivers sometimes refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers.</p> <p>Example:</p> <ul style="list-style-type: none"> - Caregivers set up their room following the curriculum's learning environment guidelines, but browse through various websites and craft books for activities. 	<p><input type="checkbox"/> Caregivers refer to the program's curriculum to guide their decisions and teaching practices with infants and toddlers.</p> <p>Example:</p> <ul style="list-style-type: none"> - Caregivers look to the curriculum to help them solve problems with the <i>learning environment</i> (such as how to label materials to make cleanup time more successful); <i>daily routine</i> (such as how to improve a schedule that isn't working); <i>adult-child interactions</i> (such as how to converse with verbal and nonverbal children at their level); <i>assessment of children</i> (such as how to plan around individual children's interests and developmental levels); and <i>teamwork</i> (such as what to do when caregivers have conflicts). 	<p>CQ: How does the curriculum help you make decisions about teaching and learning for infants and toddlers?</p>

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Step 3: Scoring the Items (continued)

What If...?

If a row of boxes (e.g., Item III-A) is marked as “Not Applicable,” then do **not** include that row when you calculate the item score.

If and only if **no** rows are completed in the item, check “Not observed or reported” and enter “NR” on the Summary Sheet. However, this is rare. (For example, Item III-F would be marked “NR” if all children in the classroom are younger than 6 months old.)

III. ADULT-CHILD INTERACTION				Circle one indicator level for this item based on the scoring rules on page ix.
III-A. Children's relationships with their caregivers are long term.				1 2 3 4 5
				<input type="radio"/> Check here if not observed or reported.
Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes	
Row 1 <input type="checkbox"/> Each child is cared for by a changing cast of caregivers. Example: - Children do not know which caregivers will be taking care of them from day to day.	<input type="checkbox"/> Each child is cared for by the same group of caregivers from day to day. Example: - Children have the same caregivers but are not assigned a primary caregiver.	<input type="checkbox"/> Each child is cared for by the same primary caregiver and caregiving team from day to day. Each primary caregiver is assigned specific children to care for, including communicating with their parents. Example: - Each caregiving team is assigned a consistent substitute caregiver.	CQ: Are you responsible for a particular group of children from day to day? How many? Are you the primary caregiver for these children, or do you share their care with other caregivers? Notes: (a) If level 1 is checked, score a 1 and leave the remaining rows blank. (b) If there is only one caregiver, check level 5 for this row.	
Row 2 <input type="checkbox"/> Each child is assigned a primary caregiver without regard to his or her preferences or temperament. Example: - Child cries for another caregiver but is kept with the caregiver he was assigned to upon enrollment.	<input type="checkbox"/> Each child's preferences and temperament are sometimes considered in the assignment of a primary caregiver. Examples: - A child's preference is only considered within the first few days of entering the program, and/or a child is passed back and forth between primary caregivers according to the child's preferences. - When a child is moved up to a new set of caregivers and/or a new child fills an opening, children are assigned to the caregiver with the opening and are not given a preference.	<input type="checkbox"/> Each child is given time to display a preference for a primary caregiver, and each child's temperament fits well with the primary caregiver's temperament. Examples: - After 2 weeks in the program, Stephanie prefers the co-caregiver, so Stephanie is assigned to the co-caregiver as her primary caregiver. - If a new child prefers the co-caregiver to his or her primary caregiver, he or she can switch primary caregivers with a long-term child who has a secure attachment to both teachers. ["New" means a child who is new to the program or one who has moved up to a new room and set of caregivers.]	<input type="checkbox"/> Mark "N/A" if there is only one caregiver. CQ: How are children assigned to a primary caregiver?	

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continued on next page ↓ 49

A Peek Ahead

This week you will

- Learn to use evidence to check the appropriate box for each row.
- Learn to score the PQA items.

Next week you will

- Learn more about Section I: Learning Environment, and Section II: Schedules and Routines.

